

ALICE SPRINGS

Partner organisation: Yipirinya School

Location of HIPPY provider: Lot 7399 Lovegrove Drive, Alice Springs, NT 0870

HIPPY Area: Alice Springs

Coordinator: s47F

Line Manager: s47F

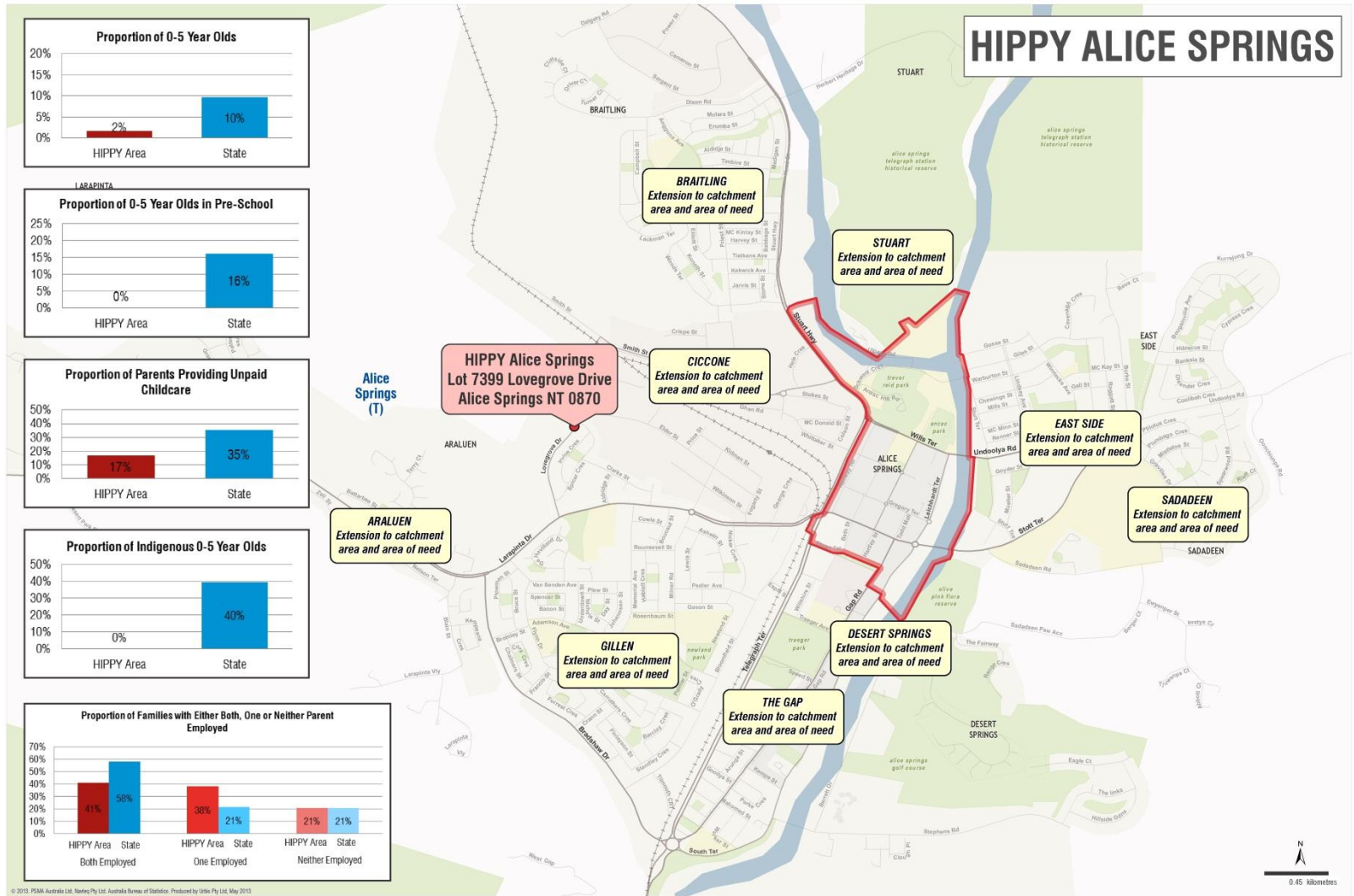
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Alice Springs suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Alice Springs suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Alice Springs LGA at 2006 and Alice Springs suburb at 2011.

| | State decile | National decile |
|--|--------------|-----------------|
| Alice Springs LGA at 2006 ¹ | 9 | 8 |
| Alice Springs suburb at 2011 | 2 | 6 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Alice Springs suburb is characterised by low levels of relative disadvantage when compared to other LGAs across NT and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS²

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Alice Springs local community, NT and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------------------|-----|----------|-------------------------------|-----|----------|
| | Alice Springs local city | NT | National | Alice Springs local community | NT | National |
| One or more domains | 30% | 40% | 24% | 33% | 36% | 22% |
| Two or more domains | 14% | 23% | 12% | 12% | 21% | 11% |

EXISTING SERVICES

A range of services are offered in the Alice Springs suburb, including Lutheran Church Play Group, Tangentyere Ketye Program (playgroup), Congress School Readiness Program and Anglicare.

HIPPY ALICE SPRINGS SUBURB ENROLMENT DATA³

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 10 | 25 |
| Number of graduations | 4 | 2 |
| Number exiting early | 6 | 5 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 9 | 23 |
| Number of children that most commonly speak a language other than English at home | 6 | 8 |
| Total budget | \$196,300 | N/A |
| Total spend | \$201,602 | \$209,003 |

¹ LGA SEIFA data was used for 2006 as the Alice Springs suburb was not represented. Using LGA SEIFA data may dilute results and not be entirely representative of the HIPPY area. Note: There is a significant level of disadvantage within the Alice Springs suburb at 2011.

² AEDI indicator used to represent HIPPY catchment is at The Gap/Alice Springs local community level.

³ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a lower percentage of children aged 0-5 years old (2%) when compared to the NT (10%) - The HIPPY area has a lower percentage of children aged 0-5 years old (0%) in preschool⁴ when compared to the NT (16%) - The HIPPY area has a lower percentage of both parents employed full time (41%) compared to the NT (58%), and an equal percentage of people both parents not working (21%) when compared to the NT (21%) - The Alice Springs suburb is characterised by high levels of relative disadvantage compared to other suburbs across NT and Australia at 2011 - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Alice Springs suburb (33%) compared to NT (36%), and higher compared to Australia (22%). <p>The Northern Territory has comparatively higher levels of socio-economic disadvantage than Australia generally. While Alice Springs is relatively more advantaged than many Northern Territory suburbs, it remains comparatively disadvantaged to other Australian suburbs.</p> <p>Key Aboriginal communities targeted by HIPPY Alice Springs include a number of Aboriginal Town Camps in the Alice Springs Local Government Area (LGA). Town Camps in the Northern Territory are small communities within the town boundaries but operating independently, often with an Aboriginal Elder leadership group. They usually have approximately 50-200 residents, and in the majority of cases experience high levels of risk in environmental health (due to poor sanitation, lack of refrigeration and very high levels of housing over-crowding); low incomes; high unemployment; and high rates of alcohol and other drug abuse; and community violence. Given the resident numbers are relatively small, the complex socio-economic conditions of these communities often do not appear in the standard socio-economic reporting at a suburb or LGA level. Therefore the relative level of advantage reported through SEIFA for Alice Springs (comparative to other NT suburbs) does not accurately represent the real disadvantage in these small communities.</p> <p>Stakeholders from the Yipirinya School (servicing both the Town Camps and the broader Alice Springs community), reported a high need for early childhood support services and parent engagement activities.</p> |
| <p>Extent to which the need has changed over time</p> | <p>The Australian Early Childhood Indicators (AEDI) show that while the Northern Territory and Australian indicators improved between 2009 and 2012, the situation became worse in Alice Springs. The proportion of children who are developmentally vulnerable on one or more domains of the AEDI in Alice Springs rose from 30% in 2009 to 33% in 2012.</p> <p>SEIFA data for the Alice Springs suburb was not available at 2006. Levels of socio-economic disadvantage for the Alice Springs suburb at 2011 show high levels of disadvantage. This is notably higher than that represented for the Alice Springs LGA at 2006.</p> <p>The stakeholders did not report a change in need, but noted in particular communities in Alice Springs such as the Town Camps, where there is significant long-term disadvantage, changes in disadvantage levels and subsequent need are unlikely to be obvious at a program level unless there is significant and large scale improvement or decline.</p> |

⁴ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Alice Springs recruits parents beyond the core catchment across other parts of Alice Springs and including the Town Camps. This is partly due to the role of Alice Springs as the only town/service centre for more than 100 km.

HIPPY Alice Springs has increased enrolment numbers since commencement, with 38 families enrolled at the time of the site visit in May 2013. It was reported that the majority of families were Aboriginal (32 out of 36). The participation of Aboriginal and non-Aboriginal families was seen as a reflection of tutors' abilities to engage across the community.

Families have been recruited through presentations to local preschools, childcare centres and playgroups.

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The HIPPY model usually means that families exit the program if they do not sustain ongoing participation. At the local level, tutors and the Coordinator actively seek to reengage families at a number of points throughout the year.

The program structure requires that families complete the program within two years. Given the changing family circumstances of many Aboriginal families, they may require longer to complete the program. Staff suggested the program should be able to extend over a longer period of time to enable families to complete the program. It was also suggested that rules regarding the age of children upon entry be relaxed e.g. a five year old child may not have previously accessed any formal early childhood services or preschool activities and may therefore be better placed commencing the age 4 program, rather than the age 5 program. This is not possible under current HIPPY guidelines.

The HIPPY Alice Springs Coordinator and the tutors are all Aboriginal and they report this assists significantly when engaging with Aboriginal families and building higher levels of trust and familiarity in the community. The Coordinator and one of the tutors also have skills in a number of local Aboriginal languages, and this assists initial engagement and the English language skills of parents. The tutors and Coordinator report that much of the language in HIPPY resources is very formal, and references in the program (e.g. "I for Igloo") are not relevant or appropriate when families speak Aboriginal language or Aboriginal English. This is described as a particular issue in the first year of the program.

Tutors have adapted their approach accordingly. They do not refer to themselves as tutors as they find many families are put off the formal word Tutor. Instead they refer to themselves as Helpers or Guides.

HIPPY staff reported there is low uptake from flyers used to promote the program to Aboriginal families. Face to face and peer referrals are more effective.

Some non-Aboriginal families have responded to flyers received through preschool programs, but again, face to face, attendance at child care centres and playgroups and peer referrals have been more effective recruitment strategies.

The HIPPY Coordinator and tutors reported that parents tend to disengage once their child starts school at age 5. This was reportedly due to competing demands on the child and parent, and also due to a perception that HIPPY is no longer required once a child starts school. This is less common among those who attend Yipirinya School, as the school actively promotes ongoing participation in HIPPY.

HIPPY tutors suggested there was a need for greater flexibility with families of school age children completing the program. While increased demands may mean parents are only doing one or two of the five weekly activities, ongoing engagement over time is regarded as more important.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>It was also suggested that the program should have a rolling intake – allowing age 4 children to enrol in parallel with the age 5 cohort. This would increase access for families and mean they do not miss out if the child is not the right age for the cohort that year.</p> <p>The fact that HIPPY is a free program is reported by all to enhance family interest and engagement.</p> <p>s47E s47E Tutors often conduct sessions in alternative locations such as the local park, the HIPPY program office, or the library at Yipirinya School. While this can work well, transport is a critical issue. HIPPY Alice Springs program has limited access to the Yipirinya School bus fleet which assists the program.</p> <p>Methods of contact with families are a key challenge. Many families do not have telephones, or regularly change telephones and contact numbers. This means that the majority of contact needs to be face to face, and can require travelling to people’s homes just to make arrangements for the next appointment. This has significant time and cost impacts.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Alice Springs has been successful in recruiting and retaining staff. The Yipirinya School directly employs the Coordinator and tutors through school contracts. This has meant that HIPPY staff must commit to formal training and education as part of the school philosophy. Yipirinya School pays staff throughout the year, including school holidays, so that they have time to complete their studies. This also provides continuity of employment.</p> <p>s47F s47F The principal of Yipirinya School (the HIPPY Line Manager) has also appointed a peer mentor for the HIPPY Coordinator and tutors from amongst the school staff. This has assisted in managing the relationship with the school structure, and reducing concerns and anxiety that the HIPPY staff may feel about engaging directly with the school principal.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY staff demonstrated a clear understanding of the core elements of the program structure and work to ensure that these are maintained. They are also flexible to ensure sustained engagement with Aboriginal families.</p> <p>Key challenges reported regarding program fidelity relate to age restrictions, completion of the program within two years, and exiting people from the program if they have been away for several weeks.</p> <p>In terms of quality assurance, the tutors and Coordinator meet weekly to discuss the program, and the Yipirinya peer mentor (noted above) meets regularly with the Coordinator to discuss any challenges or issues with program delivery.</p> |
| <p>Expenditure and the funding model</p> | <p>The funding model is reportedly challenging given the transient population engaged in the program. Case-based funding in arrears is difficult to sustain and to budget for the next period. It was suggested that HIPPY would be unsustainable as a stand-alone program. Yipirinya School critically supports the program with a contribution to overheads and infrastructure such as the HIPPY office, peer mentor, and access to the school’s bus fleet.</p> <p>The requirement to split the funding between age 4 and age 5 children was questioned. There was a preference noted for one amount of money which could be applied as required to meet the needs of different age groups.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Partnerships HIPPY Alice Springs is auspiced by and co-located with Yipirinya School. Through consistent messaging and knowledge sharing the HIPPY Coordinator has been able to embed referrals where appropriate into the work practices of the staff at the Yipirinya School, day care and preschool programs.

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HIPPY Alice Springs also promotes the service through the Alice Springs Communities for Children newsletter.

Overall impact of HIPPY All stakeholders reported a positive impact for families in contact with HIPPY. It was suggested that parents report increased confidence in understanding school and formal learning structures, and also pride in their success and their children’s success through the program.

Tutors reported a higher level of confidence in their own work and parenting skills.

The school reported that children and families engaged in HIPPY were more confident and able to engage with school structures.

Although HIPPY was considered to be having a beneficial effect, stakeholders suggested that as a program that is not specifically designed for Aboriginal families, there are some barriers to engagement in terms of language, culture and participation requirements.

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Engagement of Aboriginal Coordinator and tutors (including some with local Aboriginal language skills) to build community recognition and trust
- Co-location and support of Yipirinya School from a resource and culture perspective
- Yipirinya’s belief in and commitment to the broader benefits of HIPPY in around social and emotional wellbeing and how this affects individual, family and community health and learning
- The Coordinator and tutors are well known within the community (through family and community connections and previous employment roles) and proactively recruit families through local individual networks
- Partnerships are being developed and maintained by a range of people and roles, so that they are not reliant on a single contact.

Reported barriers include:

- The capacity of families to maintain a two year commitment due to changing family circumstances
- HIPPY Alice Springs does not currently provide mobile phones to tutors which means they are often on the road or in challenging community environments without a safety mechanism such as a telephone
- The program content is often not relevant to Aboriginal communities of Central Australia
- The enrolment form is considered long and difficult to complete for many target families and creates a barrier to enrolment
- The complex social and economic circumstances of families mean consistent and sustained engagement is difficult.

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | Key issues regarding sustainability have been highlighted throughout this report. While there appears to be an ongoing need and interest in HIPPY from the Alice Springs community (both families and tutors), there is a need for flexibility in the delivery and funding models to more appropriately respond to community context, needs and family circumstances. |
| Sustainability of partnerships | The partnership or auspicing arrangement with Yipirinya School is critical to the success of the program. Other partnerships, such as Communities for Children, Larapinta Preschool and Lutheran Community Care Playgroup, all assist with the recruitment of families, including non-Aboriginal families. The tutors and Coordinator have worked hard to ensure HIPPY has a strong reputation with these partners, and it is reported this will help support sustainable partnerships beyond individuals. |
| Capacity and willingness of program provider to continue to deliver HIPPY | <p>Yipirinya School stated that it would be willing to continue to auspice the program. It was reported that HIPPY would be unsustainable as a stand-alone program. Yipirinya School critically supports the program with a contribution to overheads and infrastructure such as the HIPPY office, peer mentor, training and access to the school's bus fleet.</p> <p>There were noted benefits of HIPPY being auspiced by the Yipirinya School from a resource perspective and also from a clear understanding and culture of engagement with Aboriginal families.</p> |

MOONEE VALLEY

Partner organisation: The Brotherhood of St Laurence

Location of HIPPY provider: : North Melbourne Community Centre, 49-53 Buncle Street, North Melbourne

HIPPY Area: North Melbourne, Kensington, Flemington and Ascot Vale

Coordinator: s47F

Line Manager: s47F

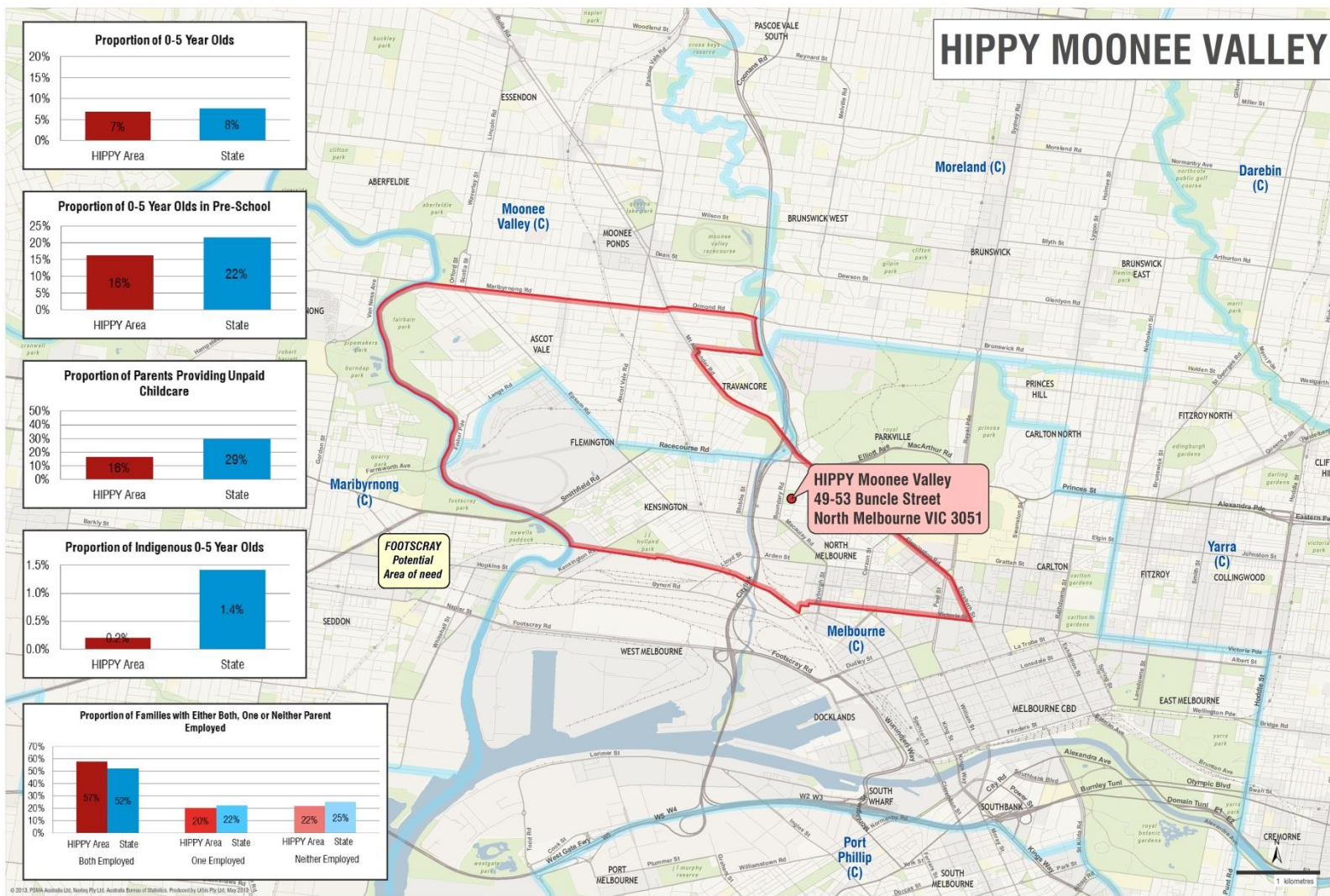
Site started (first enrolment): 2007

This map outlines the HIPPY area which encompasses the suburbs of North Melbourne, Kensington, Flemington and Ascot Vale.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Moonee Valley LGA at 2006 and 2011.

| | State decile | National decile |
|---------------------------|--------------|-----------------|
| Moonee Valley LGA at 2006 | 7 | 8 |
| Moonee Valley LGA at 2011 | 8 | 9 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Moonee Valley LGA is characterised by low levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable (DV) on one or more or two or more AEDI domains within the Moonee Valley LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------------|----------|----------|-------------------|----------|----------|
| | Moonee Valley LGA | Victoria | National | Moonee Valley LGA | Victoria | National |
| One or more domains | 11% | 20% | 24% | 16% | 20% | 22% |
| Two or more domains | 5% | 10% | 12% | 8% | 10% | 11% |

EXISTING SERVICES

A range of services are currently offered in the HIPPY area, including Tuning Into Kids, Mother Goose, Maternal and Child Health Clinics, Baby Book Borrow program, Doutta Galla Community Health and Uncle Bob's Child Development Centre.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|------------|------------|
| Number of enrolments (children) | 40 | 14 |
| Number of graduations | 14 | 0 |
| Number exiting early | 26 | 3 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 0 |
| Number of children that most commonly speak a language other than English at home | 37 | 13 |
| Total budget | \$ 173,344 | \$ 190,092 |
| Total spend | \$ 204,494 | \$ 190,092 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. LGA AEDI data has been used as not all suburb level AEDI data is available. Note: suburb level data for some catchment suburbs (Flemington and Ascot Vale) have higher levels of DV than for overall LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a lower percentage of children aged 0-5 years old (7%) when compared to the Victoria state (8%) - The HIPPY area has an equal percentage of children aged 0-5 years old (16%) in preschool³ when compared to the Victoria state (22%) - The HIPPY area has a higher percentage of both parents employed full time (57%) compared to the Victoria state (52%) and a higher percentage of both parents not working (22%) when compared to the Victoria state (25%) - The Moonee Valley LGA is characterised by low levels of relative disadvantage compared to other LGAs across Victoria and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Moonee Valley LGA (16%), compared to Victoria (20%) and Australia (22%). <p>There appears to be a high need for a parent engagement and literacy and numeracy program in the Moonee Valley LGA. s47E</p> <p>s47E</p> <p>Many of the families living in public housing and surrounding areas are from non-English speaking countries. The main language spoken at home is often a language other than English, and low levels of English literacy are common. This has meant many children are starting school with limited English skills and require extra assistance developing basic numeracy and literacy skills. Stakeholders reported that many families who originated from other countries may be unfamiliar with the Australian school system, but parents are keen to learn about how it works and how they can support their child. Many CALD families value education and are highly aspirational for their children, which adds to demand for the program.</p> <p>There is a range of programs available in the area that cater to children under five years of age, including supported play groups and storytelling groups. However, there are no home-based literacy and numeracy or parent engagement programs similar to HIPPY.</p> |
| <p>Extent to which the need has changed over time</p> | <p>The Brotherhood of St Laurence started HIPPY in Moonee Valley in 2007. Stakeholders report that the need has not greatly changed in terms of demographics or in the local provision of services. However, a significant change is that HIPPY is now better known and trusted throughout the community, which has meant more families are inquiring about participating and signing up to be a part of the program.</p> <p>Footscray, a suburb south-west of Moonee Valley, is an area of identified need that is not currently serviced by the program. Stakeholders reported a high number of CALD families in that area who do not have access to programs such as HIPPY.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Moonee Valley has had no difficulties recruiting parents into the program. In 2011, 40 families were enrolled in the age 4 cohort. Due to funding, there was no age 4 cohort in 2012. In 2013 a waiting list was formed for the new cohort. As of May 1 2013, 28 families had enrolled, nearing the target of 33.</p> <p>The main strategy for recruiting parents is word of mouth. HIPPY Moonee Valley promotes HIPPY through local preschools, community centres and medical clinics through pamphlets and posters. The Coordinator also visits local organisations to talk to employees and parents about HIPPY. Past tutors and parents are an important source of recruitment, with a number of the tutors stating they learnt about the program through friends and family that had previously been part of it.</p> <p>In 2011, 26 families exited the program early. The HIPPY program over-enrols to account for potential early exits. The main reasons for exiting early were reportedly unrelated to the program, and included family relocation, childbirth, starting work or studying. It was also reported that some families did not think HIPPY was necessary once their child began primary school.</p> <p>HIPPY Moonee Valley works to keep families engaged by talking with them when they appear to be falling behind. The Coordinator will directly speak with the families regarding any issues they are experiencing, and possible options to adapt the approach to suit their needs. The tutors respond to particular needs through flexible scheduling of home visits.</p> <p>Parent groups are not well attended and include, on average, three or four families. Stakeholders attributed this to how busy families are with other commitments, difficulty with transport, and a lack of appreciation regarding the role and importance of the meetings. To make parent groups more accessible this year, parents will be given the option to attend meetings in two different locations at different times. There will also be a survey taken to help identify topics of interest and appropriate speakers. A tutor suggested that parents should receive a similar introductory training course as the tutors, so they are aware of the entire program approach.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Moonee Valley has not experienced any problems in recruiting tutors or the Coordinator. For 2013, there were six applications for three tutor positions. The current Coordinator started at Moonee Valley this year, from another HIPPY site. The previous Coordinator held the position for a number of years.</p> <p>When parents are recruited for the program they are advised about the opportunity to be a tutor. Tutor positions are advertised by Human Resources at the Brotherhood of St Laurence (BSL) in local newspapers, and online. Following the submission of a letter and CV, there is an interview process with BSL. All of the current tutors speak a language other than English.</p> <p>Staff report high levels of satisfaction with their role and the support they receive. As well as induction training from HIPPY Australia, BSL provides tutors with induction training and opportunities for ongoing training throughout the year. Tutors expressed interest in receiving additional HIPPY training and other professional development such as computer training.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Moonee Valley has largely adhered to the HIPPY model. The main departure relates to the limited use of parent groups. Home visits take place in the home, with many families already knowing the tutors and feeling comfortable with home visits.</p> <p>HIPPY Moonee Valley does not have a quality assurance plan per se, but does have an advisory group. This group is made up of representatives from Maternal Child Health, Doutta Galla Community Health, Moonee Valley Early Learning Centre and the local Community Child Care. The group meets once per term, at which time the Coordinator provides a program update, discusses challenges and solutions, and referrals.</p> <p>The HIPPY Coordinator and Line Manager meet formally once a month, but are in regular contact otherwise. The tutors have a group meeting once a week, and meet with the Coordinator individually once a fortnight. The Coordinator accompanies the tutors on home visits semi-regularly, about three times per term.</p> <p>HIPPY Moonee Valley participates in site assessments and site reflections each alternate year with HIPPY Australia. The Coordinator also monitors the satisfaction of families with the program, calling and speaking to them every few weeks, and offering opportunities to provide written and verbal feedback about the program.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has been in line with the budget.</p> <p>The program provider notes that the adjunct care that is available during parent group meetings is not covered in the HIPPY budget. This cost is met by BSL. The funding per child model can also make it difficult to manage the budget, particularly in relation to knowing how many tutors to employ and the number of hours the Coordinator will be required to work each week.</p> |
| <p>Partnerships</p> | <p>HIPPY Moonee Valley has a range of partnerships with local organisations. Maternal Child Health, the local preschool, child care centres, and community groups are all important referral agents. The City of Melbourne Council provides cheap accommodation for HIPPY, and the Debney Meadows Primary School, Flemington, provide space for the parent group meetings. Representatives from some partner organisations are invited to speak at parent group meetings.</p> |
| <p>Overall impact of HIPPY</p> | <p>HIPPY is reported to have had a very positive impact on families who have participated since its commencement in 2007.</p> <p>Given the high proportion of CALD families participating in the program, exposure to and information about the Australian education system is seen as a very positive outcome, as is the opportunity for many parents to improve their own numeracy and English literacy skills. Parents also benefit from learning about early childhood education and consequently feeling able to participate in their child's education. Tutors and the Coordinator reported that parents benefited from increased confidence, which additionally encourages participation in study or employment. Parents also benefit from referrals to other agencies, particularly CALD families who may not be aware of broader supports and how to access them.</p> <p>The parent child relationship was seen as benefiting greatly from HIPPY. HIPPY gives parents an opportunity to spend time alone with their child, learn about their strengths and challenges, form a trusting relationship and be part of their child's learning.</p> <p>The Coordinator and tutors report that children participating in the program are better able to follow instructions, focus and complete tasks, making them more 'school ready' than many other children. The numeracy and literacy skills developed in HIPPY are especially valuable for children from CALD families, who may otherwise not be exposed to English before starting school. Stakeholders also stated that the program puts a fun spin on learning, creating a positive attitude towards education that can be carried on throughout school.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

The key enablers to implementing HPPY in Moonee Valley include:

- Strong local networks
- HIPPY has a strong presence in the community
- Connections between families and tutors are strong
- Tutors can communicate with parents in their own language
- The Coordinator is from the community and committed to the community.

The key barriers to implementing HIPPY in Moonee Valley include:

- Many families are still settling into life in Australia and have other priorities (eg finding housing and employment)
- Parents have many children which can make it difficult for them to have one on one time with their HIPPY child
- Retention can be an issue as parents become more established in Australia and find employment.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is general consensus that HIPPY is highly sustainable in the Moonee Valley LGA. HIPPY Moonee Valley does not foresee any difficulties recruiting new parents into the program. As the program has become more established in the local area, stakeholders report that it is self-sustaining as people see the benefits to children and parents, and become aware of the quality of the program. The demand for HIPPY in Moonee Valley is evident in the waiting list that was formed in 2012 for this year's program. Satisfaction is evident in the fact that many families are now participating with a second or third child.</p> <p>Stakeholders report that the biggest challenge to sustainability is irregular funding. There was no age four intake in 2012, which was confusing for parents who thought the program was no longer being offered. However there was an age four intake in 2013. As such, secure ongoing funding for a sustained period of time would benefit the program in the local community.</p> <p>Another challenge is ensuring that families remain in the program for the full length of time. An alternative option suggested by tutors was allowing some families to complete the program in a 12 or 18 month period. Shortening the length of commitment may make it more accessible for some families.</p> <p>A further challenge relates to ensuring a mix of families take part in HIPPY. One stakeholder suggested that to ensure the benefits of HIPPY are distributed widely throughout the community, families should potentially only be able to have one child participate in it.</p> <p>Consultations suggest recruitment occurs via limited networks which may potentially be a barrier in the future if networks are not broadened.</p> |
| <p>Sustainability of partnerships</p> | <p>The partnerships are reported to be strong and sustainable. Although many appear based on personal relationships, partnership organisations are increasing their commitment as the benefits are demonstrated.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>The Brotherhood of St Laurence is fully supportive of HIPPY and is willing and able to continue implementing the program. HIPPY is within BSL's strategic plan, and is reported to be a very good fit for the organisation and the broader community. As mentioned above, HIPPY funding does not cover adjunct care provided to families during parent groups, however BSL is willing to absorb the costs in light of the benefits the program is delivering to parents, children and the community.</p> |

WEST TAMWORTH

Partner organisation: Tamworth Family Support

Location of HIPPY provider: 47 Denison Street, West Tamworth

HIPPY Area: West Tamworth, Hillvue, Westdale and Coledale

Coordinator: s47F

Line Manager: s47F

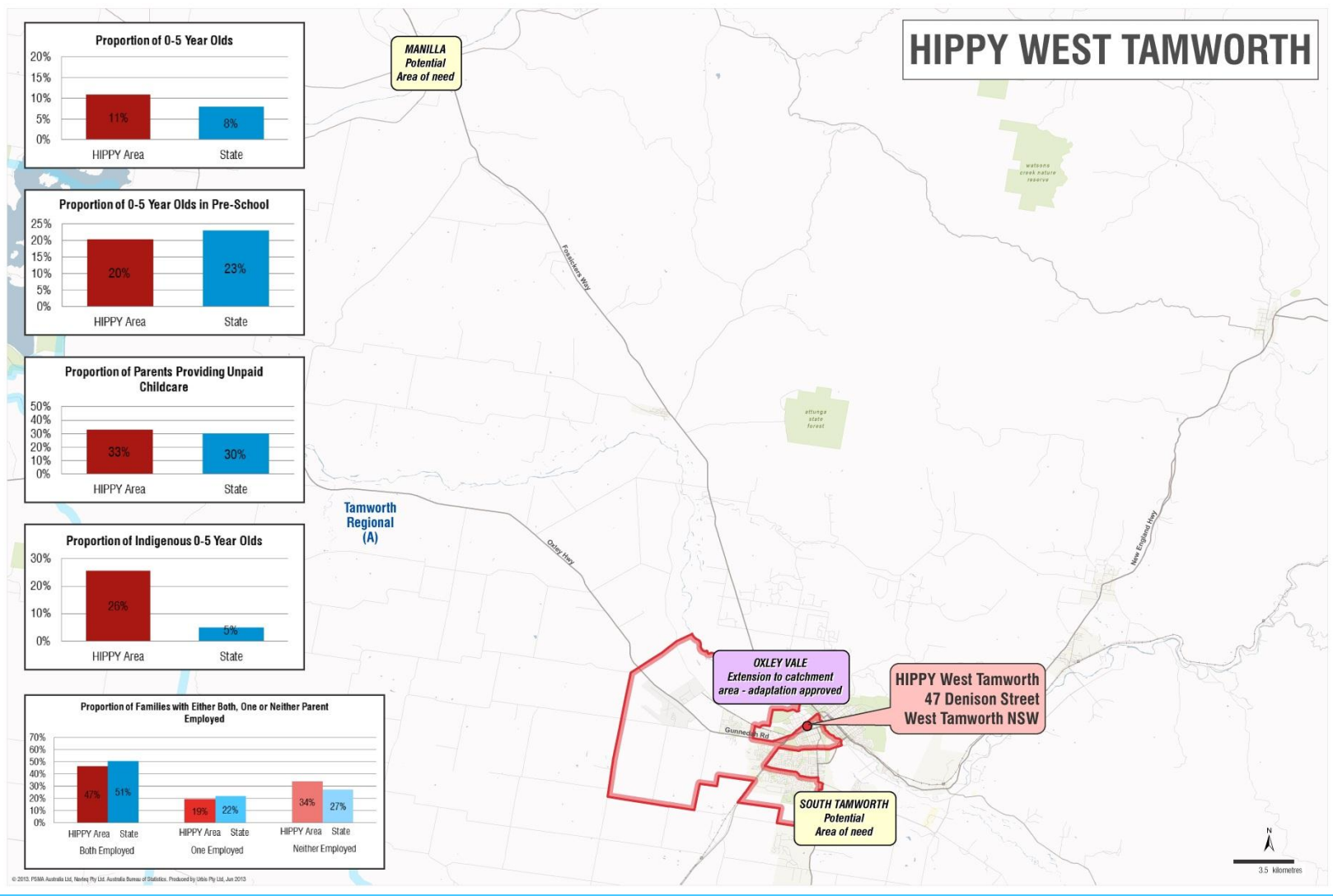
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburbs of West Tamworth, Hillvue, Westdale and Coledale.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Tamworth LGA at 2006 and 2011.

| | State decile | National decile |
|----------------------|--------------|-----------------|
| Tamworth LGA at 2006 | 5 | 5 |
| Tamworth LGA at 2011 | 5 | 5 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Tamworth LGA is characterised by average levels of relative disadvantage, when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Tamworth LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|-----|----------|--------------|-----|----------|
| | Tamworth LGA | NSW | National | Tamworth LGA | NSW | National |
| One or more domains | 27% | 21% | 24% | 24% | 20% | 22% |
| Two or more domains | 14% | 10% | 12% | 13% | 9% | 11% |

EXISTING SERVICES

A range of services are offered in the HIPPY area, including Horizon's Early Intervention Services, Benevolent Society services, Let's Read, Let's Count, supported playgroups, Aboriginal supported playgroups, Mums and Bubs, Salvation Army, Family Relationship Centre, Smith Family and Ageing, Disability and Home Care (ADHC).

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 27 | |
| Number of graduations | 18 | Not part of 2012 limited cohort |
| Number exiting early | 9 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$117,005 | \$65,648 |
| Total spend | \$119,278 | \$29,629 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (11%) when compared to the state of NSW (8%)
- The HIPPY area has a slightly lower percentage of children aged 0-5 years old (20%) in preschool³ when compared to the state of NSW (23%)
- The HIPPY area has a lower percentage of both parents employed full time (47%) compared to the state of NSW (51%), and a higher percentage of both parents not working (34%) when compared to the state of NSW (27%)
- The Tamworth LGA is characterised by average levels of relative disadvantage compared to other LGAs across NSW and Australia
- The proportion of children who are developmentally vulnerable in one or more domains of the AEDI is higher in the Tamworth LGA (24%), compared to NSW (20%) and Australia (22%).

Stakeholders reported there is a high need in the Tamworth community for a parent engagement and early literacy and numeracy program. There are limited early childhood education services available locally. Government funded pre-schools are booked out for working parents who work full-time – and there are virtually no spaces for those parents working part-time or wanting part-time care for their child. It was reported that many families cannot afford day care and many children are looked after in the home. Access to a program at no cost is seen as important. While there are supported playgroups available these vary in delivery approach, and are perceived as targeted more for parents than for children.

While the statistics do not indicate significant levels of relative disadvantage, it was reported that people were struggling financially due to downturns in the cattle industry following the temporary suspension of live cattle exports to Indonesia in 2011.

Extent to which the need has changed over time

Stakeholders observed that as knowledge about the program grows, demand will also grow. West Tamworth has one of the highest rates of young mothers in the country and there is a clear need for a parent engagement program to assist young parents with parenting skills and as the first teachers of their children. Families living on the outskirts of Tamworth and in smaller regional towns around Tamworth are geographically isolated, with few services available in these communities and limited transport options. There are no early childhood education services in these communities, and there is an identified need for a HIPPY outreach service that can work into smaller towns.

HIPPY West Tamworth applied for an adaptation to extend its catchment area early in the implementation of the program. At the time there were only 100 families with children in the defined catchment area, which did not offer a sufficient basis for the target number of enrolments. An adaptation request was approved to extend the catchment area to include families living in public housing areas such as Oxley Vale.

Staff reported that need has grown and there are four or five families in East and North Tamworth and Kootingal that want to do the program but who are not in catchment area.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY West Tamworth reported difficulties recruiting and engaging parents for the first cohort. Recruitment for the second cohort was assisted by having tutors available who could talk with parents from their own experience of the program. HIPPY West Tamworth had 13 families who signed up immediately, however it took longer to secure the remaining numbers. The Coordinator is not sure why there is difficulty in making up the remaining numbers. It is suggested it would help to extend the catchment area to include those families who have expressed an interest but who are currently not within the catchment. The Coordinator also reported they have a number of parents who wish to do the program next year, however HIPPY West Tamworth is not funded to commence a new cohort next year. Staff also reported they could engage parents more quickly if they were funded to offer the program each year. Currently, staff recruit every 18 months, and it can be difficult to maintain momentum over that period of time. It was also reported there are families currently on the waiting list who will miss out for the next cohort as their child will not be the target age when it commences.</p> <p>Recruitment is primarily by word of mouth. Other strategies include: handing out pamphlets to various organisations such as Peal Healthcare which conducts the four year old health checks, sending pamphlets to all the preschools and day-care centres, handing out flyers at shopping centres and at the Community Services Information day and other family days. They have also used the local media (radio and the local newspaper) and advertised HIPPY on Buy, Sell and Swap. The Coordinator has relationships with specific Aboriginal playgroups through Tamworth Family Support and is working on getting HIPPY added to the agenda for discussion at the Aboriginal Interagency meetings. The tutors commented that they have four families that are Aboriginal s47E It was suggested that the most effective way to recruit Aboriginal families to the program is through word of mouth.</p> <p>HIPPY West Tamworth has a high retention rate in the program, with only a very small number exiting early, for reasons unrelated to the program (eg return to paid employment). Other families were at risk of disengagement – s47F s47F</p> <p>Four families who previously completed the program have re-enrolled with a second child.</p> <p>The Coordinator engages with parents through Facebook and offers free childcare for the parent groups. While it is reported that parents enjoy the parent groups and find them useful, they are only attended by approximately half the participating parents. This may be because some parents are also working or studying, or have other groups that they attend. It is also said that some parents find it difficult to leave the house and do not feel comfortable meeting in large groups.</p> <p>The Coordinator invites parents to identify topics and activities for the parent groups. University students deliver training to the parents on key topics, for example healthy eating, fine motor skills, First Aid training etc.</p> <p>The HIPPY graduation was combined with the Centre’s Christmas party to celebrate achievements and mark the occasion.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>The recruitment of tutors has become easier now that one cohort have completed the program.</p> <p>Staff training provided by HIPPY Australia has been described as ‘really good’.</p> <p>The Coordinator also conducts weekly training with the tutors to role play activities, share learning and practical tips and suggestions. s47F The current group of tutors is described as very committed and in it for the long term. s47F s47F</p> <p>The Coordinator s47F She is viewed positively by the team, and described as very organised and supportive. The regular training she provides to tutors is highly valued by them.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>The HIPPY Line Manager provides monthly reports to the General Manager and there are clear processes in place to support ongoing management and reporting. HIPPY West Tamworth is said to have largely adhered to the model outline, descriptions and training and support. The guidelines are described as valuable and important for program consistency. While the program approach is prescribed, the tutors reported some flexibility in execution. For some challenging activities, the Coordinator has assisted tutors to use creative ways to role play these with parents.</p> <p>The Coordinator has adapted the evaluation forms provided by HIPPY Australia and has set up a chart for each of the tutors outlining the various activities for the 30 weeks that HIPPY is running. Families are given satisfaction surveys, and the Coordinator calls families randomly each week to check how it is going with the tutor. She also observes the tutors in the home, once every term. Tutors have a reflection sheet and are encouraged to talk to the Coordinator if they experience any issues or have any concerns. The Coordinator complies with all reporting requirements and reviews the program monthly.</p> |
| <p>Expenditure and the funding model</p> | <p>A number of issues related to the funding model were identified. HIPPY funding applies to the financial year, rather than the calendar year otherwise used. Staff reported uncertainty about understanding whether the funding received relates to the past 3 months or the next 3 months. It was suggested that the funding period (months) could be included on financial statements from HIPPY Australia.</p> <p>The per child funding model makes it difficult to forward plan and provides a degree of uncertainty. It was said that it was difficult to forecast how many parents are going to stay in the program, and funding for the age 4 cohort is different from the age 5 cohort. Despite fluctuations in funding, the organisation still has to spend the same amount of money on parent groups and there are certain economies of scale they feel they are not achieving.</p> <p>Tamworth Family Support provides funds to HIPPY West Tamworth for training. Co-location with the service also assists to keep costs down. Financial staff report they have never gone over budget, s47G</p> <p>Despite some initial confusion about reporting requirements (now clarified), there are no issues now in meeting requirements.</p> |
| <p>Partnerships</p> | <p>Tamworth Family Support is reported to have strong partnerships in the region. The Coordinator chairs the Interagency Early Childhood Network meetings. The Coordinator is also forging links with the new Medicare Local and has recently been invited to meet with the Learning Support Staff and P&C of West Tamworth Hillvue School. The Coordinator has also established strong links with outside organisations, such as the University of Newcastle whose students provide training to the HIPPY parent group, Dhiyan Location Supported Playgroup and Tamworth Family Day Care. These relationships are informal.</p> <p>The Coordinator is very involved in the community, and assists in various playgroup and after-school activities in addition to her role as HIPPY Coordinator. Tamworth Family Support Services provides a number of services that complement what HIPPY offers. The links the Coordinator has established have positively supported referrals – two mothers who attend the playgroups have joined HIPPY. Day care is very proactive in promoting HIPPY, displaying a wall poster and distributing pamphlets. They also have a HIPPY activity book on display for parents' interest.</p> <p>It is said that services in Tamworth are now aware of HIPPY.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall impact of HIPPY

Staff commented that HIPPY was a fantastic program that helps get children ready for school and breaks down intergenerational cycles of low literacy and numeracy/poor educational outcomes. The parents of the program will be grandparents one day and will pass down what they are learning to their children.

Tutors reported HIPPY assists to prepare children for school. School principals have commented that HIPPY children are more prepared than others who have only attended preschool. HIPPY has also helped identify visual impairments in children and assisted children to develop confidence.

Parents believe that HIPPY has made a difference to their child, and to them. s47F
s47F

It was reported that some parents were encouraged to enrol by the transformation they have seen in those friends participating in HIPPY. It was also reported that participating parents are now more active in their child's school. Stakeholders reported that positive outcomes develop once a parent becomes more engaged in their child's learning and development – for example, greater involvement in the child's school, a growing sense of self belief and confidence about people's own abilities, and changing educational outcomes for the whole family across generations.

Partnerships with other organisations have been established that may not have happened without HIPPY. This is supported by the key role the Coordinator is playing through chairing the Early Years Interagency meeting.

The Manager felt HIPPY had provided growth opportunities for staff in the broader organisation, and tutors are learning from the Coordinator and growing in skills and confidence.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- The program is well structured and organised
- The program provides good quality resource packages and guidelines
- Resources have been improved with less writing and clearer structure
- The program has been well supported by Tamworth Family Support
- Tutors are parents also, and provide peer support to participants
- HIPPY is free and most activities do not require parents to buy additional supplies or materials.

Key barriers include:

- It takes time for programs to become known and accepted
- Many people in the community are wary of new programs, when they are often only funded for 12 months and then disappear
- Winning people and organisations over to a new program can be hard
- Some parents are not comfortable with tutors visiting their home – in such cases, tutors meet outside on the lawn or in a park
- Parent groups may be quite daunting for some – and there are some parents in the program who prefer not to leave their home and take time to feel comfortable attending the group sessions
- The two year funding cycle affects how the program can be promoted and the maintenance of referral pathways over time
- The limited catchment area, excluding other areas of high need and not aligned with other service catchments; a catchment area that covered the whole Tamworth LGA would be preferable, facilitate promotion and access.

SUSTAINABILITY OF HIPPY

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|---|---|
| Sustainability of HIPPY in the community | <p>Sustainability develops over time as a program becomes known, tested and trusted.</p> <p>Stakeholders commented that HIPPY has a presence in the broader community and one stakeholder was surprised to find that people from Moree knew about HIPPY. Stakeholders feel that once people understand the program they are very supportive.</p> <p>There is continuing interest and demand for the program which strengthens ongoing sustainability.</p> |
| Sustainability of partnerships | <p>Tamworth Family Support staff say it takes time to establish in rural and regional communities, and broader partnerships and a demonstrated track record are important to support programs. Tamworth Family Support has been able to support HIPPY through their established profile. Partnerships are a key priority for the organisation, and they continue to drive/initiate interagency meetings. Partnerships are moving beyond a person specific approach, and HIPPY has developed its own presence in the community.</p> |
| Capacity and willingness of program provider to continue to deliver HIPPY | <p>Tamworth Family Support supports the continuing delivery of HIPPY as an appropriate fit with the broader suite of programs at Tamworth Family Support and the general ethos of the organisation. HIPPY was the organisation's first foray into providing early intervention services and the organisation is very happy with the process and outcomes. HIPPY provides a soft entry point for people to access the service continuum and complements other programs offering intensive/high need support run by Tamworth Family Support Services.</p> |

CLARENDON VALE

Partner organisation: Colony 47

Location of HIPPY provider: Rokeyby Childcare Centre, 103 Tollard Dr, Rokeyby, 7019

HIPPY Area: Clarendon Vale, Rokeyby, Warrane and Mornington

Coordinator: s47F

Line Manager: s47F

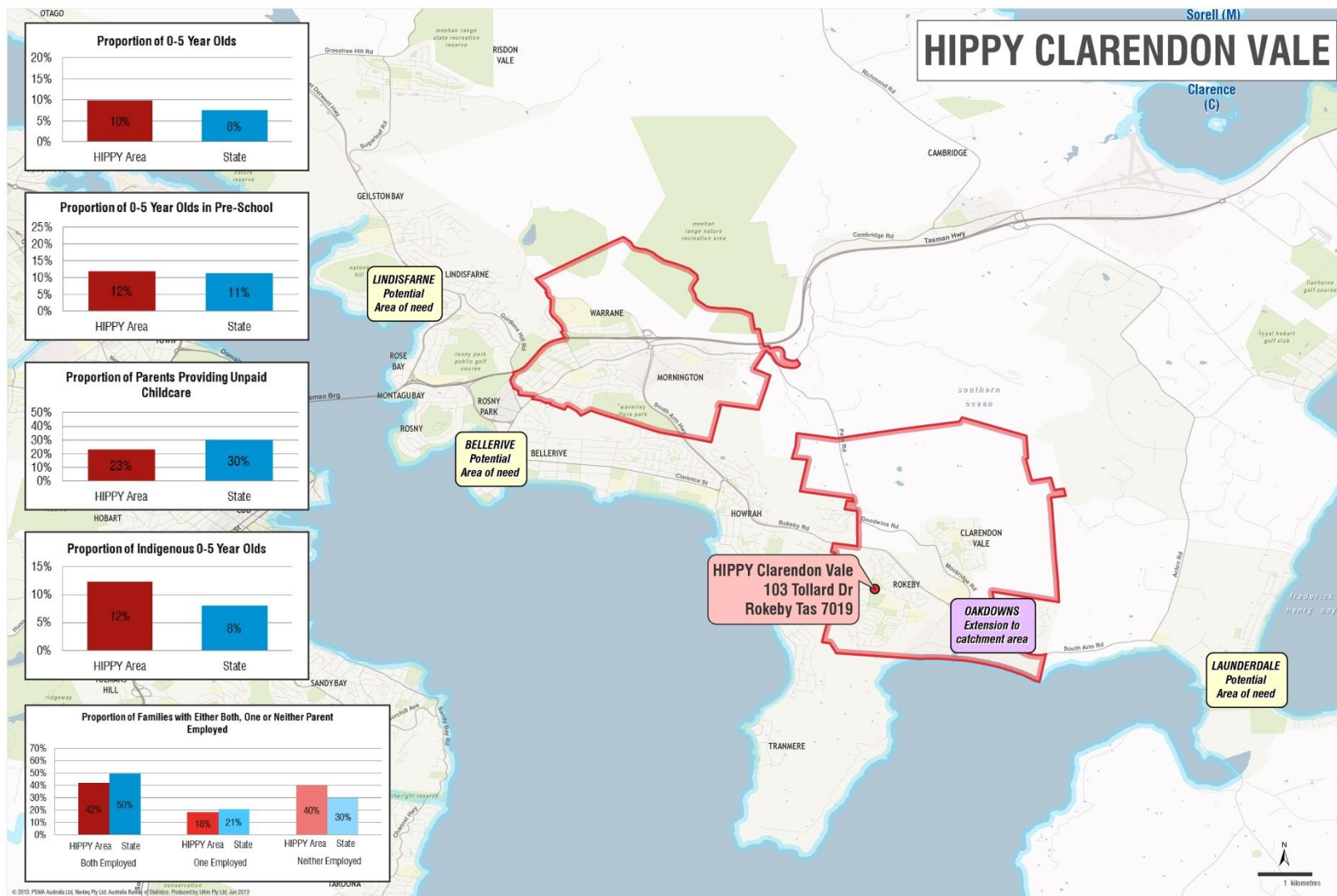
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the suburbs of Clarendon Vale, Rokeyby, Warrane and Mornington.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Clarence LGA at 2006 and 2011.

| | State decile | National decile |
|----------------------|--------------|-----------------|
| Clarence LGA at 2006 | 9 | 8 |
| Clarence LGA at 2011 | 9 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Clarence LGA is characterised by low levels of relative disadvantage when compared to other LGAs across Tasmania and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Clarendon Vale suburb, Tasmania and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|----------|----------|----------------|----------|----------|
| | Clarendon Vale | Tasmania | National | Clarendon Vale | Tasmania | National |
| One or more domains | 41% | 22% | 24% | 42% | 22% | 22% |
| Two or more domains | 33% | 11% | 12% | 32% | 10% | 11% |

EXISTING SERVICES

A range of services are offered in the HIPPY area, including Launch into Learning at Rokeby, Clarendon Vale and Warrane Primary Schools, two programs offering activities to dads and their children, playgroups and Childcare Rokeby.

HIPPY AREA ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 46 | |
| Number of graduations | 24 | Not part of 2012 limited cohort |
| Number exiting early | 22 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | |
| Number of children that most commonly speak a language other than English at home | 2 | |
| Total budget | \$196,300 | \$93,780 |
| Total spend | N/A | \$93,780 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the state of Tasmania (8%)
- The HIPPY area has a higher percentage of children aged 0-5 years old (12%) in preschool² when compared to the state of Tasmania (11%)
- The HIPPY area has a lower percentage of both parents employed full time (42%) compared to the state of Tasmania (50%), and a higher percentage of both parents not working (40%) when compared to the state of Tasmania (30%)
- The HIPPY area is characterised by low levels of relative disadvantage compared to other LGAs across Tasmania and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI was higher in the Clarendon Vale suburb (42%), compared to Tasmania (22%) and Australia (22%).

The suburb of Clarendon Vale began as a new housing estate built in the 1970s. The area was built initially without the provision of infrastructure or services. While this has since been addressed to a limited extent, it continues to be very isolated from other services in Hobart. Stakeholders reported there is no other early literacy and numeracy program being delivered in Clarendon Vale. The lack of transport to services outside of the area increases the need to deliver a local numeracy and literacy program such as HIPPY. The very low AEDI results for children in Clarendon Vale compared to Tasmania also indicates a high need for this type of program. s47E

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s47E There is low attendance at 3.5 year assessments for Maternal and Child Health. For these reasons, stakeholders stated that the engagement of families in a program such as HIPPY is particularly crucial to support positive family relationships and outcomes. Stakeholders were not aware of other parent engagement programs in the area.

HIPPY is the only home-based and individually focussed program in the Clarence Plains LGA. Compared to group-based programs, HIPPY is seen to be more effective at engaging parents and supporting stronger relationships between the parent and child.

Extent to which the need has changed over time

Across the Clarence Plains LGA, agencies and preschools are reporting lower numbers of four year olds this year than in previous years.

In addition to the existing Clarendon Vale catchment, stakeholders believe there is an unmet need for HIPPY in Lindisfarne, Bellarive and Lauderdale.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>Colony 47 indicated that the lower number of four year olds in the area this year has made the recruitment of families into HIPPY Clarendon Vale slightly more difficult. According to current enrolment data, there are 15 families enrolled in Age 4 HIPPY in 2013. HIPPY Clarendon Vale data also indicates that there are only 62 children in the four year old age cohort across the Clarendon Vale catchment. Stakeholders reported that a larger catchment is needed to capture a higher number of four year olds. However despite this challenge, compared to other programs in Clarendon Vale, HIPPY is said to have a unique ability to recruit families, due to the peer education and engagement approach.</p> <p>Referrals and word of mouth have been the most effective recruitment methods for HIPPY Clarendon Vale. According to stakeholders, the best methods for engaging hard-to-reach people are through referrals from school or by using letterbox drops.</p> <p>In addition, recruitment strategies include:</p> <ul style="list-style-type: none"> - Visits by the Coordinator to early childhood services including the Child and Family Centre, playgroups, preschools, schools and library sessions - Regular features about HIPPY Clarendon Vale in the local newspaper and mail outs containing HIPPY news to local stakeholders - Advertising in shops, halls and health centres - Attendance at community events such as the Clarence Plains Festival. <p>Program stakeholders are pleased with the number of participants that have been retained over time. The total number progressing to the second year and graduating has increased with each year of the program. In 2012, there was only one family that exited early. A number of families have enrolled in the program with more than one child, and there is now a waiting list. However, stakeholders reported that the funding gap in 2012 disrupted enrolments for 2013 because the program lost traction in the local community.</p> <p>Common reasons that families exit the program include work and family commitments; moving out of the area; and a lack of child interest in the program. Tutors have employed retention strategies and have found them to be increasingly effective. An example is identifying issues early and then helping to work through them with families before they become too much of a barrier. The Coordinator also tries to be responsive to issues by seeking early and regular feedback from tutors. Stakeholders also report other key enablers to increasing retention are encouraging the socialisation aspects of the program; having the Coordinator get more involved with families; and adapting the program delivery once the child is in school to fit in around school commitments.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Clarendon Vale has had no difficulties with the recruitment and retention of appropriately qualified staff. The program consistently receives interest in the tutor positions and this year there were five applications to fill two vacant roles. All the tutors have children in the program.</p> <p>Tutors are disappointed that HIPPY Clarendon Vale does not allow them to stay working in the program beyond two years. Tutors reported that they find the work very fulfilling, especially seeing the improvement in the family's ability to complete the tasks. Tutors also reported a positive team work environment at HIPPY Clarendon Vale and felt that they could use each other as resources to work through any challenges that they were having with families.</p> <p>Tutors receive weekly training from the Coordinator on how to deliver the new activities. This is also an opportunity to share ideas about what might work with families. The Coordinator also teaches the tutors early childhood concepts and terminology.</p> <p>Colony 47 offers tutors access to professional development courses and they receive Crossing Bridges training to support post-HIPPY pathways. Stakeholders reported that it was disappointing that tutors are not able to do traineeships, as these are not offered in Tasmania.</p> <p>The HIPPY Coordinator was a job-share role from the inception of the program until the current one took over full-time in 2012. All three staff that have been in the role have been tertiary qualified. Coordinators are provided with ongoing training and professional development opportunities through HIPPY Australia and Colony 47.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Clarendon Vale adheres to the five features of the HIPPY model but allows for flexibility and adaptability to cater to the individual needs of families.</p> <p>The tutors identified that for some families, completing all the weekly activities may be too difficult due to other pressures in their lives. Instead, tutors encourage them to simply complete as much as possible. Some families are also reluctant to role play because they feel that it is dumbing down the activity. To address this issue, tutors have found it helpful to call it 'practice' instead of 'role play'. Tutors also explain to parents the importance of repetition for getting the best outcomes from the program. Based on the HIPPY Australia site assessment last year, HIPPY Clarendon Vale devised a Development Plan which it has used to help improve the role play component of its program delivery.</p> <p>Stakeholders reported that home visiting is the key element of the HIPPY model which supports the development of strong and trusting relationships with families. Notwithstanding, tutors indicated that they often have situations where families do not show up or cancel appointments.</p> <p>The HIPPY Clarendon Vale group meetings rotate around different venues and include a range of guest speakers on relevant issues. As far as possible, HIPPY Clarendon Vale tries to structure the group meetings to meet the needs of families and to use accessible venues, however, some group meetings may be difficult to access for some families who have limited transport. Tutors reported providing occasional lifts to families wanting to attend group meetings.</p> <p>Colony 47 has ISO Accreditation which means that HIPPY is bound by internal quality assurance systems. There is an internal quality committee and regular audits of all Colony 47 programs. An internal compliments and complaints process, induction checklist and safety policy for conducting outreach, are also used to provide quality assurance for program delivery.</p> <p>The Coordinator provides tutors with weekly training and regular one-on-one supervision. There are also monthly work reviews to ensure program and contract compliance.</p> |
| <p>Expenditure and the funding model</p> | <p>Colony 47 supplements the funding for HIPPY Clarendon Vale by providing additional access to professional development for staff. It also conducts fundraising to raise extra money for the program.</p> <p>The gap in funding in 2012 meant HIPPY Clarendon Vale did not take a new Age 4 intake and stakeholders reported a lot of disappointed families. There is a general view that this has caused some damage to trust in the program.</p> <p>Stakeholders reported that they would like to have more funding available to provide excursions which could also be offered as incentives for completing milestones in the HIPPY course.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Partnerships</p> | <p>Partnerships and linkages between HIPPY Clarendon Vale and other local agencies and education providers were reported to be strong.</p> <p>Generally, service agencies in Clarendon Vale indicate a strong commitment to early childhood intervention and there was reported to be a strong sense of the need to work together. HIPPY Clarendon Vale is linked with a service network group run by Clarence City Council. Through this group, the HIPPY Coordinator finds out important information about issues in the local area.</p> <p>The newly opened Clarence Plains Child and Family Centre is an important partner for HIPPY Clarendon Vale. When the Child and Family Centre was set up, HIPPY was invited to be part of the Local Engagement Group along with several other community organisations. Stakeholders reported that this early involvement helped to strengthen the relationship between the two and further embed HIPPY into the community.</p> <p>HIPPY Clarendon Vale is located within a community health centre and this provides positive linkages to other on-site services. There is also a Neighbourhood Centre located nearby which delivers services and courses to many of the same families as HIPPY and provides referrals to the HIPPY program.</p> <p>The Coordinator indicated that group meetings are moved around venues to increase the exposure of HIPPY and support its partnerships. It was also reported that the Coordinator tries as much as possible to visit new staff at local schools and playgroups to make them aware of what HIPPY offers to families. There was an acknowledgement, however, that there is not always enough time to do this as often as they would like.</p> <p>Launching into Learning has been a partner since the current Coordinator commenced. Stakeholders commented there was initially a separation between HIPPY and local schools, but there are now closer relationships and this is helping families to become more integrated with the school environment. As Launching into Learning has been running for the same period as HIPPY, stakeholders reported that it can be difficult to discern the relative impact of each program in assisting the transition of children into school.</p> <p>In addition to referrals (which are constantly increasing), the impacts of partner relationships include embedding and increasing trust in the program in the service network and keeping abreast of issues occurring in the local area. Partners are regularly invited to group meetings. There is also an Advisory Committee made up of a range of local partner agency representatives and some parents.</p> |
| <p>Overall impact of HIPPY</p> | <p>HIPPY Clarendon Vale appears to have had a significant impact on parents and children in the local community. The key impacts have been an improved relationship between the parent and child, better socialisation and school enjoyment. Stakeholders observed that parents and children who have completed HIPPY have gained confidence.</p> <p>Stakeholders indicated that HIPPY Clarendon Vale gives parents simple tools for supporting their child's learning journey and enables them to understand that learning can be fun. It shows parents what they can do and that education is not just the domain of the schools. It also works to bring families together by strengthening the bonds between parent and child.</p> <p>Through group meetings, parents are provided with an opportunity to share issues and find solutions in an environment in which they feel comfortable. It helps them to see that others may experience similar issues and share strategies.</p> <p>Tutors have gained skills and confidence and many have gone on to become community leaders and/ or employment. Stakeholders reported that HIPPY also provides a flexible workplace environment which assists tutors into the workforce and helps parents and tutors access other training and education opportunities.</p> <p>Generally, HIPPY is believed to have played a role in strengthening the Clarendon Vale community by addressing a need within the service network and bringing together vulnerable families. HIPPY Clarendon Vale has created pathways to other services, and stakeholders believe that the community is enhanced as a result of agency collaboration. While it is difficult to separate the impact of HIPPY from Launching into Learning in terms of school readiness, it appears that together they are making a significant impact. Preschool teachers commented that they can identify the children that have completed the program from those who have not.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Peer education by local tutors
- Ongoing presence in the community
- Face-to-face and in-home delivery.

Key barriers to include:

- Lack of transport to parent groups
- Families not understanding the benefits of HIPPY
- Intensive nature of the program seen by some families as too hard to manage
- Lack of continuity in funding
- s47F means not enough time for partner engagement
- Isolation from other Tasmanian HIPPY sites.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>The isolated nature of Clarendon Vale has helped to build a strong sense of community in the suburb. Stakeholders claimed that this supports the sustainability of HIPPY as it is a trusted program within the community. s47E</p> <p>s47E It was reported that this barrier has been broken down by HIPPY because it delivers in a way that makes people feel more engaged in the change process. Local families can see the benefits of the program for their peers and the evidence of how it is helping children perform at school.</p> <p>s47E</p> <p>HIPPY Clarendon Vale is complementary and does not complete with other local programs, and this should also help to support ongoing sustainability.</p> |
| <p>Sustainability of partnerships</p> | <p>HIPPY Clarendon Vale delivery partner, Colony 47, is a well-established service provider in the area and this brings a range of benefits including linkages with other programs and services, professional development opportunities for tutors and staff, and post-HIPPY job opportunities for tutors.</p> <p>HIPPY Clarendon Vale is reported to have strong connections with other agencies, community organisations and education providers. Stakeholders indicated that these require frequent communication to support local partnerships. It was also suggested that increasing the use of each other's spaces would also help to support ongoing partnerships.</p> <p>Stakeholders indicated that partnerships with HIPPY Clarendon Vale are sustainable into the future but that their strength is contingent on the commitment of the current Coordinator to building relationships and maintaining a presence for the program within local service networks.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Colony 47 has the capacity to continue delivering the program and this is evidenced by robust quality assurance procedures and additional professional development offered to staff.</p> <p>Colony 47 considers HIPPY an important part of its service offering and an expressed a desire to offer HIPPY in more locations where Colony 47 has a presence.</p> |

EAST GERALDTON

Partner organisation: Child Australia

Location of HIPPY provider: Rangeway Primary School, Cassia St, Rangeway, 6530

HIPPY Area: Rangeway, Karloo, Utakarra, Beachlands

Coordinator: s47F

Line Manager: s47F

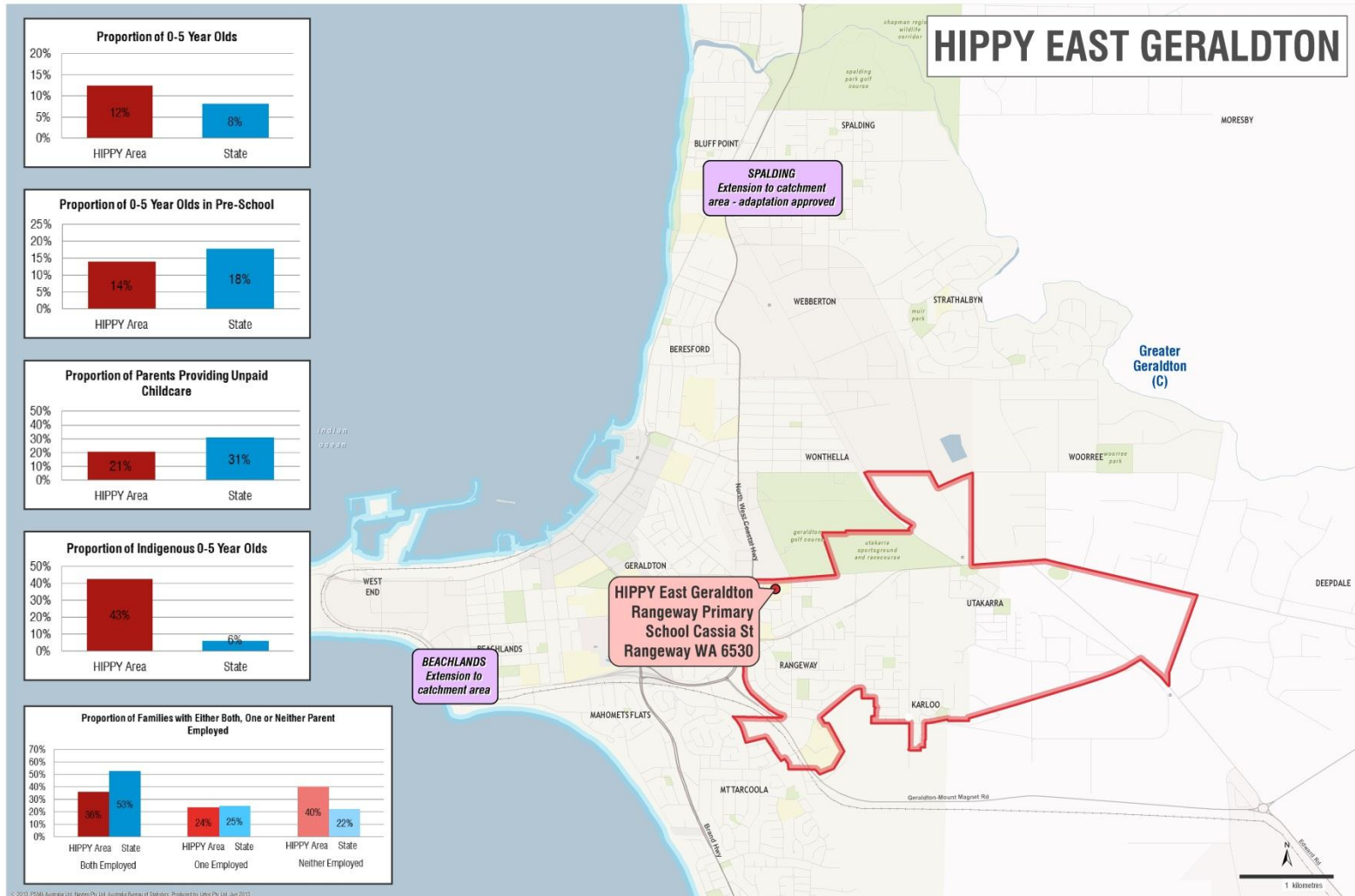
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburbs of Rangeway, Karloo and Utakarra.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Geraldton LGA at 2006 and 2011.

| | State decile | National decile |
|-----------------------|--------------|-----------------|
| Geraldton LGA at 2006 | 2 | 3 |
| Geraldton LGA at 2011 | 4 | 6 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release. LGA SEIFA data has been used as this best represents the HIPPY area.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Geraldton LGA is characterised by average levels of relative disadvantage when compared to other LGAs across Western Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Geraldton LGA, Western Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------|-------------------|----------|---------------|-------------------|----------|
| | Geraldton LGA | Western Australia | National | Geraldton LGA | Western Australia | National |
| One or more domains | 42% | 25% | 24% | 36% | 23% | 22% |
| Two or more domains | 17% | 12% | 12% | 23% | 11% | 11% |

EXISTING SERVICES

A range of services is offered in the HIPPY area including Parent Pathways (for parents with complex problems), Bundiyarra Aboriginal Community Corporation, Geraldton Regional Education Centre, Better Beginnings and Better Beginnings Plus (Library), Story time, Rhyme time (various locations, various organisations), Parenting WA, Playgroup WA, Toy Library, Small Fry (museum) and Simply Music (SunCity Christian Centre, Good Samaritans).

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 33 | |
| Number of graduations | 16 | Not part of 2012 limited cohort |
| Number exiting early | 17 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 8 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$120,295 | N/A |
| Total spend | \$120,477 | N/A |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. LGA level data was used as it encompasses all suburbs that form the HIPPY area. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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|---|---|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (12%) when compared to the state of WA (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (14%) in preschool³ when compared to the state of WA (18%) - The HIPPY area has a lower percentage of both parents employed full time (36%) compared to the state of WA (53%), and a higher percentage of both parents not working (40%) when compared to the state of WA (22%) - The Geraldton LGA is characterised by average levels of relative disadvantage compared to other LGAs across WA and Australia - The proportion of children who are developmentally vulnerable on one or more AEDI domains is higher in the Geraldton LGA (36%) compared to WA (23%) and Australia (22%). <p>Stakeholders report a need for a parent engagement and early literacy and numeracy program in the area, pointing to AEDI data which shows children in the Geraldton LGA are considerably more vulnerable than their peers in other parts of Western Australia and Australia. s47E</p> <p>s47E Stakeholders report there is a need to help parents understand that the early years are a critical time to help children realise their potential. s47E</p> <p>s47E the area has limited transport which contributes to social isolation. The area has a large number of Aboriginal families.</p> <p>While there is a range of local programs and services operating in the area, HIPPY is seen as unique because it is delivered to parents in the home, it is free, and flexible. One stakeholder said the key benefit of HIPPY is that parents can do activities with their child wherever and whenever it suits. Another stakeholder said HIPPY is particularly useful because it provides different layers of skill development to vulnerable parents.</p> |
| <p>Extent to which the need has changed over time</p> | <p>The population of Geraldton has reportedly increased as has the numbers of migrants, particularly from Fiji, Africa and Sri Lanka. Stakeholders report there is a definite need for HIPPY in the community, but it is not clear whether this need has changed since the program began.</p> <p>HIPPY East Geraldton submitted an adaptation request to expand the catchment area to include Spalding. One stakeholder commented that it did not make sense to limit the catchment area given there is a need in surrounding areas. This adaptation request was approved at the end of Term 1 2013, meaning HIPPY East Geraldton now has a larger pool from which to recruit HIPPY families.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

In the 2011, HIPPY East Geraldton recruited 33 families, and 17 of these exited early. Recruiting families has reportedly been challenging. s47E

HIPPY Geraldton is optimistic that the new enlarged catchment area will increase enrolments. Prior to the approval of the adaptation request, there was a waiting list of families outside the catchment area wanting to participate. Since the adaptation request was approved, seven families on the waiting list have enrolled.

Key strategies for recruiting families include:

- Word of mouth
- Attendance at community events, such as open days, fairs etc
- Attendance at school assemblies and other school events, and encouraging teachers to promote the program
- Distributing HIPPY brochures in the community
- Holding information sessions for parents.

One stakeholder said it is unfortunate that the budget does not allow 'much breathing space' for other forms of promotion, such as radio advertisements, glossy brochures or a morning tea to encourage parents to come and learn about the program.

Although recruitment can be challenging, parents generally respond well to the program. Some parents might be initially cautious, but once they establish rapport and routine with the tutor, they reportedly realise tutors are 'genuine' and there to help them.

Stakeholders report that the area has a transient population, and relocation out of the area is a common reason for exiting the program early. Other families exit because they are dealing with complex problems or because they find the two year commitment daunting. s47F

s47F There appears to be a perception among some parents that HIPPY is for 'bad parents', or that if parents are accessing a service they must have a problem.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment and retention of appropriately qualified staff

HIPPY East Geraldton has had one Coordinator for the majority of the time the program has been operating. s47F and a new Coordinator will start in June 2013. Child Australia reports it is difficult to recruit staff in Western Australia because of competition from the mining industry. In the recent recruitment round for the new Coordinator, s47F

The site has managed to recruit tutors but it has reportedly been difficult and time-consuming. The HIPPY Coordinator advertises the tutor positions to HIPPY parents but many of them either do not want to work, or do not want to pay for child care so they can work. One stakeholder said it would be better if there was no requirement for tutors to participate in the program, so the site could recruit other people such as teacher’s aides to work as tutors.

The irregular nature of HIPPY Australia induction training is reportedly problematic, because it means new coordinators can be in their position for some time before having any formal training. There are mixed views on the content of HIPPY Australia induction training, with one stakeholder describing it as ‘great’ but suggesting it should be spread over two weeks, and another describing it as a ‘one size fits all’ approach to training that leaves attendees with unanswered questions.

HIPPY tutors receive 2-3 hours of HIPPY training each week, but it is reportedly difficult to keep tutors engaged for the entire time. The Coordinator did Crossing Bridges training with one tutor s47F Child Australia pays for tutors to undertake other training including, for example, training on Rhyme Time.

It was reported that there is a need for training on offering support to parents with complex problems.

Program fidelity and quality assurance

HIPPY East Geraldton has adhered to the HIPPY model. The site was able to recruit a tertiary-qualified Coordinator, but it was difficult and one stakeholder suggested there may be suitable candidates in the community with extensive skills who are not considered because they do not have a tertiary qualification. Some parents do not like tutors coming to their homes, so home visits are delivered to these parents at a local primary school. Some parents reportedly struggle with role playing. s47F s47F

Parent groups are held fortnightly at Rangeway Primary School. Parent groups initially focus on helping parents develop relationships (eg with tutors and other parents) and a good understanding of the program. As parents get more familiar with each other and the program, 30-minute presentations are introduced. Parenting WA has given a presentation on Circle of Security, and the Cancer Council a presentation on healthy living. s47G

Child Australia reportedly embeds reflective practice into all programs. The Line Manager has fortnightly supervision teleconferences with the Coordinator (weekly when necessary). The Line Manager is based in Perth and the Coordinator in East Geraldton, but the Line Manager reportedly visits East Geraldton. The HIPPY Coordinator calls HIPPY families to check how the program is going, and address any issues.

The HIPPY Coordinator has established an Advisory Committee which is comprised of principals from two local schools, and representatives from the Children’s Services Office, Parenting WA and the Aboriginal Community Centre. Initially the group met every month but as implementation of HIPPY progressed, this was scaled back to twice a term and is now once a term. Advisory Group meetings provide an opportunity for the Coordinator to update stakeholders on HIPPY progress and to seek support (eg referrals) from Advisory Group members.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>Expenditure has been in line with budget.</p> <p>According to several stakeholders, the funding model is problematic. The funding allocation fluctuates depending on the number of children enrolled. It was suggested the funding model should have some flexibility, so that if 2-3 children exit early, the funding allocation remains the same. If more children (the stakeholder suggested eight) exit early then this may be a trigger for a conversation about funding. To deal with a fluctuating funding allocation, HIPPY East Geraldton currently employs tutors on a casual basis. The stakeholder said the site would like to give tutors greater certainty about the work they will have each week, noting the site has to be 'realistic' about what casual employees can commit to in any given week. Now that the catchment area has been enlarged, HIPPY East Geraldton is hoping to recruit around 30 families each year, and expects that a full cohort may make the funding model more sustainable.</p> <p>Stakeholders report that there is little flexibility in the HIPPY budget, and Child Australia has to cover some unmet costs including, for example, the time the Line Manager spends on HIPPY. s47G s47F</p> <p>A two-year funding cycle and uncertainty around future funding are also seen as problematic. There is reluctance by some stakeholders to promote the program to parents when funding is not assured.</p> |
| <p>Partnerships</p> | <p>HIPPY East Geraldton works closely with three primary schools in the area which all promote the program and refer families. One school principal said all parents of preschool students are told about HIPPY during interviews with the school or through orientation days. One local school provides an in-kind venue for parent groups. HIPPY East Geraldton also works with the Family Relationships Centre to engage the Aboriginal community, the Regional Education Centre which runs the PACE Program, Bundiyarra Aboriginal Community Corporation which provides advice of cultural understanding, and Parenting WA. Stakeholders report that the program is respected in the community. At the last graduation, for example, the Mayor attended to show his support.</p> |
| <p>Overall impact of HIPPY</p> | <p>Stakeholders report that HIPPY has had positive impacts on parents and children. There is a view, however, that it is still 'early days' for the program.</p> <p>HIPPY reportedly improves parents' confidence and social skills, and helps them form a closer bond with their child. One stakeholder commented that lots of parents get 'stuck', but HIPPY helps them develop, gives them self-esteem, and decreases the social isolation many experience. HIPPY reportedly teaches parents to value themselves and education, and gives them the confidence to engage with their child's school. Stakeholders report some HIPPY families have complex needs and need support beyond literacy and numeracy. Tutors develop solid, trusting relationships with parents, and seek to provide holistic support by connecting parents with other services that can assist.</p> <p>For children, HIPPY reportedly improves their confidence, literacy skills, and fine motor skills. Through HIPPY, they become more familiar with the school environment, and understand that learning can be fun. A local principal said HIPPY children enrolled at the school are more settled, prepared to learn, and confident in approaching literacy and numeracy tasks.</p> <p>HIPPY reportedly teaches tutors how to behave in a work environment, and provides a pathway into the workforce. s47E</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Child Australia provides solid supporting infrastructure which helps the HIPPY team engage with families
- The Coordinator is well-connected and has developed productive partnerships
- Tutors are flexible, people-friendly, and know how to engage with parents in a way that gets the best out of them
- Local schools are very supportive of the program
- The program is free.

Key barriers include:

- It can be difficult for tutors to engage some families and focus on HIPPY because families have other complex needs – the HIPPY model does not allow these families to take a break from the program
- Families wanting to enrol in Term 3 or Term 4 are unable to and are placed on a waiting list, increasing the risk they will lose interest by the time enrolments recommence
- The HIPPY budget is reportedly tight and inflexible
- s47E
- The area has poor transport which can make it difficult for parents to access parent groups.

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | Stakeholders report HIPPY is sustainable in Geraldton assuming funding continues. The enlarged catchment area means there is now a larger pool of children eligible to enrol. Sustainability might be improved if the program is promoted more widely, including within the Aboriginal community. Advertising through local radio and television would be helpful but the budget does not allow for this. Other ways of improving sustainability of the program include being flexible on the age children can enrol, and countering the perception among some parents that HIPPY is for 'bad parents' or parents who need help. |
| Sustainability of partnerships | The HIPPY team reports that partnerships are strong and highly sustainable. Local principals expressed support for the Coordinator and the program, and said they would continue to promote the program and refer families. HIPPY East Geraldton's relationship with the Family Relationships Centre is strengthening, and there is an expectation that this partnership will assist with engaging Aboriginal families. A new Child and Family Centre will be built in Geraldton next year, and will reportedly provide a 'huge opportunity' for HIPPY East Geraldton to link in with other programs and services, and other parents. |
| Capacity and willingness of program provider to continue to deliver HIPPY | Child Australia is willing and able to continue implementing HIPPY despite a view that the program is poorly funded. It believes HIPPY is a good program that is achieving outcomes. Child Australia is an NGO delivering a range of early childhood services targeting 0-8 year olds. Stakeholders report that HIPPY is a good fit and complements the organisation's other activities. |

MANSFIELD PARK

Partner organisation: Novita Children's Services

Location of HIPPY provider: 171 Days Rd, Regency Park

HIPPY Area: Mansfield Park

Coordinator: s47F

Line Manager: s47F

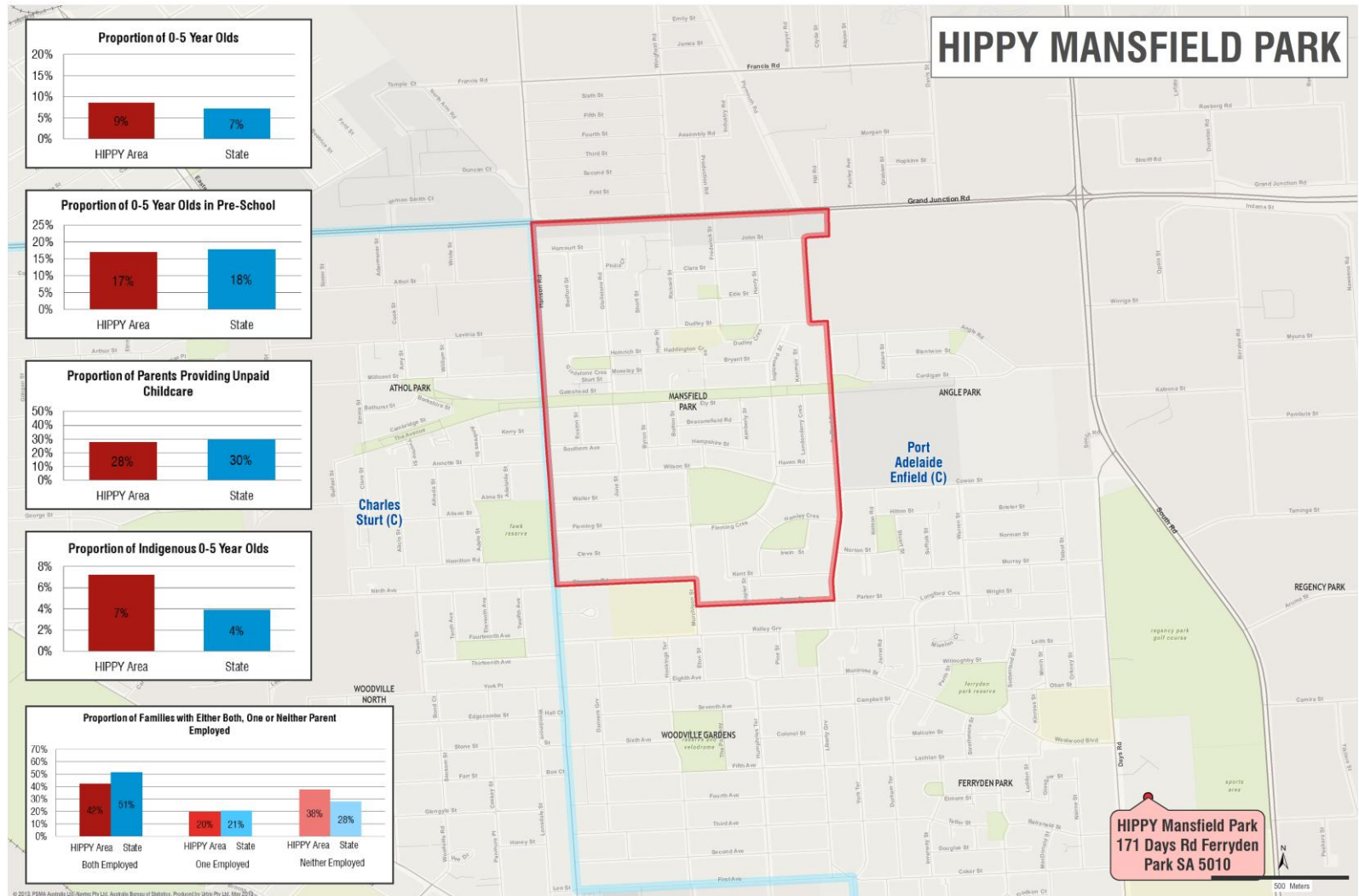
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Mansfield Park suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Mansfield Park suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Mansfield Park suburb at 2006 and 2011.

| | State decile | National decile |
|-------------------------------|--------------|-----------------|
| Mansfield Park suburb at 2006 | 1 | 1 |
| Mansfield Park suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Mansfield Park suburb is characterised by high levels of relative disadvantage when compared to other LGAs across South Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Mansfield Park suburb, South Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-----------------------|-----------------|----------|-----------------------|-----------------|----------|
| | Mansfield Park suburb | South Australia | National | Mansfield Park suburb | South Australia | National |
| One or more domains | 26% | 23% | 24% | 25% | 24% | 22% |
| Two or more domains | 16% | 12% | 12% | 14% | 12% | 11% |

EXISTING SERVICES

The Parks Centre is a former community services hub that is now largely closed for redevelopment. The Parks Centre Children's Services remains (providing occasional care and vacation care), but several other services have closed. Anglicare, Youth Council and Barkuma Inc have all relocated out of area. St Patrick's School includes an onsite playgroup. A TAFE SA campus is located in the adjacent suburb Regency Park. Other services located nearby include Novita Children's Services, the Phoenix Society, playgroups and kindergartens.

HIPPY MANSFIELD PARK SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|------------|
| Number of enrolments (children) | 37 | 31 |
| Number of graduations | 37 | 0 |
| Number exiting early | 0 | 0 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | 0 |
| Number of children that most commonly speak a language other than English at home | 36 | 30 |
| Total budget | \$115,500 | \$ 171,932 |
| Total spend | \$99,613 | \$ 152,174 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

| | |
|---|---|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets for the suburb of Mansfield Park and the Port Adelaide Enfield LGA indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the SA state (7%) - The HIPPY area has a slightly lower percentage of children aged 0-5 years old (17%) in preschool² when compared to the SA state (18%) - The HIPPY area has a lower percentage of both parents employed full time (42%) compared to the SA state (51%) and a higher percentage of both parents not working (38%) when compared to the SA state (28%) - The Mansfield Park suburb is characterised by high levels of relative disadvantage compared to other suburbs across SA and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Mansfield Park suburb (25%) compared to SA (24%) and Australia (22%). <p>There is a need in Mansfield Park for parent engagement and literacy/numeracy programs. Stakeholders report a large number of families in the area have come from countries where education is not widely available and is not a priority for girls. There is a high refugee population with many experiencing a history of trauma. Many families who have traditionally relied on extended family for early engagement/ education of children do not have extended family here. Families are reportedly not familiar with the education system and requirements (i.e. that girls go to school and that children stay there from 9.00am till 3.00pm). There is a high number of Aboriginal families in the area and services for Aboriginal families are reportedly at capacity.</p> <p>SEIFA data suggests Mansfield Park is one of the most disadvantaged areas in South Australia. There is high unemployment, low literacy levels in both English and other first languages, and low numeracy levels. Local NAPLAN results for literacy and numeracy are significantly lower than the national average. A large proportion of school students have English as a second language. Social isolation is also reported as an issue.</p> <p>It is reported that a number of children do not attend kindergarten due to family unfamiliarity with the education system.</p> <p>Parents support opportunities for their children but do not have the skills to deliver on their own.</p> |
| <p>Extent to which the need has changed over time</p> | <p>The redevelopment of The Parks Centre has resulted in the closure or relocation of services out of the area with many families no longer able to access these. Services that have closed include vacation care, the library, English language classes, homework assistance and reading groups. The nearest library is now reportedly three bus rides from Mansfield Park.</p> <p>In addition, small schools in and around Mansfield Park have closed to be replaced by a 'super' school outside the suburb, resulting in Mansfield Park parents not accessing kindergarten.</p> <p>An additional need has been identified for Port Adelaide, where the Coordinator reports being contacted by families who would like to enrol in the program. The Kalaya Children's Centre in Queenstown has also requested HIPPY in that area.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Mansfield Park has effectively recruited parents to the program and has a high level of success in retaining parents. This is also evidenced by a request from HIPPY Australia to detail their strategies for retention. In 2010 there were 36 enrolments and 33 graduating. s47F

In 2011 there were 40 enrolments and 40 graduating. In 2012 31 enrolled and two have left the program early s47F
Thirty three parents have enrolled for 2013.

Successful strategies for recruitment include:

- Word of mouth - this has been a successful way of recruiting especially in some cultural groups such as the Vietnamese community, the Aboriginal community and some African communities
- The Coordinator has a presence in the community attending events such as library activities and NAIDOC week celebrations
- HIPPY Day is held in the park with other families invited to witness role play
- Links have been developed with other services enabling referrals.

Families who wish to enrol are provided with information about HIPPY and also meet with the Coordinator. The Coordinator highlights to families that HIPPY is a two year program then asks families to take some time to think about whether the program suits their needs. Families who believe the program suits their needs then contact the Coordinator to enrol. This reportedly ensures a level of commitment from families at enrolment.

The high rate of retention is assisted by the Coordinator developing relationships with, and setting goals for, each family. The Coordinator considers the reasons why families wish to participate in HIPPY which are noted by parents in HIPPY enrolment forms. These reasons are discussed with parents and agreed goals are set for the family. When the tutor meets parents they discuss agreed goals, so that parents remain focused on goals and take ownership of working towards agreed goals. Goals are revised each quarter, or sooner as families achieve goals.

In addition, the program commences early in the year. This allows families to take time out for unforeseen circumstances without having to exit the program. If families are encountering difficulties the tutor and Coordinator discuss what additional support the family may require. Extra support may take the form of: materials such as broken down sounds and letter packs; partially completed activity sheets the parent can use as a guide when completing an activity with a child; or a focus on those activities parents think their children will benefit most from. Parents are asked whether they prefer to complete an activity in English or their first language. Parents are provided with skills to adapt activities to suit their child, for example, if the child is an active learner stomping out syllables may engage them more than clapping.

A high level of engagement is reported - home visits are rarely missed and graduation ceremonies are well-attended. Parent groups are attended on average by 16 to 18 parents. Parents who have home visits at the school are reported as 'eagerly' awaiting the arrival of the tutor.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>There has been one tertiary qualified coordinator since the program commenced in 2010, s47F The Coordinator has skills in Auslan (Australian Sign Language), Vietnamese, French and Spanish, all of which has assisted in developing relationships with families. HIPPY training in addition to Novita training is reported as adequate.</p> <p>To date sufficient numbers of tutors have been recruited and retained to implement the program. There are currently six tutors, three in each age cohort. Tutors are offered TAFE traineeships. In addition to HIPPY training, tutors receive a range of other training and workshops based on identified need, and have access to Novita training. This additional training includes Mental Health, Autism and Global Developmental Delay (GDD), Cultural Awareness training, Strengths Based Approaches and others. All stakeholders report tutor training and support is of high quality. Uniting Care Wesley has also provided training to tutors.</p> <p>Stakeholders report the selection process is critical in recruiting appropriate tutors. Challenges in recruiting tutors include finding parents who are literate in both English and their first language. In addition, cultural and tribal differences within language groups have been a limiting factor in recruitment as there is a need to ensure the tutor is willing and able to work with all families and cultural groups. Stakeholders report tutors have successfully overcome these challenges, and this has become a strength for the program.</p> <p>Two tutors left the program before completion as they found other employment after participating in the Crossing Bridges program. A handover was arranged with other tutors to continue work with families.</p> |
| <p>Program fidelity and quality assurance</p> | <p>There is a general adherence to the HIPPY model.</p> <p>The exceptions are:</p> <ul style="list-style-type: none"> - There is a variation for an additional tutor s47F in order to meet language needs of some families - Some home visits are conducted at St Patrick's School. <p>HIPPY Mansfield Park identifies a challenge in adhering to one hour home visits. Language and cultural factors often necessitate extending home visits to an hour and a half. Sometimes tutors are working with grandparents or parents who have no English, may have no knowledge of how to hold a pencil or how to draw a line, and may not know how to tell the time (making it challenging to set appointment times).</p> <p>In addition to HIPPY reporting requirements, quality is ensured by fortnightly staff meetings with the Line Manager and coordinators from the other two HIPPY programs run by Novita, regular formal and informal meetings with the Line Manager, planning days, weekly supervision meetings with tutors to discuss challenges and achievements. Weekly family feedback forms are used, as is the home tutor reflection tool, weekly work samples, and parent sign off forms. Ongoing tutor training is identified as crucial in assuring program fidelity.</p> <p>The Advisory Group has representatives from St Patricks School, Families SA, The Parks Children's Centre, The Parks Community Health, Little Big Book Club, Novita (speech therapist, occupational therapist and children's psychologist) and SA Health Promotion. The Group meets once a term or as needed.</p> |
| <p>Expenditure and the funding model</p> | <p>HIPPY Mansfield Park is delivered within budget and the funding model is described as adequate. There was an underspend in the initial year of the first cohort, but expenditure is now in line with budget. Quarterly reporting is challenging as HIPPY budget lines are not aligned to the Novita organisational model.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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|---|--|
| Partnerships | <p>HIPPY Mansfield Park has developed links within Novita speech therapists, occupational therapists, specialist education programs, psychologists, the Outside School Hours Care Program and Inclusion Support Program. Novita speech therapists have presented at Parent Groups.</p> <p>There is a strong partnership with Learning Together at Home, a home based parent engagement program for 0 to 4 years for referred families. HIPPY is thought to complement this program, with a more intensive home tutoring program available to all families once children reach 4 years of age.</p> <p>An informal partnership exists with St Patrick's School, particularly with the onsite playgroup and cross referrals. Some home visits are conducted here.</p> <p>While The Parks Centre has now closed, there is an ongoing partnership with the continuing Parks Centre Children's Services. Partnerships have been developed for support and referrals with an Early Intervention Program and Early Child Parenting Service, Vietnamese Women's Group, ARMSU (Aboriginal support service), White Lion (young offenders program), Child and Adolescent Mental Health Service, Community Health, Families SA, Western Domestic Violence group, Uniting Communities Port Adelaide, as well as schools, kindergartens, playgroups and occasional care.</p> |
| Overall impact of HIPPY | <p>While it is too early to report on the long term impacts of HIPPY, stakeholders report that HIPPY has had positive impact on families.</p> <p>Stakeholders report that tutors have gone on to full time employment. s47F</p> <p>s47F Two of last year's tutors are now in full time employment s47F</p> <p>Tutors have developed skills in working with people with mental illness, Post Traumatic Stress Disorder (PTSD) and domestic violence issues, with multiplier effects in strengthening the community.</p> <p>The program is reported to empower parents, giving them skills to provide a positive learning environment. Parents are reported as being more engaged with the school community and with their child's education. Some have volunteered in reading classes, after school care and canteen. The self-esteem of both parents and children is thought to have increased.</p> <p>Better relationships are developed between parents and children and more positive parenting approaches are employed.</p> <p>Children with additional needs are identified early, enabling them to access early intervention services. Families have information and access to additional services in the community generally, and families who were socially isolated are reportedly more connected.</p> <p>Children are reportedly more confident and engaged at school. Some children now attending playgroups and kindergarten were not previously enrolled. Stakeholders report children are learning to take more responsibility for themselves.</p> <p>Families with limited English skills are exposed to English before children start school.</p> |
| Key enablers and barriers to implementing HIPPY | <p>Key enablers are seen as:</p> <ul style="list-style-type: none"> - The program is free and resources such as books and audio tapes are provided - Resources are available in other languages - It is delivered at home; some families do not have transport to travel to services - It is delivered by a parent in the community - Tutors from the same cultural background as families act as facilitators for the program |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

- The Coordinator is well qualified
- The program model works
- There is flexible eligibility i.e. people who don't speak English can participate and it is not limited to people with a Centrelink card
- HIPPY has a presence in the community and is well respected
- It is a positive affirmation that parents are trying to improve things for their children
- The two year program allows tutors to develop rapport with families and address emerging issues.

Barriers are identified as:

- The program is not funded over a longer cycle (5 to 10 years)
- The time it takes to establish trust with various cultural groups
- Finding tutors with English skills who match with cultural groups of families in the program. Some language groups miss out if there is no tutor from their linguistic background
- s47E [REDACTED] The community seeks assurance of the program being ongoing.

SUSTAINABILITY OF HIPPY

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|---|---|
| Sustainability of HIPPY in the community | All stakeholders agree HIPPY is very sustainable in Mansfield Park. There is a continuing need in the area with refugees continuing to settle and new housing being built in the area. HIPPY is well known and there is support for the program in the community. Tutors are proactive in promoting HIPPY in their communities, resulting in a waiting list for 2014 of eight families and 12 families for 2015. Families reportedly seek out the program. |
| Sustainability of partnerships | Partnerships are reported as very sustainable. Co-location at The Parks Centre built strong relationships with other service providers, which have been retained since the closure of the centre. Post HIPPY pathways are provided by Uniting Communities who provide learning opportunities and parenting programs. Two families have transitioned to foundation courses through University SA. Southern Start Family Day Care is assisting parents to work towards Certificate III in Children's Services |
| Capacity and willingness of program provider to continue to deliver HIPPY | Novita is very willing to continue to implement HIPPY and looks forward to additional opportunities. HIPPY fits well with other services provided to children and their families and is reported as augmenting Novita's services. It is thought the introduction of the National Disability Insurance Scheme will allow Novita to expand its range of services and resources available. |

WHYALLA STUART

Partner organisation: UnitingCare Wesley Port Pirie

Location of HIPPY provider: 22 McRitchie Crescent, Whyalla Stuart SA 5608

HIPPY Area: Whyalla Stuart

Coordinator: s47F

Line Manager: s47F

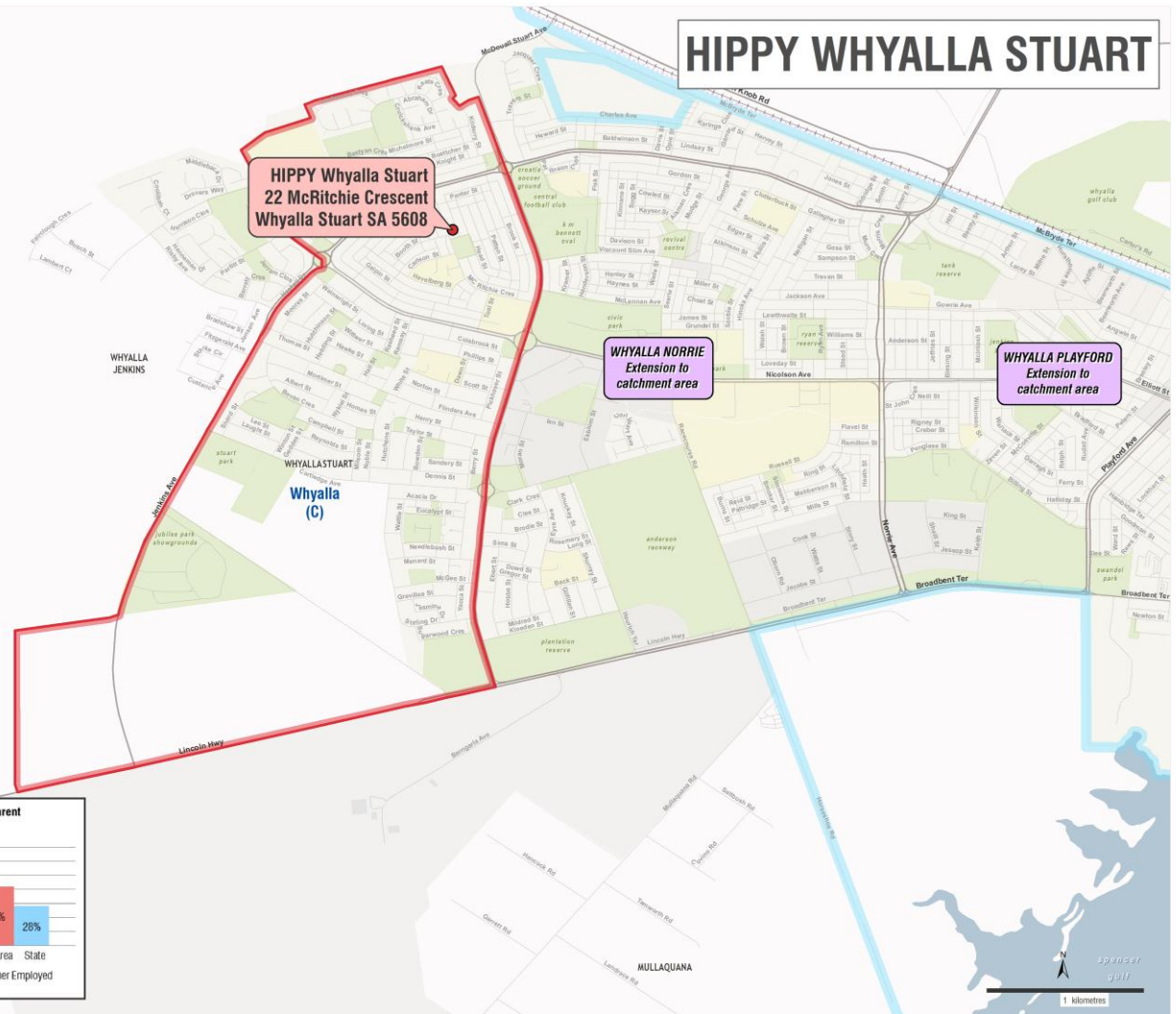
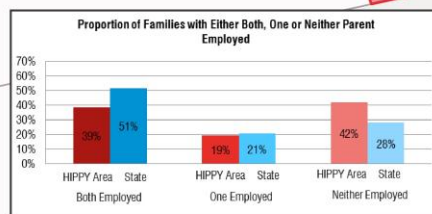
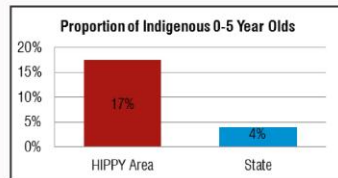
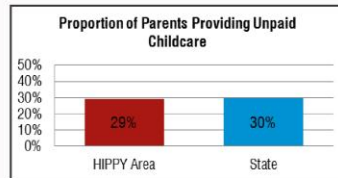
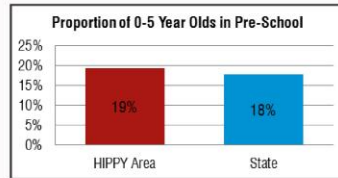
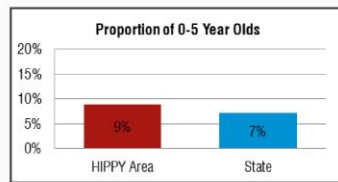
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Whyalla Stuart suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Whyalla Stuart suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Whyalla Stuart suburb at 2006 and 2011.

| | State decile | National decile |
|-------------------------------|--------------|-----------------|
| Whyalla Stuart suburb at 2006 | 1 | 1 |
| Whyalla Stuart suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others.

Whyalla Stuart suburb is characterised by high levels of relative disadvantage when compared to other LGAs across South Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable (DV) on one or more or two or more AEDI domains within the Whyalla Stuart suburb, South Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-----------------------|-----------------|----------|-----------------------|-----------------|----------|
| | Whyalla Stuart suburb | South Australia | National | Whyalla Stuart suburb | South Australia | National |
| One or more domains | 47% | 23% | 24% | 32 % | 24% | 22% |
| Two or more domains | 32% | 12% | 12% | 20% | 12% | 11% |

EXISTING SERVICES

Services currently offered in the Whyalla Stuart suburb include Uniting Care Wesley (children's contact services and other services to strengthen separated families), and the Smith Family which auspices homework clubs, kindergartens and the Let's Read program. The Let's Read program is funded by the Smith Family but delivered by HIPPY Whyalla Stuart (the Smith Family provides Let's Read resources to parents through HIPPY Whyalla Stuart and provides training to the HIPPY Coordinator and tutors in delivering the program). Services in the broader Whyalla area include Mission Australia, Life Without Barriers, Novita, Families SA, and Centacare.

HIPPY WHYALLA STUART SUBURB ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|----------|
| Number of enrolments (children) | 37 | 30 |
| Number of graduations | 24 | 0 |
| Number exiting early | 13 | 9 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 2 |
| Number of children that most commonly speak a language other than English at home | 6 | 2 |
| Total budget | \$188,500 | \$87,000 |
| Total spend | \$166,968 | \$98,751 |

¹ Due to a change in boundaries, the AEDI data used for the Whyalla Stuart suburb at 2012 represents Whyalla Jenkins/Whyalla Stuart. Note: the Whyalla Stuart suburb has significantly higher levels of DV than SA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets for the Whyalla Stuart suburb and the Whyalla LGA indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (9%), compared to the SA state (7%)
- The HIPPY area has a higher percentage of children aged 0-5 years old (19%) in preschool³, compared to the SA state (18%)
- The HIPPY area has a lower percentage of both parents employed full time (39%) compared to the SA state (51%), and a higher percentage of both parents not working (42%), compared to the SA state (28%)
- The Whyalla Stuart suburb is characterised by high levels of relative disadvantage compared to other suburbs across SA and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Whyalla Stuart suburb (32%), compared to SA (24%) and Australia (22%).

According to stakeholders there is a high need for a parent engagement and literacy/ numeracy program in Whyalla Stuart and Whyalla more broadly. s47E

s47E Stakeholders refer to AEDI data indicating Whyalla Stuart as the only area in SA where vulnerability is increasing. Kindergartens suggest a quarter of children do not attend kindergarten and there is a need to improve the school readiness of children starting school.

s47E

s47E

HIPPY is the only parent engagement and literacy/ numeracy program in Whyalla aimed at this age group and providing intensive support over two years. Other parent engagement programs offer information and referrals only. Let's Read, funded by the Smith Family and delivered by HIPPY Whyalla Stuart, is a program which provides resources and assists parents to read to children. While the Let's Read program is available for children 0 to 5 years, HIPPY Whyalla Stuart generally delivers it to families of children 3.5 to 4 years of age. The Smith Family provides resources and training to HIPPY tutors and the Coordinator. The program is delivered at parent groups or in some cases Uniting Care provides financial support for extra time for tutors to deliver the program to families. The HIPPY Coordinator also assists in facilitating delivery of the Let's Read program. Stakeholders report the Let's Read program complements the HIPPY program and that without HIPPY Let's Read would not be delivered in the area.

Extent to which the need has changed over time

Stakeholders suggest there is growing need in Whyalla with unemployment rising due to loss of mining contracts and jobs in industry. The population is reportedly transient as more people arrive in search of work in the mining industry. s47E

There is an increasing demand for HIPPY as its profile grows in the community.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

There are no difficulties reported in recruiting parents. HIPPY Whyalla Stuart tends to over-enrol and UnitingCare Wesley has in the past committed to supporting these additional enrolments. This is the first year families have been turned away, with five families unable to gain places in the program. Stakeholders report this is due to uncertainty over new funding arrangements between DEEWR and the Brotherhood of St Lawrence (BSL). While HIPPY Whyalla Stuart hopes funding will be consistent with previous years, under the current sublicense numbers haven't yet been confirmed.

Stakeholders report it may take up to three encounters with HIPPY before a parent will enrol. Key strategies for recruitment include:

- Word of mouth - parents in the program promote it to other parents
- Promotion at kindergartens with flyers and talks
- Referrals from other agencies
- Members of the Advisory Group promote the program amongst service providers
- Newspaper articles - the *Whyalla News* ran a feature on the HIPPY program in 2012
- Advertising on the local television station; this targets parents whose children are not in kindergarten.

Retention of parents has varied from one intake to the next, but stakeholders report retention rates are improving. In 2010 there were 34 enrolments with 19 graduating and 15 exiting early. In 2011, 37 enrolled (with HIPPY funding for 35), 24 graduated and 13 exited early. In 2012, 30 enrolled (with 25 enrolments funded by HIPPY), 20 are still participating and 10 have exited early. There are currently 31 enrolments for 2013.

Reasons for exiting the program are varied. Some working mothers are time poor. HIPPY tutors help parents work on time management and sometimes suggest parents do two activities well during the week rather than the whole pack. Some families referred to the program have multiple issues which can impact on retention of these families. **s47G**

s47G

Some families relocate out of the area. Communicating program requirements and expectations to parents clearly before commencement is important to support program retention.

Levels of engagement are reported as growing from one cohort to the next. Tutors report high levels of engagement by parents during home visits, with parents keeping appointments, participating in role play and activities, and demonstrating a willingness to catch up if they fall behind. Attendance at parent groups varies between cohorts, with some cohorts averaging five to seven and some 10 to 11 parents. Stakeholders report commitments of working parents can impact on attendance at parent groups. HIPPY Whyalla Stuart is looking to overcome barriers for working parents attending parent groups by holding some enrichment programs in the evenings. Some families reportedly have young children with separation anxieties making it difficult for parents to engage in activities in parent groups. The program provides additional support to parents who are unable to attend parent groups (sometimes with longer visits supported financially by UnitingCare Wesley).

There are large numbers of people at graduations, including extended families and friends, and high levels of satisfaction with outcomes.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment and retention of appropriately qualified staff

s47F The current Coordinator has been with the program since 2010 and has a teaching background. HIPPY Whyalla Stuart reports a mismatch between the high expectations of coordinators and pay rates, which act as a barrier to the recruitment and retention of appropriately qualified coordinators. It was said that it was unrealistic to expect a person with tertiary qualifications (in a regional area with a shortage of people with tertiary qualifications) to work in less than a fulltime capacity.

The program has successfully recruited and retained sufficient numbers of tutors. This year, three tutors have been employed (over the two required). Two are parents of children currently enrolled, and one is a parent who has previously had a child in the program s47F s47F

In addition to HIPPY training, the Coordinator and tutors receive Uniting Care core competency training including Child Safe training, strengths based training, cultural awareness training and driver safety training which is provided to all Uniting Care staff. Additional training includes child contact training, dealing with aggressive behaviours, and child assessment training. The Coordinator also received leadership training. UnitingCare Wesley provides inductions on policy and sites.

The Smith Family and the Obesity Prevention and Lifestyle Program (OPAL) offer other training opportunities. OPAL sits within Health SA and receives Federal and State funding to work with local communities and councils to promote positive health and lifestyle messages. Its target is to increase the number of children in the healthy weight range. OPAL has provided training for HIPPY tutors in Whyalla in nutrition and healthy lifestyle, and has delivered presentations to parent groups. In addition, OPAL has provided food for parent groups.

Stakeholders report training and support is adequate.

Program fidelity and quality assurance

There is general adherence to the HIPPY model. Stakeholders report they work hard to deliver the program as it should be delivered. There have been no Adaptation Requests.

The exceptions are:

- Whyalla Stuart is the main focus of the program and the program maintains a physical presence in that area. However, some families are enrolled from the broader Whyalla area
- In several cases home visits are conducted at the UnitingCare Wesley premises s47G
- Three tutors have been employed for 2013 enrolments to better deliver the program.

As well as normal HIPPY reporting and quality assurance mechanisms, Smart Goal Development Plans are being trialled in HIPPY Whyalla Stuart. In addition, UnitingCare Wesley has a Service Excellence process, is an accredited Child Safe organisation, and has a quality improvement processes for both the site and the program. HIPPY staff also participate in regular UnitingCare Wesley site meetings.

There are formal planning days and there is formal and informal peer support for HIPPY staff.

The Advisory Group which meets quarterly is composed of representatives from the Smith Family, University SA Parenting Support Program and Stepping Stones Program, Wynbring Jida Child Care Centre, OPAL Whyalla City Council, a school counsellor from Nicholson Ave Public School, the HIPPY Coordinator and Line Manager.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>The program is delivered within budget but is supplemented from other sources such as core training provided by UnitingCare Wesley and external agency grants. There are reported budget challenges in coordinating an unskilled workforce (of tutors) and training them in case notes, time sheets, punctuality and Child Safe reporting, particularly when the Coordinator is employed for only three to four days. Uniting Care has committed to employing the Coordinator on a full time basis and to providing additional administrative support. HIPPY is reported to have a small budget that is stressful to manage.</p> <p>No problems have been encountered complying with the licence and no deeds of variation have been sought.</p> <p>A reported challenge relates to uncertainty of funding for the following year. Funding is for the current year but HIPPY is a two year program.</p> |
| <p>Partnerships</p> | <p>UnitingCare Wesley in Whyalla Stuart is primarily a children's contact service focussed on strengthening family connections. HIPPY Whyalla Stuart is connected to UnitingCare Wesley referral pathways and support networks. The HIPPY Coordinator is also on the Early Childhood Service Network which is comprised of Health SA, kindergartens and child care services, Council, OPAL and the library. The Line Manager is on the Domestic Violence Interagency Group.</p> <p>HIPPY Whyalla Stuart participates in community events such as NAIDOC week.</p> <p>There are formal partnerships with The Smith Family and OPAL, with the Smith Family funding resources and training for HIPPY tutors to deliver the Let's Read program, and OPAL providing grants for some tutor training in health and nutrition. These organisations also provide speakers for parent groups and resources such as books and food.</p> <p>There are cross referrals between HIPPY and agencies such as Centacare, Uni SA's Parent Support Program, and Child and Adolescent Mental Health.</p> |
| <p>Overall impact of HIPPY</p> | <p>Anecdotal evidence from both schools and kindergartens suggests that children from HIPPY are more school ready in terms of social development, literacy and numeracy. Children who have participated are reportedly more confident in talking to teachers and understanding homework tasks.</p> <p>The program has lifted the confidence of parents to be their child's teacher. Parents are also reported to be more confident in engaging with teachers at school around their child's needs. Parents are reported to have implemented generalised learning.</p> <p>It is said that HIPPY has highlighted the importance of early childhood development in the community. To date all children who have participated in the program have gone on to attend kindergarten.</p> <p>Parents and children are spending time together, with a structured program assisting parents to prioritise time commitments.</p> <p>There is an increased sense of pride in the community, a lifting of morale particularly with local media coverage of graduation ceremonies.</p> <p>Tutors have gained skills and grown in confidence leading to further study and employment. s47F</p> <p>s47F The tutors from 2012 and 2013 are still employed by the Program. For many of the tutors, HIPPY has provided entry into the workforce, s47F</p> <p>HIPPY is reported to be a hub for the community which has linked families with other services and given families confidence to use outside services. The Smith Family offers pathways for some families via scholarships for education to those eligible and some children from the program have obtained these.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- The reputation of the program - the community is aware of and trusts the program and there is a feeling of community ownership
- The high level of commitment from HIPPY staff and the fact that staff work well individually as well as a team
- The commitment of UnitingCare Wesley to the program and the fact that HIPPY fits with UnitingCare Wesley values, policies and procedures
- The desire from parents for the best start for their children.

Barriers identified include:

- Uncertainty around funding year to year. The program has worked hard to overcome the "here now gone tomorrow" attitude and built confidence over the longer term. Uncertainty regarding future funding can lead to community disengagement.
- The HIPPY Whyalla Stuart Coordinator and Line Manager would like all tutors to be offered traineeships to have qualifications post HIPPY, but cannot offer the necessary amount of hours (15 hours a week minimum) of employment.
- The state award requiring three hour blocks of employment affects the ability to offer make up visits or extra visits.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders report the community wants HIPPY to continue. The program always achieves enrolment targets. Support for the program is high from families and agencies. After four cohorts, the program is reported to be beginning to flourish. There are five on the waiting list for 2014 and more could be recruited. However, HIPPY Whyalla Stuart is reluctant to put people on the waiting list until funding for 2014 is guaranteed. The only potential barrier to sustainability identified by stakeholders is uncertainty around future funding.</p> |
| <p>Sustainability of partnerships</p> | <p>Partnerships are reported as sustainable, with high levels of support from agencies on the Advisory Group and continuing commitment from schools and kindergartens. The Smith Family provides post HIPPY pathways for some families in terms of scholarship support throughout school. HIPPY tutors are reported as having good reputations in the services network, leading to potential opportunities for employment in some of these agencies.</p> <p>Stakeholders report that it has taken time to build trust with other agencies and this is now at the point of sustainability.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>There is a high level of support for continuing the program from UnitingCare Wesley which has a commitment to early education to break cycles of disadvantage. HIPPY fits well with their vision statement and the organisation is highly committed to supporting the program on an ongoing basis. UnitingCare Wesley advocates for an extension of the program in regional South Australia, with Whyalla Stuart currently being the only regional HIPPY program in the state. The organisation would welcome the opportunity for an Expression of Interest to expand the program to Port Lincoln and Port Augusta where Aboriginal children have been identified as two years behind their peers at school.</p> |

DAVOREN PARK

Partner organisation: Novita Children's Services

Location of HIPPY provider: NACYS Community Centre Oldford Street, Davoren Park, South Australia

HIPPY Area: Davoren Park

Coordinator: s47F

Line Manager: s47F

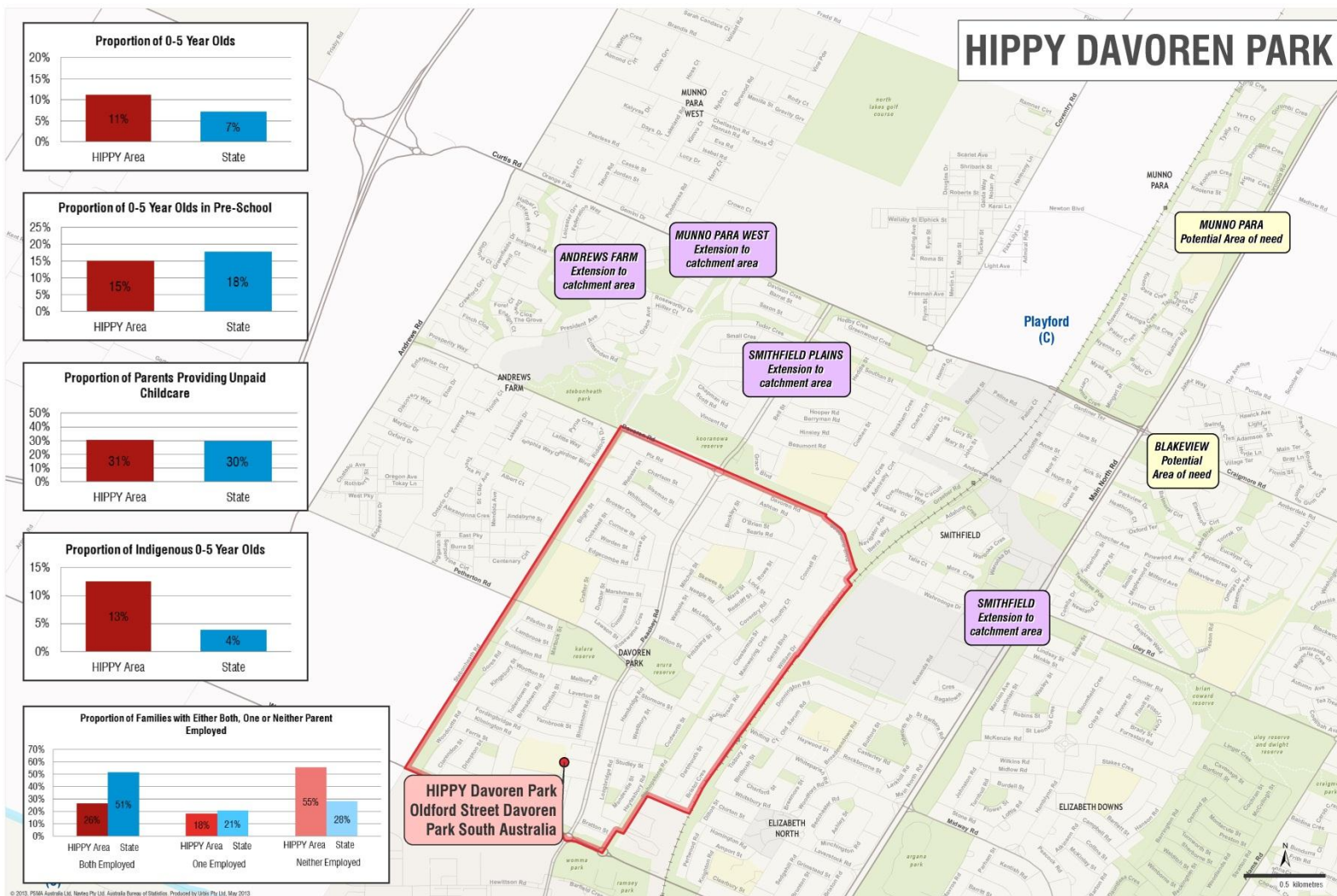
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Davoren Park suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Davoren Park suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Davoren Park suburb at 2006 and 2011.

| | State decile | National decile |
|-----------------------------|--------------|-----------------|
| Davoren Park suburb at 2006 | 1 | 1 |
| Davoren Park suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Davoren Park suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Davoren Park suburb, South Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|-----------------|----------|--------------|-----------------|----------|
| | Davoren Park | South Australia | National | Davoren Park | South Australia | National |
| One or more domains | 49% | 23% | 24% | 49% | 24% | 22% |
| Two or more domains | 28% | 12% | 12% | 30% | 12% | 11% |

EXISTING SERVICES

A range of services are offered in the Davoren Park suburb, including the Para West Adult Education Campus (offering a Learning Together At Home program), local libraries that offer book groups, NACYS Community Centre (youth focused programs including counselling, support and advocacy, police drug diversion, mentoring, group work), ICAN (Innovation Community Action Network), LINC'S (Holiday program for people with a disability), Change Programme, FLAGS (Families Learning and Growing Stronger), Kids Club, Homework Club, basic computing classes, Community Enterprise Groups, Early Learning Program and Child Care/Early Learning Centre attached to the facility.

HIPPY DAVOREN PARK SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 39 | 28 |
| Number of graduations | 28 | 0 |
| Number exiting early | 11 | 11 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | 2 |
| Number of children that most commonly speak a language other than English at home | 8 | 4 |
| Total budget | \$126,941 | \$171,932 |
| Total spend | \$104,294 | \$116,696 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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|---|--|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (11%) when compared to the SA state (7%) - The HIPPY area has a lower percentage of children aged 0-5 years old (15%) in preschool² when compared to the SA state (18%) - The HIIPPY area has a lower percentage of both parents employed full time (26%) compared to the SA state (51%) and a higher percentage of both parents not working (55%) when compared to the SA state (28%) - The Davoren Park suburb is characterised by high levels of relative disadvantage compared to other suburbs across SA and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Davoren Park suburb (49%) compared to SA (24%) and Australia (22%). <p>There appears to be a high need for a parent engagement and early literacy and numeracy program in Davoren Park. Stakeholders reported recent closures of local preschools in favour of 'super schools' (birth to Year 12) have reduced the number of overall preschool positions available. This highlights an ongoing need for a program like HIPPY to prepare children for school.</p> <p>There is a high proportion of public housing in the Davoren Park area. There is also high unemployment (55% of neither parent employed compared to the 28% state average). s47E s47E</p> <p>s47E Stakeholders reported a strong desire amongst parents to help prepare their children for school.</p> <p>There are a range of services available to parents in the area, such as Learning Together at Home and Story Time. However, none are numeracy and literacy based or provided in the home. There are also parenting programs available, but they are short term and many were described as 'here today, gone tomorrow'.</p> |
| <p>Extent to which the need has changed over time</p> | <p>The level of need in the community is reported to have remained consistent since HIPPY began in 2011. However, the nature of the need has changed, with an increase in refugees from African countries arriving in the area. It is expected that the number of new migrants will continue to grow in coming years. Stakeholders reported that as the program becomes more established and better known in the community, more families are expressing interest in enrolling.</p> <p>HIPPY Davoren Park has expressed interest in working with the local Indigenous community, where they have identified a high level of need. There are also a number of new housing developments in surrounding areas, and affordable housing is attracting young families. These estates are located within the catchment area, and as they become populated, it is expected the need for HIPPY will continue to grow.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Davoren Park has effectively recruited parents into the program. There were 39 enrolments in 2011 and 28 in 2012. As of May 16 2013, there are 35 children enrolled in the program, and a current waiting list of 14 for 2014.

Key strategies for recruiting parents include:

- *Promotion at the shopping centres:* HIPPY tutors and the Coordinator set up a stall in the local shopping centre on 'pay days'. s47G Stakeholders reported a sign saying 'free' above the stall dramatically increased the number of people who came and spoke to them about the program. Examples and 'take home' packs of HIPPY activities were provided.
- *Meeting parents at local preschools:* HIPPY Davoren Park attends local preschools at pick up and drop off times to speak to parents about the program, its benefits for children and how to sign up
- *Distributing promotional materials:* HIPPY Davoren Park does letter box drops, provides pamphlets in childcare centres, cafés, community organisations and sets up stalls at community events
- *Word of mouth:* Stakeholders reported that the local community is very close and word of mouth is an effective strategy to recruit parents. Parents who have taken part in the program and tutors are the most common sources of promotion in the community.

In 2011 and 2012, 11 families exited the program. Three exited without any further information (changed phone number and moved house without notifying HIPPY). Others who exited relocated, started work or study, or had another child.

HIPPY Davoren Park adopts a flexible approach with families to encourage retention in the program. This includes being flexible with the time and date of home visits, and hosting the home visits in alternative locations if parents are not comfortable with tutors visiting them at home.

Parent groups are reported to be reasonably well attended, with about 12-15 coming for the age 4 cohort. However, there is a slight drop off in attendance for the age 5 cohort parent groups, mainly because once the children start school, many parents start working or studying. Age 4 parents are also able to attend the age 5 group. In addition to providing child care at no cost during the parent groups, there are also random 'prizes' given for attendance. At the beginning of the year parents are asked what topics interest them, which forms the basis for selecting speakers throughout the year. Parent group presentations have included a range of topics, including child safety, affordable cooking, healthy eating, dealing with sibling rivalry and reading.

Recruitment and retention of appropriately qualified staff

HIPPY Davoren Park has not had any significant problem recruiting tutors and has had the same Coordinator since the program commenced. The Coordinator reportedly receives adequate training from HIPPY Australia and Novita.

HIPPY Davoren Park reported that an apparent lack of confidence amongst parents has been a barrier to tutor recruitment. A number of parents apply but s47G As such, when the Coordinator is enrolling families in the program she speaks to parents about the possibility of becoming a tutor, and explains what is required and how to apply. In 2013 there were three positions available, and there were six applications. Once tutors have been recruited, they have all stayed to complete the program.

The current tutors all report being very satisfied with the support and training they receive. They attend weekly training with the Coordinator, and have the opportunity to complete certificates in Community Services or Children's Services. The tutors also complete a tailored version of Crossing Bridges in the second year. The Coordinator is reported to be very important in helping tutors set goals and prepare for employment after HIPPY.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Davoren Park has largely remained faithful to the HIPPY model. It has departed from the model in the following ways:</p> <ul style="list-style-type: none"> - If parents are uncomfortable with HIPPY tutors coming into their home, the home visits take place in other spaces such as the local library, park or the local swimming centre - If parents are uncomfortable with role playing, the tutors may play both roles themselves and have the parents watch - Age 4 parents are able to attend the age 4 and age 5 parent groups. <p>HIPPY Davoren Park does not have a Quality Assurance Plan per se in terms of ongoing quality assurance, the Coordinator meets weekly with the age 4 cohort tutors and fortnightly with the age 5 cohort tutors, and accompanies each tutor on home visits once per term. The Coordinator seeks frequent feedback from parents, and each family is asked to complete a Parent Continuum Reflect Tool once per term. The Coordinator meets formally each month with the Line Manager, and is in frequent informal contact.</p> <p>HIPPY Davoren Park has an Advisory Group consisting of representatives from Anglicare, the Department of Education, local preschools and primary schools, community youth and children services. The Council, CentaCare and parents. The Advisory Group meets once each term to discuss the program's progress and troubleshoot any issues, discuss client referral opportunities and identify areas for staff to complete training.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has been in line with the budget.</p> <p>The program provider notes that there are some challenges in managing the HIPPY budget within a calendar year, while the rest of the organisation's finances are based on a financial year.</p> |
| <p>Partnerships</p> | <p>HIPPY Davoren Park has developed strong partnerships with key community stakeholders. It has strong relationships with the Council, preschools, primary schools, local community organisations, health services, community services and the Department of Education. These groups refer clients to HIPPY and some representatives present at parent groups.</p> |
| <p>Overall impact of HIPPY</p> | <p>While it is too early to report on the long term impacts of HIPPY in Davoren Park, stakeholders report that HIPPY has had a very positive impact on parents, children and families.</p> <p>For parents, HIPPY is empowering. Parents learn how to teach their children, talk to them in a positive manner, and confidently instruct them on tasks. Many parents also learn new or develop existing numeracy and literacy skills. Increased understanding of early childhood development means that parents are more confident in speaking to their child's teachers. Through HIPPY, parents learn about and access other services in the community that are available to them and their children. There were anecdotal reports that HIPPY provides positive structure to family lives.</p> <p>Tutors are supported to develop career pathways post HIPPY, starting with the training they access through HIPPY such as 'Crossing Bridges' and subsequent certificates in Children's Services and Community Development.</p> <p>There is a perception amongst HIPPY staff and partner organisations that children who complete HIPPY have strong numeracy and literacy skills by the time they enter school. Tutors also commented that HIPPY improves children's confidence in their own learning and ability to make friends.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Families do not have to pay for the program
- The program is fun and enjoyable for children and parents
- Parents enjoy the groups
- All of the program's materials are provided by HIPPY, and parents do not have to provide or buy anything
- The tutors are flexible, reliable and do not judge families
- The tutors come from the community and are not 'outside professionals'
- The program is home-based.

Barriers include:

- s47E
- A number of families do not have access to a car and rely on public transport
- Many families have numerous and complex needs
- s47E
-

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is broad consensus that HIPPY is highly sustainable in the Davoren Park area. HIPPY Davoren Park does not foresee any difficulty in continuing to recruit parents and tutors into the program. There is currently a waiting list of 14 families for the 2014 program. Affordable housing developments and an increase in new migrants settling in the area are expected to lead to a sustained increase in demand for the program in the future.</p> <p>There is a view that HIPPY is extremely beneficial to families, is unique, and does not replicate other services being offered, largely because it is delivered in the home by other 'regular' members of the community.</p> <p>Stakeholders report that a key challenge to sustainability is a lack of funding certainty. It was suggested that the program would benefit from block funding commitments of five or ten years.</p> <p>An additional challenge is ensuring they are able to continue to recruit the most appropriate tutors, especially as HIPPY Davoren Park intends to extend the program to local Indigenous and CALD groups.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. Many of the partnerships with HIPPY Davoren Park have been formed through pre-existing relationships with the parent organisation Novita, and they are considered to be very strong.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Novita is fully supportive of HIPPY and willing and able to continue implementing the program. Novita reports that HIPPY is an appropriate fit for the organisation and the broader community.</p> |

MOUNT MORGAN

Partner organisation: Australian Red Cross, Rockhampton

Location of HIPPY provider: 44 Morgan St, Mount Morgan (Mount Morgan Central Primary School)

HIPPY Area: Mount Morgan

Coordinator: s47F

Line Manager: s47F

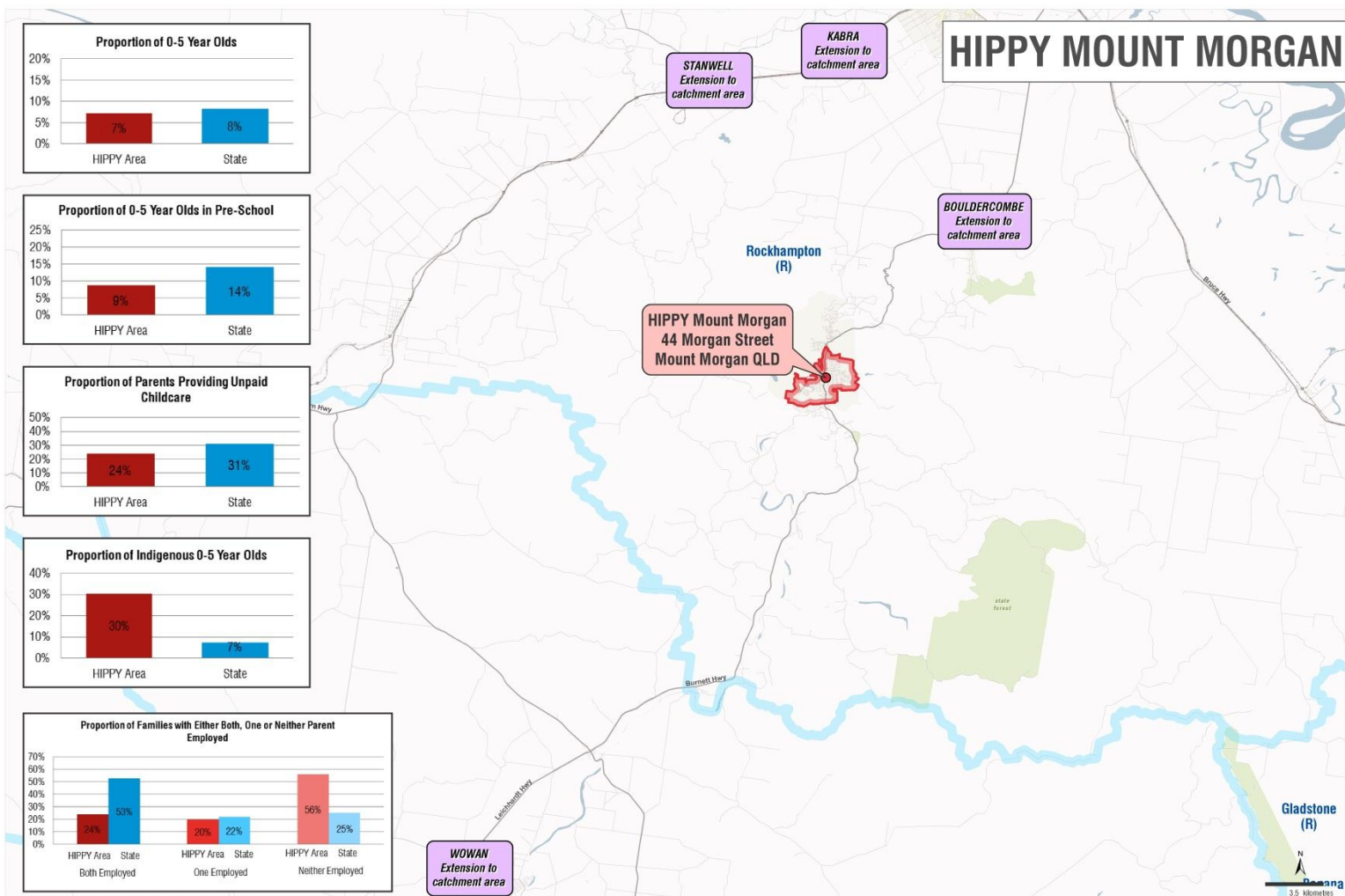
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Mount Morgan suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Mount Morgan suburb.

The Census does not report on childcare attendance. However, it does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Mount Morgan suburb at 2006 and 2011.

| | State decile | National decile |
|-----------------------------|--------------|-----------------|
| Mount Morgan suburb at 2006 | 1 | 1 |
| Mount Morgan suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Mount Morgan suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Mount Morgan suburb, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|------------|----------|--------------|------------|----------|
| | Mount Morgan | Queensland | National | Mount Morgan | Queensland | National |
| One or more domains | 54% | 30% | 24% | 27% | 26% | 22% |
| Two or more domains | 28% | 16% | 12% | 17% | 14% | 11% |

EXISTING SERVICES

A range of services are offered in the Mount Morgan suburb, including Australian Red Cross outreach to the Mount Morgan Community, Referral for Active Intervention (RAI), "Step Up" program, Youth Connections, Peers Health and Mentors Services (Phams), Relationships Australia: Triple P Program, employment services agencies, Centrelink and psychologists.

HIPPY MOUNT MORGAN SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|------------|---------------------------------|
| Number of enrolments (children) | 20 | |
| Number of graduations | 4 | Not part of 2012 limited cohort |
| Number exiting early | 16 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 7 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$ 118,150 | N/A |
| Total spend | \$ 131,927 | N/A |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

| | |
|---|---|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPHY area has a lower percentage of children aged 0-5 years old (7%) when compared to the Queensland state (8%) - The HIPPHY area has a significantly lower percentage of children aged 0-5 years old (9%) in preschool² when compared to the Queensland state (14%) - The HIPPHY area has a lower percentage of both parents employed full time (24%) compared to the Queensland state (53%), and a significantly higher percentage of both parents not working (56%) when compared to the Queensland state (25%) - The Mount Morgan suburb is characterised by high levels of relative disadvantage compared to other LGAs across Queensland and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Mount Morgan suburb (27%) compared to Queensland (26%) and Australia (22%). <p>Based on the statistics noted above, there is a strong need for a focus on early childhood support services including parent engagement and child literacy and numeracy programs. This data was confirmed with stakeholders including the Coordinator, the local primary school principal and disability support teacher, the Prep/Year 1 teacher (Prep is the first official year of school in Queensland), the Director of the local childcare service and two tutors who are local parents. s47E</p> |
| <p>Extent to which the need has changed over time</p> | <p>AEDI data improved for Mount Morgan between 2009 and 2012. However, Mount Morgan remains in the lowest decile of the SEIFA scale and a high proportion of children (17%) are reported as being developmentally vulnerable in two or more domains, indicating there remains a significant need for early childhood and parent engagement services.</p> <p>The stakeholders did not report a change in need, but noted in areas such as Mount Morgan where there is significant long-term disadvantage, changes in disadvantage levels are unlikely to be obvious at a program level unless there is significant and large scale improvement or decline.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

As the enrolment (20) and graduation numbers (4) for 2011/12 suggest, HIPPY Mount Morgan has experienced significant difficulties regarding the recruitment, retention and engagement of families. Red Cross reports that this has been due in part to the high turnover of staff, with two line managers and five coordinators since the program commenced in 2011.

Additionally, there have been reported challenges with the site location. In 2011/12, HIPPY Mount Morgan was located at The Hub in Mount Morgan, a service centre run by Relationships Australia. The Hub provides early intervention family services, supervised child safety visits and other high support services. It was reported that some families were unwilling to access HIPPY at this location due to stigma around the other services. s47E

In 2013, the HIPPY program moved to the Mount Morgan Primary School. While some families are reportedly still uncomfortable accessing the new site, there has been increased interest and engagement by parents.

The HIPPY Coordinator has spent approximately three months in 2013 focussing on recruiting families and tutors to the program and there is reportedly growing interest in HIPPY from parents and service providers supporting parents. HIPPY Mount Morgan was about to commence the program delivery the week the site visit occurred (week commencing 20 May). Promotion of HIPPY has included flyers to parents of preschool and day care children, and posters in various community service locations in the area. However, the Coordinator reported no inquiries were received as a result of this promotional activity. All recruitment has resulted from face to face engagement. This has taken place at the childcare and preschool programs through introductions to parents; through meeting parents at the primary school's B4 preschool program; and through a collaborative approach to door-knocking with Relationships Australia.

In 2013, HIPPY Mount Morgan agreed with HIPPY Australia that the program could recruit from outlying areas including Kabra, Stanwell, Bouldercombe and Wowan, with a particular focus on children and families living in outlying areas attending services in Mount Morgan (including school) and those living in outlying areas that are underserved/ not accessing services. This has a reported impact of boosting interest in HIPPY in 2013.

Recruitment and retention of appropriately qualified staff

The HIPPY Mount Morgan program has been challenged by a very high turnover of staff, s47F
s47G The Line Manager and Red Cross Regional Manager reported that this was consistent with broader recruitment issues for Red Cross Services in the Central Coast region. The current Coordinator commenced in February 2013 and is the fifth Coordinator since program commencement.

Additionally there has been difficulty in recruiting and retaining tutors. This was reportedly due in part to the high turnover of Coordinators and resulting inconsistency of support, and partly due to changing personal circumstances of tutors and related availability. The Coordinator has now recruited two new tutors for 2013.

The Line Manager and Coordinator both indicated there is now a strong focus on retaining the current staff in order to stabilise the program. The current tutors have been employed by Red Cross on temporary part-time contracts to the end of 2014 (excluding school holidays), as a retention strategy that will provide stability of employment and sustain pay levels for tutors.

s47E

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>The Coordinator demonstrated a clear understanding of the core elements of HIPPY and a commitment to program fidelity, ^{s47E} ^{s47E} The primary focus of the Coordinator and tutors at this time is to make contact and engage families in the program.</p> <p>The Coordinator and tutors are employed by Red Cross and as such have access to Red Cross staff support and quality assurance policies and processes including regular line management supervision, linking by telephone with other Red Cross HIPPY sites including Caboolture and West Ipswich, and clear staff safety policies (e.g. home visiting).</p> |
| <p>Expenditure and the funding model</p> | <p>According to the Red Cross staff the HIPPY funding model made the program financially unviable. given the difficulties recruiting and retaining families and subsequent variation in funding from term to term. ^{s47E} it is important to retain a core team of tutors and Coordinator to ensure program stability, regardless of the number of families engaged at any one time.</p> <p>Red Cross reported that funding in arrears made it difficult to maintain program stability.</p> |
| <p>Partnerships</p> | <p>HIPPY Mount Morgan had developed strong relationships through its former co-location at the Hub at Mount Morgan. While the Hub offered a range of supporting child and family services, these included child protection and high support services and families were unwilling to use services there due to negative stigma.</p> <p>In late 2012, the principal of Mount Morgan Primary School approached Red Cross around a potential partnership for HIPPY. In 2013, when the new Coordinator commenced, she progressed the partnership (including a Memorandum of Understanding (MOU)) with the school. The school now provides an office for the Coordinator, a HIPPY program room and contributes to catering for parent meetings. Additionally the school runs a preschool program once a week called B4, open to all children in the community aged 0-5 years, which the HIPPY Coordinator participates in and recruits from. The partnership with the school is significant and has reportedly had a positive impact on recruitment of families for HIPPY. School stakeholders also report that positive, proactive and welcoming engagement of parents by the HIPPY Coordinator is helping to overcome some barriers that parents may otherwise express about attending the school.</p> <p>The current Coordinator is actively seeking partnerships in the community including with the local childcare centre, Red Frog, Relationships Australia Triple P Program and other Red Cross programs including Referral for Active Intervention (RAI), "Step Up" program, Youth Connections, Peers Health and Mentors Services (PHAMS), and Family Planning Mount Morgan Unite Program (focussed on supporting and raising the professional standard of early childhood services in Mount Morgan through a professional network).</p> |
| <p>Overall impact of HIPPY</p> | <p>Given low graduating numbers and high staff turnover, it is difficult to assess the impact of HIPPY. However, stakeholders suggested that engagement with parents and stakeholders in 2013 had been positive and parents were reported to be excited about participating in the program.</p> <p>The Line Manager reported that the four graduating families from 2012 reported higher levels of confidence to participate in school activities and improved interactions between parents and children.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- The program is free to families
- Enthusiastic and proactive engagement of the current Coordinator with tutors, parents and partners
- A new collaborative and mutually beneficial partnership with Mount Morgan Primary School
- The support of Red Cross in meeting costs to maintain the program when parent numbers are low.

Reported barriers include:

- Very high levels of staff turnover since commencement, including five coordinators and two line managers since 2011
- Previous co-location at the Hub, due to perceived stigma and concerns regarding co-located child protection and high support services
- The capacity of families to maintain a two year commitment due to changing family circumstances
- Loss of knowledge and community recognition with the turnover in tutors and coordinators
- The time required to develop community trust in the program prior to families engaging formally with the program
- s47E
- The funding model does not sufficiently account for the need to provide a core and stable staffing infrastructure regardless of the number of families engaged in the program
- The funding model reportedly does not meet the costs of a regional service delivery model.

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | <p>s47E The instability of the HIPPY staffing structure over the last two years has impacted significantly on sustainability, visibility and recognisability of HIPPY in Mount Morgan both at a community and service level. Embedding the program within the school environment and making concrete links with families through child care and preschool services should assist in improving engagement with the community and therefore sustainability of the program.</p> |
| Sustainability of partnerships | It was reported that historically, the program was not actively supported by community partnerships. The work of the current Coordinator has established new partnerships, including a formal MOU arrangement with the Mount Morgan Primary School which has improved the sustainability. This is enhanced by the location of HIPPY within the school site and embedding links to HIPPY within preschool and Prep/Year 1 classes. There are also new partnerships with Red Frog Childcare Centre and with Mount Morgan Unite, a professional network focussing on early childhood services in the area which should assist with the sustainability of partnerships. |
| Capacity and willingness of program provider to continue to deliver HIPPY | Red Cross has stated that it will continue to auspice the program through the current funding cycle. Red Cross is currently reviewing all program funding, including HIPPY, to determine which services are financially viable and Red Cross' capacity to meet any funding shortfalls. |

WEST IPSWICH

Partner organisation: Australian Red Cross

Location of HIPPY provider: Leichhardt State School, 72 Samford Road, Leichhardt 4305

HIPPY Area: West Ipswich

Coordinator: s47F

Line Manager: s47F

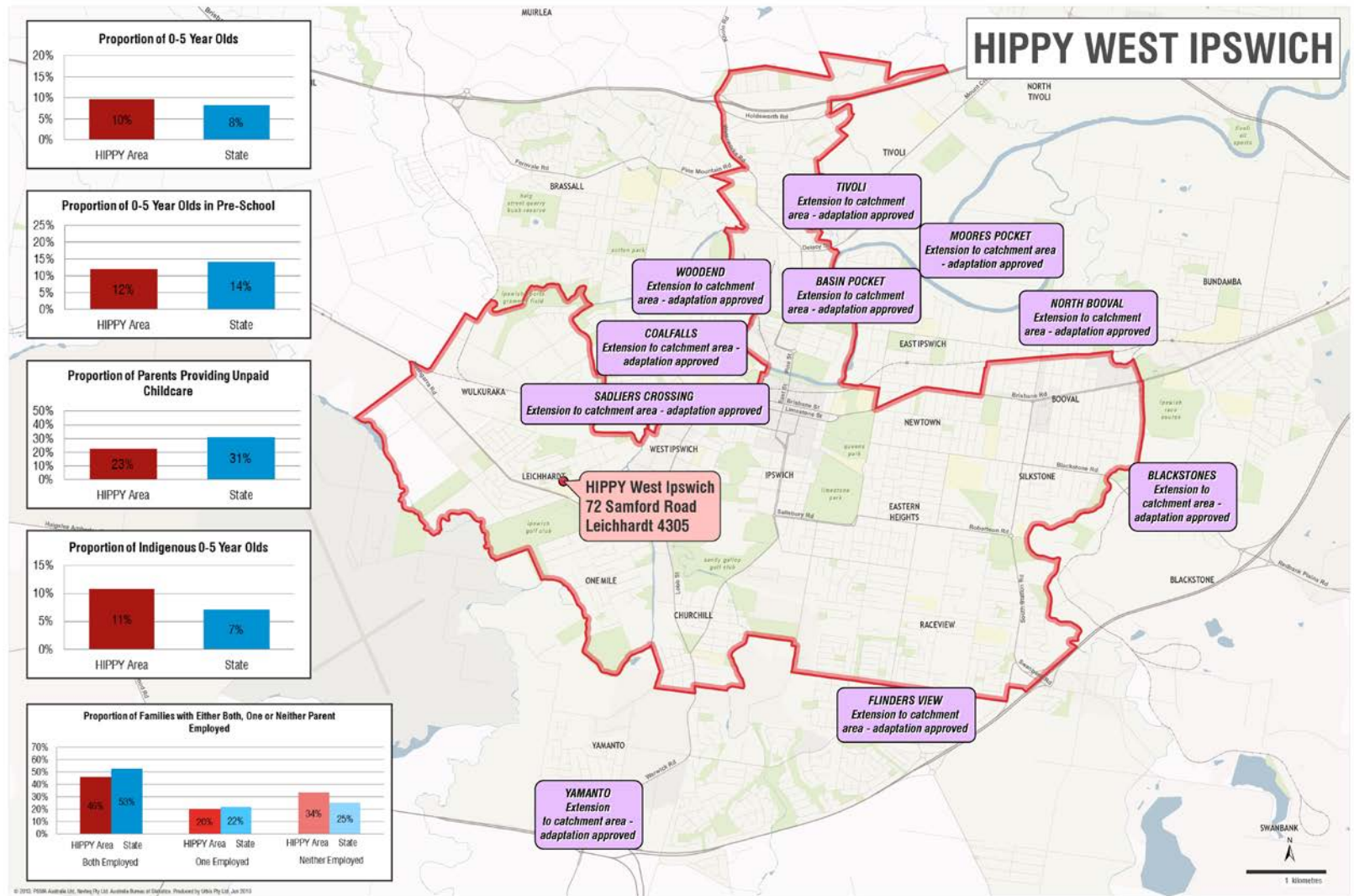
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire West Ipswich suburb.

All data presented in this map is sourced from ABS Census 2011 data for the West Ipswich suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the West Ipswich suburb at 2006 and 2011.

| | State decile | National decile |
|-----------------------------|--------------|-----------------|
| West Ipswich suburb at 2006 | 1 | 1 |
| West Ipswich suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles.

West Ipswich suburb is characterised by high levels of relative disadvantage when compared to other suburbs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Ipswich LGA, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------|------------|----------|-------------|------------|----------|
| | Ipswich LGA | Queensland | National | Ipswich LGA | Queensland | National |
| One or more domains | 35% | 30% | 24% | 28% | 26% | 22% |
| Two or more domains | 20% | 16% | 12% | 16% | 14% | 11% |

EXISTING SERVICES

Services offered in West Ipswich include the Red Cross Early Years programs at Silkstone (and Ipswich suburbs of Redbank Plains and North Ipswich), and the 'UP' parenting program provided by a small independent operator at the One Mile Community Centre (this program has free aspects as well as a fee for service components).

HIPPY WEST IPSWICH SUBURB ENROLMENT DATA²

| | 2011 | 2012 |
|--|------------|-----------|
| Number of enrolments (children) | 44 | 33 |
| Number of graduations | 27 | 0 |
| Number exiting early | 17 | 7 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 8 | 4 |
| Number of children that most commonly speak a language other than English at home | 1 | 1 |
| Total budget | \$ 115,401 | \$ 88,140 |
| Total spend | \$ 117,005 | \$ 88,040 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets for the West Ipswich Suburb indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the Queensland state (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (12%) in preschool³ when compared to the Queensland state (14%)
- The HIPPY area has a lower percentage of both parents employed full time (46%) compared to the Queensland state (53%) and a higher percentage of both parents not working (34%) when compared to the Queensland state (25%)
- The West Ipswich suburb is characterised by high levels of relative disadvantage compared to other suburbs across Queensland and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Ipswich LGA (28%) compared to Queensland (26%) and Australia (22%).

West Ipswich HIPPY catchment is located within the established western suburbs of Ipswich. This area demonstrates a number of factors common to communities experiencing disadvantage: demand for affordable housing; higher levels of unemployment; unmet demand for health and community services; and range of associated social challenges including youth engagement.

s47E

s47E

Families are reportedly unable to access formal child care due to cost.

Extent to which the need has changed over time

Stakeholders report that need in the catchment area has not changed since the program commenced, with continuing high numbers of vulnerable families, small change in AEDI indicators, and consistent demand for preschool places as well as early primary. If anything the need will continue to strengthen with the influx of new residents to Ipswich. The Australian Defence Force (ADF) is a major local employer and there is a significant 'turnover' of families with young children across the city. There may be an opportunity to target ADF family support services to make them aware of HIPPY.

Stakeholders report areas surrounding West Ipswich are also experiencing high levels of disadvantage. An adaptation request was approved to extend the catchment area to include Tivoli, Moores Park, North Booval, Blackstones, Sadliers Crossing, Basin Pocket, Coalfalls, Woodend, Flinders View and Yamanto, in order to meet unmet needs in these areas.

Stakeholders suggest the demand for the program is growing as the community becomes more aware of it. Local demand is also reported to be driven by the Queensland Government's television and print advertising to increase awareness of and enrolments in accredited preschool programs. For those with older children, parents are responding to the need for children to be 'school ready' due to the introduction of the National Curriculum in Queensland, and the shift from 'play-based' to 'structured' learning in early primary.

Leichhardt State School has implemented a targeted school improvement program to improve the learning environment, lift school pride, and move from a school with a challenging reputation to a 'school of choice'. Stakeholders report the need to engage families early. The program has resulted in a very positive impact on school enrolments – there are now two Prep classes (the first year of primary school). Relationships with Aboriginal and Torres Strait Islander families have been positively enhanced through this process. Parents are also learning skills in how to relate with teachers and others at the school. Teachers are now reporting that children are starting with a high readiness for school (as a result of HIPPY and other inventions).

Ipswich City Council has promoted the need for strong leadership on children and family issues. This work has raised community awareness of the need to work for positive futures for children and families. HIPPY is seen by stakeholders as a critical part of this community vision – 'it is embedded in the community'.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY West Ipswich has been successful in recruiting parents to the program, and reports a high retention rate. In 2011 there were 44 enrolments with 27 graduating. In 2012, 33 enrolled and 24 remain in the program. Currently there are 29 children enrolled in the 2013 Age 4 cohort. Future enrolments are looking positive for 2014, with currently 11 families on the waitlist.

The 2013 Age 4 cohort includes s47F
s47F The 2012 Age 5 cohort has s47F
s47F

Strategies for enrolment include:

- Word of mouth: this is a significant recruitment tool with participating parents telling extended family and friends
- Referrals: through local family and early childhood networks and services, supportive school principals
- Internal referrals through Red Cross programs and service networks; organisations include Kambu Medical Centre, Home Stay Program (for families at-risk of homelessness), employment programs for people with disabilities, and Red Cross Early Years programs embedded at local schools including Redbank Plains, North Ipswich and Silkstone
- The Coordinator actively participates in a number of Ipswich networks.

Retention of families has been high. A small number of families have left the program early. Reasons for exiting early include: s47F
s47F

Families are encouraged to stay in the program when life events such as birth of another child or family bereavement intervene. Tutors try to be flexible with the timing of visits and offer catch-up sessions.

Families report enjoying the group activities as often this is the only activity they attend outside their home in any week.

Parent confidence is reported to have increased significantly, with some families opting to home school their children as a result of the skills developed through HIPPY.

Graduations are significant milestone events, attended by fathers, grandparents and other extended family members. Special events such as family fun-days, film nights and BBQs are also well attended.

Recruitment and retention of appropriately qualified staff

HIPPY West Ipswich has a tertiary qualified coordinator. Red Cross has implemented a flexible work arrangement whereby the Coordinator s47F
s47F shares the required hours with two of the experienced tutors. Red Cross has an approved adaption for this work arrangement which allows for two tutors to complete administration tasks. They receive supervision and organisational support from a Red Cross Line Manager. Red Cross also provide regular teleconferences for the Coordinator with the organisation's two other HIPPY sites.

HIPPY West Ipswich has recruited and retained suitable tutors. In 2013, two tutors are leaving HIPPY after three years with the program. Tutors are able to access Red Cross internal training opportunities, and a number are currently completing Certificate 3 – Community Services courses. This is part of the Red Cross' commitment to support tutors to re-enter the workforce, or become work ready. HIPPY West Ipswich also provides an extensive professional and personal development program. Tutors report they are highly satisfied with these learning and skill development opportunities.

Access to a drivers licence is critical for tutors, given poor public transport across the catchment.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>With the recent change in Coordinator, HIPPY West Ipswich has moved to reintroduce strict adherence to the program model. s47F the program moved away from home visits to enrichment programs with an emphasis on group delivery. This shift in focus was not approved by HIPPY and Red Cross has since worked to ensure processes are in place so it doesn't reoccur.</p> <p>Whilst there is no formal quality assurance plan, the Red Cross structure and the HIPPY reporting requirements are both thought to be adequate to ensure quality of program delivery. Documentation is kept up to date, and the HIPPY Coordinator is recognised for her organisational abilities. s47G the Red Cross Line Manager was very hands-on to ensure program fidelity was regained. This involved: attending weekly meetings with tutors, working through financials and any variations, providing supervision for the Coordinator, and being available for additional support as required. The newly appointed Coordinator also attended training sessions in Melbourne.</p> <p>Red Cross central office program staff support HIPPY locations with streamlined program and financial reporting and any queries. Red Cross has taken a proactive approach to ensuring accuracy is maintained through understanding the day-to-day requirements of coordinators and tutors via a joint workshop.</p> <p>The Coordinator ensures quality is maintained through supervised home visits and weekly supervision for tutors, phone calls to families, and provision of ongoing training for tutors. Performance reports are included in Red Cross reporting database, through monthly reports to Red Cross and quarterly reports to HIPPY (which are also tabled at Red Cross board meetings). The Red Cross team have worked hard to develop good written and verbal communications at all times. Red Cross have regular teleconferences with their other HIPPY sites.</p> |
| <p>Expenditure and the funding model</p> | <p>Stakeholders report expenditure is over budget. The discrepancy between budget and actual spend for 2011 and 2012 is reportedly related to recent changes in Queensland to SACS awards and the requirement on the Red Cross to match salaries, including two increases over next 12 months. Other financial and management challenges include:</p> <ul style="list-style-type: none"> - Provision of back-of-office support (reporting, HR and other support) - Access to shared/staffed office space (Red Cross Hub) during school holidays, when it may be unsafe to be alone on school grounds - Access to Time Off In Lieu when extra hours are worked and/or children are unwell and flexible hours required - Provision of child care/organised activities for children whilst parents are attending Enrichment Sessions. <p>Red Cross provides resources including mobile phones (for tutor safety), mileage (for travel costs), and craft resources. The organisation also assists with hosting events for families. There is a Memorandum of Understanding with Leichhardt State School for use of two large classrooms to provide HIPPY.</p> |
| <p>Partnerships</p> | <p>Partnerships developed by HIPPY West Ipswich have assisted the program to access families in the area and implement the program. Key partnerships have been built with:</p> <ul style="list-style-type: none"> - Leichhardt State School - for office and activity space, as well as complementary services including the Student Welfare Program - Red Cross Early Years Programs embedded at local schools - Mission Australia RAI (Referral Active Intervention) program - Ipswich Early Years Network (which meets quarterly) to share learnings. <p>Having HIPPY within the Red Cross structure enables access to other services such as family and early years support programs if needed.</p> <p>Ipswich City Council has provided in-kind support as required. The Mayor provided a testimony on the importance of HIPPY for local families as part of this process.</p> <p>The Coordinator is a regular participant at local interagency and network meetings to promote HIPPY. Red Cross staff actively promote HIPPY across</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>their networks. There may be an opportunity to explore greater engagement with Australian Defence Force services and families who reside locally</p> |
| Overall impact of HIPPY | <p>Local schools report that HIPPY children and parents are school ready. Stakeholders report:</p> <ul style="list-style-type: none"> - Parents' improved confidence and engagement in and around schools, and in interactions with teachers and other parents, is a direct result of the program - Non-English speaking parents' skills and confidence with written and spoken English has improved - Parents are more able to help their children learn - Parents are more interested in learning – 'helping parents help themselves' - Tutor confidence and skills have improved, and tutors are undertaking further educational and employment opportunities <p>Teachers are reporting high levels of school readiness in HIPPY children and families.</p> |
| Key enablers and barriers to implementing HIPPY | <p>Key enablers for the successful implementation of HIPPY in West Ipswich are:</p> <ul style="list-style-type: none"> - It is a home based program and parents don't have to travel - The program is free - It is relationship based, and families who may be isolated are able to make safe and meaningful connections with local parents - It is a proven model – tutors and parents know what to do - It is highly structured allowing parents to build confidence over time - It is hands on, with interactive activities being able to meet parents' needs - It builds relationships between parents and their children - Being able to run Year 1 (Age 4) and Year 2 (Age 5) programs in parallel - supporting an annual enrolment intake rather than bi-annual (responding to community need) - The program is located within a local school which is proactively engaging the community to build the value of education; this also introduces new families to school grounds and routines (familiarity) - Other agencies and organisations have been supportive, and HIPPY has enabled participants to access these services - Being part of a larger organisation such as the Red Cross, provides additional capabilities and specialist skills - Strong support from civic leaders including the Mayor and local member of parliament - Reliability/commitment of tutors has allowed good relationships to be built with parents - Tutors have become a 'bridge' to school and other parts of the community - Internet access for online reporting and research, and access to local Red Cross Hub – where coordinators can access other services and support, and potentially replacement staff if a Coordinator is absent |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

- Facebook 'Lighthouse' page for program participants is well-used by current and past HIPPY families.

Barriers to successful implementation of HIPPY West Ipswich reported by stakeholders include:

- Ability to attract and retain tertiary qualified coordinators with a comparatively low salary, with high workload within fixed number of hours/week
- Ability to fund staff on an annual basis rather than 30/34 weeks per year (i.e. without holiday pay). Coordinators are provided with separation certificate at the conclusion of each year to ensure coordinators are able to access relevant Centrelink payments
- HIPPY should look to innovate and utilise technology (i.e. iPads, computers) to retain interest over the long Christmas period (10-12 weeks), and provide alternative access to activities for families unable to make their usual scheduled session
- Once children start school and need to undertake school activities (homework) after school, parents report that there is limited time for HIPPY activities
- Attendance at parent groups has dropped for the Age 5 cohort as parents pursue education and work opportunities (due in part to recent changes in the Australian Government policy)
- Short funding cycle means it is difficult to make long-term commitment to communities and establish partnerships – 'coordinators have no spare time'

Opportunity to embed evaluation upfront (at the entry point) should be explored, as HIPPY providers would like to be able to monitor families' progression through the program and modify activities where appropriate.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is general agreement among stakeholders that HIPPY will be sustainable in West Ipswich for the foreseeable future, as there is ongoing demand for parent engagement and early education programs. The target population is projected to increase through population growth and development of new residential areas that are promoting 'affordable living'. HIPPY complements programs offered within local schools and through family support programs. It also fits well with the Red Cross service footprint in Ipswich. HIPPY continues to be publicised through word of mouth among families resulting in waiting lists in 2014.</p> <p>Threats to sustainability in West Ipswich include attraction and retention of coordinators due to the comparatively low salary; the need to provide flexible work arrangements to support workers with young children; and ability to attract tutors from different cultural backgrounds. The recent variation of catchment boundaries to include additional suburbs highlighted on page one of this report is seen as a way to secure the program's long-term future in West Ipswich. Working with neighbouring HIPPY locations also ensures appropriate referrals and supports for local families.</p> |
| <p>Sustainability of partnerships</p> | <p>Strong partnerships, particularly with other early years services, have assisted in building good relationships with the community. Stakeholders report that partnerships are sustainable, and there is strong alignment of desired outcomes. HIPPY is known and respected by service providers, and HIPPY staff are embedded in interagency networks.</p> <p>Leichhardt State School is willing to continue to provide ongoing accommodation and support for HIPPY West Ipswich. Should the current classrooms need to be reclaimed for teaching purposes, then other suitable accommodation will be found within the grounds. The school sees HIPPY as a complementary program that supports children and families to have a successful and productive school experience. The school is developing a reputation as a 'school of choice' particularly for children with a disability, and Aboriginal and Torres Strait Islander families.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Red Cross is willing and able to continue delivering HIPPY providing ongoing funding is available. Red Cross is well known in the area and HIPPY is a good fit with the organisation and its focus on disadvantaged children and families. HIPPY complements other services provided by Red Cross. HIPPY is now well known within the organisation.</p> <p>Red Cross will generally make a long-term commitment (10 years) before entering into a new community. It is also their practice to work with local organisations and networks rather than set-up in competition.</p> |

NORTH DUBBO

Partner organisation: Centacare Wilcannia Forbes

Coordinator: s47F

Location of HIPPY provider: 62 Wingewarra Street Dubbo NSW 2830

Line Manager: s47F

HIPPY Area: North Dubbo

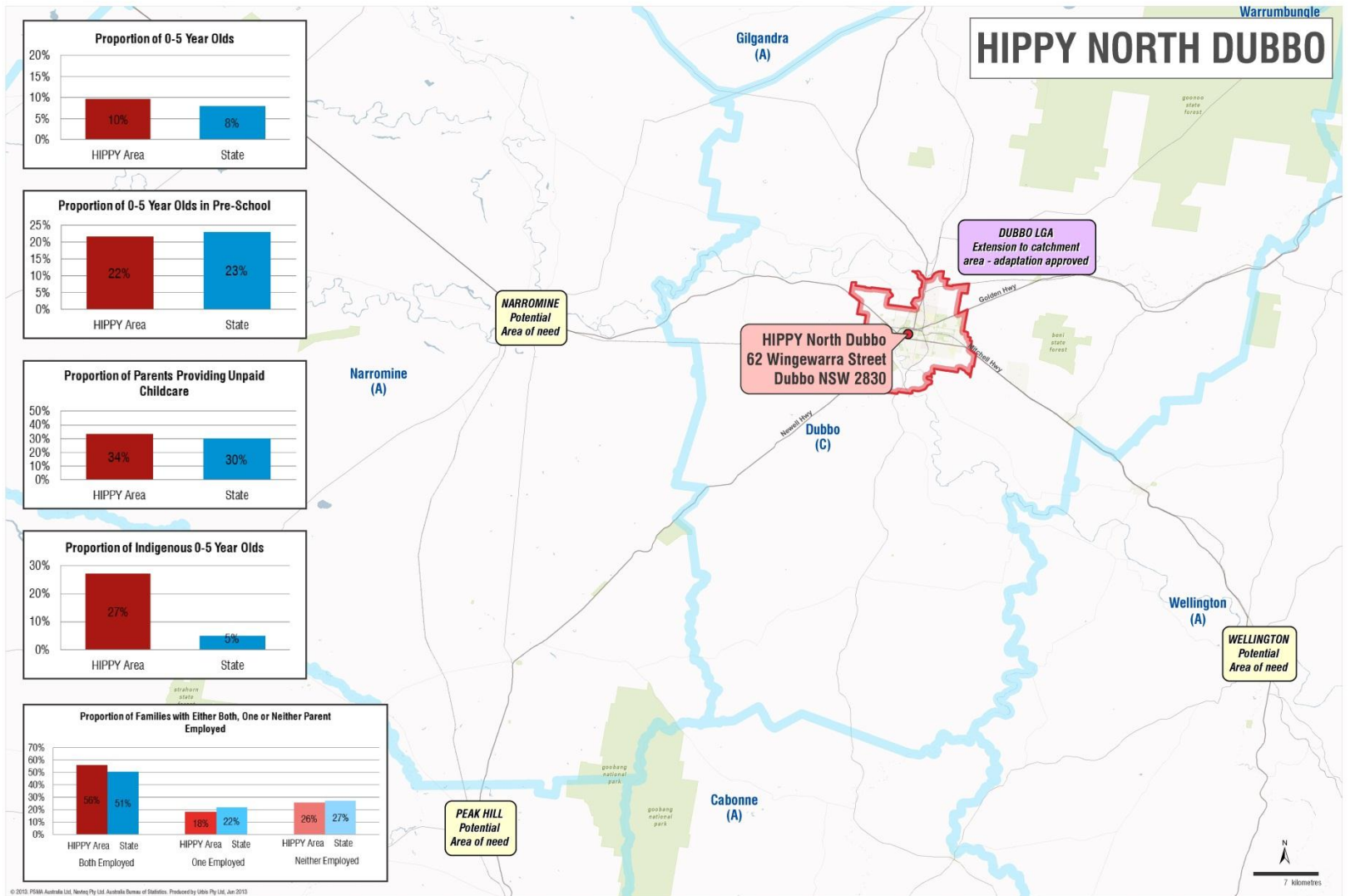
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the North Dubbo suburb.

All data presented in this map is sourced from ABS Census 2011 data for the North Dubbo suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Dubbo LGA at 2006 and 2011.

| | State decile | National decile |
|-------------------|--------------|-----------------|
| Dubbo LGA at 2006 | 6 | 6 |
| Dubbo LGA at 2011 | 6 | 5 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Dubbo LGA is characterised by average levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Dubbo LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-----------|-----|----------|-----------|-----|----------|
| | Dubbo LGA | NSW | National | Dubbo LGA | NSW | National |
| One or more domains | 26% | 21% | 24% | 24% | 20% | 22% |
| Two or more domains | 13% | 10% | 12% | 13% | 9% | 11% |

EXISTING SERVICES

A range of services are currently offered in the North Dubbo suburb, including Centacare Wilcannia Forbes, Centacare Bathurst, Uniting Care Burnside, Smith Family, Mission Australia, Christians Against Poverty, Inter-relate, Salvation Army, St Vincent de Paul, Anglicare Australia, Multi-Purpose Allira Gathering Association, Stepping Stones Childcare Centre and North Dubbo Primary School.

HIPPY NORTH DUBBO SUBURB ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 44 | 26 |
| Number of graduations | 33 | 0 |
| Number exiting early | 11 | 4 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 15 | 2 |
| Number of children that most commonly speak a language other than English at home | 1 | 2 |
| Total budget | \$196,300 | \$166,290 |
| Total spend | \$196,299 | \$204,502 |

¹ Dubbo LGA AEDI was used to represent the HIPPY catchment as there is no AEDI data at suburb level.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets indicate:</p> <ul style="list-style-type: none">- The North Dubbo suburb has a higher percentage of children aged 0-5 years old (10%) when compared to the state of NSW (8%)- The North Dubbo suburb has a slightly lower percentage of children aged 0-5 years old (22%) in preschool³ when compared to the state of NSW (23%)- The North Dubbo suburb has a higher percentage of both parents employed full time (56%) compared to the state of NSW (51%), and a slightly lower percentage of people both parents not working (26%) when compared to the state of NSW (27%)- The Dubbo LGA is characterised by average levels of relative disadvantage compared to other LGAs across NSW and Australia- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Dubbo LGA (24%), compared to NSW (20%) and Australia (22%). <p>Stakeholders reported a significant need for a parent engagement and early literacy and numeracy program in the community. There are a number of reasons why a program like HIPPY is so important in Dubbo, s47E</p> <p>s47E HIPPY offers a way to assist parents without stigmatising them. It can also help to address social isolation. HIPPY encourages parents to value education and act as positive role models for their children, instilling a sense of excitement as they prepare for school.</p> <p>There is a reported lack of formal early childhood support in Dubbo. There are only two government funded pre-schools and both have significant waiting lists (approximately 1000 children). There is nothing else like HIPPY in the Dubbo community. Most other early intervention programs are medical referral only. Long Day Care provides limited school readiness programs for four years olds (half an hour once a week). HIPPY is distinguished from other forms of support by the home visits undertaken by tutors.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders reported a long established, continuing and growing need for HIPPY. More people are migrating to Dubbo from the western regions and the population of Aboriginal and Torres Strait Islander people in Dubbo is growing. Dubbo is becoming more culturally diverse as it operates as a centre for refugee families. There are growing numbers of Sudanese, Iranian, Lebanese and other CALD families, suggesting ongoing, targeted and more intensive need for early childhood education and support.</p> <p>There has been a downturn in the local economy, with local businesses and employers reducing the number of shifts and size of their casual workforce. As a consequence, many people in Dubbo are struggling financially.</p> <p>There has been an increase in referrals from other organisations over time. These numbers would continue to rise if more places were available. The waiting list for this year and next year demonstrated program demand. s47E</p> <p>s47E</p> <p>Soon after the commencement of HIPPY North Dubbo it was recognised that the original catchment area was mostly industrial and that the program was not reaching the families most in need. As a result, an adaptation to extend the catchment to the whole of Dubbo was granted.</p> <p>There is also an identified need for HIPPY in smaller communities such as Narromine and Trangie, where there are no early childhood services. CentaCare supported the application for HIPPY in Narromine and Wellington; however the Narromine application was unsuccessful. The outcome of the Wellington application is not yet known.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>The primary recruitment strategy is through word of mouth and referrals from other organisations. For example, one of the tutors became involved in the program because she happened to visit a friend when a HIPPY tutor was there. After one refugee family participated in HIPPY, six others applied to join the waiting list.</p> <p>The Coordinator is recognised as the ‘HIPPY woman’ and has a strong presence in the community, attending informal and formal gatherings associated with early childhood. There is now a waiting list for next year and the year after. Nevertheless, one person suggested there was insufficient promotion of the program and that the tutors had to do much of this in their own time. They commented that there should be a more strategic process to recruiting parents. The Centre Manager felt there is fine balance between marketing the program to recruit the right young families but not doing this so as to create a massive waiting list. s47E s47E the only eligibility criterion that is strictly enforced is the age of the child.</p> <p>In general, it was felt that parents have responded very well to the program and there is positive engagement. The retention rate is high. Last year 33 out of 44 families graduated. In the second year, the program was funded for 25 families as it was assumed there would be a drop off. However this did not occur and put the program in a difficult position - either pull names out of a hat to identify who could no longer continue or fund families themselves.</p> <p>Most of those who have exited early did so because of personal reasons such as relocating for work. Some families are struggling to continue with the program s47F No one has exited early in the last year. Most families are at the point of generalisation and tutors commented that it is wonderful to see when they get that ‘light bulb’ moment. The tutors are flexible and recognise families are busy. The tutors reported they do not want to cause parents any additional stress.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>The tutors commented that they initially received three days of training and they have regular training with the Coordinator every Wednesday. The Coordinator has an open door policy and tutors feel well supported. The tutors do not feel it has been hard to recruit parents to become tutors and all of the tutors enjoy the work and feel it is a stepping stone to the type of work they want to do in the future. s47F s47F found the support of the Coordinator very helpful and commented that the activities are well set out and easy to follow.</p> <p>Stakeholders mentioned that all the tutors are very committed and passionate. The Coordinator reported no difficulties in recruiting tutors from the parent cohort. However, CentaCare has had to reduce the hours that tutors work due to funding constraints. This has made it more difficult to recruit tutors as new tutors are only paid for 10 hours a week instead of 15. As a result CentaCare is unable to offer traineeships which require a minimum 15 hours a week to be eligible. There is ongoing training for tutors every week and CentaCare also offers external training such as the Accidental Counselling Course – CentaCare has picked up the costs of training as the funding from HIPPY is not sufficient to cover these costs.</p> |
| <p>Program fidelity and quality assurance</p> | <p>Tutors feel that they know and understand the key components of HIPPY. The training by the Coordinator every week is described as ‘fantastic’ and assists knowledge sharing. Although it is sometimes necessary to adjust the way activities are introduced to suit the individual needs of the different families, the tutors feel they still follow the core components of the program. The tutors have the opportunity to provide feedback on their training and are given evaluation forms after every training session.</p> <p>The Centre Manager and Coordinator mentioned staff adhere to the program model because it works. Each of the five key elements brings their own success; parents love the generalisation and get almost as excited as their children with the different activities. The Coordinator conducts regular parent surveys and supervised visits with each tutor every term. The Coordinator also attends the fortnightly parent groups. There is an open line of communication between the Coordinator and tutors and they have regular meetings to discuss how to deliver activities and any issues tutors may have with parents. HIPPY North Dubbo has internal checking processes and adheres to HIPPY’s quarterly reporting requirements.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>Centacare staff felt the resources for such a potentially critical program as HIPPY are somewhat lacking. While the intent of the program is highly valued, they believe it should be better resourced to reach more children and parents. Salary costs have increased but this has not been taken into account in the funding model. The costs of employing staff are greater than just their salary and the overheads are not factored into the model. There is an expectation that the Coordinator is tertiary educated but this is not matched by salary. Staff wages have increased more than anticipated. The original guidelines for the program stated a lower award wage than the market rate. The guidelines also recommended that the Coordinator would be employed for three days, however, this changed to four days in the second year of the program when there were two cohorts. This increase in the Coordinator's hours was not communicated to CentaCare in the original submission process. CentaCare had budgeted for the increase in families but did not realise that the Coordinator's hours would also increase. Expenditure has been in line with budget only because CentaCare has picked up the shortfall –in today's difficult financial environment this is becoming harder. CentaCare has a limited untied budget and limited capacity to support programs outside of their government funding.</p> <p>Staff commented the funding per child model does not work well and adds a degree of risk. It is difficult to develop a budget when it is not clear how many families will participate. If the enrolment targets are not met, or people withdraw early from the program, this will affect funding levels.</p> <p>It was suggested that the funding model could be improved if there were less reporting requirements (6 monthly instead of every quarter). Reducing compliance on the reporting side could reduce the overhead/admin costs attached to the program. Stakeholders felt there was an inflexible approach – the number of hours and number of families per tutor are set, all the funding goes on licence fee, program materials and staff wages, and there is nothing left to cover motor vehicles, overheads, supervision (Line Manager) and tutor training.</p> |
| <p>Partnerships</p> | <p>Stakeholders reported informal partnerships through HIPPY and there were no formal MOUs. The HIPPY Coordinator is well known in the community and attends regular monthly meetings with the Aboriginal Education Consultant Group and interagency/networking meetings. Staff mentioned that the partnerships HIPPY has with other organisations are growing and organisations are now aware of HIPPY and making referrals. Preschools and day-care centres now recognise that HIPPY is not in competition with them and promote HIPPY by giving out brochures to parents. CentaCare has a relationship with TAFE which has helped those tutors undertaking traineeships. Centacare also runs other programs and can refer people in house.</p> |
| <p>Overall impact of HIPPY</p> | <p>Stakeholders mentioned there is a noticeable difference in children who have done HIPPY compared to their peers at school and preschool. Children are more confident and aware of literacy and numeracy after having done HIPPY. A principal s47F who conducts tests on children before they start school commented that he can tell the children who have done HIPPY because they are able to do the test. HIPPY provides a solid foundation for children before they start school. A number of children enrolled in speech therapy no longer needed it after doing HIPPY.</p> <p>Tutors commented that HIPPY was like a mini family and very beneficial for those who have recently moved to Dubbo and do not know anyone. HIPPY has also linked parents with organisations that they did not know existed. HIIPPY helps to create a bond between parents and their children and is a positive educational experience for those families that may not have had that educational experience themselves. The Coordinator commented that the capacity building HIPPY provides parents 'is fantastic' and this has flow on effects to their children. Stakeholders mentioned that they would like to see more fathers taking part in the program, as fathers who have completed the program reported better interactions and a stronger bond with their children.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers are reported to include:

- The Coordinator's passion, enthusiasm and networking has supported implementation of the program
- The Coordinator understands family needs and provides strong leadership to the team of tutors
- All of the tutors have different skills and experiences to offer families
- HIPPY is a clearly defined and well-structured model
- HIPPY provides clear guidelines to participating parents and tutors
- HIPPY is a transparent and inclusive program that does not stigmatise people.

Key barriers are reported to include:

- Uncertain funding – the program is currently funded for 30 families but there are many more who would like participate
- Funding restrictions sometimes put a stop on the types of activities they can do in parent groups
- It can be difficult to promote the program if there is any possibility they cannot meet demand - this could have a negative effect on how HIPPY is perceived in the community
- One stakeholder felt that the home visits could be perceived as a barrier as some parents s47G may be more comfortable outside of the home; s47G s47G
- Program jargon - the language needs to be plain and simple as it could put off those parents that don't have good literacy skills
- One of the tutors felt that DEEWR should be doing more to promote the program and that a lot of the responsibility for promotion rested on the Coordinator and tutors
- The tutor also felt that tutors work above and beyond what they are paid to do but because they are so passionate about HIPPY are happy to do so.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>s47E The waiting list demonstrates a strong demand for the program and there are limited other early childhood education services in Dubbo. Staff would like to think it would be sustainable but believe it all comes down to funding. Knowing that the program will continue to be funded for the next 5-10 years would help – it takes time for programs to get established, they need longevity to become embedded in the community. Stakeholders also felt that people do not want to be bothered with something if they think it is temporary, and programs need time to become consolidated in the community.</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders mentioned that the links HIPPY has with outside agencies are strong, but that staff need to keep building on them and not become territorial (something which has happened with other agencies/programs). Stakeholders felt as long as there continues to be good communication the relationships will continue. People have an appreciation for the program – HIPPY is recognised in the community for its consistency and quality of product. The current Coordinator is responsible for many of the partnerships with other organisations, and would like to think the partnerships would continue regardless of the people attached.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>CentaCare has continued with HIPPY despite experiencing problems with the HIPPY funding model. However there will come a point when CentaCare may not be able to continue covering shortfalls in funding. The organisation is currently committed to continuing to support the program.</p> |

CLAYMORE

Partner organisation: Macarthur Diversity Services Initiative Ltd (MDSI)

Coordinator: s47F

Location of HIPPY provider: Level 3 Suite 2, Campbelltown City Centre, 171-179 Queen St, Campbelltown

Line Manager: s47F

HIPPY Area: Claymore

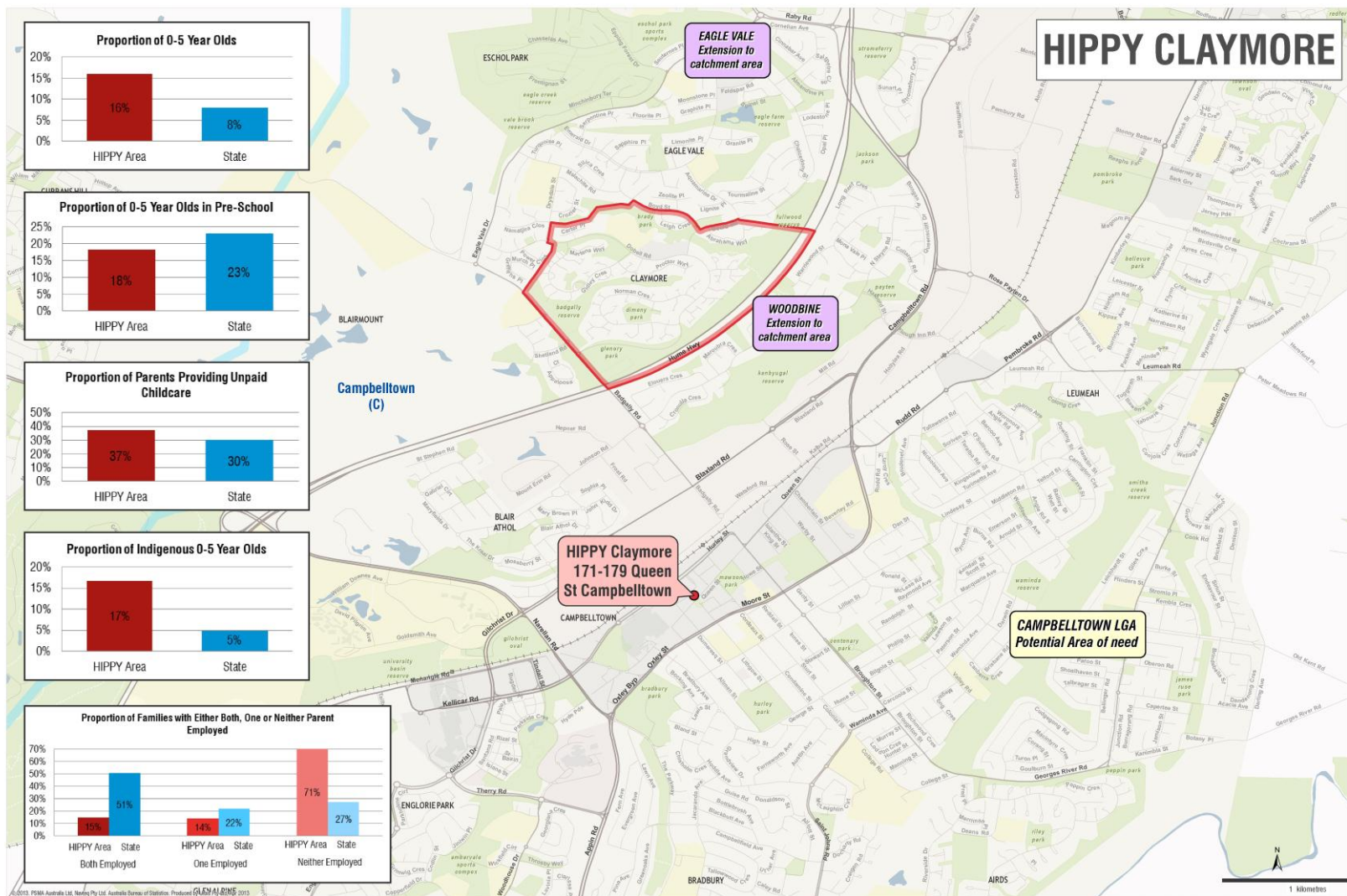
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Claymore suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Claymore suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Claymore suburb at 2006 and 2011.

| | State decile | National decile |
|-------------------------|--------------|-----------------|
| Claymore Suburb at 2006 | 1 | 1 |
| Claymore Suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles.

Claymore suburb is characterised by high levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the percentage of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within Claymore suburb, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-----------------|-----|----------|-----------------|-----|----------|
| | Claymore suburb | NSW | National | Claymore suburb | NSW | National |
| One or more domains | 53% | 21% | 24% | 32% | 20% | 22% |
| Two or more domains | 29% | 10% | 12% | 14% | 9% | 11% |

EXISTING SERVICES

A range of services are currently being offered in Claymore, including playgroups, childcare services, preschools, mums groups, and reading programs. HIPPY Claymore has developed extensive links with community organisations, including Good Beginnings, the Benevolent Society, the Smith Family, the Claymore Neighbourhood Centre, Housing NSW, the Domestic Violence Advocacy Support Group, the St Vincent de Paul Society, Young Mum's Groups, Tharawal (Local Aboriginal Land Council), Muru Nanga Mai (Family Healing Project), Burnside, and the Junction Works (organisation supporting people with a disability and their families).

HIPPY CLAYMORE ENROLMENT DATA¹

The table below shows the number and type of enrolments for HIPPY Claymore in 2011 and 2012.

| | 2011 | 2012 (to date) |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 25 | Not part of 2012 limited cohort |
| Number of graduations | 9 | |
| Number exiting early | 16 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | |
| Number of children that most commonly speak a language other than English at home | 9 | |
| Total budget | \$196,300 | \$56,268 |
| Total spend | \$196,300 | \$56,268 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (16%) when compared to the state of NSW (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (18%) in preschool² when compared to the state of NSW (23%) - The HIPPY area has a lower percentage of both parents employed full time (15%) compared to the state of NSW (51%), and a higher percentage of both parents not working (71%) when compared to the state of NSW (27%) - The Claymore suburb is characterised by high levels of relative disadvantage compared to other LGAs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Claymore suburb (32%) compared to NSW (20%) and Australia (22%). <p>There appears to be a need for a parent engagement and early literacy and numeracy program in Claymore. s47E</p> <p>s47E</p> <p>Many children in the area do not go to preschool.</p> <p>Stakeholders report many people in Claymore do not know what programs and services are available to them, s47E</p> <p>s47E A program like HIPPY which goes into the home is seen as ideal for Claymore. By going into homes, HIPPY tutors can build the trust and confidence of parents in a safe environment. Tutors can gradually increase parent engagement skills, and the literacy and numeracy skills of both parents and children. They can also introduce parents to other programs and services available to them. In this sense, HIPPY is seen as a 'soft entry' to a whole range of other support services: <i>There is a need for parents to open the door and walk outside. Families are not going out.</i></p> <p>There is a view that Claymore has been neglected in recent years. It is said that riots in nearby Macquarie Fields and Broadmeadow have focussed resources and services into these areas. Having said this, there is a range of parent and early childhood services operating in Claymore and the broader Campbelltown LGA, including playgroups, young parent groups, s47E Stakeholders report that HIPPY is different to these services for two main reasons – firstly, it seeks to bring about systemic and long term change by equipping parents to become their child's first teacher, and secondly, it taps into the home environment which is critical in Claymore.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report that the need in Claymore is significant and ongoing. While the degree of need has probably not changed since HIPPY Claymore started in 2009, there is now greater recognition of the need.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Claymore has effectively recruited parents into the program but has struggled to retain parents for a range of reasons. In 2011, it had 25 enrolments. Of these nine children graduated and 16 exited early. Claymore was not part of the 2012 limited cohort.

The main reason for families exiting the program in late 2011 and early 2012 was the redevelopment of public housing in Claymore. Stakeholders report many families were moved out of Claymore to allow for the redevelopment with very little notice (sometimes only a week), and almost all of the families that moved out exited HIPPY. HIPPY Claymore wanted to continue delivering HIPPY to these families but Housing NSW was unable to provide information on where families had been moved to and, consequently, HIPPY Claymore could not contact them.

Other reasons for exiting early included families moving out of the area (stakeholders report Claymore has a fairly transient population), and some parents s47E Claymore has a high proportion of Pacific Islander families, many of whom return to the Pacific Islands for extended periods of time if there is illness or death in the family. For these families, it can be difficult to maintain the continuity that HIPPY demands.

HIPPY Claymore has adopted a multi-pronged approach to recruiting families. Strategies include:

- Word of mouth: Word of mouth is seen as an effective recruitment strategy in Claymore where community members s47E s47E are more likely to trust a fellow community member. HIPPY parents of Samoan descent do HIPPY activities at church on a Sunday which has raised the profile of HIPPY within the Samoan community. HIPPY Claymore expects that as HIPPY becomes more embedded in the community, less effort will need to be spent on recruitment because word of mouth will result in sufficient referrals to the program.
- Working with the Child and Family Connect program : this program is largely an information referral service targeting families with children aged 0-8 years, but it also provides other services such as emergency relief (eg food and electricity vouchers). It is funded by the NSW Department of Families and Communities and implemented by MDSI. Under the program, a van equipped with tea, coffee, books, children's toys and promotional material 'sets up camp' in a Claymore street twice a week to engage with the community and lets families know what programs and services are available to them. The HIPPY Coordinator is attached to the van – she informs families about HIPPY and invites eligible families to participate in the program.
- Advertising through schools, pre-schools and local newsletters
- Promoting the program at community fun days (held 4-5 times per year).

s47E

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Claymore has had two coordinators since the program commenced. s47G s47G which impacted on the continuity of the program and the recruitment of parents and tutors. Stakeholders report that these issues have been resolved with the commencement of the new Coordinator who has worked in Claymore for many years and is well known in the area. More training and networking opportunities for HIPPY coordinators would be welcomed by HIPPY Claymore. It was suggested coordinators receive training twice a year (this does not necessarily have to be in Melbourne), and have opportunities to meet with other coordinators in the region or state.</p> <p>HIPPY Claymore has managed to recruit tutors but has found the process of recruiting and training tutors challenging. s47G s47G</p> <p>Stakeholders said it would be helpful if HIPPY Claymore could employ a tutor who may not necessarily meet the HIPPY requirements but who has a higher skill level than current tutors and could act as a mentor for other tutors. Another option might be to allow tutors to be recruited from the broader Campbelltown LGA rather than the suburb of Claymore. This would potentially enlarge the pool of tutors. It's interesting to note here that HIPPY has previously been implemented with Indigenous families in the broader Campbelltown LGA using a different funding source, and there could potentially be parents in the broader Campbelltown LGA who have completed the program and would be suitable tutors (it is unclear if this possibility has been raised with HIPPY Australia).</p> <p>Like HIPPY coordinators, HIPPY tutors would benefit from opportunities to meet other tutors and develop a support network. HIPPY tutors currently receive training mandated by HIPPY but also receive other training provided by MDSI including, for example, training on mandatory reporting, child development, and communication skills.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY has largely been implemented according to the prescribed model. It has departed from the model in the following ways:</p> <ul style="list-style-type: none"> - It recruits families from neighbouring Eagle Vale and Woodbine, s47E HIPPY Claymore received permission from its HIPPY Consultant to expand the catchment area. Ideally, HIPPY Claymore would like to expand the catchment area to include the whole Campbelltown LGA. - HIPPY Claymore was required to employ new tutors for each cohort and to have three tutors. HIPPY Claymore submitted an adaptation request to re-engage one tutor who had worked for one year with a cohort to also tutor the next cohort. The rationale for this was that the tutor in question had developed a good relationship with the Pacific Islander community and was making a positive contribution to the program. The site submitted another adaptation request to only employ two tutors. The rationale for this was that the requirement to employ three tutors when two could sufficiently do the job resulted in unnecessary expense for MDSI. The HIPPY Coordinator and a former tutor were identified as suitable relief tutors. Both adaptation requests were approved by HIPPY Australia. <p>HIPPY Claymore does not have a HIPPY quality assurance plan per se, but provides regular reports to HIPPY Australia as required. MDSI has its own quality assurance protocols that HIPPY staff must comply with. These protocols cover things like registration, filing, client confidentiality and privacy. In addition, the HIPPY team provides bi-monthly reports to the MDSI Board of Directors.</p> <p>There is no HIPPY Advisory Group in Claymore. A Claymore Interagency Steering Committee has been established under the NSW Department of Families and Communities Community Builders program. HIPPY Claymore participates in this Steering Committee, and also chairs the Children and Families Working Group which sits under the Steering Committee. The Steering Committee and Working Group both meet monthly and are reportedly well attended. Although the Interagency Steering Committee is not an 'advisory group' per se, it provides the HIPPY team with important support and ensures a collaborative approach to the delivery of programs and services in Claymore.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>The HIPPY funding model is seen as punitive because it funds on the basis of the number of children enrolled and reclaims funding if children exit early. Last year, HIPPY Claymore had several children exit the program early and, consequently, \$13,000 was returned from the HIPPY Claymore budget. While HIPPY Claymore could have applied to recoup some of this money, it felt there was a lack of clarity around the application process. Stakeholders said even if there is a drop in numbers, the cost of coordinator time and tutor training remain. This, however, is not acknowledged or accommodated by the HIPPY funding model, and is a cost that has to be absorbed by program providers.</p> <p>Another challenge is the requirement to engage a Coordinator with a tertiary education on the Coordinator salary provided by HIPPY Australia. There is a view that the HIPPY Coordinator salary is too low.</p> <p>MDSI wants to ensure there remains diversity in the organisations delivering programs like HIPPY. It has concerns about a shift towards larger NGOs getting more funding to implement programs, and stresses that HIPPY funding should be allocated to those organisations that have a track record of working in the particular community.</p> |
| <p>Partnerships</p> | <p>As noted above, HIPPY Claymore is a member of the Claymore Interagency Steering Committee and chairs the Children and Families Working Group which sits under this Steering Committee. These groups provide an important vehicle for HIPPY Claymore to link in with other services in the area.</p> <p>HIPPY Claymore works in strong partnership with the Child and Family Connect program which is run by MDSI. The HIPPY Coordinator is attached to the Child and Family Connect van that visits the Claymore area. From this van, the Coordinator promotes HIPPY and recruits families into the program. HIPPY parents that don't want to meet tutors in their home can meet them in the van. HIPPY Claymore effectively taps into Child and Family Connect activities. For example, Child and Family Connect runs 'stories in the street' which has been used as a HIPPY parent group.</p> <p>HIPPY Claymore also liaises with and/or receives referrals from a range of community organisations, including the Good Beginnings Literacy group and the Benevolent Society which both run playgroups, the Smith Family which runs the 'Lets Read' program, the Claymore Neighbourhood Centre, Housing NSW, the Domestic Violence Advocacy Support Group, the St Vincent de Paul Society, the Young Mum's Group, Tharawal (Local Aboriginal Land Council), Muru Nanga Mai (Family Healing Project), Burnside, and the Junction Works (organisation supporting people with a disability and their families).</p> |
| <p>Overall impact of HIPPY</p> | <p>Stakeholders report HIPPY is having a positive impact on parents, children and family dynamics. For parents, HIPPY is empowering. It gives them confidence and helps them recognise the importance of being involved in their children's lives. HIPPY parents increasingly see the value of education and are engaging with education in a way they might not have pre-HIPPY. As an example, HIPPY Claymore is seeing HIPPY parents attend parent teacher interviews, and some HIPPY parents are taking an interest in and sharing their children's Better Start results with the HIPPY team. For some parents, HIPPY is bringing about a shift in thinking and an ability to 'see light at the end of the tunnel'.</p> <p>Stakeholders report HIPPY has made some families more connected, s47E</p> <p>HIPPY is having a particularly positive impact on Pacific Islander parents. s47E s47E s47E</p> <p>The program has been welcomed by the community and HIPPY activities are often done at the Samoan community church. Some Samoan parents outside the Claymore area have expressed an interest in participating in HIPPY but can't be enrolled because they live outside the catchment area.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

The key enablers to the successful implementation of HIPPY in Claymore include:

- HIPPY is a two year program that has been operating in the community for several years – it is seen as a solid, credible and trustworthy program.
- The HIPPY Coordinator is passionate and has extensive experience working with the Claymore community.
- The program is prescriptive so all parties know exactly what they are required to do.
- HIPPY Australia responds to any concerns or queries in a timely and comprehensive way.
- Tutors and parents have developed strong and trusting relationships.

The key barriers to the successful implementation of HIPPY in Claymore include:

- s47E
- The redevelopment of the public housing estate in Claymore meant many HIPPY families were moved at very short notice and dropped out of the program (the regeneration is being completed in 11 stages, to date only Stages 1 and 2 are complete).
- s47G

SUSTAINABILITY OF HIPPY

| | |
|--|---|
| <p>Sustainability of HIPPY in the community</p> | <p>There is broad consensus that HIPPY is sustainable in Claymore. Stakeholders report a significant and ongoing need for HIPPY in the community, and point to AEDI and SEIFA data to support this. HIPPY Claymore would like to expand the catchment area to include the entire Campbelltown LGA, noting the entire LGA is characterised by high levels of disadvantage. There is currently a waiting list for parents living outside the catchment area who would like to participate in HIPPY, as well as a waiting list for parents with children younger than four years living in the catchment area.</p> <p>s47E</p> <p>The key barrier to sustaining HIPPY in Claymore is funding. HIPPY may be sustained through philanthropic funding in years to come but this is not an option at the moment. Stakeholders said it would help them build trust and rapport with the community if funding was provided in six year funding lots rather than two year funding lots. This would give the community a strong message that HIPPY is there to stay. The redevelopment of Claymore may see a change in the Claymore demographic which may impact on sustainability, but this remains to be seen.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reportedly strong and sustainable. Many of the community organisations HIPPY Claymore has linked with have been working in the community for many years. While services can be competitive when securing funding, they are reportedly collaborative when delivering outcomes on the ground. The partnership between HIPPY and the Child and Family Connect program is working well and delivering positive results for HIPPY.</p> <p>HIPPY Claymore seeks to provide HIPPY parents with post-HIPPY pathways by broadening their support networks and linking them with key services in the area including, for example, employment services, disability services, and local TAFEs and educational institutions. Tutors are provided with Crossing Bridges training, and are supported to undertake TAFE courses (eg Certificate III in Children's Services).</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>MDSI is willing and able to continue implementing HIPPY (funding permitting). Children and family services are a priority area for the organisation. HIPPY is in line with the organisation's strategy and is a program the staff believe in. According to stakeholders, MSDI, as an established charity in the Campbelltown LGA, brings with it solid infrastructure to support the implementation of HIPPY.</p> |

MORELAND

Partner organisation: Merri Community Health Services Ltd

Location of HIPPY provider: Merri Community Health Services, 79 Jukes Road Fawkner

HIPPY Area: Moreland LGA

Coordinator: s47F

Line Manager: s47F

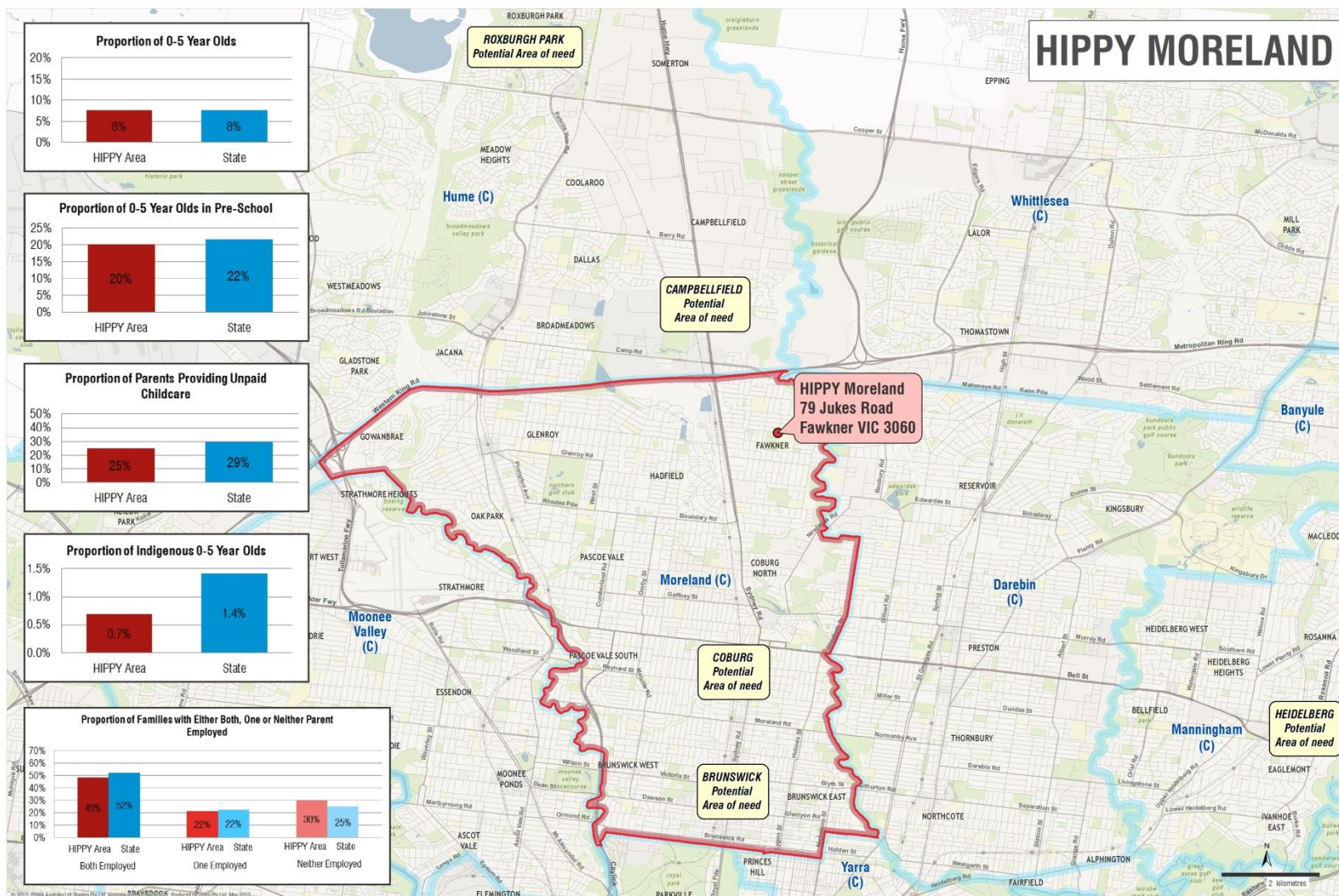
Site started (first enrolment): 2008

This map outlines the HIPPY area which encompasses the entire Moreland LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Moreland LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Moreland LGA at 2006 and 2011.

| | State decile | National decile |
|----------------------|--------------|-----------------|
| Moreland LGA at 2006 | 5 | 6 |
| Moreland LGA at 2011 | 8 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Moreland LGA is characterised by lower levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Moreland LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|----------|----------|--------------|----------|----------|
| | Moreland LGA | Victoria | National | Moreland LGA | Victoria | National |
| One or more domains | 21% | 20% | 24% | 17% | 20% | 22% |
| Two or more domains | 10% | 10% | 12% | 8% | 10% | 11% |

EXISTING SERVICES

There is a small number of services offered in the Moreland LGA, including Tuning into Kids, Playtime in the Park and playgroups.

HIPPY MORELAND LGA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 49 | 28 |
| Number of graduations | 25 | 0 |
| Number exiting early | 24 | 3 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 0 |
| Number of children that most commonly speak a language other than English at home | 30 | 21 |
| Total budget | \$189,688 | \$160,471 |
| Total spend | \$208,537 | \$160,535 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of Victoria (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (20%) in preschool³ when compared to the state of Victoria (22%)
- The HIPPY area has a lower percentage of both parents employed full time (49%) compared to the state of Victoria (52%), and a higher percentage of both parents not working (30%) when compared to the state of Victoria (25%)
- The Moreland LGA is characterised by lower levels of relative disadvantage compared to other LGAs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Moreland LGA (17%) compared to Victoria (20%) and Australia (22%).

Moreland has a significant CALD population and a high level of cultural diversity. Stakeholders reported HIPPY families include a significant proportion of newly arrived migrants, people who speak English as a second language (as high as 80% in some areas) and Muslim women. Typically, migrants have been settled in the area for between one and eight years. Stakeholders suggested there is a high level of hidden unemployment in the area and that many skilled migrants cannot find work, nor do they have access to income support. s47E

s47E

s47E

Need is exacerbated by low preschool participation rates in the area. This is largely a factor of geography (lack of transport), affordability issues, and an undersupply of long day care. Conversely, there is apparently an oversupply of family day care, but this does not offer the group experience available through HIPPY. Stakeholders viewed HIPPY as being both a replacement for preschool for those children who cannot get a place and an adjunct for those already attending preschool. Stakeholders viewed HIPPY as offering the kind of structured learning opportunities that are not generally available at preschool.

There is a range of parent and early childhood services in the area including 4 year old preschool; school-based parent engagement programs (for example Kids Matter); supported playgroups; parenting programs such as Tuning into Kids and Mother Goose; the Storytime program offered by the library; and neighbourhood centre literacy programs. s47E

s47E

Extent to which the need has changed over time

Since HIPPY began in 2008, stakeholders report that need has increased. There has been little change in AEDI data, but over the 2008 to 2013 period there has been an increase in the numbers of newly arrived migrants, many of whom are members of large families with young children. As highlighted above, these families have a high need for HIPPY to prepare their children for school.

HIPPY Moreland services the community of Fawkner as a priority and in 2013 the program was filled exclusively with Fawkner families. In the past, the program has also served a number of surrounding areas including Hadfield, Coburg North, Merlynston and parts of Glenroy, however this year there were not enough places to meet the need. The provider has also received calls from Campbellfield, Coburg (south of Bell Street), Brunswick, Heidelberg West, Epping and Roxburgh Park which also indicates need in these locations.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Moreland has been effective in recruiting parents into the program and demand is higher than the program can support. HIPPY Moreland currently has 58 families enrolled, including 35 with age 4 children and 23 with age 5 children. Only 50 places were funded. The program is currently oversubscribed with ten families on the waiting list already. Current participants are also seeking to place their younger children on the waiting list. The program received 70 expressions of interest for 2013. Ten children were not eligible as they were too young, and ten others were not accepted for other reasons. Last year, recruitment was more challenging as a result of the funding delay with some late enrolments.

HIPPY Moreland actively prioritises the enrolment of children who are not currently attending preschool. This may be because they missed out on a place, cannot physically get there, or are not allowed to attend due to their parents' visa status. **s47G**
s47G

Stakeholders stated that families join HIPPY to understand the Australian education system; develop social connections, particularly for mothers without family or friend support; regain confidence in parenting skills; and to provide their child with socialisation opportunities. One tutor suggested that HIPPY provided parents and children with an opportunity to learn English and this was seen as valuable given that some parents cannot afford to pay for language courses. Parents also value the structured nature of learning and the one-on-one learning opportunities for their children. For some families, the HIPPY program aligns with their cultural view that children require early learning opportunities. Stakeholders suggested that parents developed trusting relationships with tutors because they have gone through the program themselves and are seen as peers.

Key strategies for recruiting parents include:

- Word of mouth (reported to account for 30 percent of enrolments)
- Referrals from other service providers e.g. Maternal and Child Health Centre (M&CHC) and speech therapists
- Information leaflets/ pamphlets
- HIPPY Moreland attendance at early childhood events
- A HIPPY Open Day
- The Coordinator's networks.

One stakeholder noted there is no need to advertise the program because of the effectiveness of word of mouth referrals. The dropout rate for the program is relatively high. There were a number of reported reasons for this:

- Between the age 4 and age 5 programs, there is a long break for school holidays in which there is no contact or communication with HIPPY
- The area has a relatively high transient population and people exit when they relocate
- Some mothers who become pregnant can no longer participate
- Family illness can act as a barrier
- Lack of time for HIPPY due to multiple competing commitments
- Some parents travel back to their home countries for extended periods (2-4 months) and families find it difficult to manage the gap.

As a response to the high dropout rate, HIPPY Moreland has over-enrolled parents into the program.

Enablers to maintaining parental engagement include home visits; the provision of ongoing listening, emotional support and referrals to help parents work through issues and stay engaged in the program; and the provision of practical support and advice, for example, helping with a citizenship test or a school

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>application.</p> <p>Stakeholders reported that barriers to parents' participation and engagement included a lack of transport and being too busy because of other childcare responsibilities.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Moreland has not found it difficult to recruit home tutors and many parents have expressed a strong interest in the position (reported by one stakeholder to be 60% of parents). A key enabler for tutor recruitment has been matching home tutors with families that speak the same language/ come from the same cultural background.</p> <p>The program currently has five tutors. A number of strategies and mechanisms have been adopted to support tutors and encourage retention, including:</p> <ul style="list-style-type: none"> - Weekly tutor training - Formal (fortnightly) and informal supervision - Feedback input into training needs for tutors - Three week orientation and initial training for tutors – five modules in total (longer than required by HIPPY Australia) - Orientation around Merri Community Health policy and procedures - Comprehensive training and professional development e.g. cultural awareness training, Indigenous cultural training, autism workshops, team work training, family violence training, Moreland Council training. <p>Through Merri Community Health, the Coordinator and tutors have access to additional training and resources.</p> <p>In some cultures, women need their husband's permission to work out of the home, and this can be a barrier in recruiting tutors and accessing training. HIPPY Moreland also has to ensure that tutors match diverse languages and cultures.</p> <p>Stakeholders reported the Coordinator provides long term stability, is committed and a great ambassador for the program.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Moreland has been implemented in accordance with the program model.</p> <p>Stakeholders reported that home visiting works well as many parents do not drive. In addition, home visiting facilitates a trusting relationship and is culturally appropriate given that many women feel most comfortable within the home. Women living in the HIPPY Moreland catchment area often do not cross physical boundaries that cut them off from the immediate surrounds of their home because it is not considered safe. The tutors provide informal support and referrals to link parents with the wider community.</p> <p>Parent group meetings were reported as effective because they link parents with other adults in the community. Stakeholders reported there are typically 10-12 parents at each group. The groups focus on the parent and participants learn about resources available in the community, for example, health and education. The parent groups have guest speakers including dieticians, child psychologists, maternal and child health nurses and school staff. Children are given a craft activity to occupy them during the groups.</p> <p>Stakeholders reported that generalisation is taught from day one and there has been a relatively good response. However, it was also reported that some parents find role play 'too easy' and choose to skip this component. Language difficulties mean that more explanation may be required rather than role play.</p> <p>Merri Community Health is QICA accredited and applies a range of quality standards. The service provider organisation manages quality procedures and compliance required by the program. HIPPY Moreland conducts a graduation survey to capture feedback on the program from parents, and feedback is acted upon. The program also sends weekly feedback forms to parents to capture weekly successes and challenges and program feedback.</p> <p>HIPPY Moreland has one adaptation for the group meetings to be delivered in a manner that is more culturally appropriate for families in the program.</p> <p>There is a HIPPY Moreland Advisory Committee comprising representatives from Council, the library and Community House.</p> |
| <p>Expenditure and the funding model</p> | <p>A major challenge is the per-child allocation of funding for each quarter. ^{s47E}</p> <p>^{s47E}</p> <p>Stakeholders stated that the work and resources required to deliver the program to 25 children is not much less than is required for 30 children . There are considerable costs involved in training and supporting tutors which remain the same regardless of the number of families. This is largely due to the need to match tutors with the appropriate culture and language of the families enrolled in the program.</p> <p>The current strategy for ensuring the program has sufficient funds to operate is to over-enrol the program. In recent years, over-enrolment has been as high as 15-20 children in order to maintain the 30 required for the program to break even.</p> <p>In addition to HIPPY service delivery costs there are also significant additional corporate costs for Merri Community Health to comply with public health standards and uphold its accreditation. The funding model of HIPPY does not sufficiently address administration costs.</p> <p>Interim funding for 2012 was problematic for HIPPY Moreland. The Merri Community Health Board had to sign off on running HIPPY in deficit. Before this, the program had been delivered in line with budget and there had been no unmet/unforseen costs. During the interim funding period, HIPPY Moreland had to reduce the amount of professional development that staff could access.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>Merri Community Health is part of the Fawkner Services Network which includes approximately 20 representatives across different organisations including schools, preschools and Council's Children's Services Department.</p> <p>Stakeholders value established partnerships for helping to publicise and promote the HIPPY program. The Coordinator has made strong links between HIPPY and other service agencies by building relationships. For example, the profile of HIPPY is high in the Community House because of the partnership with that organisation. HIPPY Moreland also has strong links with local schools and preschools, for example, the parent engagement program with Fawkner Primary School. HIPPY Moreland has a particularly strong relationship with the Maternal and Child Health Centre due to its co-location at the Merri Community Health Centre. Stakeholders advised that 30% of enrolments are referred through the Centre. The HIPPY program is involved in the local Eid festival.</p> <p>Overall, stakeholders stated that referral pathways were operating well in recruiting participants and referring them to other services as needed. Local partnerships were helpful in maximising limited resources to assist vulnerable families.</p> |
| Overall impact of HIPPY | <p>Stakeholders regard HIPPY Moreland as unique and important for addressing a community need which is not addressed by other programs. It is seen as bridging the transition to school for children from disadvantaged and newly arrived families.</p> <p>Stakeholders reported that the two year duration of the program is effective because it allowed sufficient time to engage with families and influence childhood development over time. It was reported that HIPPY has changed the perspective of local parents regarding their role in their child's education, increased parental confidence and suggested ideas for future learning and education, especially for young parents.</p> <p>It was reported that children benefited through enhanced learning, greater attention from parents, a more stimulating environment, generalisation and a smoother transition to school. Stakeholders reported that teachers can identify children who have participated in HIPPY by their performance in class.</p> <p>There are reported positive impacts for the broader community, including stronger connections to community, a sense of pride and belonging. HIPPY Moreland has helped parents to shift their thinking, break down social boundaries, reduce social isolation, and increase confidence. It was also said that HIPPY has linked parents with support services such as health service; informed them about the Australian education system; and improved emotional wellbeing.</p> <p>Stakeholders reported that tutors have gone above and beyond the requirements of their role by linking with other community activities. For many tutors, working for HIPPY program has been an empowering experience and they have gone on to work in other community leadership positions.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- HIPPY is a well-established program with good leadership
- It is empowering for participants
- It has a reputation for delivering benefits
- The program has a high profile within the community
- There is a high level of commitment from the Coordinator
- There is close adherence to the HIPPY model
- Approachable staff and hiring of local parents as tutors
- A working environment that fosters teamwork, information sharing, and working through issues and linking with other services
- Effective planning and supervision for example SMS 'checking in'
- Parents build trusting respectful relationships with tutors and in many cases know them personally.

Barriers include:

- Funding and resource limitations
- High demand
- A long waiting list (i.e. high demand).

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>HIPPY Moreland was initially slow to take hold in the local catchment. However, it is now believed to be entrenched and sustainable, especially in Fawkner. Stakeholders stated there will always be a demand for the HIPPY program within the community while new migrants (most of whom are families with young children) continue to settle in the area. The local Islamic school is also a big attractor for Islamic migrants.</p> <p>The HIPPY model is working well and is well understood by the community. The benefits for children and parents are widely acknowledged and there is now a waiting list for the program.</p> <p>It was reported that in order to be viable, HIPPY Moreland needs to be delivered long term. As such, there is a need for a commitment to ongoing and increased funding to accommodate the forecast future growth in demand (the number of children in Fawkner is rising due to the numbers of young families and newly arrived families).</p> |
| <p>Sustainability of partnerships</p> | <p>Partnerships were reported to be extremely sustainable. Partnerships within Fawkner were described as particularly strong because of the commitment of partners to addressing the disadvantage in the face of limited resources. Many of the partners are involved in the HIPPY Advisory Committee.</p> <p>The location of HIPPY Moreland within the Merri Community Health Centre at Fawkner gives it a strong presence within the service offer provided at the centre. The onsite location helps to create natural referral pathways between HIPPY and other child health services such as paediatricians and Maternal and Child Health. The centre is also located next to the library, childcare centre, leisure centre and community house.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Merri Community Health is very supportive of HIPPY Moreland and considers it a good investment. This is demonstrated by the fact that the Board agreed to absorb unmet costs for the 2012 cohort. Over the five years that it has been delivered, HIPPY Moreland has become embedded in the service offering of Merri Community Health Centre at Fawkner and there are natural synergies between HIPPY and other programs and services delivered out of the centre.</p> <p>Notwithstanding this, if Merri Community Health was put under pressure because of uncertainty in HIPPY funding again it would become very difficult for it to continue to manage this.</p> |

SMITHTON

Partner organisation: Rural Health Tasmania Inc

Location of HIPPY provider: 68 Emmett Street, Smithton, 7330

HIPPY Area: Circular Head (LGA)

Coordinator: s47F

Line Manager: s47F

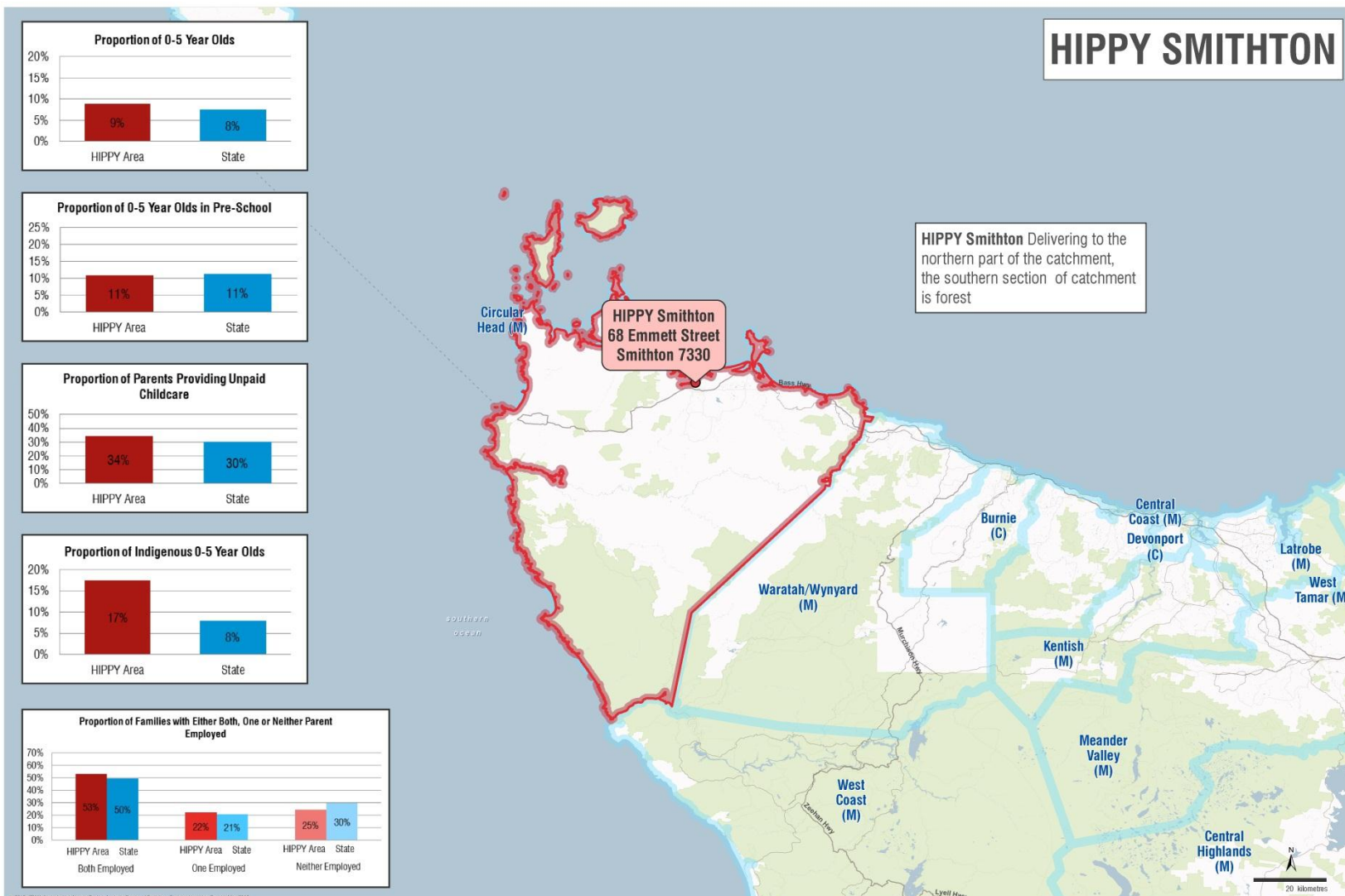
Site started (first enrolment): 2004

This map outlines the HIPPY area which encompasses the entire Circular Head LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Circular Head LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in preschool, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Circular Head LGA at 2006 and 2011.

| | State decile | National decile |
|---------------------------|--------------|-----------------|
| Circular Head LGA at 2006 | 6 | 3 |
| Circular Head LGA at 2011 | 6 | 3 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Circular Head LGA is characterised by average levels of relative disadvantage when compared to other LGAs across Tasmania and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Circular Head LGA, Tasmania and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------------|----------|----------|-------------------|----------|----------|
| | Circular Head LGA | Tasmania | National | Circular Head LGA | Tasmania | National |
| One or more domains | 22% | 22% | 24% | 26% | 22% | 22% |
| Two or more domains | 11% | 11% | 12% | 16% | 10% | 11% |

EXISTING SERVICES

There are limited services being offered in Smithton and the Circular Head LGA. The Circular Head cluster of schools provides Launching into Learning for 0-4 year olds in each primary school. Schools and the Circular Head Aboriginal Corporation offer playgroups.

HIPPY CIRCULAR HEAD LGA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 37 | |
| Number of graduations | 24 | Not part of 2012 limited cohort |
| Number exiting early | 13 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 10 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$210,546 | \$88,716 |
| Total spend | \$111,289 | \$91,492 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The Circular Head LGA has a higher percentage of children aged 0-5 years old (9%) when compared to the state of Tasmania (8%)
- The Circular Head LGA has an equal percentage of children aged 0-5 years old (11%) in preschool³ when compared to the state of Tasmania (11%)
- The Circular Head LGA has a higher percentage of both parents employed full time (53%) compared to the state of Tasmania (50%) and a lower percentage of both parents not working (25%) when compared to the state of Tasmania (30%)
- The Circular Head LGA is characterised by average levels of relative disadvantage compared to other LGAs across Tasmania and Australia
- The proportion of children who are developmentally vulnerable in one or more domains of the AEDI is higher in the Circular Head LGA (26%) compared to Tasmania (22%) and Australia (22%).

There appears to be a need for a parent engagement and early literacy and numeracy program in the Circular Head LGA. The area performs below Tasmania on indicators such as AEDI and SEIFA.

Families living in isolated areas across the LGA may have limited opportunity to travel to Smithton to take up services. The home-based nature of HIPPY offers important support they may not otherwise be able to access. It was reported families may have limited opportunities for socialisation. Home visits facilitate parent engagement while group meetings assist community relationships and connections. The relationships formed can encourage greater confidence and self-esteem among parents.

s47E

The engagement of a parent in such learning activity strengthens the relationship between parent and child.

Extent to which the need has changed over time

Stakeholders report limited changes in the need for HIPPY over the ten years it has been in Smithton. The biggest change relates to loss of local employment as several factories have closed down. While there is instability in the local employment market and the economy, few families relocate outside of the local area.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>Recruitment of families has fluctuated since HIPPY Smithton began in 2004. However, the program is now well established in the community and recruitment is supported through word of mouth.</p> <p>Word of mouth is particularly important for recruitment and endorsement of the program, and has helped increase the waiting list over the past few years.</p> <p>HIPPY Smithton also utilises a range of other recruitment strategies including advertising in the local media and community noticeboards; distributing brochures and posters to early childhood service providers, retail outlets, businesses, school and community meeting venues; street stalls and door knocking in target areas; sharing of information at service provider networks; and visits to playgroups and other community events. HIPPY Smithton has also approached a local dairy company in an attempt to reach new families who are isolated from support and services in the Smithton area.</p> <p>s47G</p> <p>Home visits are a key factor in the retention and engagement of families due to the remote location of many families. s47E</p> <p>s47E Home visits assist to build confidence and encourage parents to connect more broadly. HIPPY Smithton hosts orientation days to introduce families to one another early on in the program. This helps to alleviate fears about attending group meetings.</p> <p>A number of retention strategies which focus on positive reinforcement have been employed including encouragement certificates, congratulatory certificates for reaching the half year mark, school holiday packs and other encouragement packs.</p> <p>Early exits from the program are common during the transition from age 4 to age 5. A number of strategies have been developed to address this issue. HIPPY Smithton hosts an end of age 4 program party which acknowledges achievement in completing the year and looks forward to the year ahead in age 5. Tutors have also introduced age 5 books to parents in the latter part of age 4 to prepare them for the transition.</p> <p>Nigel the Goat is used as a mascot throughout the program which helps children’s ongoing engagement with HIPPY.</p> <p>Staff stated that collaboration with preschool staff has helped to ensure HIPPY remains a focus for children enrolled in the second year of HIPPY, and support retention in the program.</p> <p>Other reasons for early exits include relocation and childbirth. A strategy to support program retention involves tutors being flexible, adopting different ways of working through activities with parents, and working through transition issues by brain storming solutions.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>The Coordinator works four days a week, which is sufficient to cover the work. The Coordinator is provided with ongoing relevant training in health, child and family issues, and had the opportunity to attend the Early Childhood National Conference.</p> <p>HIPPY Smithton invites past and new parents with potential to apply to become tutors. Tutors are also recruited through word-of-mouth from parents participating in the program. A gap in funding last year disrupted the recruitment of tutors, but all positions have now been filled. In general, stakeholders reported there have been no issues with the retention of staff.</p> <p>HIPPY Smithton has assisted tutors to continue into further study such as a Counselling Diploma.</p> <p>Specific training needs for each tutor are identified and an individual action plan prepared. Professional training is provided on a range of relevant topics including behaviour management and concepts in early childhood education. Tutors also receive training to support future career pathways, such as Community Services and Children’s Services Certificates, and Crossing Bridges training.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>Since the current Coordinator commenced in the role in late 2010, there has been a 'back to basics' approach to support program fidelity. The Coordinator has reportedly focused on strict adherence to the five key components of the HIPPY model. In 2010, due to poor attendance at parent group meetings, HIPPY Smithton applied for an adaptation to hold group meetings on a monthly basis.</p> <p>Parents this year are participating in role play at group meetings and in their homes. Despite being an obstacle at the beginning, the Coordinator and tutors have committed to the use of role plays as part of the model. Tutors stated that encouraging parents to engage in role play helped to build connections with the child and increase parent confidence in delivering HIPPY activities. Encouraging parents to think like their child facilitates understanding and creative strategies to support child learning.</p> <p>Generalisation is particularly effective because it caters for children who may not like sitting down for long periods of time, and can to be adapted to everyday activities.</p> <p>All group meetings and training are recorded, to inform practice reflections. The Coordinator invites written feedback from parents twice a year through a survey. The survey is promoted in a newsletter and responses are treated as confidential.</p> <p>Tutors receive weekly training to support adherence to the model. This is an opportunity to reflect on the last week's activities, role play new activities and share ideas on generalisation.</p> <p>Home visits and group meeting observations are performed identifying strengths and areas of skill development for the tutor. Individual action plans are devised for tutors to enhance their skills and provide training opportunities.</p> |
| <p>Expenditure and the funding model</p> | <p>The program has over recruited in most years, and Rural Health Tasmania has covered extra costs.</p> <p>HIPPY Smithton has complied with the sub-licence and funding agreement.</p> <p>The gap in funding in 2012 raised concerns in the community because parents felt that their children had missed out.</p> |
| <p>Partnerships</p> | <p>HIPPY Smithton operates in a relatively small service network due to its geographic isolation. Nonetheless, there are strong partnerships with local schools, playgroups, Circular Heads Aboriginal Corporation and internal services run by Rural Health.</p> <p>HIPPY regularly conducts group activities at the preschools. This creates links between parents and teachers that support their child's transition into school. Each primary school has a Launching into Learning program which encourages parental engagement and communication with the school. Launching into Learning staff are supportive of HIPPY and consider it to be a complementary early childhood service.</p> <p>HIPPY staff are invited to participate in playgroup activities and events held by the Circular Heads Aboriginal Corporation.</p> <p>Rural Health complements and offers support to HIPPY by providing shared resources, opportunities for networking and referrals. HIPPY links with Rural Health programs such as Bridges Out of Poverty and the LINCS Adult Literacy Program.</p> <p>HIPPY Smithton utilise spaces throughout the township such as the library, fire station and police station for group meetings. Stakeholders report this has helped to strengthen partnerships and embed HIPPY into the community.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>Parents have gained confidence in their ability to influence their child’s education. Both mothers and fathers have become involved in the delivery of HIPPY, resulting in a family-centred approach to the child’s education and the potential to create stronger family bonds. Parents demonstrate more confidence in helping their child’s learning at primary school. Tutors believe HIPPY helps parents develop the confidence to talk with classroom teachers about learning outcomes and their child’s strengths and weaknesses.</p> <p>Stakeholders stressed the positive benefits of HIPPY for socialisation and improved mental health for some participants who may otherwise be socially excluded. Moreover, parent groups have provided practical learning opportunities around health, education and wellbeing.</p> <p>HIPPY has given tutors the confidence to consider and pursue other work and study opportunities which they may not otherwise have undertaken. Positive outcomes for tutors lead to important peer role modelling for others in the community.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none"> - Legitimacy of the program established through word of mouth recommendations - Acceptance by schools - Relationships with other service providers - Internal partnerships through Rural Health - Quality of Coordinator and tutors - Flexibility to deliver outside of home if necessary. <p>Key barriers include:</p> <ul style="list-style-type: none"> - Interruptions or uncertainty in funding - Negative word-of-mouth - Environmental factors such as calving season which is a busy time for some parents - The need to balance complex needs. |

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | There is broad consensus that HIPPY is highly sustainable in the Circular Head LGA, especially considering its longevity and acceptance in the community. HIPPY Smithton already has three parents on the waiting list for next year's intake. At present, there is evidence of a strong need for HIPPY and stakeholders believe this will continue due to increasing insecurity of employment. Stakeholders report that any uncertainty regarding future funding or delivery would cause community concern and program instability. |
| Sustainability of partnerships | <p>All stakeholders reported links developed over time between HIPPY and other community partners are strong and sustainable. The preschools are an important support network and promote HIPPY as a complement to Launching into Learning and preschool.</p> <p>There are opportunities to develop new partnerships, such as with the new digital hub that has just been established.</p> <p>Rural Health supports HIPPY by providing opportunities to share resources, network and refer families. It provides a range of complementary services such as the community house and toy library, as well as providing HIPPY staff with additional training opportunities through internal courses.</p> |
| Capacity and willingness of program provider to continue to deliver HIPPY | Rural Health Tasmania is fully supportive of HIPPY and has the willingness and capacity to continue to deliver the program. Rural Health Tasmania regards HIPPY as an important complement to the range of programs and services it delivers. As previously mentioned, Rural Health Tasmania has supported HIPPY over and above funding with shared resources and staff training. |

COLAC

Partner organisation: Glastonbury Community Services

Location of HIPPY provider: 4 Miller St Colac, Victoria

HIPPY Area: Colac Otway LGA

Coordinator: s47F

Line Manager: s47F

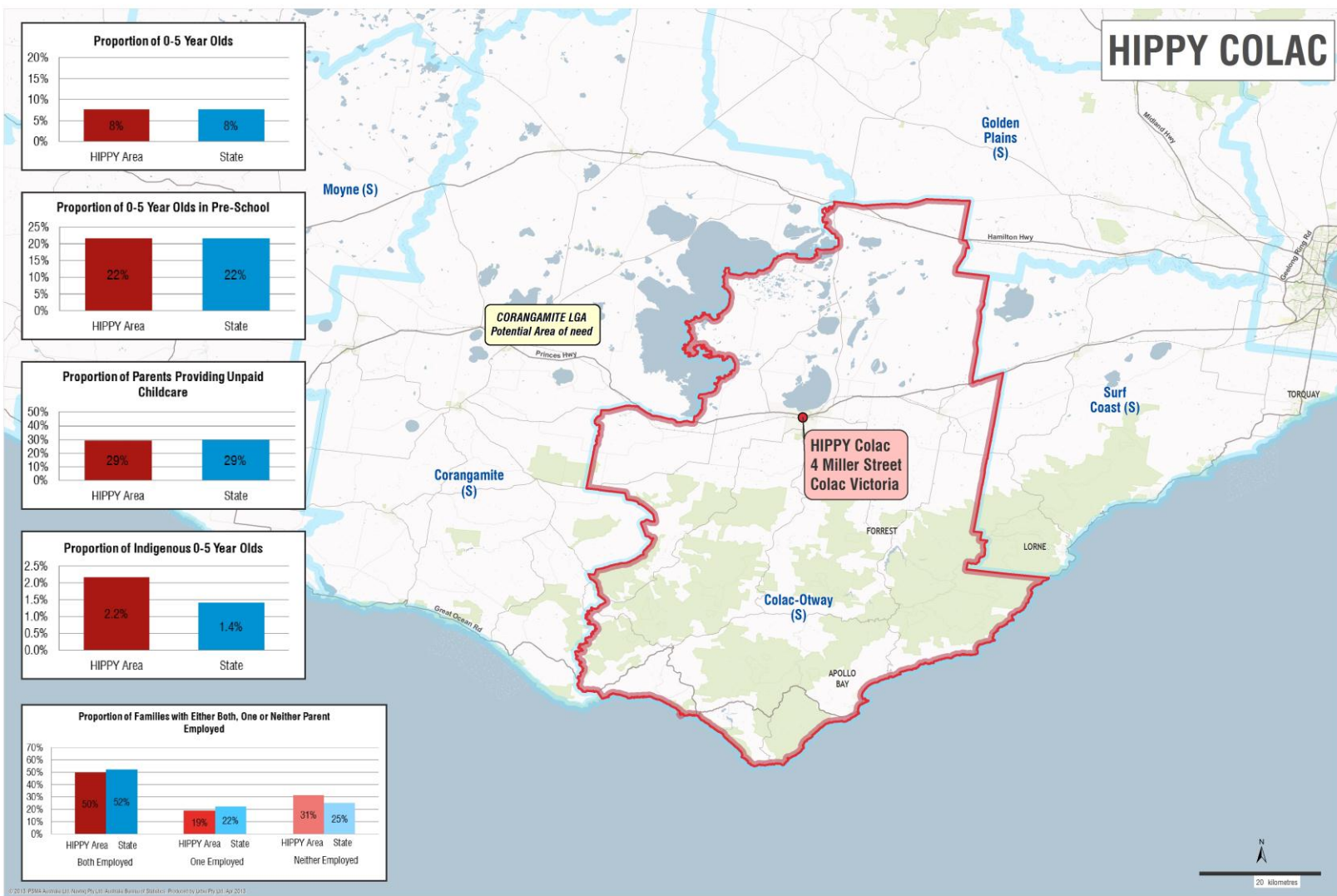
Site started (first enrolment): 2005

This map outlines the HIPPY area which encompasses the entire Colac Otway LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Colac Otway LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Colac Otway LGA at 2006 and 2011.

| | State decile | National decile |
|----------------------|--------------|-----------------|
| Colac suburb at 2006 | 3 | 5 |
| Colac suburb at 2011 | 3 | 4 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Colac Otway LGA is characterised by higher levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Colac suburb, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|----------|----------|--------------|----------|----------|
| | Colac suburb | Victoria | National | Colac suburb | Victoria | National |
| One or more domains | 30% | 20% | 24% | 28% | 20% | 22% |
| Two or more domains | 15% | 10% | 12% | 16% | 10% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the Colac Otway LGA, including Colac District Early Years to School Transition Network, Glastonbury Child and Family Services (C&FS) and Early Home Learning study. A Let's Read service is soon to be offered in the area.

HIPPY COLAC OTWAY LGA ENROLMENT DATA¹

The table below shows the number and type of enrolments for HIPPY Colac Otway LGA in 2011 and 2012.

| | 2011 | 2012 |
|--|------------|-------------------------------------|
| Number of enrolments (children) | 40 | |
| Number of graduations | 29 | Not part of the 2012 limited cohort |
| Number exiting early | 11 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 2 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$ 196,300 | \$ 93,780 |
| Total spend | \$ 189,566 | \$ 93,524 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets for the Colac Otway LGA indicate:

- The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the Victoria state (8%)
- The HIPPY area has an equal percentage of children aged 0-5 years old (22%) in preschool² when compared to the Victoria state (22%)
- The HIPPY area has a lower percentage of both parents employed full time (50%) compared to the Victoria state (52%) and a higher percentage of both parents not working (31%) when compared to the Victoria state (25%)
- The Colac suburb is characterised by higher levels of relative disadvantage compared to other suburbs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Colac suburb (28%) compared to Victoria (20%) and lower compared to Australia (22%).

There appears to be a high need for a parent engagement and early literacy and numeracy program in the Colac Otway Shire. Stakeholders referred to recent AEDI data, which clearly indicates that children living in the area are vulnerable in social and physical domains, with 29% of six year olds identified as developmentally vulnerable in two or more domains. s47E

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HIPPY is considered to provide an important and unique service to the community. Glastonbury provides services that complement HIPPY, including supported playgroups, speech programs and programs for children with special needs. They also provide 'Let's Read' alongside HIPPY, where parents are given information packs once a year about reading and engaging with their children. However, there are not any services that offer the same peer-education, home-based program that engages parents and children.

Extent to which the need has changed over time

HIPPY Colac has been operating since 2005. Needs are reported to have generally remained as they were when the program began, with some small changes. This includes demographic change, with an increase in the local Sudanese population, and population growth in smaller towns including Forrest. Both add to the need for HIPPY in the area.

HIPPY Colac identified that towns west of the shire in Corrangamite have repeatedly requested to take part in HIPPY. However, they are outside the catchment area and a significant distance away. While the program has not been extended, it is, however, an identified area of high need.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Colac has successfully recruited parents into the program. It had 40 enrolments in 2011. Given the delay in the funding announcement, in 2012 HIPPY Colac only took expressions of interest but did not enrol any families. In February 2013 there were 16 EOIs, and as of April 22 there are 24 enrolments. There is expected to be another increase in enrolments over the next month.

The key strategy to recruiting families is word of mouth. HIPPY Colac promotes HIPPY through the Kids Early Years Service Network (KEYS), through the preschools, maternal child health centres and nurses, community centres and child care centres. The Coordinator does presentations to these organisations and also leaves pamphlets for families to take home. Word of mouth strategies include utilising parents whose children have completed the program and the tutors, who are often well connected and respected leaders in the community. The program is utilised by a mix of aspirational and vulnerable families.

HIPPY Colac has a strategy of 'over enrolling' families, so that they will comfortably reach the target each year. s47E
s47E

Matching tutors to families is key to securing ongoing retention of parents in the program. The peer-education aspect of the program was described as one of the 'most powerful' aspects of the program.
s47G

Recruitment and retention of appropriately qualified staff

HIPPY Colac has experienced some challenges with recruiting the Coordinator position. s47E
s47E

In the eight years of operation, there has been one Coordinator who stayed for a sustained period of time, but there has otherwise been high turnover. The current Coordinator began at the beginning of the year. Coordinators are offered professional development support by Glastonbury, and participate in progress reviews every six months.

HIPPY Colac has found it relatively easy to recruit tutors to the program and report a good retention rate. Potential tutors are identified through various formal and informal networks, and are generally approached directly by the Coordinator, who 'recommends' that they apply for the position and provides details about what is involved. There is a formal process where applicants submit an expression of interest and CV, and are interviewed. Tutors report they are satisfied with the level of support and training they receive. Each tutor is supported to complete a Certificate in Community Services or Community Development, and participates in training offered by Glastonbury such as trauma training. In their second year, tutors undergo the 'Crossing Bridges' program through HIPPY Australia which prepares them to seek employment.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Colac has remained largely faithful to the HIPPY model, with the following exceptions:</p> <ul style="list-style-type: none"> - In Apollo Bay the home-visits are replaced by group sessions in a community space; this is because the designated tutor has to travel a great distance to get to Apollo Bay, and the most efficient use of time is to see the families at once - When parents find it difficult to find a time for the tutor to come to their house, tutors sometimes deliver the program from the HIPPY office - When parents are not comfortable with role playing, the tutors talk the parents through the exercise instead - Tutors are called 'mentors' instead, and role-playing is called 'practicing'. <p>HIPPY Colac has established the Kids Early Years Network (KEYS), which meets once a term. HIPPY Colac contributes to the agenda program updates and raises any issues. The network consists of allied health professionals, local preschools, Colac Otway Shire, Department of Education and Early Childhood Development (DEECD), Maternal Child Health services and Family Support services. Glastonbury also undergoes Quality Improvements Community Services Accreditation. HIPPY Australia conducts site assessment and site reflections bi-annually, and also conducts exit and graduation surveys with families.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has on the whole been in line with budget. Slight variations to the HIPPY model, such as seeing multiple families at once instead of having individual home visits, has been key to meeting budget.</p> <p>The program provider notes that the current funding for travel is not financially efficient. Currently, HIPPY Colac owns one car and tutors are otherwise reimbursed for wear and tear and petrol for travelling in their own cars. However the program provider stated that it would be cheaper in the long term to buy a second car, or hire cars on a needs basis (however there are no car hire businesses in Colac).</p> <p>The HIPPY Colac budget can be hard to manage because it works on a calendar year, whereas the other programs delivered by Glastonbury work on a financial year calendar.</p> |
| <p>Partnerships</p> | <p>HIPPY Colac has very strong ties with key community stakeholders. HIPPY Colac established KEYS Network, which was initially designed to facilitate conversation between preschools and primary schools, but has developed into an important network for all people involved in early years' service delivery. HIPPY Colac also has strong links with Colac Community Health, and invites members of the allied health team to present at parent groups. These allied services also act as important referrals for the program.</p> |
| <p>Overall impact of HIPPY</p> | <p>Since it began in 2005, stakeholders report that HIPPY Colac has had a positive impact on parents and children.</p> <p>For parents, it has helped them better understand their children's literacy and numeracy needs and provided confidence to help and instruct them. Parents are also reported to engage more with their children's teachers at school because they understand and are comfortable with the early childhood education terminology. The one-on-one time that parents spend with their child in the program is reported to greatly benefit the child-parent relationship. The program also provides parents with the opportunity to make new social connections.</p> <p>Tutors reported that the program has been useful in forming employment pathways.</p> <p>Children who have taken part in the program are reported to listen, focus and follow instructions better. Stakeholders report that prep teachers can identify HIPPY children because they have well developed literacy, numeracy and speech skills compared to many of their peers.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

The key enablers to the successful implementation of HIPPY Colac include:

- The program is not seen as welfare or a 'hand-out' so parents are more engaged and trusting
- The program has been around for long enough in the community to have credibility
- Glastonbury has very good credibility as a local organisation
- The program is 'warm' and non-threatening.

The key barrier to the successful implementation of HIPPY Colac is the distance to be travelled to reach some families.

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | <p>There is broad consensus that HIPPY is sustainable in the Colac Otway Shire. Stakeholders assert that the successful delivery of the program over the last eight years is testament to HIPPY's sustainability. There is significant interest in the program in the community, evidenced by the fact they are able to over-enrol each year and have a solid interest each year. Tutors also noted that nearly half the families going through the program this year had already had at least one sibling complete the program. It is expected that demand will continue to grow given the high way extension between Geelong and Colac, and residential development occurring in Forrest.</p> <p>s47E</p> |
| Sustainability of partnerships | <p>Current links with community organisations are reported as strong and sustainable. The link with the Colac Otway Shire is very strong, as are the links with the local primary schools which have been strengthened through the KEYS network.</p> <p>HIPPY Colac uses its relationship with the primary schools to ensure families are followed through, and that the needs identified and addressed throughout the program are considered when the child starts school. The partnerships have also been very effective sources of employment for many of the tutors finishing the program, for example a number of ex-tutors now work at the local day care centre.</p> <p>HIPPY Colac has found it difficult to get referrals from local preschools. This will be addressed in the near future when Glastonbury take governance of all preschools in the Shire. This change is expected to strengthen the relationships between HIPPY Colac and the preschools in the long term.</p> |
| Capacity and willingness of program provider to continue to deliver HIPPY | <p>Glastonbury is fully supportive of HIPPY and is willing and able to continue implementing the program. Glastonbury reports HIPPY is a very good fit for the organisation, filling an important gap in community service delivery. The strength of Glastonbury's commitment to HIPPY is evidenced by the fact it delivered the program from 2005-2011 on its own, without DEEWR funding.</p> |

INALA

Partner organisation: Inala Indigenous Health Service

Location of HIPPY provider: Shop 27 Inala Plaza, Inala

HIPPY Area: Inala

Coordinator: s47F

Line Manager: s47F

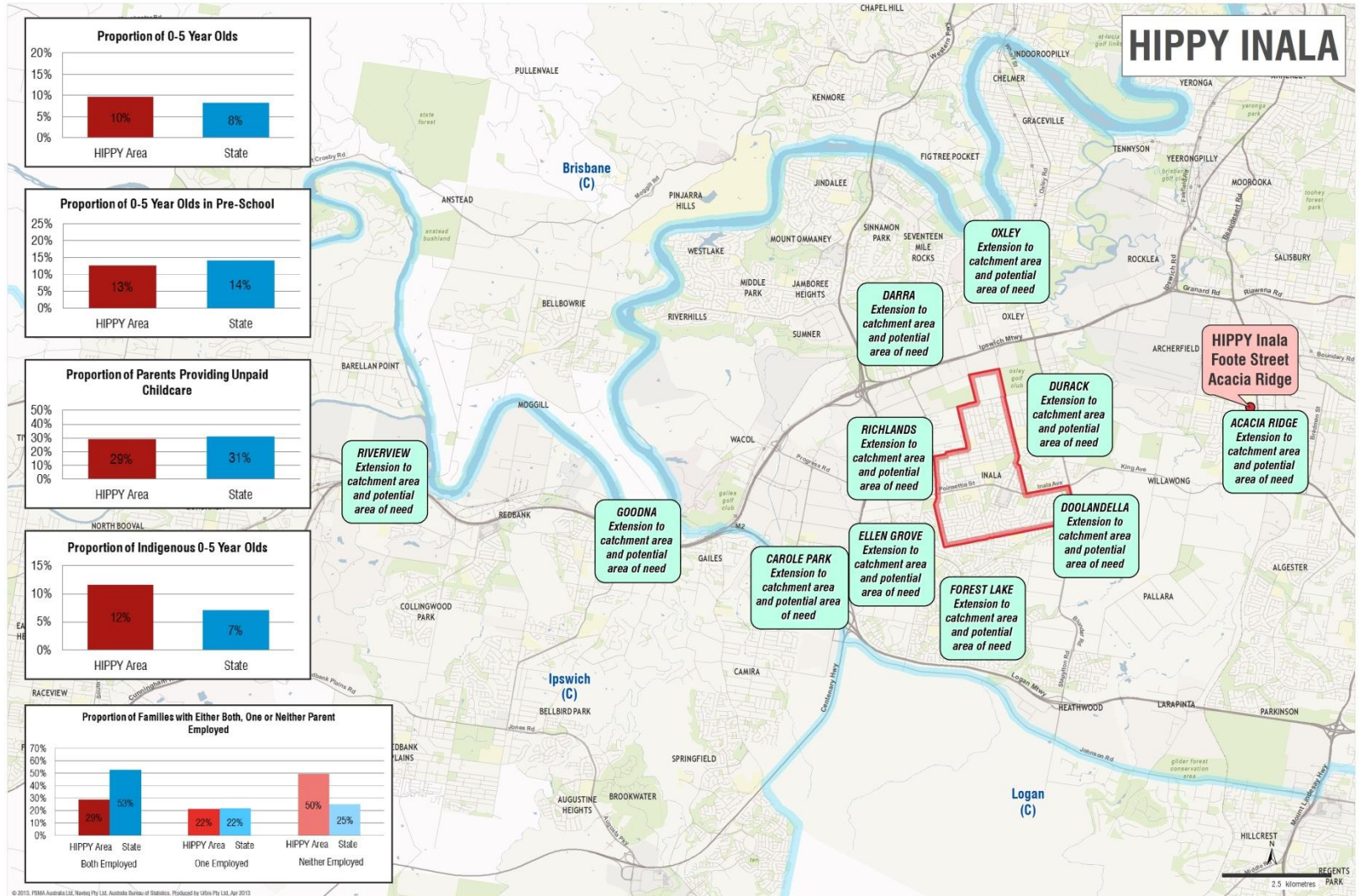
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Inala suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Inala suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Inala suburb at 2006 and 2011.

| | State decile | National decile |
|----------------------|--------------|-----------------|
| Inala suburb at 2006 | 1 | 1 |
| Inala suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Inala suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Brisbane LGA, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|------------|----------|--------------|------------|----------|
| | Brisbane LGA | Queensland | National | Brisbane LGA | Queensland | National |
| One or more domains | 28% | 30% | 24% | 25% | 26% | 22% |
| Two or more domains | 14% | 16% | 12% | 13% | 14% | 11% |

EXISTING SERVICES

A range of services are offered in Inala, including Mission Australia, Communities for Children, Pathways to Prevention, Spiritus, The Song Room and Sing and Grow.

HIPPY INALA SUBURB ENROLMENT DATA²

The table below shows the number and type of enrolments for HIPPY Inala suburb in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 48 | 7 |
| Number of graduations | 29 | 0 |
| Number exiting early | 19 | 7 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 18 | 16 |
| Number of children that most commonly speak a language other than English at home | 19 | 3 |
| Total budget | \$196,300 | \$171,928 |
| Total spend | \$196,300 | \$197,525 |

¹ AEDI indicators are only available at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets for the Inala suburb indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the state of Queensland (8%) - The HIPPY area has a slightly lower percentage of children aged 0-5 years old (13%) in preschool³ when compared to the state of Queensland (14%) - The HIPPY area has a lower percentage of both parents employed full time (29%) compared to the state of Queensland (53%) and a higher percentage of both parents not working (50%) when compared to the state of Queensland (25%) - The Inala suburb is characterised by high levels of relative disadvantage compared to other suburbs across Queensland and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Brisbane LGA (25%) compared to Queensland (26%) and higher compared to Australia (22%). <p>All stakeholders interviewed reported an existing and broad need for HIPPY and a growing demand in suburbs surrounding the HIPPY catchment area. They reported regular family referrals to the program, where families with a number of children are seeking to enter the program repeatedly, or where nieces and nephews had attended and there was a demand from extended families.</p> |
| <p>Extent to which the need has changed over time</p> | <p>While stakeholders reported a growing demand and commitment from service partners, it was not clear that there was a changing need within the community itself.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Inala has been active and effective in recruiting parents to the program. The program has a commitment to recruit at least 50% of families from the Aboriginal and Torres Strait Islander community, achieving 18 out of 48 enrolments in 2011, and 17 out of 32 families so far in 2013. HIPPY Inala has a waiting list with 6 families for this year and 12 for next year.

The program reported challenges in retaining families in the second year of the program, with some parents thinking that once their children began attending first year of school there was no longer a requirement for HIPPY. The tutors and Coordinator reported they had to spend significant time with parents to overcome this perception. They reported parents felt empowered and successful when their families completed the whole program.

There were a number of families who withdrew from the program. This was usually due to relocation, a change in circumstance which affected their ability to participate ^{s47F} or securing paid employment. It was reported that the majority of those families withdrawing saw the value in HIPPY and were glad they had participated.

HIPPY staff reported that some families found it challenging to commit to the two year program, and they were concerned that the structure may be initially confronting. However, once settled into the program, it was reported that families felt supported by the program structure.

HIPPY Inala has an active team recruiting parents and works closely with a number of partner services in the region to help identify families that may benefit. The Inala Indigenous Health Service, which auspices HIPPY Inala, has a very strong relationship with HIPPY and is an active program promoter through its health and wellbeing staff.

A key element of engaging with some community families is that HIPPY Inala has employed an Aboriginal Elder as a tutor since program commencement. The other tutors and Coordinator report that this is critical to engaging with the Aboriginal community ^{s47E}. The Elder has a strong and positive reputation in the local community and has been involved in a number of community services for a long time. She works actively with the other tutors and is reportedly a strong community liaison.

HIPPY Inala has adopted a multi-pronged approach to recruiting families. Strategies include:

- Word of mouth: Word of mouth is seen as an effective recruitment strategy in the Aboriginal community, Vietnamese community and refugee communities. Having tutors who come from these communities and in some cases have already had their families participate is certainly seen as a "plus" in recruiting families
- Working with other local services such as Mission Australia, schools and Aboriginal services. The Line Manager, Coordinator, tutors and stakeholders all reported the critical importance of partnerships in recruiting to the program and in offering broader supports where appropriate
- Advertising through schools, pre-schools and local newsletters.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Inala has had two coordinators since the commencement of the program in 2009. The current Coordinator has worked with HIPPY Inala since it commenced, ^{s47F} ^{s47F} The original Coordinator returned to a full-time role as Coordinator in 2013. The Urbis project team met with both the current and previous Coordinators.</p> <p>There were initial challenges in engaging parents to become tutors due to a reported lack of confidence and interest. The Coordinator, Line Manager and previous Coordinator also reported challenges in retaining the knowledge and skills of tutors as they were required to exit the program after two years. It was acknowledged there was a need to provide employment pathways for parents with a regular throughput of tutors. However staff reported that the skill loss at the end of two years was significant and a risk to the program. The continuity of the Coordinator offset this somewhat</p> <p>As noted above, the HIPPY Inala tutor team includes a local Aboriginal Elder who has been with the program since commencement, and who maintains a strong “knowledge bank”, assists new tutors, and maintains continuity and support.</p> <p>The success of the Inala program appears to be supported by the fact that the tutors represent the diversity of the local community, with tutors from the Aboriginal, Vietnamese and French-speaking Islander communities. This reportedly appeals to families and assists the matching of tutors to families to reduce discomfort, language barriers and cultural misunderstandings.</p> |
| <p>Program fidelity and quality assurance</p> | <p>All stakeholders and staff were familiar with the core objectives and program structure of HIPPY and committed to program fidelity. The Line Manager and Coordinator also reported opportunities they had taken to provide feedback to HIPPY Australia and develop locally relevant and engaging resources, while remaining within the bounds of the program structure. An example is the development of an Aboriginal focussed story book “Kuppi’s Clever Surprise Plan” that has been adopted by HIPPY Australia.</p> <p>The tutors and Coordinator also felt that the quality of the training provided to staff was critical to the success, as was regular Coordinator support to tutors both through formal training and informal mentoring.</p> |
| <p>Expenditure and the funding model</p> | <p>The requirement to split the funding between 4 year olds and 5 year olds was questioned, with a preference noted for one block of money which could be applied to meet the needs of different age groups. Some delays in funding have been experienced throughout the program life, impacting on program delivery. The requirement to fund particular geographies and catchment areas was felt to be limiting to the program.</p> |
| <p>Partnerships</p> | <p>The Coordinator, tutors and partner organisation have all been active in developing partnerships for HIPPY which benefit the program itself and help families to access health and community service systems more broadly. Key partnerships have been developed with Mission Australia, the Indigenous Schooling Support Unit, the Inala Indigenous Health Centre, Inala Wangarra (Aboriginal community development) and Ngutana-Lui Aboriginal Cultural Centre (services and provision of space for meetings and group work). The Coordinator is a regular participant at local interagency and network meetings to promote HIPPY and meets regularly with primary school principals.</p> <p>HIPPY Inala is auspiced by and co-located with some staff of the Inala Indigenous Health Centre. Through consistent messaging and knowledge sharing the HIPPY Coordinator has been able to embed referrals where appropriate into the work practices of the staff at the Health Centre.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall impact of HIPPY

The Coordinator of HIPPY is currently looking at a formal feedback process with stakeholders that documents benefits. Although not yet formally documented, the Coordinator and tutors report that parents of school-aged children receive positive feedback from the school about the skills and confidence of children who have participated in HIPPY. Parents also report they feel more confident with school requirements and structures as a result of HIPPY.

Tutors from non-English speaking backgrounds reported that participating in HIPPY (initially as parents and then as tutors) helped them to settle in Australia and Inala and assisted their English skills. Tutors and stakeholders reported that the “non-judgemental and nurturing” nature of the program and staff assisted families in becoming involved in and accessing services.

The tutors reported they had more confidence in their parenting and employment skills after participating in HIPPY.

All stakeholders and staff reported a high level of satisfaction with the program and considered it extremely valuable in the community and a success. It was common to hear phrases such as “HIPPY, I love it” during the visit.

Key enablers and barriers to implementing HIPPY

Key enablers to the success and sustainability of the HIPPY Inala program include:

- The diversity of tutors aligning with community diversity
- Engagement of an Aboriginal Elder in the formal program structure gives confidence about the program to the local Aboriginal community
- The Coordinator is an active networker and seeks beneficial partners for the program and families
- Partnerships are being developed and maintained by a range of people and roles, so that they are not reliant on a single contact
- Inala Indigenous Health Centre’s belief in and commitment to the broader benefits of the HIPPY program in around social and emotional wellbeing and how this affects individual, family and community health
- The program structure.

Reported barriers to implementation and sustainability include:

- The capacity of families to maintain a two year commitment due to changing family circumstances
- Loss of knowledge and community recognition with the turnover in tutors every two years
- Catchment limits.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>It was consistently reported there is a continuing demand for HIPPY. It does not compete with any similar services and there is family and service recognition of the effectiveness of the program. This will likely support the program's capacity to recruit tutors and coordinators. The catchment and surrounding areas include a high number of vulnerable individuals, families and groups due to social and economic circumstances (supported by AEDI, SEIFA and ABS data). As Inala is a well-established community, this is unlikely to change significantly in the short to medium term.</p> <p>A key barrier to sustaining HIPPY in Inala relates to funding. It is unlikely the program would be sustained without Government funding. It is possible there could be an adaptation (and likely dilution) of the program by other community or health service providers for a period following withdrawal of funding, given it has such momentum currently.</p> |
| <p>Sustainability of partnerships</p> | <p>Partnerships for HIPPY Inala appear to be the result of proactive networking by the Coordinator, the family and community networks of tutors, and service level relationships of the Inala Indigenous Health Centre. This will support future sustainability, as partnerships are not reliant on a single point of contact in the organisation, which often puts community service partnerships at risk due to transition of staff.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>The Inala Indigenous Health Centre is willing and able to continue implementing HIPPY (funding permitting). Community support services that impact positively on the social determinants of health are important to the organisation. There is anecdotal reporting that the HIPPY program is positively contributing to the social and emotional wellbeing and subsequent health of client families attending the health centre.</p> <p>It was suggested by the Coordinator and Line Manager that there may be some constraints (such as purchasing policies) as a result of being auspiced by a large state run organisation (i.e. Queensland Health). The Inala Indigenous Health Centre, which is the auspicing organisation, is a Queensland Health Service although operating separately to the Inala Health Service. It was suggested there may be fewer constraints experienced through a smaller auspice organisation s47G However, it was also acknowledged there were significant program and partnership benefits of being co-located with Inala Indigenous Health Centre, including the integration and coordination of HIPPY program knowledge into Health Centre services and workforce practice.</p> |

LOGAN CENTRAL

Partner organisation: Kingston East Neighbourhood Group (KENG)

Location of HIPPY provider: 177 Meakin Road, Slacks Creek QLD 4114

HIPPY Area: Logan Central

Coordinator: s47F

Line Manager: s47F

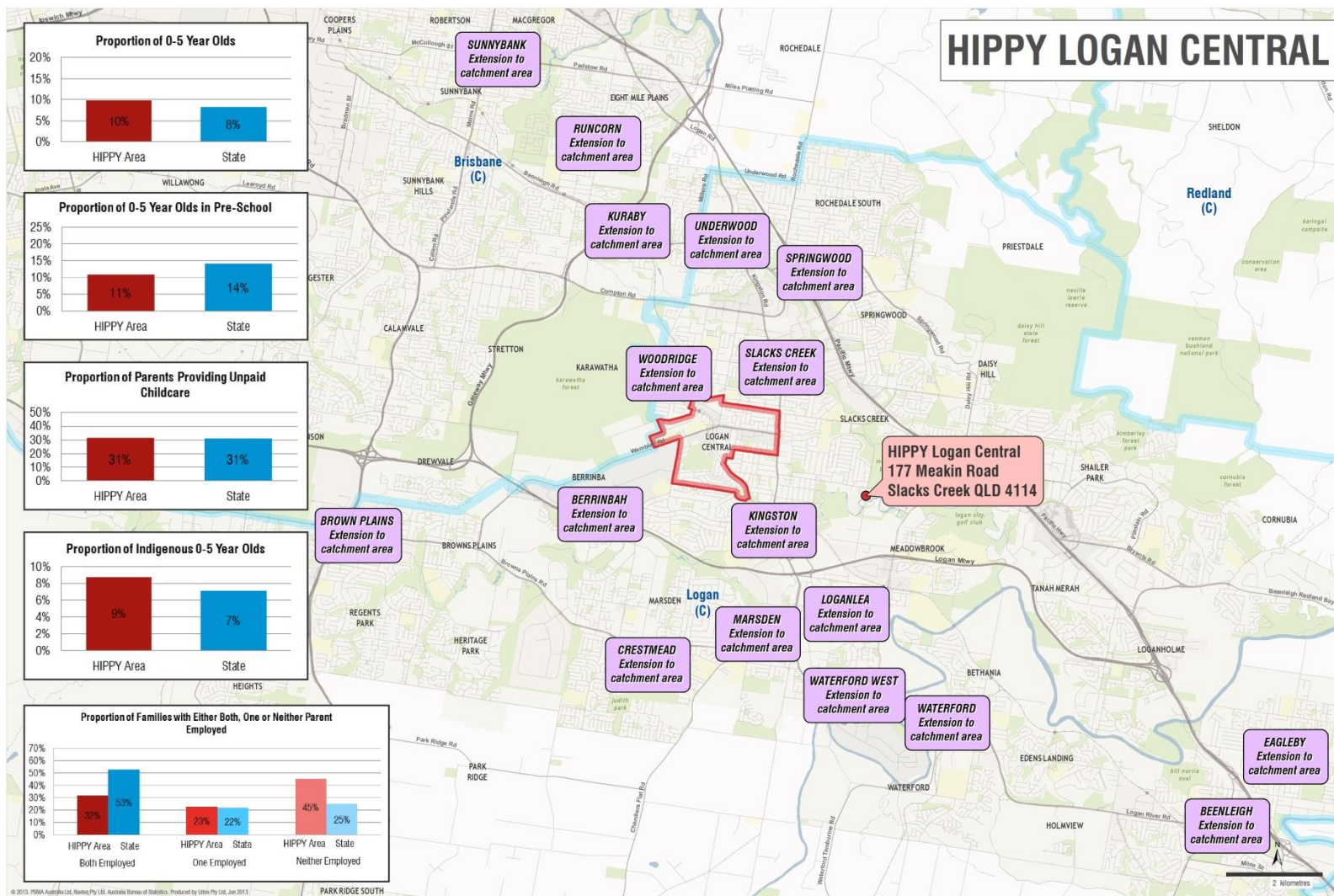
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Logan Central suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Logan Central suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Logan Central suburb at 2006 and 2011.

| | State decile | National decile |
|------------------------------|--------------|-----------------|
| Logan Central suburb at 2006 | 1 | 1 |
| Logan Central suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Logan Central suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Logan Central suburb, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------------|------------|----------|----------------------|------------|----------|
| | Logan Central suburb | Queensland | National | Logan Central suburb | Queensland | National |
| One or more domains | 48% | 30% | 24% | 45% | 26% | 22% |
| Two or more domains | 22% | 16% | 12% | 30% | 14% | 11% |

EXISTING SERVICES

Logan Central is the service hub for the City of Logan. It contains the Logan Civic Precinct, Logan Central Library, Council administration centre, local primary school and numerous government and non-government service providers. Services include Centrelink, Queensland Health, Department of Communities, Aboriginal and Torres Strait Islander services and programs, church-based programs, disability and multicultural community providers.

HIPPY LOGAN CENTRAL SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 48 | 28 |
| Number of graduations | 12 | 0 |
| Number exiting early | 36 | 4 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | 0 |
| Number of children that most commonly speak a language other than English at home | 14 | 3 |
| Total budget | \$196,300 | \$141,452 |
| Total spend | \$147,766 | \$193,221 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the state of Queensland (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (11%) in preschool² when compared to the state of Queensland (14%)
- The HIPPY area has a lower percentage of both parents employed full time (32%) compared to the state of Queensland (53%), and a higher percentage of both parents not working (45%) when compared to the state of Queensland (25%)
- The Logan Central suburb is characterised by high levels of relative disadvantage compared to other suburbs across Queensland and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is significantly higher in the Logan Central suburb (45.1%) compared to Queensland (26%) and Australia (22%).

HIPPY Logan Central supports families across the broader Logan City Local Government Area including:

- Loganlea (outreach through Loganlea Community Centre)
- Slacks Creek, Kingston, Marsden, Waterford, Waterford West, Berrinbah, Beenleigh, Eagleby
- Crestmead
- Northern suburbs of Springwood, Underwood and Runcorn (with Muslim families attracted to the mosque)
- Sunnybank, Kuraby (suburbs within the adjoining City of Brisbane LGA)
- Greenbank, Browns Plains (for refugee families – increasing demand).

Stakeholders reported this adaption to the service catchment has been approved by HIPPY Australia. HIPPY Logan Central will also service families outside of the LGA where a definite need is identified. s47G

s47G

s47E

Logan Central HIPPY is embedded within the Kingston East Community Group Inc (KENG). facility. KENG is an established community services hub and delivers a range of services and programs to the Logan community. Programs include:

- Occasional child care centre, which provides free child care for families on Tuesdays, Thursdays and Fridays
- Counselling services, supported accommodation and emergency relief programs
- The Hub – a family centric service providing support for disadvantaged families
- Popular activities including Tai Chi, craft, computer skills and other recreation programs.

s47E

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

DEMONSTRATED NEED IN THE COMMUNITY

KENG is seen as a 'welcoming space' rather than an 'intimidating' government service. HIPPY is also provided through an outreach model at Loganlea Community Centre.

Stakeholders suggested there is a continuing need for a parent engagement and early literacy and numeracy program in Logan Central, s47E

s47E
s47E

Commonwealth Government funded programs operating in Logan City include Communities for Children (C4C), National School Partnership Programs, Better Futures Local Solutions, as well as Indigenous employment programs.

Stakeholders reported many disadvantaged parents have had poor school experiences, which has resulted in a lack of confidence in educational settings and parents who struggle with schools tasks.

Extent to which the need has changed over time

HIPPY Logan Central works with families across the Logan City Local Government Area. When it was first established in 2009, the Coordinator targeted families in the approved catchment – the suburb of Logan Central. This locality was an established service hub and was serviced by multiple government and non-government agencies s47E

s47E

However, four years on HIPPY has established a strong reputation with services and their clients, and now attracts families from the suburb of Logan Central.

Stakeholders reported that the need for parent engagement and early literacy and numeracy programs has increased since 2009 s47E

s47E

Stakeholders suggested there is a need for the program with a growing emphasis on families where English is the second language. An increase in the number of recent arrivals, particularly those from CALD backgrounds has also impacted on local demand. An emerging challenge is the effective engagement with Muslim families, where cultural practices are reported to be limiting women's access to services. Difficulties in understanding the Australian education system (which requires regular attendance at school) and interactions with other local institutions, has led to 'social isolation' of families. There is also demand from local Aboriginal, Samoan, and New Zealand families. Stakeholders reported there are now over 220 different languages and dialects spoken in Logan City.

The Queensland Government has undertaken television and print advertising to increase awareness of and enrolments in accredited preschool programs. This is reported to have generally raised local awareness and demand. Parents are reporting that there is more expected of children once they reach school. The loss of funding for community services such as Occasional Child Care and Skilling Queenslanders for Work programs has also impacted on local disadvantaged communities. Families do not access other services such as occupational or speech therapy due to cost.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

Whilst it was initially challenging to recruit parents in HIPPY Logan Central ^{s47E} this trend has now reversed. HIPPY Logan Central established waiting lists for last year's program. There are now waiting lists for 2014 and 2015. Once local families start the program and see the value of education, they develop a 'love of learning' and start to see the opportunities for their children.

Strategies for enrolment include:

- Word of mouth: this is a significant recruitment tool with participating parents and tutors telling school families, extended family and friends
- Facebook: KENG hosts a local Facebook page where parents and staff exchange parenting and community information
- Referrals: through families accessing KENG programs, and other local services including Loganlea Community Centre, Salvation Army Communities for Children, and Browns Plains Community Health Hub
- The Coordinator participates in a number of interagency networks, and the Advisory Committee members are well-respected community leaders within Logan.

Retention of families is an ongoing focus of the program. KENG, the Coordinator and tutors work hard to retain families. Families only leave the program when they move house, start to look for work or gain employment, or commence studying. Families are sometimes 'overwhelmed' by life events but are encouraged to stay in the program. Tutors will try to be flexible with timing of visits, and offer catch-up sessions. Logan Central provides HIPPY to a number of families through outreach. Resources are mailed to families, and tutor visits are conducted via Skype, Facebook or phone. ^{s47F}

^{s47F} Tutors are encouraged to remain in contact with parents via texts to mobile phones. This is seen as a cost effective and personalised means of maintaining regular communication. The overall aim is to support parents and children to remain engaged in the program.

In previous years, enrolments in Year 2 (age 5) declined when children started school and had additional school commitments. However, this year has seen a reversal, and families who had 'dropped out' are contacting the Coordinator and seeking to re-enrol. Parents reported this was due to their concern that their children need continued additional support to keep up with the requirements of the National Curriculum.

Graduations are significant milestone events, attended by fathers, grandparents, extended family members and community leaders. Special events such as the quarterly enrichment sessions are well attended.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Logan Central is embedded in KENG, and seen as critical to the delivery of family-supportive programs. KENG provides supervision, financial and administrative support. The on-site occasional child care centre is available for HIPPY families and tutors, and has been essential to the operations of the program. Resources for families are available from on-site and visiting services to KENG.</p> <p>The Coordinator is an experienced community services worker and trained in early childhood development. She is passionate about the program, and ensuring those who need it most are recruited and supported to complete the program.</p> <p>HIPPY Logan Central has recruited and retained suitable tutors. Tutors have been recruited through local playgroups and introductions through KENG. Initially tutors also had children enrolled in HIPPY. The Coordinator and KENG have placed a strong emphasis on appropriate recruitment, and invest time and resources in preparing tutors for home visits and interactions with families who often have complex needs.</p> <p>Training for tutors has included: Workplace Health and Safety (WH&S); understanding of professional boundaries; cross-cultural training; first aid and fire safety; sexual behaviour training; literacy training (through trained child care staff); as well as general twilight training opportunities (e.g. Autism Queensland training in sign language, Circle of Security). HIPPY Logan Central indicated it would like the Crossing Bridges program to be delivered as part of tutor induction.</p> <p>Given poor local public transport and the extent of the HIPPY Logan Central catchment, tutors require a car to visit families. s47G all mileage claims are regularly reviewed to prevent misuse. Tutors reported that HIPPY has made “real change for our own lives” and they ‘love it’.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Logan Central adheres strictly to the program model. The structured approach is valued by parents as it sets clear expectations with no grey areas. This requires significant commitment upfront until families develop a routine. KENG and the Coordinator reported an open and supportive relationship with the HIPPY Consultants, and where adaptations to the program have occurred it is only after discussion with the Consultant.</p> <p>Since opening in 2009, HIPPY has developed a range of local systems and processes to support the safe and efficient delivery of the program.</p> <p>Tutors receive a comprehensive induction prior to commencing home visits and engaging with their clients. KENG staff are available to provide support should an issue arise which they require advice upon. Documentation is kept up to date and well organised.</p> |
| <p>Expenditure and the funding model</p> | <p>The program budget was reported as sufficient to meet local needs. HIPPY Logan Central pays tutors an hourly rate based on the number of clients and attendance at required training. The Coordinator’s salary was described as commensurate with the nature of the work and its location with KENG.</p> <p>Successful implementation comes from the alignment of organisational values (i.e. community development approach, individualised service responses, parents are children’s first educators) and commitment to positive change in highly disadvantaged communities. Funding is used conservatively, and outings are limited to ensure resources are available for supporting families and learning activities.</p> <p>Material resources to support the program include mobile phones (for tutor safety), educational and craft resources. HIPPY Logan Central has received an adaption to conduct enrichment programs quarterly, to maximise resources for home visits and educational materials for families. Mileage is a significant cost due to the city-wide size of the HIPPY catchment. Stakeholders report that when savings are found, these funds are then used to provide additional resources for the Loganlea playgroup (for HIPPY parents) and topping-up the home resource box.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>HIPPY Logan Central has been able to access local services and playgroups either supported or hosted by KENG. HIPPY outreaches to the Loganlea Community Centre – an un-funded community centre staffed by volunteers, with supervision and assistance from KENG and Griffith University's Social Work program. Women and children from Afghanistan, Pakistan and Africa attend the centre.</p> <p>Logan Communities for Children (C4C) supports programs for families to bring books into the home as well as reading in the classroom. C4C has five lending libraries, and works with Indigenous families to encourage learning.</p> <p>HIPPY was reported as complementing other programs for families with young children. These programs tend to be either one-off events or short courses (6 weeks), rather than structured, long-term engagement.</p> <p>There are regular referrals from a range of community and health services and HIPPY Inala. The Coordinator is a regular participant at local interagency and network meetings to promote HIPPY. There is strong support for the program through Logan City Council, Youth and Family Services (YFS), Access Services, Uniting Care, Aboriginal Elders, Multilink, Child Safety and Griffith University.</p> |
| Overall impact of HIPPY | <p>Stakeholders reported that local schools describe HIPPY children and parents as school ready. Supportive comments have been received from Kingston, Waterford West, Waterford, Eden's Landing and Mabel Park State Schools; especially in relation to good communication and attendance rates.</p> <p>Stakeholders reported:</p> <ul style="list-style-type: none">- s47E- Parent confidence and engagement in and around the school, and in interactions with teachers and other parents is apparent- CALD parent skills and confidence with written and spoken English has improved, and previously isolated mothers are engaged in community activities- Parents are more able to help their children learn, and have stronger relationships with their children- Parents are more interested in learning and being creative- Parent knowledge of the local area is improved e.g. library, neighbourhood centre activities, school practices- Tutor confidence and skills have improved, and tutors are confident about moving into future employment. Past tutors now have roles within local agencies and/or are undertaking tertiary study. |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- It is a home based program and parents do not have to travel
- The program is free
- It is relationships based, and families who may be isolated are able to make safe and meaningful connections with local parents
- It is a proven model – tutors and parents know what to do
- It is highly structured, allowing parents to build confidence over time
- It is hands on, with interactive activities that meet parents' needs
- It builds relationships between parents and their children
- Reliability/commitment of tutors has allowed good relationships to be built with parents
- The support of HIPPY Consultants to implement amended approaches to meet local needs i.e. outreach HIPPY, playgroup-based visits for families who are not able to have tutors in their homes, use of recording devices and other technologies
- The 'nurturing' culture of KENG which places an emphasis on supporting families to complete the program.

Barriers include:

- Loss of the free, occasional child care service at KENG (this would severely limit participation by families and tutors). The program is dependent on access this service
- Further reduction in funding for other KENG services and programs
- Growth in CALD families may necessitate the need for enhanced learning materials (i.e. dual language etc)
- Access to a small bus or people mover is on the HIPPY Logan Central 'wish list' to support its outreach activities
- Need for long-term funding for HIPPY in highly disadvantaged communities.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is general agreement among stakeholders that there is an ongoing demand for parent engagement and early childhood literacy and numeracy programs in Logan Central and the Logan Local Government Area. In the future, additional resources may be required to meet the needs of families from CALD backgrounds. New technologies which support learning may be required to support families. The internet is generally available in most households, and if not, mobile phone (through text communications).</p> <p>Threats to the sustainability of HIPPY Logan Central include loss of the free, occasional child care service; the potential for government agencies to overlook KENG (as a small community organisation) when tendering new programs; and further reductions in other family and parenting programs limiting the ability for KENG to provide 'wrap-around' services for families.</p> |
| <p>Sustainability of partnerships</p> | <p>Strong partnerships and alliances, particularly with Salvation Army's Logan Communities for Children Initiative (currently funded until June 2014), Smith Family Lets Read program, Griffith University's Social Work Program (Meadowbrook campus) and the Benevolent Society (Early Years Centre) have been very important in ensuring the program meets the needs of those most disadvantaged in the community.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>KENG would like to see the program continue in Logan. HIPPY is a good fit with the organisation which serves children and families. HIPPY complements other programs such as play groups. HIPPY is now a well-known and highly valued program both within the organisation and across the city.</p> |

NOWRA

Partner organisation: Nowra Family Support Service Inc

Coordinator: s47F

Location of HIPPY provider: Cottage 1/80 Park Road, East Nowra 2541

Line Manager: s47F

HIPPY Area: North Nowra, Bomaderry, Nowra, East Nowra, West Nowra and South Nowra

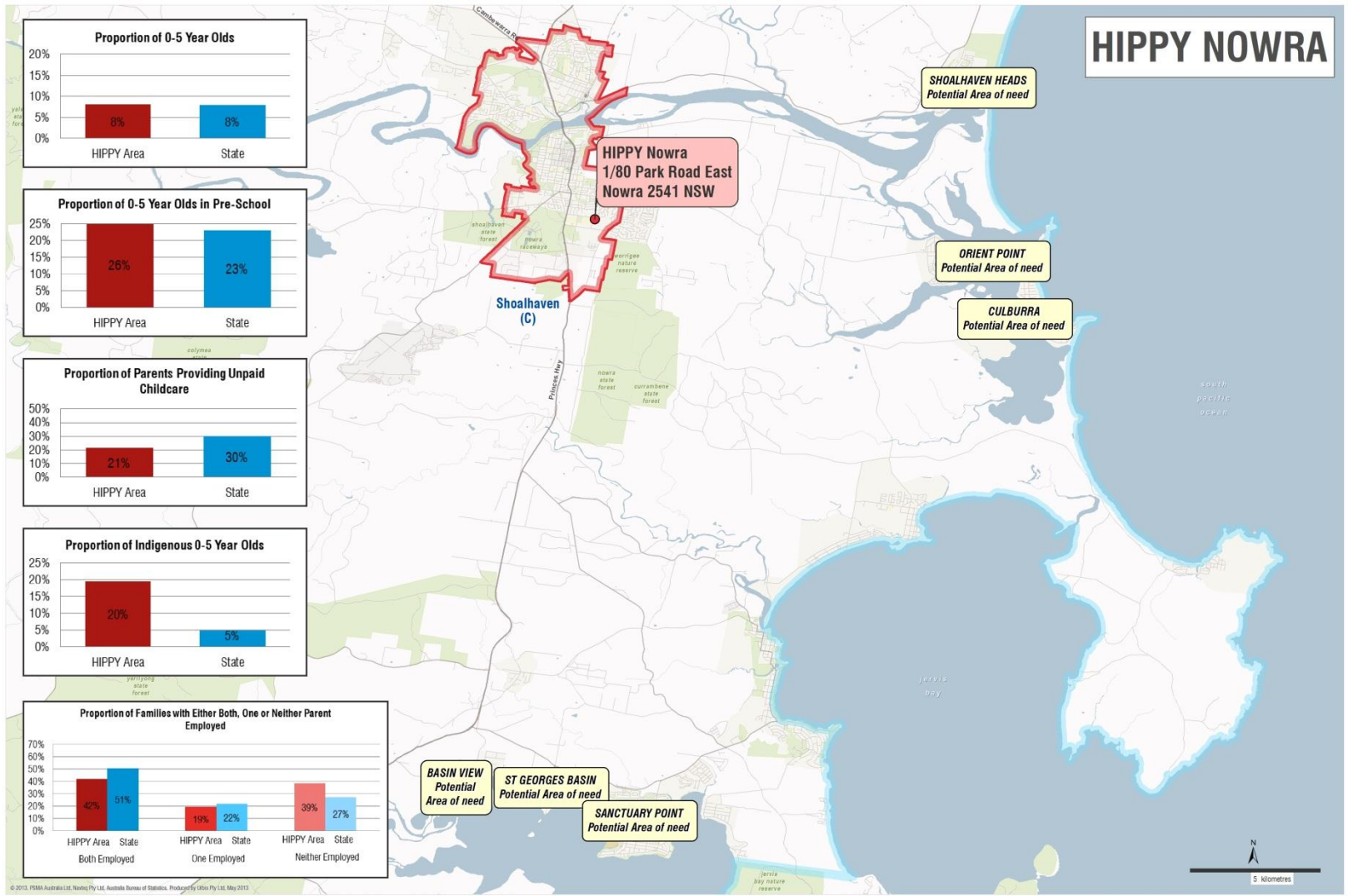
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburbs of North Nowra, Bomaderry, Nowra, East Nowra, West Nowra and South Nowra.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Shoalhaven LGA at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Shoalhaven LGA at 2006 | 5 | 5 |
| Shoalhaven LGA at 2011 | 5 | 4 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Shoalhaven LGA is characterised by average levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within Shoalhaven LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|-----|----------|----------------|-----|----------|
| | Shoalhaven LGA | NSW | National | Shoalhaven LGA | NSW | National |
| One or more domains | 26% | 21% | 24% | 19% | 20% | 22% |
| Two or more domains | 13% | 10% | 12% | 10% | 9% | 11% |

EXISTING SERVICES

Services offered in Nowra include playgroups organised by Nowra Family Support Service and the local TAFE, the Let's Read program by the Smith Family, and Brighter Futures by Mission Australia. The area also includes child care centres, pre-schools, schools and a local library. An Aboriginal Child and Family Centre will soon be built in the area as part of the federally funded Indigenous Early Childhood Development National Partnership, and is currently running interim services for the Aboriginal community.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 (age 5 only) |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 41 | |
| Number of graduations | 24 | |
| Number exiting early | 17 | Not part of limited 2012 cohort |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$117,005 | \$88,140 |
| Total spend | \$118,437 | \$83,506 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of NSW (8%)
- The HIPPY area has a higher percentage of children aged 0-5 years old (26%) in preschool³ when compared to the state of NSW (23%)
- The HIPPY area has a lower percentage of both parents employed full time (44%) compared to the state of NSW (51%), and a higher percentage of both parents not working (39%) when compared to the state of NSW (27%)
- Shoalhaven LGA is characterised by average levels of relative disadvantage compared to other LGAs across NSW and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Shoalhaven LGA (19%) compared to NSW (20%) and Australia (22%).

s47E

HIPPY is seen as a valuable program because it provides parents with the skills they need to connect with the community and engage with their children in the home environment.

Extent to which the need has changed over time

Stakeholders report there has not been any significant change in need within the catchment area. However, significant needs have been identified in nearby St Georges Basin, Basin View and Sanctuary Point. These areas are seeing an influx of families from western Sydney attracted by more affordable housing. In the past, houses in these areas were holiday accommodation. More recently, people are living in these communities permanently. Stakeholders report current services and transport do not meet the needs of this changing population. Orient Point and Culburra were also identified as areas of need.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parent

Stakeholders report it has been easy to recruit parents into the program, and that demand for the program has increased over time. HIPPY Nowra recruited 41 families for the 2011 cohort. It currently has 30 families enrolled and a waiting list of families wanting to participate. Families more likely to stay for the entire two years are given priority entry into the program. According to HIPPY stakeholders, parents who self-refer and are 'persistent' about wanting to enrol in HIPPY are more likely to stay for the entire two years.

HIPPY has been operating in the community for three years and is reportedly well-known. Word of mouth is the most effective recruitment method. One stakeholder reported a participating mother was doing HIPPY activities with her child in a local paediatrician's waiting room. When the mother told the paediatrician she was doing HIPPY, the doctor said it was the third time he had heard about the program that day.

HIPPY Nowra promotes the program through local child care centres, preschools, and the library (eg by using flyers, letters and posters). It also promotes the program to other service providers at interagency days. It receives referrals from the case management team within Nowra Family Support Service as well as other community organisations (eg a local disability support organisation, schools and preschools). In addition to referring families, the case management team within Nowra Family Support Service often provides families with the extra support they need so they can remain in HIPPY.

Parents reportedly respond positively to the program, particularly those that are socially isolated. HIPPY offers an opportunity to network and engage with other people. In 2011, 17 families exited the program early. Moving to another area or having another child were common reasons for exiting early. Some families, particularly those in case management, exited early due to other issues in their lives and lack of time.

s47E

Recruitment and retention of appropriately qualified staff

HIPPY Nowra has recruited and retained appropriately qualified staff. It has had one Coordinator since the program began. The Coordinator has undertaken HIPPY training in Melbourne twice and Crossing Bridges training in Sydney. She also participates in training provided by Nowra Family Support Service. The organisation has a training consultant that works with staff, including HIPPY staff, to identify areas for professional development. HIPPY Coordinator training is reportedly adequate, although more opportunities for HIPPY coordinators and tutors to network and share ideas on how to adapt the model to local circumstances would be helpful.

HIPPY Nowra informs families about the tutor positions, and finds that the prospect of employment with HIPPY can encourage some parents to enrol in the program. It has recruited tutors twice – the first time it had nine applications for three positions, and the second time seven applications for three positions. Although the calibre of some applicants is very high, stakeholders report recruiting less skilled parents over highly skilled parents (eg mothers with teaching qualifications) because the former need more assistance returning to the workforce.

HIPPY tutors receive HIPPY training and extensive training provided by Nowra Family Support Service. One tutor reported undertaking a variety of training, including, keeping kids safe, recognising children who may need special assistance, communication and conflict resolution, Triple P – Positive Parenting Program (PPP), Work Health and Safety and home visiting, first aid, and child abuse and mandatory reporting, that will be invaluable if she goes on to have a career in child care or something similar.

One tutor is s47F

The organisation is investigating s47F

s47F Tutors have started Crossing Bridges training, which was described as 'fairly basic for tutors that have worked'. Tutors are very satisfied with training provided, and expressed an interest in further training on special needs, and 'anything to do with child development'

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Nowra largely adheres to the prescribed model, but has adapted the role-playing and one on one home visits for some families.</p> <p>Stakeholders report role playing works well with some parents, s47G but less well with others. Parents s47G</p> <p>s47G HIPPY tutors describe activities to these parents and then ask questions like ‘how do you think your child will respond to this?’ HIPPY consultants reportedly have different views on what constitutes ‘role playing’ under the prescribed model. HIPPY Nowra suggests all HIPPY consultants should be required to work as coordinators first so they understand the challenges of implementing aspects of the model.</p> <p>Another departure from the model is that 3-4 families do not receive one on one visits at home, rather this tutoring is delivered to 3-4 families in a group at East Nowra Public School (this is discussed further below).</p> <p>Parent groups are held at the Bombaderry Uniting Church Hall. Key community stakeholders, such as dieticians, speech pathologists, and representatives from the Royal Society for the Prevention of Cruelty to Animals (RSPCA) and the Women’s Health Centre, present at parent groups, and the Nowra Farmers Market donates fruit for the groups. Parents also do HIPPY activities at the groups. Each year, parents and children attend the local fire station for a workshop on fire safety. If parents do not attend parent groups (eg because they don’t have transport or are working), the HIPPY tutor will visit their home for a social visit.</p> <p>For quality assurance, the HIPPY Coordinator supervises home visits more than the required once a year. HIPPY Nowra has an Advisory Committee which includes: a member of the Nowra Family Support Service Management Committee, the Deputy Principal of East Nowra Public School, a child studies teacher from Nowra TAFE, and a representative from the Neighbourhood Centre. The Committee previously included a representative from Aboriginal Women’s Health. Strictly speaking, the Committee is not an ‘advisory group’, but it does provide support to the HIPPY team. For example, Advisory Committee members use their networks to promote the program, and have sat on selection panels for HIPPY tutors. The Committee met three times last year, and has met once this year. There is a view the Group needed to meet more regularly when HIPPY first started, but now that the program is more established a meeting 1-2 times per year is sufficient. The Advisory Committee, comprised of external stakeholders, is seen as contributing to the legitimacy of the program..</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has largely been in line with budget. Stakeholders report there are some deficiencies with the funding model, including:</p> <ul style="list-style-type: none"> - The funding model allocates one hour for tutor home visits which includes a 45 minute visit and 15 minutes travel time, but stakeholders report 15 minutes travel time is not realistic in Nowra. To subsidise the extra travel costs, 3-4 families do the home visit together at East Nowra Public School. The tutor spends 45 minutes with the 3-4 families as a group, and then families can have one on one time with the tutor if they need it. On another occasion, the tutor did a home visit s47F at the same time. - If families exit the program early, funding decreases but the site still has to pay for the Coordinator and tutors who have already been employed for a certain number of hours each week. In addition, if the site orders a pack and then a child exits early, the site still has to pay for the pack and can’t reuse the pack for the next cohort because the packs change. - HIPPY Australia stipulates the wage for the Coordinator but there is a view that this wage is too high and does not fit with the pay structure of the organisation. As an example, the HIPPY Coordinator is reportedly paid the same amount as the Line Manager who bears more responsibility within the organisation. - For the current cohort, HIPPY Australia has requested the Coordinator work more hours than she did for the previous cohort which included fewer students. The Line Manager is currently negotiating this with HIPPY Australia, but stressed that what the site needs is <i>flexibility</i> to employ the Coordinator as needed. - HIPPY Australia incorporates the licence fee into the site’s allocation, so it effectively allocates money to sites and then takes money back to pay for |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>the licence fee.</p> <p>Stakeholders report the HIPPY Australia database for entering financial information is 'good' and 'reasonably simple'. HIPPY Australia is reportedly flexible and will allow a surplus in one area of the budget to be used for another area of the budget which is in deficit.</p> <p>HIPPY Nowra is looking into putting some tutors on traineeships to help meet some of the unmet staff costs.</p> |
| Partnerships | <p>HIPPY Nowra has established fruitful partnerships with community stakeholders. It has a close relationship with East Nowra Public School which provides a room for home visits and promotes the program within the community, and the Uniting Church which provides a venue for parent groups. It has worked in partnership with the Leader of the Aboriginal Child and Family Centre, and reportedly has links with Brighter Futures run by Mission Australia, Home Health Services, South Coast Community Housing, the Aboriginal Medical Service, and Aboriginal Support Services. It has distributed brochures to 17 pre-schools and child care centres in the area. These organisations help promote the program and provide referrals. TAFE child care workers have participated in parent groups, and following this parents have attended a separate playgroup run by the TAFE (Child Care Studies). Some parent groups 'hook into' library activities. While parents are at the library, they are encouraged to enrol and attend Story Time which is held by the library.</p> <p>In addition to HIPPY parent groups, Nowra Family Support Service runs other parenting groups which HIPPY parents can also attend. These groups provide information and advice on anti-stress strategies, gardening and living on a budget. Some stakeholders report that partnerships have been facilitated by Nowra Family Support Services which is a well-known organisation that has been operating in the community for 32 years.</p> |
| Overall impact of HIPPY | <p>Stakeholders report HIPPY has had positive impacts on parents, children and tutors, and has enhanced Nowra Family Support Service's work with families.</p> <p>For parents, HIPPY provides them with opportunities to network and connect with the community. A core group of seven parents reportedly attend parent groups regularly and have forged new friendships. Stakeholders report HIPPY gives parents more confidence and a belief in their ability to be their child's first teacher. HIPPY provides a starting point for engaging kids in education and consequently strengthens the relationship between parent and child. For some, it helps them leave behind their own poor experiences at school. Stakeholders report more HIPPY parents are now helping out at school.</p> <p>According to stakeholders, schools report that HIPPY children are more school-ready. They are interested in education, more willing to learn, and accept that it is okay to make mistakes. HIPPY children reportedly have better listening skills and are more mature and resilient. Parents with older children who have not participated in HIPPY often report that their younger children who have done HIPPY are more settled at school. For some, HIPPY closes the gap in literacy and numeracy. s47F s47F</p> <p>For tutors, HIPPY has been a 'brilliant stepping stone'. It has given them confidence, developed their time management and social skills, helped them network in the community, and allowed them to try a different type of work. s47F s47F s47F</p> <p>For some, it has helped them clarify what career direction they want to take. s47F As one tutor commented: "I never would have thought I could do a job like this. I'm Ten years ago I never would have said I would do this...its very rewarding".</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

The key enablers to implementing HIPPY in Nowra include:

- Tutors can refer families in crisis to the referral service offered by Nowra Family Support Service which means tutors can focus on implementing HIPPY
- Good community networks – particularly with East Nowra Public School, the local library and TAFE
- Parents in the area want the best for their children, and are willing to learn
- Understanding of the importance of early learning has evolved
- Effective Coordinator and tutor – tutors, in particular, are on the same level as parents and can engage effectively with them.

The key barriers to implementing HIPPY in Nowra include:

- Poor transport in the area which makes it difficult for some parents to attend parent groups
- Unstable housing – stakeholders report families might have 4-5 addresses over two years which means the HIPPY team needs to be flexible and try to adjust to changing circumstances
- Tutors are only engaged Wednesday to Friday which does not suit all parents, particularly those working part-time or casually; accommodating parents outside work hours can be difficult
- The defined catchment area does not allow HIPPY Nowra to access some nearby areas of need
- It's 'not easy' for parents to 'drop-in' to the Nowra Family Support Service office, nor is it a convenient location for parent groups; there is a view that HIPPY Nowra would be better run out of East Nowra Public School where there is a 'passing parade' of parents that the HIPPY team can engage
- HIPPY does not provide flexibility for families who need to take a break (eg for families who need to take a 10-12 week break for a hospitalisation), nor does it accommodate children who are older but developmentally delayed
- s47E
- s47E

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders report that HIPPY is highly sustainable in Nowra. There is an ongoing need and HIPPY reportedly fills a gap that is not being met by other programs and services. Sustainability could be improved if the catchment area was extended to include other high-need areas such as St Georges Basin, Basin View, Sanctuary Point, Orient Point and Culburra. Nowra Family Support Service provides an outreach service to these locations which it could use to promote HIPPY. Sustainability may be improved if the program is advertised more through schools, and if transport is improved. It was suggested that a HIPPY information session for the services sector might be a helpful way of letting key community stakeholders know about HIPPY in a more structured way.</p> <p>Enrolments are getting easier because the program is established in the community and word of mouth is getting around. Stakeholders report there is unlikely to be any significant change in economic opportunities in the area for the foreseeable future, which means there is likely to be an 'ongoing catchment of disadvantaged people'.</p> |
| <p>Sustainability of partnerships</p> | <p>As noted above, the Leader of the Aboriginal Child and Family Centre has submitted an EOI to deliver HIPPY to Aboriginal families in the Shoalhaven area. If successful, the Centre will possibly consider a partnership with Nowra Family Support Service and another Aboriginal organisation. This would present new opportunities for Nowra Family Support Service.</p> <p>The partnerships HIPPY Nowra has with other community organisations are reportedly sustainable. It is hoping to strengthen links with the school to increase enrolments from the school. It will maintain its relationship with the Uniting Church which provides a venue for parent groups, and with child care centres in the area which provide referrals. There are currently 18 students undertaking a Certificate III in Children's Services at the local TAFE. HIPPY Nowra will continue to disseminate information about HIPPY to these students, as well as information about job opportunities with HIPPY.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Stakeholders report that the Nowra Family Support Service Management Committee strongly supports the program, and was delighted when Nowra received funding for an additional cohort. Although Nowra Family Support Service is mainly funded for case management services, for the past six years it has implemented literacy programs. Stakeholders report HIPPY complements the organisation's core function and is consistent with its philosophy. There is however, a view that HIPPY Nowra would be better run out of East Nowra Public School where there is a 'passing parade' of parents that the HIPPY team can engage, as the Nowra Family Support Service office is reportedly not in a convenient location for parent groups.</p> |

CABOOLTURE

Partner organisation: Australian Red Cross

Coordinator: s47F

Location of HIPPY provider: Uniting Care, 107-111 Morayfield Road, Caboolture

Line Manager: s47F

HIPPY Area: Caboolture

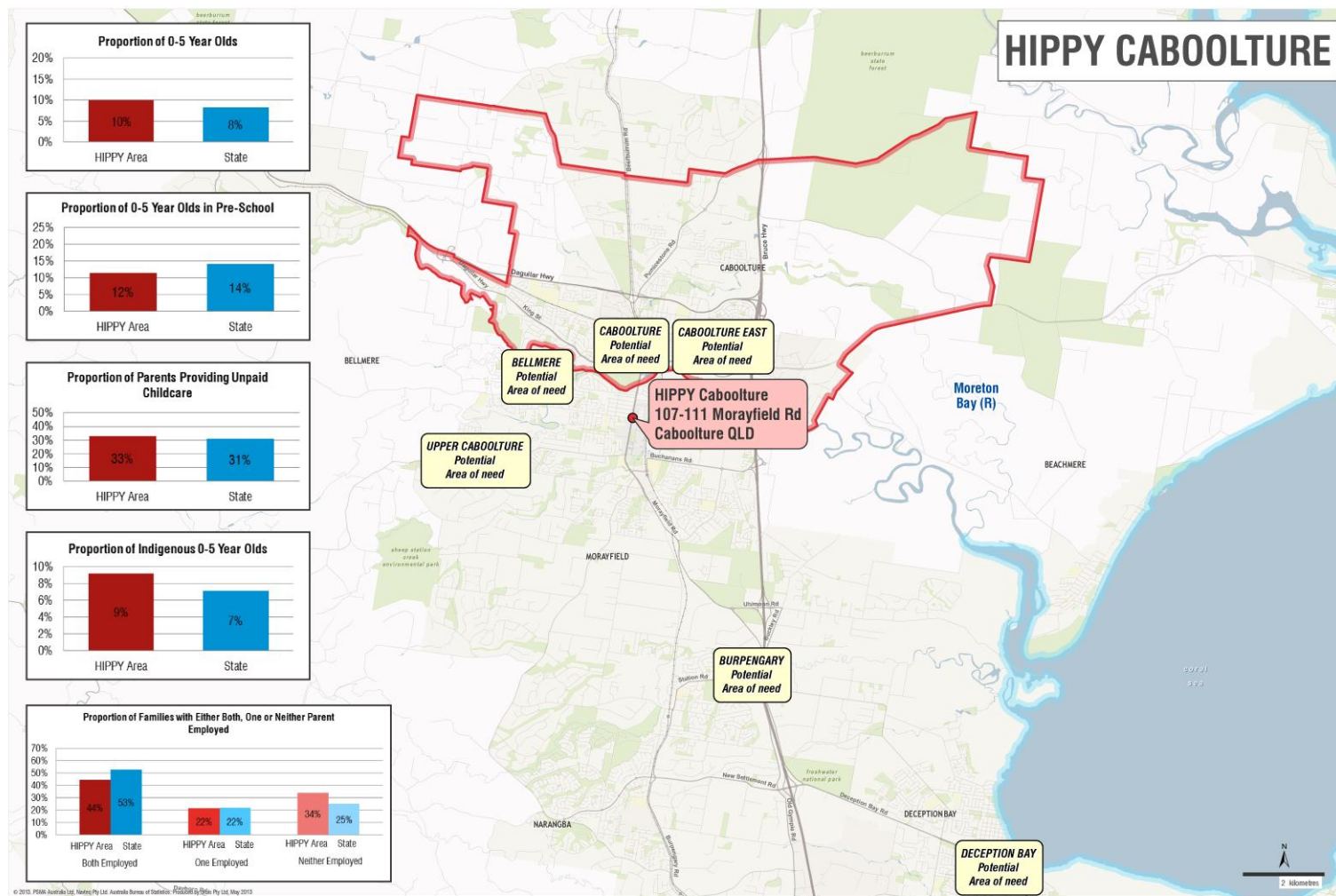
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Caboolture suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Caboolture suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Caboolture suburb at 2006 and 2011.

| | State decile | National decile |
|---------------------------|--------------|-----------------|
| Caboolture suburb at 2006 | 1 | 1 |
| Caboolture suburb at 2011 | 2 | 2 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Caboolture suburb is characterised by high levels of relative disadvantage compared to other LGAs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the percentage of children developmentally vulnerable on one or more or two or more AEDI domains within Caboolture LGA, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------------|------------|----------|-------------------|------------|----------|
| | Caboolture suburb | Queensland | National | Caboolture suburb | Queensland | National |
| One or more domains | 36% | 30% | 24% | 35% | 26% | 22% |
| Two or more domains | 21% | 16% | 12% | 11% | 14% | 11% |

EXISTING SERVICES

Caboolture is an established service hub for the northern outer metropolitan corridor. A range of services are offered, including playgroups at Caboolture East Primary School, the Caboolture Neighbourhood Centre and Early Years Centre (EYC), and Caboolture State Primary with the Smith Family. C&K Indigenous Child Care provides a targeted program to Aboriginal and Torres Strait Islander families from the EYC. HIPPY Caboolture is the only program offered to parents in this age group. Other services focus on the younger age group (0-3 years), or school age children who then access programs through local schools. There are no homework centres in the catchment.

HIPPY CABOOLTURE SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 41 | |
| Number of graduations | 28 | Not part of 2012 limited cohort |
| Number exiting early | 13 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 4 | |
| Number of children that most commonly speak a language other than English at home | 2 | |
| Total budget | \$115,401 | \$88,140 (TBC) |
| Total spend | \$117,005 | \$82,190 (TBC) |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets for Caboolture suburb indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the state of Queensland (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (12%) in preschool² when compared to the state of Queensland (14%)
- The HIPPY area has a lower percentage of both parents employed full time (44%) compared to the state of Queensland (53%) and a higher percentage of both parents not working (34%) when compared to the state of Queensland (25%)
- The Caboolture suburb is characterised by high levels of relative disadvantage compared to other suburbs across Queensland and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Caboolture suburb (35%) compared to Queensland (26%) and Australia (22%).

Caboolture is part of Brisbane's northern growth corridor and demonstrates a number of factors common to outer suburban growth communities: demand for affordable housing; higher levels of unemployment; and unmet demand for health and community services. s47E

s47E

Extent to which the need has changed over time

Stakeholders report that the nature of need has not changed since the program commenced. There is a continuing high number of vulnerable families, small change in AEDI indicators, and consistent demand for community and private sector provided preschool programs and early primary places at local primary schools. Stakeholders report that need for support services and programs for families with young children continues to grow.

It is suggested that demand for HIPPY has grown as community knowledge has developed. This is particularly true with Indigenous parents who have become aware of HIPPY through the C&K Indigenous Child Care Service. Local demand is also reported as being driven through the Queensland Government's television and print advertising to increase awareness and enrolments in accredited preschool programs. For those with older children, parents are responding to the need for children to be 'school ready' due to the introduction of the National Curriculum in Queensland, and a shift from 'play-based' to 'structured' programs in the first year of primary school.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Caboolture has been successful in recruiting parents to the program and reports a high retention rate. In 2011 cohort, there were 41 enrolments with 28 graduating. Currently there are 35 enrolments (with an over-enrolment of 7 places), with other families being turned away. Enrolments are looking positive for next year, with significant interest from local families participating in the C&K Indigenous Child Care program.</p> <p>Strategies for enrolment include:</p> <ul style="list-style-type: none"> - Word of mouth: this is a significant recruitment tool with participating parents telling extended family and friends (90%) - Referrals: through local family and early childhood networks, health practitioners including North Lakes Health Centre occupational and speech therapist professionals, child protection networks and other services - Internal referrals through Red Cross programs - Participation by the Coordinator in a number of Caboolture networks and visits to child care centres. <p>Retention of families has been high, with only a small number leaving the program early. Those who exited early include some families who moved out of the area (as leases on their rental homes ceased), s47F Families are encouraged to stay in the program when life events such as birth of another child or family bereavement intervene. Tutors will try to be flexible with timing of visits and offer catch-up sessions.</p> <p>Graduations are significant milestone events, attended by fathers, grandparents and other extended family members. Special events such as family fun-days are also well attended and attract local business sponsorship and support.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Caboolture has a Coordinator with experience in the childcare industry. The Coordinator works three days a week, and has supervision and administrative support from a Red Cross Line Manager. Red Cross also provides regular teleconferences for the Coordinator with the organisation's other Queensland HIPPY sites.</p> <p>HIPPY Caboolture has recruited and retained suitable tutors. Tutors are able to access Red Cross internal training opportunities, and a number are currently completing Certificate 3 – Community Services courses. This is part of Red Cross's commitment to support tutors to re-enter the workforce, or become work ready. HIPPY Caboolture also provides an extensive professional and personal development program. Tutors report they are highly satisfied with these learning and skill development opportunities.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Caboolture adheres strictly to the program model.</p> <p>Whilst there is no formal quality assurance plan, the Red Cross structure and the HIPPY reporting requirements are thought to be adequate to ensure quality of program delivery. Documentation is kept up to date, and the HIPPY Coordinator is recognised for her organisational abilities and 'systems for everything'. Red Cross have regular teleconferences with their other HIPPY sites. The HIPPY Coordinator attends Red Cross regional service coordination meetings on a monthly basis, and complies with organisational reporting requirements.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Expenditure and the funding model | <p>Stakeholders report expenditure is over budget. The discrepancy between budget and actual spend for 2011 and 2012 outlined in the table on page two reportedly related to HIPPY Caboolture over recruiting (by choice). Other issues include recent changes in Queensland to SACS award where Red Cross now needs to match salaries, including two increases over next 12 months.</p> <p>Material resources to support the program include the provision of mobile phones (for tutor safety), craft resources and events for families. Resources are provided by the Red Cross, local businesses and other services. Uniting Care provides HIPPY office space for free with a small financial contribution towards the cost of utilities.</p> |
| Partnerships | <p>Partnerships developed by HIPPY Caboolture have assisted the program to access families in the area and implement the program. Key partnerships have been built with Smith Family (Lets Read program), C&K Indigenous Child Care Program, local schools (Caboolture, Caboolture East, Morayfield, St.Peters), Caboolture Neighbourhood Centre, and Early Years Centre.</p> <p>Having HIPPY within the Red Cross structure enables access to other services such as family and early years support programs if needed.</p> <p>Moreton Bay Regional Council has provided in-kind support through access to community halls for workshops, library space and resources.</p> <p>The Coordinator is a regular participant at local interagency and network meetings to promote HIPPY. Other Red Cross staff actively promote HIPPY within their networks.</p> |
| Overall impact of HIPPY | <p>Local schools report that HIPPY children and parents are school ready.</p> <p>Stakeholders report:</p> <ul style="list-style-type: none"> - Parents' confidence and engagement in and around the school, and in interactions with teachers and other parents, is apparent - CALD parents' skills and confidence with written and spoken English has improved - Indigenous families report the program is appropriate as it includes 'peer learning' and one-on-one visits, and there is 'no shame' as a result - Parents are more able to help their children learn - Parents are more interested in learning - Tutor confidence and skills have improved, and tutors are undertaking further educational opportunities. |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers for the successful implementation of HIPPY in Caboolture are:

- It is a home based program and parents do not have to travel
- The program is free
- It is relationship based, and families who may be isolated are able to make safe and meaningful connections with local parents
- It is a proven model – tutors and parents know what to do
- It is highly structured, allowing parents to build confidence over time
- It is hands on, with interactive activities being able to meet parents' needs
- It builds relationships between parents and their children
- The community values education
- Other agencies and organisations have been supportive, and HIPPY has enabled participants to access these services
- Being part of a larger organisation such as Red Cross allow access to additional capabilities and specialised advice and skills
- Reliability/commitment of tutors has allowed good relationships to be built with parents
- Tutors have become a 'bridge' to school and other parts of the community
- Having a Coordinator who has worked in the child care sector with strong local connections, as well as excellent networking and organisational skills, are significant benefits.

Barriers to successful implementation of HIPPY in Caboolture reported by stakeholders include:

- It is a two year program, and inability to enrol new participants on an annual basis (need rolling program)
- There is a need for additional places to meet unmet demand
- Attendance at parent groups has dropped for the Age 5 cohort, as parents pursue education and work opportunities (due in part to recent changes in Australian Government's employment policy, requiring single parents to return to work)

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is general agreement among stakeholders that HIPPY will be sustainable in Caboolture for the foreseeable future, as there is ongoing demand for parent engagement and early education programs. The target population is projected to increase due to continued relocation of households from Brisbane due to housing costs, as well as those who have been impacted by recent natural disasters. There is potential for expanded/new services in Deception Bay and Narangba. Demand for programs is also being driven by rising child care costs, and growing interest from Indigenous families with young children. HIPPY continues to be publicised through word of mouth among families, resulting in waiting lists in 2014.</p> <p>Threats to sustainability of HIPPY in Caboolture include late notification of funding; the requirement for coordinators to operate a minimum number of hours per week; attraction and retention of coordinators due to comparatively low salary; access and cost of suitable office space and need to operate with minimal overheads; and, the need to provide flexible work arrangements to support workers often with young children.</p> |
| <p>Sustainability of partnerships</p> | <p>Strong partnerships, particularly with other early years services, have assisted in building good relationships with the community. The Smith Family's Let's Read program has also provided material support including specialist reading resources. Stakeholders report that partnerships are sustainable, and there is a strong alignment of desired outcomes. The HIPPY Coordinator is known and respected by service providers, and has a history of participating in interagency committee meetings.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Red Cross is willing and able to continue delivering HIPPY providing ongoing funding is available. Red Cross is well known in the area and HIPPY is a good fit with the organisation. HIPPY complements other services provided by Red Cross. HIPPY is now well known within the organisation and supported at the highest levels.</p> |

CABRAMATTA

Partner organisation: Learning Links

Location of HIPPY provider: Level 1, 46B Reservoir Road, Mt Pritchard, 2170

HIPPY Area: Cabramatta

Coordinator: s47F

Line Manager: s47F

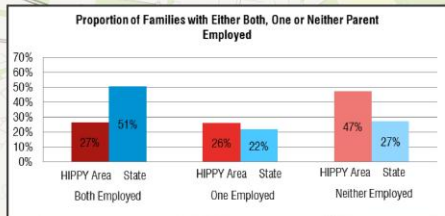
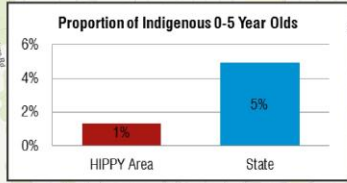
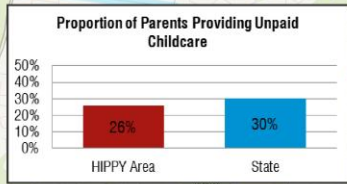
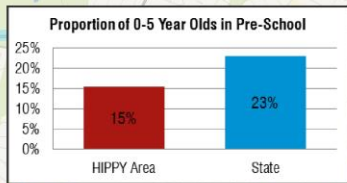
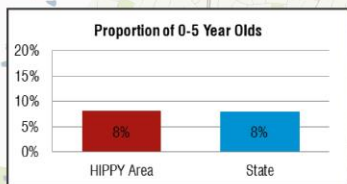
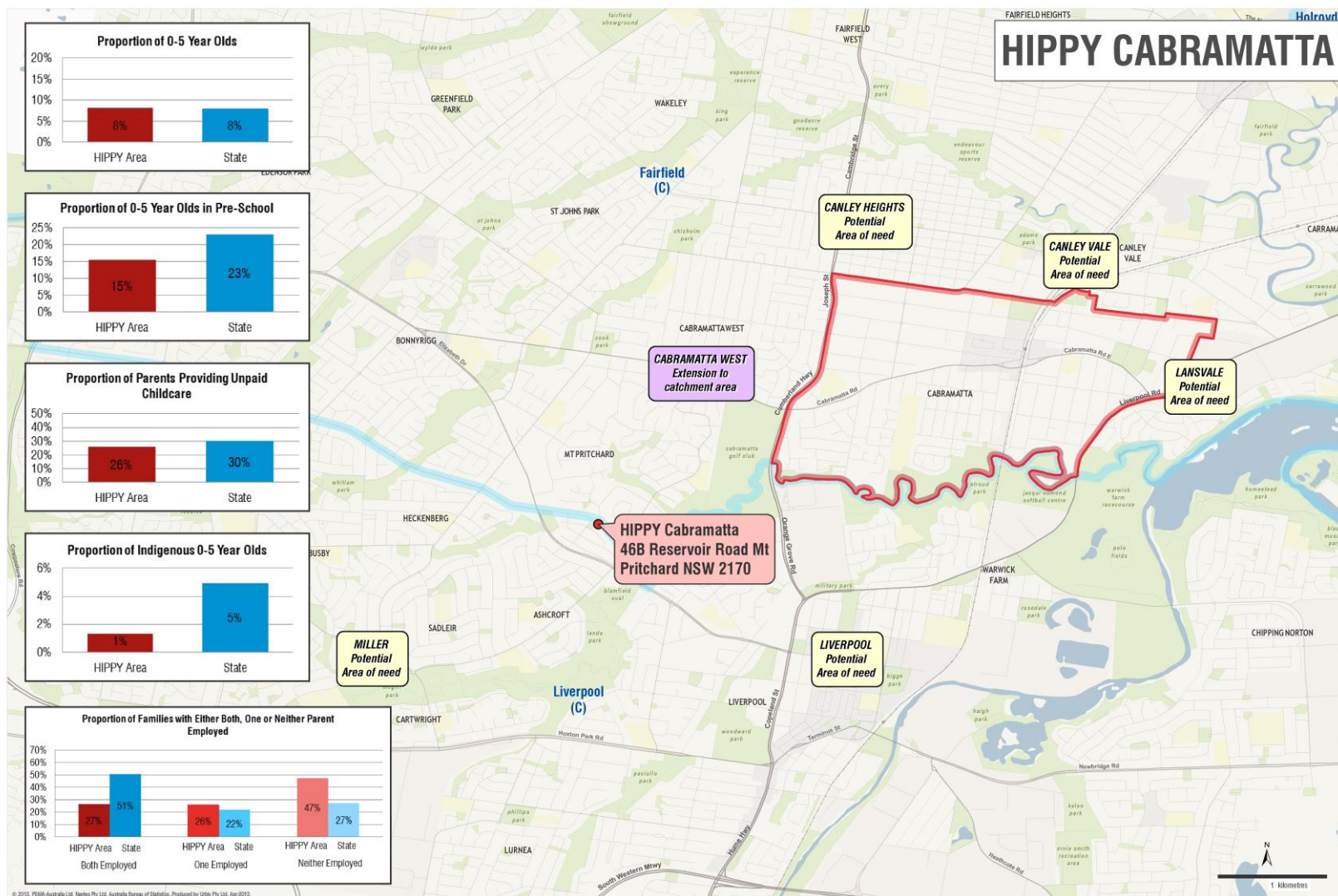
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Cabramatta suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Cabramatta suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) decile for the Cabramatta suburb at 2006 and 2011.

| | State decile | National decile |
|-----------------|--------------|-----------------|
| Cabramatta 2006 | 1 | 1 |
| Cabramatta 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. The Cabramatta suburb was characterised by high levels of relative disadvantage compared to other LGAs across NSW and Australia

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Cabramatta suburb, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------------|-----|----------|-------------------|-----|----------|
| | Cabramatta suburb | NSW | National | Cabramatta suburb | NSW | National |
| One or more domains | 45% | 21% | 24% | 33% | 20% | 22% |
| Two or more domains | 22% | 10% | 12% | 19% | 9% | 11% |

EXISTING SERVICES

Services offered in Cabramatta include Learning Links, child care services and preschools, Cabramatta Community Centre, Cabramatta Migrant Resource Centre, Cambodian-Australia Welfare Association and the Vietnamese Welfare Association. HIPPY has built links with the two local schools, Cabramatta West Public School which has an Early Intervention Worker and a playgroup at the school, and Cabramatta Public School which operates a *Schools as Community Centres program*.

HIPPY CABRAMATTA ENROLMENT DATA¹

The table below shows the number and type of enrolments for HIPPY Cabramatta suburb in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 42 | 32 |
| Number of graduations | 29 | 0 |
| Number exiting early | 12 | 7 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | 0 |
| Number of children that most commonly speak a language other than English at home | 38 | 31 |
| Total budget | \$196,300 | \$124,166 |
| Total spend | \$173,213 | \$146,027 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the NSW state (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (15%) in preschool² when compared to the NSW state (23%) - The HIPPY area has a lower percentage of both parents employed full time (27%) compared to the NSW state (51%) and a higher percentage of both parents not working (47%) when compared to the NSW state (27%) - The Cabramatta suburb is characterised by high levels of relative disadvantage compared to other LGAs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Cabramatta suburb (32.9%) compared to NSW (20%) and Australia (22%). <p>Over 60% of residents in Cabramatta were born overseas. The proportion of households where English only is spoken is 11.6%, compared to 76.8% in Australia. Stakeholders report that many parents may have limited skills in both spoken and written English. Many have come from countries where they have had limited educational opportunities resulting in a number not being literate in their native language.</p> <p>Discussions with stakeholders suggest a need for a parent engagement program as well as a literacy and numeracy program due to the large CALD population. Cultural differences and limited English language skills mean many parents require assistance. Many children from CALD families reportedly do not complete homework as parents are unable to help them due to a limited understanding of how the school system operates in addition to a limited knowledge of English. Parents also often lack the confidence to engage with school staff around children's needs.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report the need has not changed since the program commenced, with a continuing high number of residents from CALD backgrounds, no change to AEDI indicators, and consistent enrolments in primary schools. One local school, Cabramatta West Public School, reports increased enrolments with an additional class this year.</p> <p>Stakeholders suggest that demand for the program is growing as the community becomes more aware of it. There are many extended families in the area and awareness of the program increases through word of mouth amongst families and communities. Evidence of ongoing demand is the waiting list for HIPPY enrolments to 2015. Staff from Learning Links are reportedly now more aware of the need for the program and aware of its benefits.</p> <p>Stakeholders suggest a need for HIPPY beyond the boundaries it is delivered in. Parents from Lansvale, Canley Vale and Canley Heights who fall within the catchment area for the two local schools but outside the catchment for HIPPY want to enrol in HIPPY. Stakeholders also report a need for HIPPY in the Liverpool LGA, and a need to engage a growing Islander population.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Cabramatta has been successful in recruiting parents to the program and has been effective in retaining most of these. Thirty children graduated from the 2010 cohort. In 2011 there were 42 enrolments (target = 35 enrolments) with 29 graduating. However, it was reported that the figure of 42 represents an over enrolment with some withdrawing before the commencement of the program. In 2012, 32 were enrolled. Enrolments are still being confirmed for 2013 and there is some concern that late confirmation of funding for this year may hinder the ability to enrol all those on the waiting list. There are 18 on the waiting list for 2014 and 6 for 2015.</p> <p>Strategies for recruitment include:</p> <ul style="list-style-type: none"> - Word of mouth: this is a significant recruitment tool with participating parents telling extended family and friends. This has broadened community awareness and acceptance of HIPPY and resulted in ongoing requests for places in the program - Tutors hand out brochures at community events, schools and playgroups and talk to parents particularly from their own language group - The Coordinator speaks and hands out information at the schools' kindergarten orientations, playgroups and events for children run by the library. <p>Some families have left the program early. In 2011, 12 families exited early, although many of these did not actually commence the program but were recorded as enrolments in the database. Some families left because they moved out of the area, s47F</p> <p>s47F</p> <p>Good relationships with tutors due to consistency and shared language backgrounds are reported as critical factors in retaining parents.</p> <p>Attendance at age 5 parent groups varies between 25 and 30 parents, and age 4 groups between 15 and 18 parents. A couple of fathers attend with one father attending regularly. Engaging parents in hands on activities is a successful strategy in maintaining attendance at parent groups. Lucky door prizes with prizes donated by Learning Links and local businesses are also popular. Speakers are invited to speak on topics of interest to parents.</p> <p>Graduations have been attended by over 100 people and special events such as a teddy bears' picnic are well attended.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Cabramatta has a Coordinator with appropriate tertiary qualifications who was worked in the role since commencement of the program. The Coordinator works three days a week and has technical and administrative support from another member of Learning Links staff.</p> <p>HIPPY Cabramatta has recruited and retained appropriate tutors. However, there have been difficulties in recruiting tutors for some language groups who are literate in both English and their native language. This has resulted in one s47F tutor being retained past the initial two years, and an agreement to share another s47F tutor with HIPPY Fairfield. The program has generally been successful in retaining tutors. s47F</p> <p>Tutors receive HIPPY training as well as other relevant Learning Links training and tutors report that training is adequate.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Cabramatta adheres strictly to the program model, with the exception of employing one tutor who is not a parent of children in HIPPY Cabramatta, but a tutor for HIPPY Fairfield (as reported above).</p> <p>While there is no formal quality assurance plan, the Learning Links structure as well as HIPPY reporting requirements are thought to be adequate to ensure quality of program delivery. Documentation is kept up to date and in addition to regular supervision of tutors, additional supervision is available if issues arise. The Line Manager, the Coordinator from HIPPY Cabramatta and the Coordinator from HIPPY Riverwood meet once a term.</p> <p>An Advisory Group is comprised of Learning Links, the Deputy Principal from Cabramatta West Public School, the Early Intervention Facilitator who runs the playgroup at Cabramatta West Public School, the Schools as Community Centres Coordinator from Cabramatta Public School, the Librarian in charge of Children's Services with Fairfield City Council, Community Health and the Cambodian-Australia Welfare Association.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>Stakeholders report expenditure is in line with budget. The discrepancy between budget and actual spend for 2011 and 2012 outlined in the table on page two reportedly relates to HIPPY being funded over a calendar year and Learning Links operating on a financial year.</p> <p>Stakeholders report difficulties with the funding model in that once the tender is submitted, funding adjusted for CPI does not necessarily reflect real costs e.g. the ability to attract and retain staff in a more competitive jobs market. Requiring tutors to be paid for 3 hour blocks can be difficult and does not always fit with the reality of tutor and family availability.</p> <p>Material resources to support the program such as lucky door prizes, certificates for graduation, craft resources and meeting rooms for parent groups are provided from a number of sources including Learning Links, local businesses and local schools. Child care is not within the HIPPY budget, so low cost child care has been sought with assistance from a local school.</p> |
| <p>Partnerships</p> | <p>Partnerships developed by HIPPY Cabramatta have assisted the program to access families in the area and implement the program. Key partnerships have been built with Cabramatta West Public School, Cabramatta Public School and Fairfield Library Children's Services. Cabramatta West Public School provides a space for parent group meetings at no cost and assists with access to low cost child care for parent groups. In addition, these service provide platforms for advertising HIPPY in the local community.</p> <p>Having HIPPY within the Learning Links structure enables access to other services such as speech therapy, occupational therapy, psychologists, physiotherapists and assessments if needed by families.</p> <p>More recently, partnerships have been developed with South West Sydney Local District Health (Community Health) and the Cambodian-Australian Welfare Association.</p> <p>The Coordinator attends local interagency meetings to promote HIPPY.</p> |
| <p>Overall impact of HIPPY</p> | <p>Local schools report that HIPPY children are school ready. CALD children who have been through HIPPY reportedly start school with basic or above basic skills while other CALD children generally start school below the basic level.</p> <p>Stakeholders report:</p> <ul style="list-style-type: none"> - Parents' English skills and confidence have improved to the point where parents have spoken at orientation days on the benefits of HIPPY - Parents are more able to help their children learn - Parents are more engaged with school as they have the confidence to approach teachers and staff, and are more interested in joining community activities and going to the local library. This has assisted them to become a part of the community and less isolated - Parents are more interested in learning - Tutors' English skills have improved, and some tutors have pursued further educational opportunities - Attendance at parent groups has dropped for the age 5 cohort as parents pursue TAFE or work opportunities. |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers for the successful implementation of HIPPY in Cabramatta are:

- It is a home based program and parents don't have to travel
- The program is free
- It is a proven model - tutors and parents know what to do, the hands on, interactive activities meet parents' needs
- The community values education
- Other agencies and organisations have been supportive, and HIPPY has helped people to access these agencies and organisations
- Being part of Learning Links provides structure and increases capacity
- Reliability/ consistency of tutors has allowed good relationships to be built with parents, as has having tutors from the same cultural background as families
- Having a coordinator who has worked in the community for some time with strong relationships with the community and other organisations, and good management skills.

Barriers to the successful implementation of HIPPY in Cabramatta include:

- A lack of publicity and materials in local languages (Vietnamese, Khmer and Chinese languages)
- Working with CALD families often takes longer than the time budgeted for due to language difficulties.
- Difficulty finding suitable tutors for particular language groups poses a barrier but this has been overcome by an application to vary the Deed to use a tutor from another area.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is general agreement among stakeholders that HIPPY is very sustainable in Cabramatta as it has community support and there is an ongoing need. The population reportedly continues to increase with construction of new medium density housing, and the community is predominantly families from Asian backgrounds who reportedly value education. HIPPY continues to be publicised through word of mouth among families resulting in waiting lists till 2015.</p> <p>Threats to the sustainability of HIPPY in Cabramatta include late confirmation of funding which potentially affects the ability to retain coordinators and confirm enrolments. Another potential threat to sustainability is the recent notification by HIPPY Australia that the Coordinator needs to be employed a minimum of four days a week (and full time if a new Coordinator is to start). The program has run successfully with the current Coordinator working three days per week. s47F</p> |
| <p>Sustainability of partnerships</p> | <p>Strong partnerships, particularly with Cabramatta West Public School, have assisted in building good relationships with the community and have provided material support. HIPPY is also in the early stages of building partnerships with Community Health and the Australian-Cambodian Welfare Association. Stakeholders report that partnerships are sustainable. The HIPPY Coordinator is known and respected by service providers, and has a history of participating in interagency committee meetings.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Learning Links is willing and able to continue delivering HIPPY providing ongoing funding is available. Learning Links is well known in the area and HIPPY is a good fit within the organisation which serves children and families, and provides parenting programs and support for children with additional needs. HIPPY complements other services provided by the organisation. Learning Links is well located to service Cabramatta. HIPPY is now well known within the organisation and supported at the highest levels of the organisation.</p> |

GIRRAWHEEN

Partner organisation: Ngala

Location of HIPPY provider: Noranda Family Centre, Corner Garson Court and Forder Road, Noranda

HIPPY Area: Girrawheen, Balga, Mirrabooka, Westminster and Koondoola

Coordinator: s47F

Line Manager: s47F

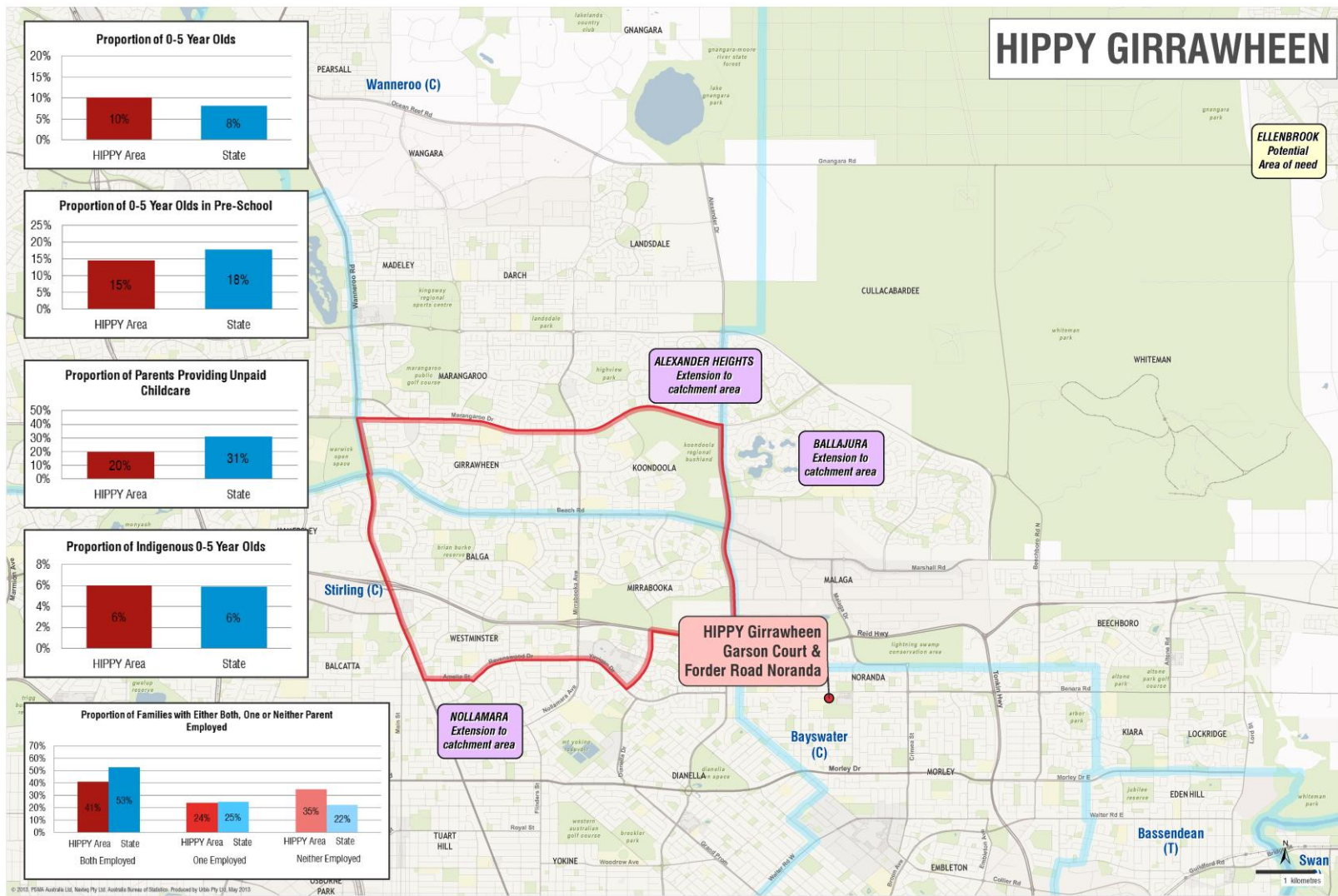
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the suburbs of Girrawheen, Balga, Mirrabooka, Westminster and Koondoola.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Wanneroo LGA at 2006 and 2011.

| | State decile | National decile |
|----------------------|--------------|-----------------|
| Wanneroo LGA at 2006 | 8 | 9 |
| Wanneroo LGA at 2011 | 9 | 9 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release. LGA SEIFA data has been used as this best represents the HIPPY area.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Wanneroo LGA is characterised by low levels of relative disadvantage when compared to other LGAs across Western Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable (DV) on one or more or two or more AEDI domains within the Wanneroo LGA, Western Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--------------|-------------------|----------|--------------|-------------------|----------|
| | Wanneroo LGA | Western Australia | National | Wanneroo LGA | Western Australia | National |
| One or more domains | 25% | 25% | 24% | 24% | 23% | 22% |
| Two or more domains | 12% | 12% | 12% | 11% | 11% | 11% |

EXISTING SERVICES

A range of services are offered in the HIPPY area including the Smith Family (Learning for Life & Communities for Children), Mirrabooka Mental Health Service, Community Legal Centre, Teen Parent Support Centre, CentaCare (Parent Link), Community Link and Network (CLAN WA), Mercy Family & Community Services, Parenting WA, Child and Adolescent Health – Health Promotion. Other services include Child Health Nurses, Disability Services Local Area Coordinators, Derbal Yerigan – Aboriginal Health Service, Ishar – Multicultural Women’s Health Service, Metropolitan Migrant Resource Centre (MMRC), Edmund Rice Centre, Koondoola Child Development Centre and the Multicultural Women’s Advocacy Service. Many of these services are represented on the Mirrabooka Early Years Reference Group.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 49 | 37 |
| Number of graduations | 27 | 0 |
| Number exiting early | 22 | 12 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 3 |
| Number of children that most commonly speak a language other than English at home | 32 | 27 |
| Total budget | \$186,017 | \$173,917 |
| Total spend | \$212,556 | \$180,785 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. LGA AEDI data has been used as not all suburb level AEDI data is available. Note – the HIPPY catchment area has higher DV than for the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (10%) compared to the WA state (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (15%) in preschool³ compared to the WA state (18%) - The HIPPY area has a lower percentage of both parents employed full time (41%) compared to the WA state (53%), and a higher percentage of both parents not working (36%) when compared to the WA state (22%) - The Wanneroo LGA is characterised by low levels of relative disadvantage compared to other LGAs across WA and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Wanneroo LGA (24%), compared to WA (23%) and Australia (22%). <p>Stakeholders report there is a need for a parent engagement and early literacy and numeracy program in Girrawheen. s47E</p> <p>s47E s47G</p> <p>Social isolation is reportedly common, with poor transport and language barriers as contributing factors. The area has a high number of CALD and Indigenous families. Many CALD families are described as aspirational and want the best for their children, but feel they do not have the skills to engage with their child's education or with their school. Stakeholders report that CALD children quickly overtake their parents in English after they start school, and this can leave parents feeling disempowered.</p> <p>While there is a range of parenting programs offered in Girrawheen, stakeholders report that HIPPY is unique because it focuses on literacy and numeracy in addition to parent engagement. HIPPY's strengths-based approach and one-on-one home visits are seen as critical in engaging disadvantaged and vulnerable parents.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report that cultural diversity in Girrawheen has changed over time. The most recent migrants have come from Africa, the Middle East and Burma (Karen people). The current African community originates from some 53-54 countries. There is reportedly a strong need in new migrant communities for programs like HIPPY.</p> <p>Stakeholders also report that demand for the program has increased over time. One stakeholder commented that the Aboriginal community has increased and has a clear need, s47E</p> <p>Nearby suburbs, such as Ellenbrook, are emerging as areas of need. They offer relatively affordable housing and are experiencing population growth. At the same time, it is reported there are relatively few services in these areas.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Girrawheen has had no difficulties in recruiting families and is currently over-enrolled. As noted previously, many CALD families are highly aspirational and frequently express interest in the program. However, they are not an homogenous group and some CALD communities are easier than others to engage. For example, it was stated that families from the Somali community have been very engaged with the program, while families from the Sudanese community have struggled, largely because of language barriers.

The number of non-CALD families participating in the program has decreased, partly due to a reported perception among some that HIPPY is for CALD families. HIPPY Girrawheen is trying to counter this perception and highlight to all the benefits HIPPY can deliver to parents and children broadly.

Key strategies for recruiting parents include:

- Engaging tutors from within different community groups who can promote HIPPY (eg Karen, Somali)
- Word of mouth
- Referrals from members of the Mirrabooka Early Years Group and other community stakeholders (eg child health nurses)
- A monthly information stand at the local shopping centre
- Attendance and promotion at playgroups and other community events (eg Harmony Day and NAIDOC week).

Stakeholders report that parents generally respond positively to the program. Tutors said parents initially feel overwhelmed by the commitment required by HIPPY, but tutors work with parents to overcome this. Tutors try to adopt a flexible approach - one tutor commented she once did a home visit in the car.

A total of 22 families in the 2011 cohort exited early, and to date 12 families in the 2012 cohort have exited early. Parents most commonly exit due to family or relationship issues, relocation out of the catchment area, competing demands and commitments entry into paid work. A small number of parents ('a couple') reportedly left because their children did not like the program, parents did not like their tutor, or parents found the program was not what they expected.

One external stakeholder said it is difficult to recruit Aboriginal parents, and this could be because HIPPY resources are not culturally appropriate and/or because there are currently no Aboriginal tutors. **s47G** and a program like HIPPY could improve parent connections with school and reduce absences.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Girrawheen has had one Coordinator since the program began, with tertiary qualifications in Youth Work. The Coordinator undertakes HIPPY training and Ngala training, for example on place-based approaches and family partnerships. There is a view that HIPPY Australia training has not 'hit the mark' and that more training is needed on how to support families and keep them motivated.</p> <p>HIPPY Girrawheen has managed to recruit tutors. Tutors report many parents want to work as tutors because the hours are flexible and fit in with school hours. HIPPY Girrawheen tries to match tutors and parents that speak the same language, as tutors sometimes have to translate HIPPY activities into parent languages. As an example, the site recently recruited a Karen tutor who is engaging with the large and growing Karen community locally.</p> <p>Word of mouth is reportedly the most effective way of recruiting tutors. Parents interested in tutor positions submit a letter of application and a resume. HIPPY Girrawheen has a 'rigorous' selection process. During interviews, the HIPPY team assesses whether the candidate has the capacity to relate in a non-judgemental way, and an ability to see things from other people's perspectives. Referee checks are also carried out. The selection process became more rigorous s47F</p> <p>Tutor training is reported as adequate. Tutors undertake HIPPY training and Ngala training, including training on Circle of Security (child and parent relationships), health and safety, protective behaviours, the Lets Read program run by the Smith Family, and road safety (Smart Steps training). Tutors have also received Crossing Bridges training. One tutor noted this training was particularly helpful in helping her understand what her abilities are, and how to prepare a resume and cover letter. The site considered offering traineeships to tutors but found the process for doing so was complex.</p> <p>Training appears to be two-way, with tutors learning from Ngala and Ngala learning from tutors. As an example, the Ngala nutritionist will be seeking advice from tutors on appropriate ways to deliver the healthy eating message to different cultural groups.</p> <p>s47G</p> <p style="text-align: right;">Where they can, tutors will refer parents to other services. Several stakeholders said tutors would benefit from training on how to support and assist families with complex needs, so that families access what they need and remain in the program.</p> <p>Recruiting Aboriginal staff is reportedly a challenge in most community organisations in the catchment area. One stakeholder suggested services need to better understand the different ways in which people work and respond accordingly.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Girrawheen reports that it has largely adhered to the HIPPY model. Role playing has been a challenge for parents who cannot read scripts. For these parents, tutors will often model the activity with the child. The site runs regular parent groups at a community centre in Girrawheen attended by a core group of 8-10 parents. The HIPPY team adopts a theme each term for parent groups and arranges presentations around this theme. For example, the theme this term is Healthy Relationships - Parenting WA will provide a presentation on the Circle of Security, and another stakeholder will present on domestic violence. HIPPY Girrawheen has held separate groups for some parents to meet identified needs. For example, the Karen community asked for ideas on healthy lunchboxes so a group was arranged for Karen parents to discuss this.</p> <p>The HIPPY Coordinator undertakes supervised visits with tutors three times per year and also telephones parents on an ad hoc basis to ensure home visits are progressing, and to deal with any issues that arise. HIPPY Girrawheen uses the Mirrabooka Early Years Community Group as the HIPPY reference group (see 'partnerships' for details on group members). The group is not advisory per se but provides a useful forum for the HIPPY team to brainstorm issues and update community stakeholders on HIPPY activities. Stakeholders from the Early Years Group noted that communication and collaboration between members is ongoing and productive.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>Stakeholders report there is limited flexibility in the funding model. For example, if a parent announces he/she is leaving HIPPY because their child does not like it, there is no room in the budget for extra visits to the family to try and unpack why this is the case.</p> <p>One stakeholder expressed regret that Ngala was unable to offer tutors more work and higher wages, particularly given many tutors have degrees from their countries of origin and ‘bend over backwards’ to help families.</p> <p>The funding model could reportedly be improved by allocating more funding for tutor training to support families with complex needs, and by allocating more funding for the Coordinator to continue developing links and partnerships with community organisations.</p> |
| <p>Partnerships</p> | <p>HIPPY Girrawheen participates in the Mirrabooka Early Years Reference Group including representatives from the Smith Family, Parenting WA, the Department of Child Protection, Parent Link Centacare, a local community centre, and a special needs worker. The site also has a close relationship with Mercy Care, an organisation that provides workshops for CALD families, and the child health nurse based at the school. HIPPY Girrawheen is working with community partners to provide consistent messages around parenting including, for example, a message around the importance of fathers. HIPPY Girrawheen also has positive relationships with other areas of Ngala (eg the Research team).</p> <p>The Early Years Group operates a stand at the local shopping centre once a month to inform community members about early years programs and services, including HIPPY. HIPPY tutors recently translated a book into local languages which was read at the local shopping centre as part of the National Simultaneous Story Time initiative run by the Australian Libraries Association.</p> |
| <p>Overall impact of HIPPY</p> | <p>HIPPY has reportedly had positive impacts on parents, children and tutors.</p> <p>For parents, it has given them confidence to communicate with their child, other parents, and their child’s school. CALD parents in particular are reported to find the program empowering because it improves their English skills and gives them a better understanding of ‘the Australian way of life’. HIPPY also reportedly ‘validates’ for CALD parents that it is acceptable to teach their children in their mother tongue.</p> <p>The HIPPY team reports s47G value the program and see it as a ‘positive program’. Parents with children with developmental delays also value the program, and see it as complementing other therapies their children receive (eg speech therapy). Several stakeholders said parents develop strong relationships with tutors who help them become more connected to the community, and encourage them to attend parent groups and other community events, which decreases social isolation. The cross-cultural interaction at parent groups reportedly breaks down cultural barriers and contributes to community harmony. HIPPY parents reportedly spend more one-on-one time with their children and value it’s importance as a result of their participation in the program.</p> <p>Tutors report HIPPY children are better prepared for school and progress better at school. HIPPY reportedly improves children’s literacy and numeracy skills, fine motor skills, and social and emotional wellbeing. s47E</p> <p>For tutors, HIPPY reportedly provides knowledge, confidence and a pathway to employment.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Parents tutor others parents which makes the program less threatening
- The program and tutors are flexible – one tutor noted parents could do HIPPY activities at the supermarket, and tutors reschedule appointments when needed
- Tutors can speak parents' languages
- The Early Years Group is a collaborative and cooperative group that works to the mutual benefit of all members
- The Coordinator is respected and well-connected in the community
- Ngala is a well-respected organisation and provides significant support to the HIPPY team
- HIPPY is a voluntary program that adopts a strengths-based approach.

Key barriers include:

- There is a perception among some non-CALD families that HIPPY is only for CALD families
- Aboriginal families are reportedly reluctant to attend parent groups s47G
- s47E
- All HIPPY instructions are in English but not all parents can read English
- Some parents either do not drive or have access to a car, and so cannot attend parent groups
- It can be hard for parents to commit to HIPPY if they work full-time – tutors are unable to work on weekends
- HIPPY enrolments close at the end of March which means parents who see a brochure mid-year have to wait at least six months before they can enrol, at which time they may have lost interest
- It can be difficult for the HIPPY team to provide support for families that are highly vulnerable and have complex needs
- The language in some of the activity books is wordy and would be more useful if adapted to accommodate different language groups and educational levels.

SUSTAINABILITY OF HIPPY

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|--|---|
| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders report HIPPY is highly sustainable in the community assuming funding continues. There is currently a waiting list of people wanting to participate and, as word of mouth spreads, interest in the program is expected to grow. The area reportedly has a high fertility rate with 700 births per month suggesting continuing and future demand.</p> <p>Stakeholders report HIPPY would be more sustainable in Girrawheen if there was some flexibility around the age children can enrol (eg if the site could enrol 3-4 year olds) and if there was flexibility around the intensity of the workload (some Aboriginal families, for example, may need to take time out for Sorry Business but the HIPPY model does not accommodate this).</p> <p>In terms of sustainable pathways for tutors, HIPPY Girrawheen encourages tutors to spend a day shadowing people working in other parts of Ngala to understand the different roles available. The HIPPY team also tries to give tutors visibility in the community, by encouraging them to volunteer at the Early Years Group stand at the shopping centre, to increase their networks, and explore possible options post-HIPPY.</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders report that partnerships are highly sustainable. The organisations represented in the Early Years Network work collaboratively because, as one stakeholder said, 'we all need each other'. Three new Child and Parents Centres will be built in the HIPPY catchment area, probably in the next 18 months, providing further opportunities for HIPPY to partner with other early childhood programs and services. One external stakeholder said these centres could potentially be used as a venue for parent groups, which would be beneficial because it would allow parents to easily access a range of other programs and services operating out of the centres.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Ngala is willing and able to continue implementing HIPPY. The values of Ngala and HIPPY reportedly align. While HIPPY may have started off as an 'experimental' program for Ngala, it is now seen as a key program for the organisation. HIPPY reportedly complements other work Ngala is doing, particularly in the area of early brain development.</p> |

LA PEROUSE

Partner organisation: Eastern Zone Gujaga Aboriginal Corporation

Location of HIPPY provider: La Perouse Primary School, Yarra Road, Phillip Bay, NSW 2036

HIPPY Area: La Perouse

Coordinator: s47F

Line Manager: s47F

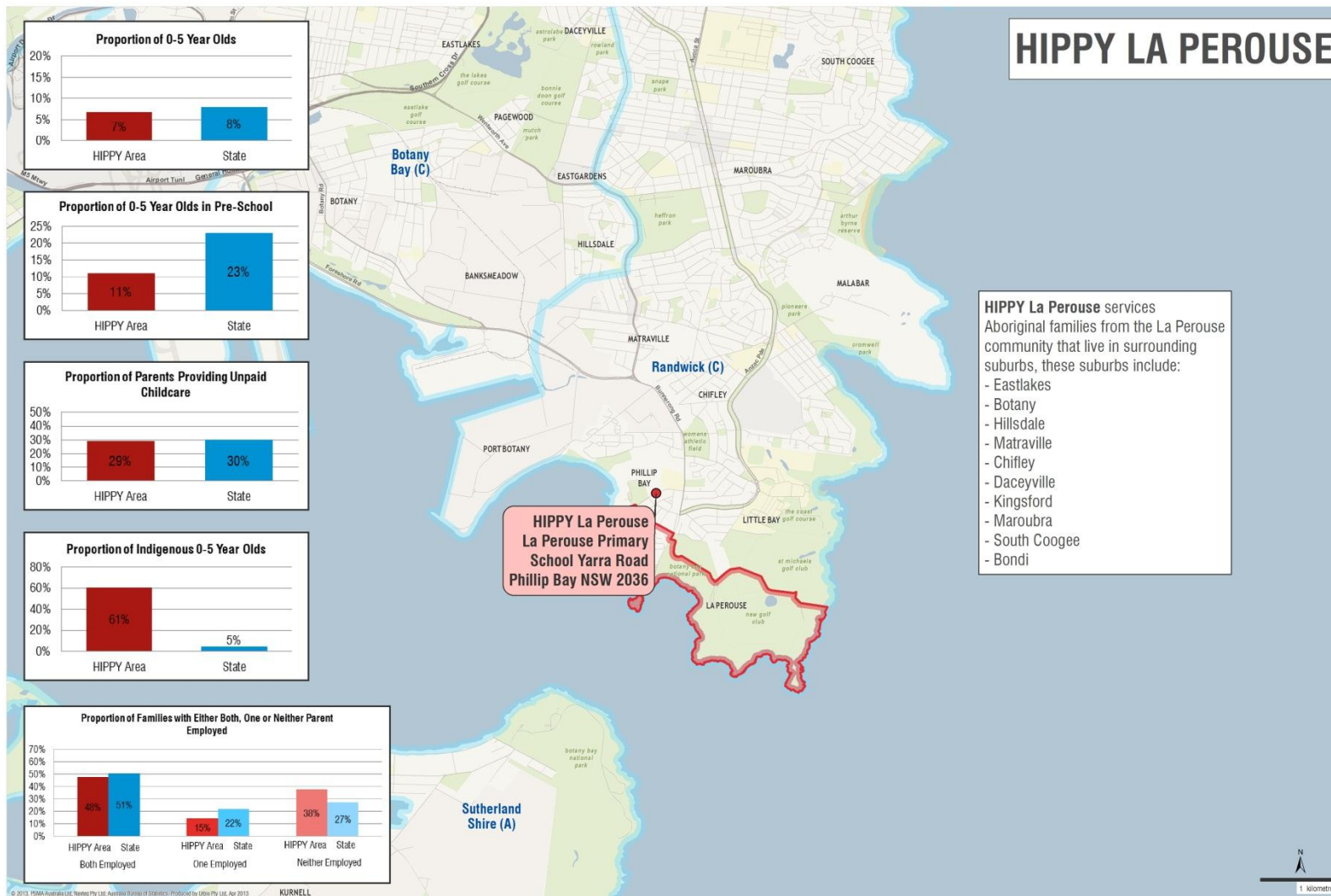
Site started (first enrolment): 2002

This map outlines the HIPPY area which encompasses the entire La Perouse suburb.

All data presented in this map is sourced from ABS Census 2011 data for the La Perouse suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the La Perouse suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------|--------------|-----------------|
| La Perouse at 2006 | 5 | 5 |
| La Perouse at 2011 | 2 | 2 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. La Perouse suburb is characterised by higher levels of relative disadvantage when compared to other suburbs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Little Bay/Phillip Bay/La Perouse local community, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-----------------------------------|-----|----------|-----------------------------------|-----|----------|
| | Little Bay/Phillip Bay/La Perouse | NSW | National | Little Bay/Phillip Bay/La Perouse | NSW | National |
| One or more domains | 20% | 21% | 24% | 16% | 20% | 22% |
| Two or more domains | 7% | 10% | 12% | 5% | 9% | 11% |

EXISTING SERVICES

A number of services are currently being offered in the La Perouse suburb, including the Local Aboriginal Land Council which runs mums and bubs groups, the La Perouse Youth Haven and Health Centre, the Gujaga MACS (child care centre), the local Football Club, schools and pre-schools.

HIPPY LA PEROUSE ENROLMENT DATA¹

The table below shows the number and type of enrolments for HIPPY La Perouse suburb in 2011 and 2012.

| | 2011 | 2012 |
|--|------|------|
| Number of enrolments (children) | 39 | 25 |
| Number of graduations | 32 | 0 |
| Number exiting early | 7 | 1 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 17 | 17 |
| Number of children that most commonly speak a language other than English at home | 1 | 0 |
| Total budget | NA | NA |
| Total spend | NA | NA |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

As noted above, key datasets for the La Perouse suburb indicate:

- The HIPPY area has a lower percentage of children aged 0-5 years old (7%) when compared to the state of NSW (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (11%) in preschool² when compared to the state of NSW (23%)
- The HIPPY area has a lower percentage of both parents employed full time (48%) compared to the state of NSW (51%), and a higher percentage of both parents not working (38%) when compared to the state of NSW (27%)
- The La Perouse suburb is characterised by higher levels of relative disadvantage compared to other suburbs across NSW and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Little Bay/Phillip Bay/La Perouse local community (16%) compared to NSW (20%) and Australia (22%).

HIPPY La Perouse is unlike most other HIPPY sites because it has been operating since 2002. Prior to 2009, HIPPY La Perouse was funded by the Department of Families, Housing, Indigenous Affairs and Community Services (FaHCSIA). Stakeholders report La Perouse has a large Aboriginal community. After operating for over a decade, HIPPY is very much embedded in the local Aboriginal community and to some extent the broader community. Many parents reportedly have an expectation that their children will participate in HIPPY when they turn four years old.

Stakeholders report a need for a parent engagement and early literacy and numeracy program in the area. s47E

s47E

now, however, a generation of parents and carers that want to break the cycle and HIPPY is seen as critical to this. HIPPY shows parents and carers that they can support children, and gives them the confidence to do so.

Extent to which the need has changed over time

Since the commencement of HIPPY in 2002, housing prices in the area have increased dramatically, forcing some members of the La Perouse Aboriginal community to move to neighbouring suburbs. While the need for a program like HIPPY has not changed, the need has spread to other areas. HIPPY La Perouse has followed the need to surrounding suburbs and is working with Aboriginal families in Eastlakes, Botany, Hillsdale, Matraville, Chifley, Daceyville, Kingsford, Maroubra, South Coogee and Bondi.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY La Perouse has been effective in recruiting and retaining parents into the program. Historically, the site has recruited 35-45 families per year, although last year it was only funded for 25 places so it had a reduced intake. In 2013, the site is funded for 35 children. At present, 22 families are enrolled and 30 families are on the waiting list. HIPPY La Perouse prioritises Aboriginal families. If the Aboriginal community has been catered for and there are still places remaining, then HIPPY La Perouse recruits families from the broader community. La Perouse and surrounding suburbs have a high number of CALD families, particularly Greek families. Where possible, HIPPY La Perouse seeks to engage these families and include them in the program.</p> <p>The key strategies for recruiting parents in La Perouse include:</p> <ul style="list-style-type: none">- Using existing community networks and contacts - the HIPPY Coordinator has been in the role for nine years and is well known in the community; children eligible for HIPPY are often already known to her- Word of mouth – tutors and parents that have participated in the program recommend others do the same- Recruiting through the local child care centre, Gujaga MACS (the Eastern Zone Gujaga Aboriginal Corporation runs Gujaga MACS and is the auspicing body for HIPPY La Perouse)- Distributing brochures to pre-schools and schools in nearby areas, and putting up flyers in two local libraries- Promoting HIPPY through a local mother’s group operating in La Perouse. <p>HIPPY La Perouse has not advertised the program widely to non-Aboriginal families (eg by advertising the program in the local newspaper or at the local shopping centre). It is concerned that if it did so, it would be ‘inundated’ with families wanting to enrol and would have to turn families away.</p> <p>Stakeholders report that, overall, parents respond very positively to HIPPY. There is some drop out although this was minimal last year. In 2011, seven families exited the program early and in 2012, only one family exited early. Stakeholders said some families exit after the first year because they see HIPPY as the link between pre-school and school, and question the need to continue the program after their children start school. Other families have exited because the homework schedule at a local Catholic school was too demanding, they had family issues, or because they moved away and did not want to continue. If families move to nearby areas, HIPPY La Perouse continues to service them. Stakeholders said three families moved further away but wanted to continue with the program. There were no HIPPY sites nearby so HIPPY La Perouse continued to support them via correspondence. These families were sent HIPPY materials each week and participated in meetings through Facebook.</p> <p>HIPPY tutors are flexible and try to fit in with existing commitments of parents. Stakeholders report many parents work full or part time so tutors arrange home visits when parents have free time. s47F</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>Since the program began in 2002, HIPPY La Perouse has had two coordinators. The current Coordinator has been in the position for nine years and has a Diploma in Aboriginal Education.</p> <p>It has been challenging for the site to recruit suitable tutors. At present, one tutor position remains unfilled. Stakeholders said HIPPY La Perouse only recruits Aboriginal tutors s47G</p> <p>The HIPPY Coordinator provides tutors with training that is ‘equivalent to Crossing Bridges training’. Tutors have generally worked before taking on the role so have some employment experience. Stakeholders said it would be useful if tutors had more training and more opportunities to consult with tutors from other HIPPY sites, particularly Aboriginal sites. Likewise, more opportunities for HIPPY coordinators to network would be helpful. Some tutors expressed an interest in further training in community services.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY La Perouse has largely remained faithful to the HIPPY model. Its approach to parent groups, however, is a departure from the model. HIPPY La Perouse holds one parent group for age 4 and age 5 parents monthly. The HIPPY Coordinator tried to hold groups more frequently but found it difficult to attract parents. Stakeholders said this is because La Perouse is an isolated community that already has a number of other programs and services operating (eg mum and bubs groups, parent groups). HIPPY La Perouse did not want to be seen as operating in competition with these other services and forcing parents to pick one service over the other. In addition to this barrier, working parents, parents without transport, and parents with other children often found it difficult to attend parent groups on a fortnightly basis. An adaptation request does not appear to have been submitted to account for the different approach to parent groups. The issue has however been raised with HIPPY Australia and was noted in the last Site Assessment and Discussion Tool.</p> <p>Monthly parent group meetings appear more appropriate for the La Perouse community and result in better attendance. These meetings are held at the local primary school. The HIPPY Coordinator surveys parents at the start of the year on what they want parent groups to cover. As an example, parent group meetings have included talks on preparing a child for school and dental health, and pampering sessions in which parents make bath bombs. They have also focused on allaying parent concerns about sending children to school (this is particularly important for parents who had negative experiences at school). In addition to hosting HIPPY parent groups, the HIPPY Coordinator regularly attends other parent groups in the community to promote HIPPY and maintain links with community.</p> <p>Another departure from the HIPPY model relates to some home visits being held outside the home, for example at the local public school or at football training. s47E</p> <p>The challenges in recruiting suitable tutors have been outlined above. HIPPY La Perouse recently submitted an adaptation request to include a child who turned four one month after the cut-off date in the program. The application was approved which meant the family could participate in the program and the parent, who was deemed a highly suitable tutor, could be employed as a tutor.</p> <p>HIPPY La Perouse has an Advisory Group which meets monthly and includes the HIPPY Line Manager, the representative from the Jewish Women's Association who introduced HIPPY to the community over a decade ago, a community Elder, an AECG representative, and representatives from the local child care centre. La Perouse also has a regular Alliance meeting attended by key community organisations such as the child care centre, Aboriginal Land Council, the school, medical centre, police and local council. HIPPY is represented on this Alliance.</p> <p>The HIPPY Coordinator calls all HIPPY parents four times a year to ensure quality of service delivery and parent satisfaction with the program. HIPPY La Perouse also has a Facebook page – it contacts parents through Facebook and vice versa. The Coordinator has engaged someone to monitor comments on the Facebook page and report any issues that arise.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has been in line with budget.</p> <p>Stakeholders report that the most challenging aspect of the funding model is that it places a limit of the number of families a site can recruit each year. Stakeholders said HIPPY La Perouse has worked hard to embed HIPPY in the community and make it a successful program, and wants to accept any family that has a need and wants to participate. To date, HIPPY La Perouse has not had to turn away any families. It has been careful not to promote the program too widely in the non-Aboriginal community to avoid a situation where demand cannot be met.</p> <p>Another challenge for HIPPY La Perouse is that it currently rents a room from La Perouse Public School for \$10,000 per year but this rent is not covered by the HIPPY funding model. Uncertainty about funding year to year can make it difficult for HIPPY coordinators who don't know if they will have a job from year to year.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>HIPPY La Perouse has strong links with the Eastern Zone Gujaga Corp which has been the auspicing agency since DEEWR started funding HIPPY La Perouse in 2009. The organisation also runs the local child care centre, from which HIPPY La Perouse recruits most of its families. There are plans for the HIPPY team to move from the primary school and co-locate with the child care centre. HIPPY La Perouse has also developed strong links with local schools (teachers are invited to attend graduation ceremonies each year), preschools and a local mothers group, and receives referrals from these bodies. As noted above, HIPPY La Perouse is represented on the La Perouse Alliance group which is comprised of key community organisations.</p> |
| Overall impact of HIPPY | <p>All stakeholders report that HIPPY has had very positive impacts. It is well-known and respected in the community. Almost every child in the local primary school has done HIPPY, and all eligible children in the Gujaga child care centre are currently participating in the program. Although there are already a lot of programs and services being offered in La Perouse, a common view is that none of them compare to HIPPY.</p> <p>For parents, HIPPY has shown them how to better interact with their children and given them the confidence to do so. It teaches parents that they have a role to play in educating their children, and enables them to step back from the routine of every-day life and think about how they talk, act and react with their children. It shows parents a range of different ways they can incorporate literacy and numeracy activities into everyday activities. It allows Aboriginal parents and carers to be story tellers and to incorporate culture into literacy and numeracy activities. There is consensus that HIPPY is empowering for parents in La Perouse.</p> <p>While many tutors have worked pre-HIPPY, for some tutors HIPPY was their first job. HIPPY has reportedly increased tutors' confidence, skills and employment prospects. Stakeholders report that tutors have moved on to employment s47F which would not have been possible pre-HIPPY. Through HIPPY, tutors have increased their interaction with the non-Aboriginal community and this has been a positive experience for both tutors and parents. One stakeholder noted that it is very empowering for Aboriginal people to tutor non-Aboriginal people in a parenting program.</p> <p>For children, HIPPY reportedly better prepares them for school. Local teachers reportedly know which children have participated in HIPPY because HIPPY children put their hands up in class, and know how to sit down and learn. Through HIPPY, parents have become aware of issues facing their children such as dyslexia and speech impediments, and have been able to seek early help for these. Tutors, who get to know parents through home visits, have also referred parents to other programs and services in the community.</p> <p>HIPPY provides an opportunity to take pride in and showcase culture. HIPPY graduations incorporate Aboriginal culture, and graduating children wear black, yellow and red gowns. Stakeholders report that non-Aboriginal parents and children 'love it', and that the ceremonies provide an important opportunity to 'mix cultures'.</p> |
| Key enablers and barriers to implementing HIPPY | <p>The key enablers to implementing HIPPY in La Perouse include:</p> <ul style="list-style-type: none"> - The program is staffed by Aboriginal people (Coordinator and tutors) - The Coordinator has been in the role for a long time and is well known and respected in the community - The program is free (if it wasn't, families could not afford to participate) - The program is highly organised and structured, but also allows for some flexibility (eg using household items such as socks to do sorting exercises) <p>The key barriers to implementing HIPPY in La Perouse include:</p> <ul style="list-style-type: none"> - s47G - It can be difficult to maintain the continuity required by HIPPY if families are in crisis or going through a difficult period. |

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | HIPPY has been operating in La Perouse for over a decade and stakeholders believe the program is highly sustainable. Stakeholders report there is a steady pipeline of four-year olds, and that the local community is very supportive of the program. As noted above, many parents have an expectation their children will participate in HIPPY when they turn four years old. |
| Sustainability of partnerships | Stakeholders report that the links and partnerships with community organisations are sustainable. Like HIPPY, these organisations have been in the community a long time. Even if HIPPY relocates to the child care centre, it will continue to maintain links with La Perouse Public School as this is where most HIPPY children go to school and where graduation ceremonies are held. HIPPY will continue to attend Alliance group meetings for as long as they exist. HIPPY La Perouse will develop new partnerships and links, but does not think it necessary to develop too many more. The links it currently has have effectively sustained the program for over 10 years and will continue to do so. |
| Capacity and willingness of program provider to continue to deliver HIPPY | Eastern Zone Gujaga Aboriginal Corp is willing and able to continue implementing HIPPY providing funding continues. HIPPY complements the organisation's other work in the child care centre. The organisation is keen to have HIPPY co-located with the child care centre as soon as possible. |

LAUNCESTON

Partner organisation: Anglicare

Location of HIPPY provider: 122 Elizabeth Street Launceston

HIPPY Area: Rocherlea, Ravenswood, Waverley, St. Leonards, Invermay, Mowbray, Newnham and Mayfield

Coordinator: s47F

Line Manager: s47F

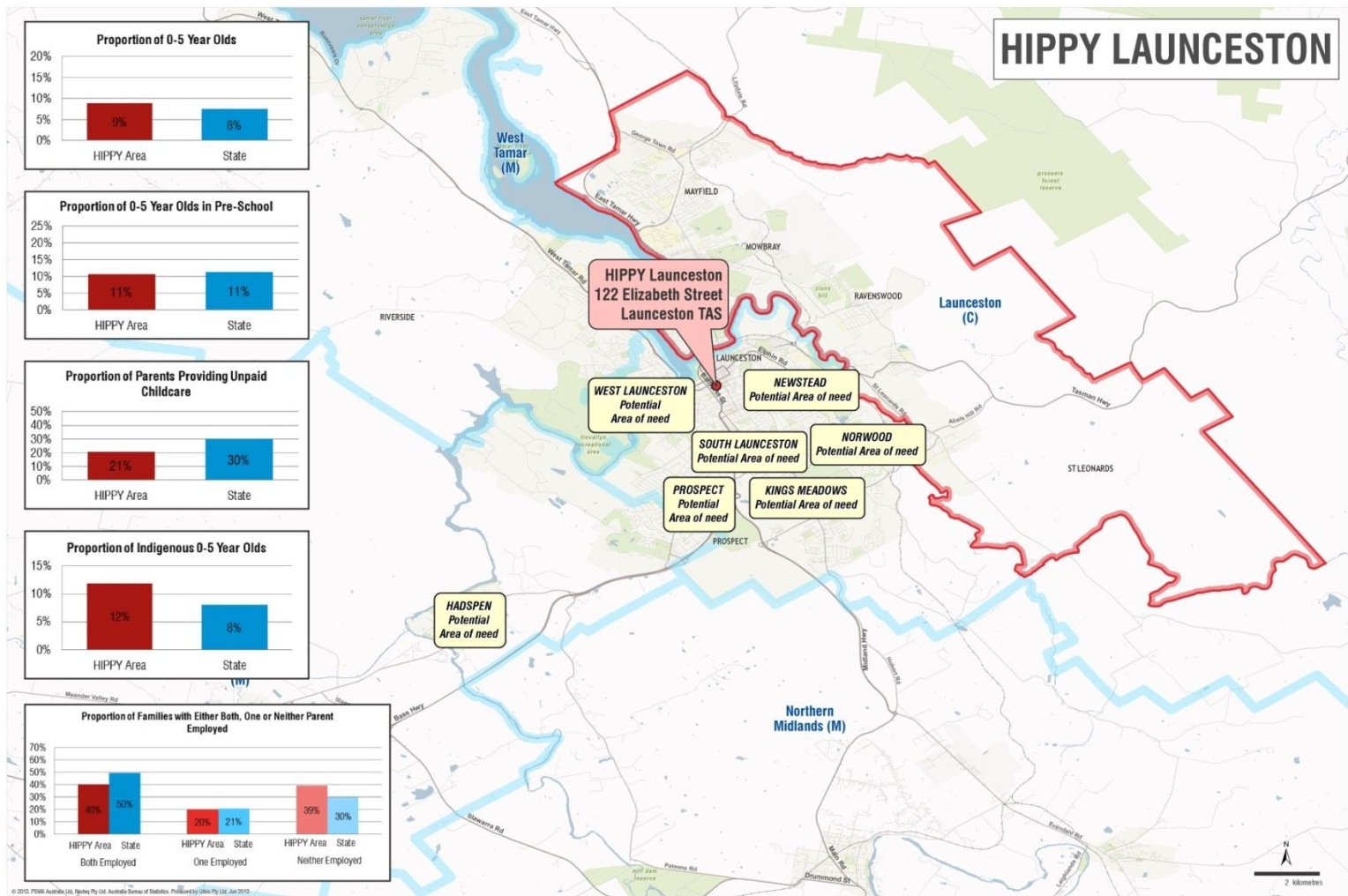
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the suburbs of Rocherlea, Ravenswood, Waverley, St. Leonards, Invermay, Mowbray, Newnham and Mayfield.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Launceston LGA at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Launceston LGA at 2006 | 7 | 4 |
| Launceston LGA at 2011 | 6 | 3 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Launceston LGA is characterised by average levels of relative disadvantage compared to other LGAs across Tasmania and higher levels of relative disadvantage compared to Australia

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Launceston LGA, Tasmania and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|----------|----------|----------------|----------|----------|
| | Launceston LGA | Tasmania | National | Launceston LGA | Tasmania | National |
| One or more domains | 22% | 22% | 24% | 21% | 22% | 22% |
| Two or more domains | 11% | 11% | 12% | 11% | 10% | 11% |

EXISTING SERVICES

A range of services are offered in the HIPPY area, including Smith Family (Let's Read), Communities for Children Partners, Launching into Learning (local schools), Circular Head Rural Health Service and Northern Early Years Group.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 39 | |
| Number of graduations | 30 | Not part of 2012 limited cohort |
| Number exiting early | 9 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | |
| Number of children that most commonly speak a language other than English at home | 17 | |
| Total budget | \$148,505 | \$79,114 |
| Total spend | \$161,943 | \$180,464 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA, in particular Rocherlea.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the state of Tasmania (8%)
- The HIPPY area has an equal percentage of children aged 0-5 years old (11%) in preschool³ when compared to the state of Tasmania (11%)
- The HIPPY area has a lower percentage of both parents employed full time (46%) compared to the state of Tasmania (50%), and a higher percentage of both parents not working (32%) when compared to the state of Tasmania (30%)
- The Launceston LGA is characterised by average levels of relative disadvantage compared to other LGAs across Tasmania, and higher levels of relative disadvantage compared to Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Launceston LGA (21%), compared to Tasmania (22%) and Australia (22%).

The catchment for HIPPY Launceston includes the area outlined in the map on page one. HIPPY Launceston also delivers to a number of surrounding suburbs including Norwood, Newstead, Prospect, Hadspen, Kings Meadows, West Launceston and South Launceston. Stakeholders suggested that statistics for the Launceston area demonstrate a high level of need for HIPPY. s47E

A number of newly arrived migrants have settled in Launceston over the last seven years and this is reported to have contributed to the need for HIPPY. Migrants have come from countries such as Sudan, Ethiopia, Eritrea, Bhutan and Burma. These communities typically have low levels of literacy and numeracy and a lack of English language skills which affects child learning when they start school. The parent engagement aspect of HIPPY is also reported to help make newly arrived communities feel welcome, when delivered in a culturally sensitive way.

s47E

There are other parent and early childhood services in the area. However, stakeholders commented that they do not provide children with the same opportunities for learning and development as HIPPY. The Migrant Resource Centre provides a multicultural playgroup, homework groups, long day care and youth activities. HIPPY Launceston has some linkages with the Launching into Learning (LIL) program, which was introduced about the same time as HIPPY. Stakeholders reported that HIPPY is more positively received than LIL because of the emphasis on teaching parents and the structure that it offers, whereas LIL is delivered in schools and parents are not involved. Furthermore, it is the only home-based program on offer and it can be adapted to be delivered in languages other than English, both of which are seen as major benefits.

Extent to which the need has changed over time

The need for HIPPY in Launceston is expected to increase as the community grows and changes with an increase in newly arrived migrants. s47E

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Launceston is reported to have found recruitment of families relatively simple in the past few years. The Coordinator reported that current enrolment numbers are higher than ever, and 13 children are already on the waiting list for next year. HIPPY Launceston targets families from the catchment area first and then accepts applications from outside the catchment if places are still available.</p> <p>Recruitment strategies include word of mouth and referrals from local networks such as St Finn Barr's Primary School, playgroups, preschools, Ravenswood Child and Family Centre (CFC), Migrant Resource Centre (MRC) and St Giles (a local not for profit). Stakeholders reported there is an established pathway for children attending the MRC playgroup to move into HIPPY. It was reported that as the program becomes well-known, there is less need for advertising. Satisfied parents who have been through the program are said to be the most effective means of spreading the word.</p> <p>s47G</p> <p>HIPPY parents are reported to have the opportunity to shape the learning resources and delivery, and this improves engagement. For example, during parent groups, HIPPY Launceston assesses the needs of the families and then adapts the group meeting program to match those requirements. Parents are also provided tailored information on courses and services to provide additional support. While there are challenges in maintaining parent attendance at group meetings, groups are still thought to be an important opportunity for those who attend to connect and share ideas.</p> <p>At present, there is 100 per cent retention for the 2013 intake and the tutors are confident of ongoing parent engagement. In the past, drop-out has generally been for personal reasons such as moving away from the area or family illness. In some cases, it was reported the program structure was overwhelming for parents with a high need child.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>Stakeholders reported that tutor recruitment has been relatively simple in recent years. The program hires staff from cultural backgrounds that complement the families enrolled. The flexibility of the role and the guarantee of 25 hours of work per fortnight are attractive to parents. HIPPY Launceston invited a former HIPPY parent onto the recruitment panel to assist with hiring tutors.</p> <p>The current Coordinator is a former parent and tutor who stepped into the role after the previous Coordinator left. The current Coordinator has experience in the education sector from her country of birth. The Coordinator is supported through monthly supervision by the Line Manager. Having had only two coordinators for the duration of the program has supported consistency in program delivery. At present, the current Coordinator also fulfils the role of tutor to cope with an over-enrolment of families.</p> <p>The tutors and Coordinator receive professional development and training including First Aid, Sanctuary training (Aboriginal Cultural Awareness training) and other training provide by Anglicare (e.g. how to run groups, mental health training). Tutors are also trained in role play and receive weekly resource pack training. Tutors identified that they would benefit from a broader understanding of services in the community they can refer to, and training in behaviour management.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>Overall, HIPPY Launceston stakeholders adhere to the program model. Program delivery includes all of the essential features: home visits, role play, generalisation, parent groups, parents as home tutors and a tertiary trained Coordinator. In particular, the home visiting component was widely seen as effective in building initial rapport and parent confidence as their child's first teacher.</p> <p>While program fidelity is upheld, stakeholders reported that families respond well to the flexibility of the HIPPY model. Families were said to particularly value the home visit component and appreciated that the program can be delivered in a way that respects their own personal circumstances and works around their schedule. They were also reported to enjoy the opportunity to meet with other parents in a friendly environment at the group meetings.</p> <p>A key challenge of delivering the model was reported to be ensuring families understand that the second year is less intensive than the first. Stakeholders said it is common for parents to have a misconception that the child will not be able to manage HIPPY along with school commitments and this can lead to disengagement from the program. That said, stakeholders reported that tutors handled the age four to age five transition well last year.</p> <p>Due to the high number of parents with English as a second language, tutors reported that it can take time for parents to understand what is being taught due to limited English language skills. To support delivery of the program, parents are matched (as far as possible) with a tutor who has a similar cultural background and language skills.</p> <p>It was also reported that there is sometimes family resistance to role play but tutors said they have supported families to slowly gain confidence in these activities.</p> |
| <p>Expenditure and the funding model</p> | <p>Anglicare reported that expenditure has been in line with the budget. It was suggested that the unit funding model is awkward and presents a risk to the delivery partner agency which is not shared by the funding agency. The current model is reported as inadequate in not covering costs that have already been incurred prior to drop-outs from the program. Anglicare suggested that block funding would be a preferable model as the current dependency on enrolment numbers does not provide adequate program stability. Administration costs are also considered insufficient, although it is reported that Anglicare can more easily absorb these as a large organisation.</p> <p>Funding according to calendar year is viewed as impractical for managing program finances.</p> <p>Stakeholders argued that the inconsistency in HIPPY funding has had an impact on certainty within the community. Nevertheless, HIPPY Launceston is now in its fifth year and has standing in the community that gives it greater traction in an environment of funding uncertainty.</p> |
| <p>Partnerships</p> | <p>Stakeholders reported that HIPPY Launceston has developed a number of strong partnerships with the Child and Family Centre Management Committee and the Northern Early Years Group (comprising University of Tasmania, school principals, NGOs, Uniting Care, Smith Family and nurses). It was reported there are many opportunities for developing linkages and partnerships internally through Anglicare and through attendance at events, for example, the Early Years Expo (5,000 people attended) and the Anglicare Communities for Children conference. There are also cross-linkages with Communities for Children.</p> <p>HIPPY Launceston was reported to work closely with the Migrant Resource Centre (MRC) to ensure a smooth transition for children graduating from the MRC playgroup into the HIPPY program. HIPPY Launceston also uses the MRC hall. Stakeholders indicated that referrals between HIPPY and the MRC were happening more regularly. Nonetheless, MRC stakeholders advised that it has network groups that HIPPY is not currently part of that could potentially provide useful support to the program.</p> <p>Stakeholders reported that referrals are working well between playgroups and HIPPY Launceston but suggested there is still more that could be done to build partnerships with schools. This is despite one strong partnership link the program has with St Finn Barr's Catholic Primary School.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall impact of HIPPY

In Launceston, stakeholders maintain that HIPPY has moved past the establishment phase and is now well embedded into the service landscape and accepted by the community. While the longer term benefits of HIPPY are not yet evident, stakeholders believe it is having positive learning and education impacts for newly arrived migrants and disadvantaged families. Most significantly, it was reported that HIPPY Launceston is providing children with 'school readiness' and an introduction to numeracy and literacy which is helping to bridge the gap between early childhood and school, setting local children up to thrive and be confident in the classroom. For these reasons, the program is highly valued as part of the pathway into education for children of new migrants. [s47E](#)

Stakeholders suggested that starting children early on a learning pathway (particularly those with speech and learning difficulties) reduces the cost and need for services later on in their schooling. For example, stakeholders reported that one school had advised there was no need for an additional language teacher this year as a result of HIPPY. Another school reported that children who have been through the program perform better in testing than 'non-HIPPY' children.

Parents value the one-on-one learning their children receive and appreciate the opportunity to be their child's first teacher.

Stakeholders reported the program has helped to build parent knowledge and confidence. HIPPY parents are reported to have stronger social connections and feel they are part of the community. For newly arrived families, HIPPY has provided a non-threatening opportunity to develop relationships with other families.

HIPPY Launceston is also reported to provide newly arrived families with connections to local support services. It is believed that parents undertaking HIPPY are more likely to subsequently join other education and training programs. Involvement in HIPPY has helped CALD families to improve English language skills and participation in English language classes. The program has helped to inform and educate CALD families about the way education, health and other services work in Australia. It was suggested that HIPPY offers migrant families who have previously had limited access to formal education, a key opportunity to 'learn how to learn'.

Stakeholders indicated that a key impact of HIPPY Launceston is that it has helped to include, involve and encourage fathers in learning and parenting. The employment of a male tutor has helped with program delivery with fathers. This is a significant shift for families from some cultures where fathers may not traditionally engage with their child in this way. Stakeholders reported the engagement of fathers in HIPPY positively enhances their relationship with their child.

The provision of peer support and leadership from tutors was seen as especially valuable for parents in HIPPY. Stakeholders reported this increases tutor confidence and the likelihood they will undertake study or employment. HIPPY is perceived as offering tutors 'a leg up' into the workforce. Several ex-HIPPY tutors had gained employment in other roles, and one current tutor was subsequently employed [s47F](#). Stakeholders described the impact of the program for parents as a 'snowball effect' - seeing peers engage in other education and employment opportunities as a result of being involved in HIPPY, gives other parents the confidence they can do the same.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- The support of partner organisation Anglicare - HIPPY has benefited from Anglicare's internal and external networks, professional development opportunities, associated services, and information and promotion opportunities; Anglicare has also helped to up-skill tutors
- The employment of tutors who are culturally and linguistically matched with the families enrolled in HIPPY
- The engagement of a male tutor has enabled greater father participation in HIPPY.

Key barriers include:

- Limited access to transport affects the number of parents able to attend group meetings
- Tutors are sometimes not able to attend home visits because they do not have a car.

To overcome these barriers, HIPPY Launceston often provides transport to support tutors attending home visits and offers pick-ups to parents so that they can attend group meetings and graduation.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>HIPPY Launceston is reported to have progressed beyond the establishment phase and is accepted in the local community. The demand for HIPPY is high as evidenced by strong enrolment numbers, especially from newly arrived migrant communities. As the only home-based program targeting this cohort, stakeholders are confident that there is no other duplicating or competing program.</p> <p>After a slow start, awareness from other organisations in the community is also continuing to grow. External stakeholders indicated that more could be done to ensure the program model and its benefits are better understood across Launceston.</p> |
| <p>Sustainability of partnerships</p> | <p>The Advisory Group members are strong partners of the program, many of whom have been involved with HIPPY Launceston since its inception. With their involvement, stakeholders reported that linkages with other organisations will also continue.</p> <p>The involvement of HIPPY Launceston with the Child and Family Centre Management Committee is believed to provide the program with a very strong link into the early childhood service network.</p> <p>Anglicare is a major provider of services to vulnerable families in Launceston and a trusted service agency within the community. Stakeholders reported that as the delivery partner for HIPPY, Anglicare offers access to many longstanding and robust partnership opportunities.</p> <p>Stakeholders suggested that increasing referrals are testament to the strength of the partnerships that HIPPY Launceston has with the MRC, playgroups and St Finn Barr's Catholic Primary School.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Anglicare is willing and able to continue to deliver HIPPY Launceston. HIPPY sits together with Communities for Children in the organisational structure of Anglicare and stakeholders report that it has become an important complement to the other services provided in the local community.</p> <p>As a large organisation, Anglicare indicated that it is able to absorb administration costs and share other resources which support the delivery of HIPPY. It is also well equipped to provide additional training and professional development opportunities to support HIPPY staff.</p> |

LONG GULLY/CALIFORNIA GULLY

Partner organisation: St Luke's Anglicare

Location of HIPPY provider: St Luke's Anglicare, 9 High St, Eaglehawk

HIPPY Area: Long Gully/California Gully suburb

Coordinator: s47F

Line Manager: s47F

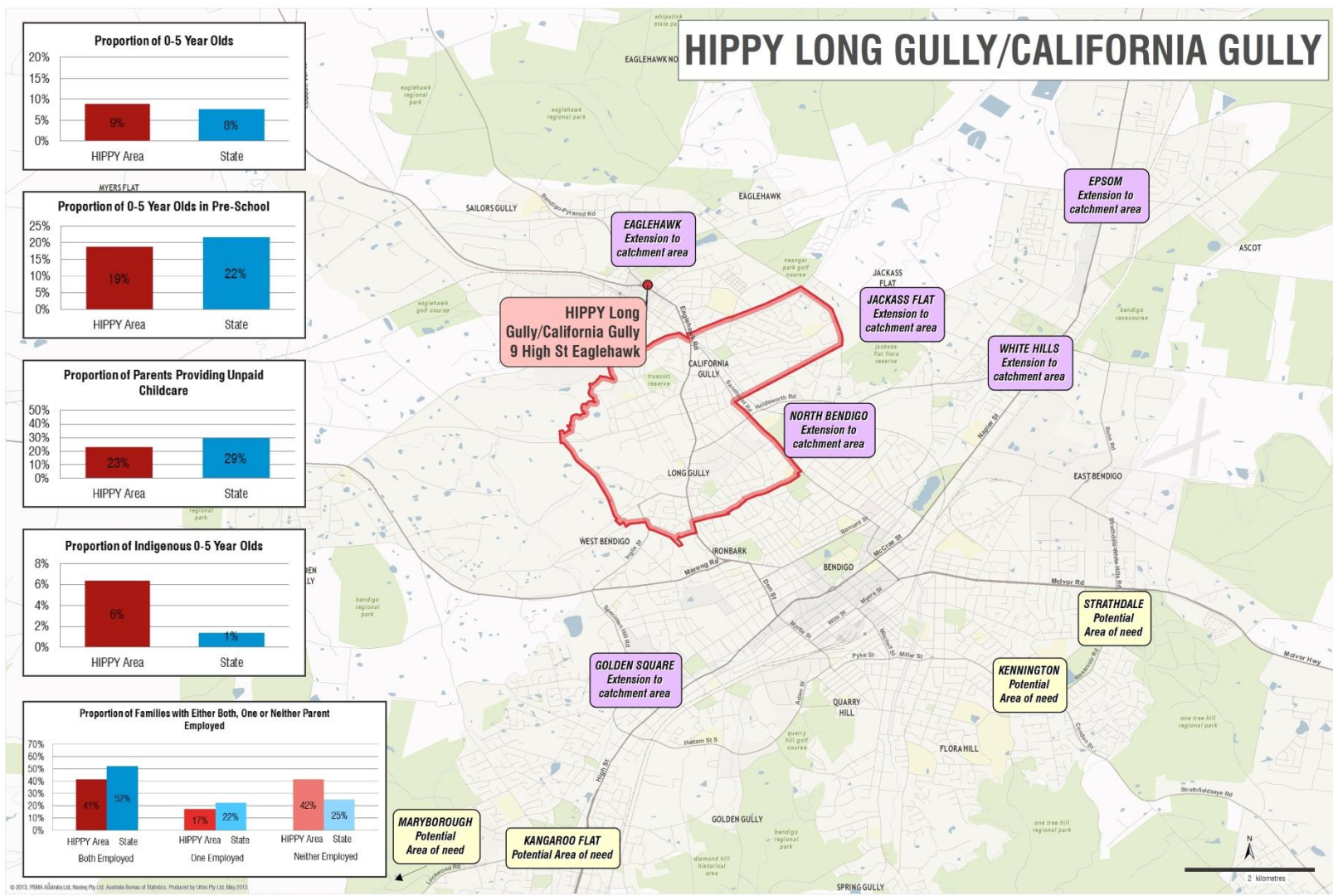
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Long Gully/California Gully suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Long Gully/California Gully suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Long Gully/California Gully at 2006 and 2011.

| | State decile | National decile |
|-------------------------------------|--------------|-----------------|
| Long Gully/California Gully at 2006 | 1 | 1 |
| Long Gully/California Gully at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Long Gully/California Gully suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable (DV) on one or more or two or more AEDI domains within the Greater Bendigo LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------------|----------|----------|---------------------|----------|----------|
| | Greater Bendigo LGA | Victoria | National | Greater Bendigo LGA | Victoria | National |
| One or more domains | 23% | 20% | 24% | 19% | 20% | 22% |
| Two or more domains | 13% | 10% | 12% | 10% | 10% | 11% |

EXISTING SERVICES

A range of services are currently offered in the Long Gully/California Gully suburb, including Communities for Children, Bendigo Community Health Services, Enhanced Maternal Health Service, Bendigo and District Aboriginal Cooperative, Consortium of Schools, Stay at Home Dads playgroup, Mother Goose and Story Time, weekly community breakfast, lunch and tea programs, BapCare, Noah's Ark, Bendigo Community Health and SCOPE.

HIPPY LONG GULLY/CALIFORNIA GULLY SUBURB ENROLMENT DATA²

| | 2011 | 2012 |
|--|------------|------------|
| Number of enrolments (children) | 48 | 33 |
| Number of graduations | 27 | 0 |
| Number exiting early | 21 | 11 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 5 | 1 |
| Number of children that most commonly speak a language other than English at home | 0 | 0 |
| Total budget | \$ 196,167 | \$ 171,932 |
| Total spend | \$ 196,167 | \$ 173,530 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – catchment areas of Long Gully and surrounds and California Gully have higher DV than for LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets for the Long Gully/California Gully suburb indicate:</p> <ul style="list-style-type: none"> – The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the Victoria state (8%) – The HIPPY area has a lower percentage of children aged 0-5 years old (19%) in preschool³ when compared to the Victoria state (22%) – The HIPPY area has a lower percentage of both parents employed full time (43%) compared to the Victoria state (52%), and a higher percentage of both parents not working (40%) when compared to the Victoria state (25%) – The Long Gully/California Gully suburb is characterised by high levels of relative disadvantage compared to other suburbs across Victoria and Australia – The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Bendigo LGA (19%), compared to Victoria (20%) and Australia (22%). <p>There appears to be a need for a parent engagement and early literacy and numeracy program in the Long Gully/ California Gully suburb. s47E</p> <p>s47E Stakeholders also referred to recent AEDI results suggesting local children need extra educational assistance before beginning school. There is a high proportion of five year olds identifying as Aboriginal or Torres Strait Islander people in the local area (5%), compared to the state average of 1%.</p> <p>Stakeholders reported there are limited places in local preschools, which has meant that some families may miss out on early childhood education entirely. This is particularly problematic for vulnerable families with young children who move into the area because of available affordable or public housing, but miss out on preschool spots because of the waiting lists.</p> <p>There are some early childhood literacy and numeracy programs in the local area. In the years before schooling, St Luke's Anglicare also provides 'Mother Goose', a play group based program and 'Off to an early start', a targeted program that is available to families who require help getting organised to take their child to preschool. However, there are no similar home based parent engagement and numeracy and literacy programs available.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders reported that the need in Long Gully/ California Gully has not changed significantly since the program began in 2011. s47E</p> <p>s47E Public housing in west and south west Bendigo is becoming home to an increasing number of refugees. s47</p> <p>s47E HIPPY Long Gully/ California Gully is hoping to enrol those families this year.</p> <p>Stakeholders identified a number of suburbs in need outside the current service delivery locations. These include Kangaroo Flat, Kennington and Strathdale. Maryborough, a town about 70kms from Long Gully was also identified as an area of need.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Long Gully/ California Gully has successfully recruited parents into the program. It had 48 parents enrol in 2011, and 33 in 2012. By April 30 2013, HIPPY Long Gully/ California Gully had recruited 29 families for the next cohort.

Key strategies for recruiting families include:

- *Advertising:* HIPPY Long Gully/ California Gully placed posters promoting the program at local video shops, libraries, op shops, milk bars, service stations; advertised in local school newsletters; undertook targeted letter boxing around public housing estates; and left information pamphlets at local preschools and community centres
- *Social media:* HIPPY Long Gully/ California Gully used Facebook to successfully recruit a number of families, both directly and from other parents who 'shared' the HIPPY Long Gully/ California Gully page, talked about it and recommended it to Facebook friends
- *Word of mouth:* positive feedback from other parents and preschool and primary school teachers has attracted a number of parents to the program
- *Demonstration at local preschools:* At the start of the year, tutors and the Coordinator went to the local preschool with the HIPPY 'tub' that had the exercise books, pencils etc in it to show parents; tutors and the Coordinator provided information about the program to parents and invited them to enrol.

HIPPY Long Gully/ California Gully had 32 families exit the program between 2011 and 2012. This largely took place in the age 5 cohort, when it was reported that families often became too busy with their children's school homework, school runs etc. Stakeholders also reported that families with complex needs can have their lives governed by appointments. Families may not have access to adequate transport, and in that context, programs like HIPPY can become less of a priority. Other issues, such as family relocation, childbirth, returning to work or study, were also cited as reasons families exited the program.

HIPPY Long Gully/ California Gully works hard to develop strong relationships with parents from the beginning. This includes sending text messages or emails to remind parents about upcoming meetings or home visits, sending birthday cards, and taking time to talk about more general, non-HIPPY issues. HIPPY tutors are reported as flexible and approach their work with energy and fun, so that it is an enjoyable experience for parents.

Stakeholders reported that parent groups are not fully attended. This may be due to lack of transport preventing a number of families attending groups. HIPPY tutors have responded to this by offering to drive parents without transport to and from parent groups in Anglicare cars. Tutors reported this has been an effective response, and that parents seem comfortable with the arrangement.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Long Gully/ California Gully has had the same Coordinator since the program began in 2011. The Coordinator s47F and has good knowledge of early childhood education and the local families and networks. The Coordinator s47F and has recommended that the new recruit be employed for an increased number of hours per week to appropriately meet the demand. The Coordinator reported a very high level of satisfaction, citing the role of mentoring parents and tutors as one of the greatest highlights.</p> <p>HIPPY Long Gully/ California Gully has had very high numbers of people applying for tutor positions. In 2013, three positions were available. The HIPPY Coordinator received calls from 72 people expressing interest and 15 formal applications. The application process includes formal advertising in local preschools, school newsletters and local papers, submission of a formal application letter and CV, and an interview with the Coordinator and Line Manager.</p> <p>The tutors expressed very high levels of job satisfaction, and no tutor has exited the program early. Tutors are treated as any other employee of St Luke's Anglicare, integrated into the organisation and with their own desks in the office. Tutors are also given the opportunity to complete a Certificate IV in Community Services, and in the Age 5 cohort, tutors can undertake the Crossing Bridges program. The Coordinator closely mentors the tutors.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Long Gully/ California Gully has generally adhered to the HIPPY model, with some amendments to respond to family needs. They include:</p> <ul style="list-style-type: none"> – Home visits are conducted in alternative locations, such as the door step, park or bakery, if families are uncomfortable with tutors coming into their home – For those parents who are not able to attend parent groups, tutors make extra trips to their home to go over what was missed. <p>Tutors use the role playing feature of the program, but use a 'lap doll' as an aid. This helps make parents feel less self-conscious about role playing.</p> <p>HIPPY Long Gully/ California Gully has a Reference Group that meets directly after the Communities for Children Reference Group meeting. This group includes representatives from Communities for Children, Bendigo Community Health Services, Mother Goose and Story Time, BaptCare, Noah's Ark, Bendigo Community Health, Long Gully Neighbourhood House and Schools as Hubs.</p> <p>HIPPY Long Gully/ California Gully does not have a HIPPY quality assurance plan per se, but has contact with HIPPY Australia as required. The Line Manager and Coordinator meet formally every month, and informally on a regular basis. There are also monthly meetings with all tutors, and informal dialogue between meetings.</p> |
| <p>Expenditure and the funding model</p> | <p>On the whole, expenditure has been in line with the budget.</p> <p>The program provider notes that the per-child funding model makes it difficult to plan ahead. The calendar year funding can make the budget difficult to manage, as other programs within St Luke's Anglicare are based on a financial year calendar. Costs associated with supervision and training not provided by HIPPY Australia are not included in the budget. These costs are absorbed by St Luke's Anglicare.</p> |
| <p>Partnerships</p> | <p>HIPPY Long Gully/ California Gully has developed strong partnerships with local community stakeholders. It has close links with Communities for Children, which provides referrals and also hosts the HIPPY Reference Group meeting directly after their own. HIPPY Long Gully/ California Gully liaise with and receive referrals from local preschools, primary schools, playgroups and maternal child and health nurses.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>While it is too early to report on the long term impacts of HIPPY, stakeholders report that HIPPY has had a positive impact on both children and parents.</p> <p>Confidence is one of the greatest reported impacts on parents. This includes confidence to speak to teachers at school about their child's progress, and confidence to speak with their child in a constructive way and engage in their education. A number of stakeholders reported parents also benefit greatly from the social opportunities arising from the parent groups.</p> <p>The parent-child relationship is reported to be much stronger and more positive as a result of HIPPY. This is attributed to parents learning different ways to engage their children (especially through generalisation activities), and positive conversations, specifically using the 'three c's' (Confirm, Complete, Correct) learning method – to correct, complete or confirm the child's response.</p> <p>Children who participate in HIPPY are reported by HIPPY tutors and Advisory Group members to be much more 'school ready' than they may have been otherwise. This includes a good understanding of basic numeracy and literacy, the ability to focus on activities, and follow instructions. The HIPPY box that each child receives was reported to be very effective in encouraging children to be responsible and look after possessions. These are all reported as long term skills that can be used throughout schooling.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none">– The Coordinator has a very good understanding of early childhood education and the local education system– The Coordinator has very strong local networks– Early childhood education is seen as a priority amongst local service providers– Tutors are integrated into St Luke's Anglicare and treated as any other employee– The program is fun but still provides the family with a structured and manageable routine– Tutors are flexible– St Luke's Anglicare is very supportive of the program– The tutors come from the local community. <p>The two main barriers include:</p> <ul style="list-style-type: none">– Identifying and reaching the most vulnerable members of the community– Maintaining HIPPY as a priority for families with complex needs. |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is consensus that HIPPY is highly sustainable in the Long Gully/ California Gully area. HIPPY Long Gully/ California Gully does not foresee any difficulty in continuing to recruit parents into the program, evidenced by the 2013 wait list, and the fact that tutors reported many parents who are not currently participating often approach them and ask to join the program. The number of four year olds living in the area is expected to substantially increase over the next few years due to young families moving into the area to access affordable housing; however there are no services similar to HIPPY that are planned.</p> <p>There are no concerns reported regarding the recruitment and retention of appropriate tutors.</p> <p>Stakeholders report that the biggest challenge to sustaining HIPPY is funding. It was stated that St Luke's Anglicare would find it very difficult to sustain HIPPY without government funding.</p> <p>It was suggested that the program could develop stronger links with local businesses to help cover the cost of items such as stationary and books. This would assist to address the challenges associated with operational costs and the funding model.</p> <p>A further reported challenge related to supporting very vulnerable families to stay in the program for the two year period. It was suggested that families with very complex issues should be able to join at age 5.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. Partner organisations believed the program was very beneficial and addressed a significant need in the community.</p> <p>The partner organisations have been very supportive in providing post-HIPPY pathways for tutors. s47F</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>St Luke's Anglicare is fully supportive of HIPPY and is willing and able to continue implementing the program. HIPPY has a strong presence within the organisation and is considered a good fit for the organisation and broader community. As noted above, HIPPY funding does not cover extra training provided by St Luke's Anglicare but the organisation is happy to continue to absorb that cost in light of the value HIPPY is delivering to parents, children and the community.</p> |

ROCKINGHAM

Partner organisation: Ngala

Location of HIPPY provider: 113 Read Street, Rockingham WA

HIPPY Area: Rockingham LGA

Coordinator: s47F

Line Manager: s47F

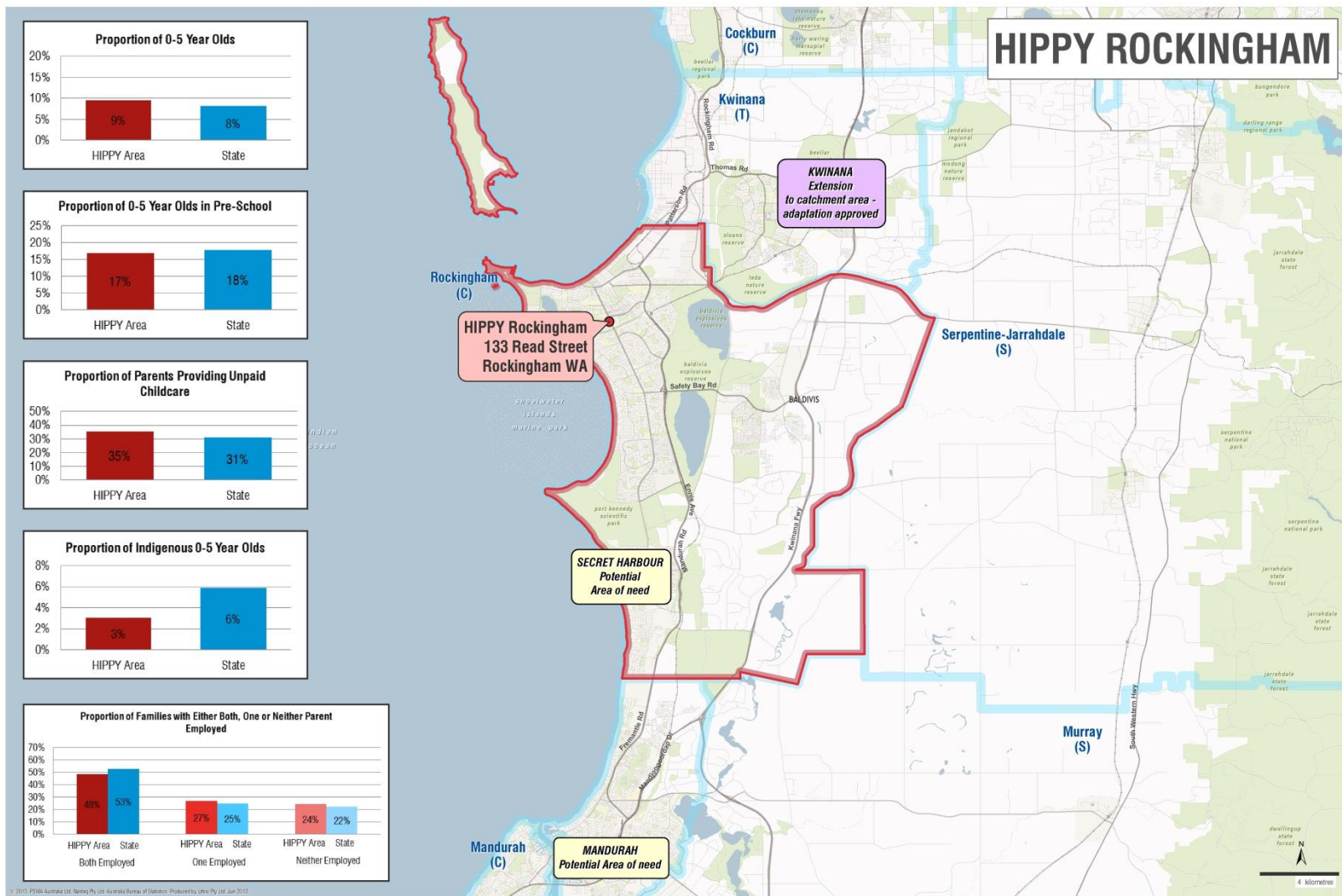
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Rockingham LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Rockingham LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Rockingham and Kwinana LGAs at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Rockingham LGA at 2006 | 7 | 8 |
| Rockingham LGA at 2011 | 7 | 8 |
| Kwinana LGA 2006 | 3 | 4 |
| Kwinana LGA 2011 | 4 | 5 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Rockingham LGA is characterised by lower levels of relative disadvantage when compared to other LGAs across Western Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Rockingham LGA and Western Australia and Australia. We have also included 2012 AEDI for Kwinana given an adaptation request was approved to include Kwinana in the catchment area. The proportion of children developmentally vulnerable on one or more or two or more domains is considerably higher in Kwinana when compared to Western Australia and Australia and, to a lesser extent, Rockingham LGA.

| | 2009 | | | 2012 | | | |
|---------------------|----------------|-------------------|----------|------------|---------|-------------------|----------|
| | Rockingham LGA | Western Australia | National | Rockingham | Kwinana | Western Australia | National |
| One or more domains | 25% | 25% | 24% | 26% | 32% | 23% | 22% |
| Two or more domains | 13% | 12% | 12% | 13% | 18% | 11% | 11% |

EXISTING SERVICES

A wide range of services is offered in Rockingham and Kwinana, including Literacy Links (Let's Read), Parenting WA, the Smith Family, Community Link and Network (CLAN WA), libraries, Child and Adolescent Mental Health (CAMH), teen pregnancy support groups, Disability Services, community centres, child care centres, playgroups and Ngala parent resource services. Two established Early Years Networks are operating in Rockingham and Kwinana. Kwinana is a *Communities for Children* site.

HIPPY ROCKINGHAM LGA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 33 | |
| Number of graduations | 19 | Not part of 2012 limited cohort |
| Number exiting early | 14 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$140,314 | \$72,678 |
| Total spend | \$184,028 | \$93,005 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the state of WA (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (17%) in preschool³ when compared to the state of WA (18%) - The HIPPY area has a lower percentage of both parents employed full time (48%) compared to the state of WA (53%), and a higher percentage of both parents not working (24%) when compared to the state of WA (22%) - The Rockingham and Kwinana LGAs are characterised by lower levels of relative disadvantage compared to other LGAs across WA and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Rockingham LGA (26%) and Kwinana (32%) compared to WA (23%) and Australia (22%). <p>Stakeholders report there is a need for a parent engagement and early literacy and numeracy program in Rockingham and Kwinana. AEDI and NAPI AN data reportedly show children in these areas are falling behind in literacy and numeracy. s47E</p> <p>The area is characterised by a high number of new migrants, particularly from the United Kingdom, New Zealand, South Africa and Indonesia. Stakeholders report these families are often socially isolated, do not know what support services are available, and have little understanding of the Australian education system, which has the potential to make their children more socially and emotionally vulnerable. In addition to new migrants, the area has a high number of Fly-in-Fly-out (FIFO) workers employed in the Western Australian mining industry. Stakeholders report partners of FIFO workers can be left on their own for long periods of time, and the single parent role may contribute to feelings of vulnerability.</p> <p>The HIPPY team submitted an adaptation request to include Kwinana (13km from Rockingham) in the catchment area and this was approved. Several stakeholders said they were surprised Kwinana was not included in the original catchment area, given AEDI data for the two suburbs are similar. One stakeholder said there was need in both Kwinana and Rockingham, but the need was different. s47E</p> <p>While there are several programs and services already being offered in Kwinana and Rockingham, stakeholders see HIPPY as unique because it offers one-on-one support, and because it uses tutors who are parents and can engage with parents on their level. HIPPY is seen as an accessible program because tutors visit parents in the home. This is particularly useful in Rockingham and Kwinana where public transport is reportedly poor. For new migrants, HIPPY is seen as an effective way of helping them better understand how to engage in their child's education and the Australian school system.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report there has been a 'huge growth' in young families moving into the Kwinana area, attracted by relatively affordable housing. There has also been an increase in new migrants to the area and FIFO workers. Stakeholders report that infrastructure, particularly transport infrastructure, has not kept up with growth. Secret Harbour and Mandurah have also emerged as areas of need. These areas have also seen an increase in population but offer few services, which has resulted in many families experiencing social isolation (one stakeholder noted playgroups are not offered in these areas).</p> <p>The 2012 AEDI data showed some improvements in language and cognitive skills for Rockingham, but there was no change for Kwinana. The HIPPY team reports that the need still exists, and is perhaps greater than originally thought.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Rockingham has been able to recruit families into the program. It currently has 38 children enrolled, three over the target 35 children. Stakeholders said the site could easily recruit a cohort of up to 50 children. Currently, most HIPPY families are from Rockingham because the program has been operating there for longer and word of mouth has spread in the area. However, enrolments from Kwinana are increasing. The site is hoping to eventually have equal enrolments from Kwinana and Rockingham.

Key strategies for recruiting parents include:

- *Referrals from other services:* HIPPY Rockingham has strong links with Centrelink, local schools, the library and Early Years Networks in Rockingham and Kwinana (including representatives from early childhood programs and services in the area).
- *Promoting HIPPY at other parents and play sessions run by Ngala*
- *Promoting HIPPY at community events:* HIPPY Rockingham promotes HIPPY at community events, such as the annual teddy bears picnic, the Kwinana Under 5 Forum, and at the local shopping centre
- *Word of mouth:* HIPPY families promote the program to other families in the area.

Fourteen families from the 2011 cohort exited the program early. Stakeholders report the main reasons include relocation, competing demands, or their personal circumstances change (e.g. they have a new baby). Some parents exit early because they find HIPPY is not what they thought it would be (eg some parents struggle with the concept of role playing and have left for this reason).

To assist with recruitment. one stakeholder said it would be helpful if HIPPY Australia could provide a list of enrolment eligibility criteria. s47G

s47G

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Rockingham has a new Coordinator in 2013 who replaced a previous individual who had been in the position since the program began. The new Coordinator has qualifications in Early Childhood and has worked in the community for many years. HIPPY Rockingham did not experience any issues recruiting for the role, and received 40 applications when recently advertised. HIPPY Australia was involved in the selection of the new Coordinator.</p> <p>The new Coordinator has not yet completed HIPPY induction training, but had a three week hand-over period with the previous Coordinator. She will participate in the next induction course run by HIPPY Australia in June/July. This timing is seen as unfortunate. To cover the gap, before the new Coordinator started, the Line Manager undertook the HIPPY Australia induction training. More formal training or guidance on using the database would be helpful for the HIPPY team as would more opportunities for coordinators to network and share ideas on best practice.</p> <p>HIPPY Rockingham recruits most tutors through advertising in local newspapers, rather than recruiting parents that are or have previously participated in the program. Tutors enrol their children in the course and commence tutoring in the same year. One stakeholder said the site would ideally like to recruit age 5 parents to recruit age 4 parents but has struggled to do this, possibly because when children start school, parents typically re-enter the workforce and may not be able to commit to a tutoring role. s47E s47E</p> <p>Tutor training is reportedly adequate. Tutors are provided with HIPPY training and other Ngala training (eg on sleep, nutrition, building brains, fatherhood inclusive practice, road safety). Crossing Bridges training is planned for tutors.</p> |
| <p>Program fidelity and quality assurance</p> | <p>The HIPPY team reports that it has adhered to the HIPPY model. Some parents are embarrassed about role playing so at the first parent session the HIPPY team briefs parents on the importance of role playing. Parent groups are held fortnightly at Ngala. During parent groups, parents rehearse role plays and participate in discussions on issues such as road safety and child behaviour.</p> <p>HIPPY Rockingham is hoping to recruit more Aboriginal families. s47F If the site manages to recruit more Aboriginal families, it may consult with HIPPY Australia about adapting aspects of the program to make it more culturally appropriate. Some options might include tapping into an Aboriginal playgroup for parents groups, and delivering training in small groups rather than one on one.</p> <p>The Coordinator reports to the Line Manager and the Line Manager reports monthly to her manager on any significant issues. HIPPY Rockingham uses the existing Early Years Networks in Rockingham and Kwinana as the Advisory Group. Previously, HIPPY Rockingham had an advisory group which included, for example, a professor from Murdoch University. However, members of this group were often unavailable which limited its usefulness. The two Early Years Networks meet monthly and include organisations such as FaHSCIA, the Red Cross, Children's Health, Relationships Australia, local community centres, day care centres, local primary schools, a local parenting service, DHS etc. The Early Years Networks provide a useful opportunity for the HIPPY team to share information, and network with key early childhood community stakeholders.</p> |
| <p>Expenditure and the funding model</p> | <p>One stakeholder described the funding model as 'hard yakka'. If the site takes on 30 families, it employs staff to implement the program for 30 children. However, if families exit early, funding decreases accordingly while the site still incurs the cost of employing the Coordinator and tutors. Stakeholders reported that Ngala needs to absorb the extra cost or over-enrol students to combat this issue.</p> <p>One stakeholder recommended funding be provided in 5-year allocations, noting that when funding is provided in a 2-year allocation, a significant amount of energy is expended on securing extra funding rather than promoting the program. The delay in funding last year was challenging for HIPPY Rockingham because the site was reluctant to promote the program and recruit families when funding was not assured.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>As noted above, HIPPY Rockingham participates in the Early Years Networks operating in Rockingham and Kwinana. These Networks provide a useful opportunity for HIPPY Rockingham to link in with other early childhood programs and services, and brief community stakeholders on HIPPY activities. One stakeholder said organisations represented on the network provide referrals and 'validate' what HIPPY does. Representatives from the library and Centrelink have attended parent groups to provide parents with information on services they offer.</p> |
| Overall impact of HIPPY | <p>Stakeholders report that HIPPY has had positive impacts on parents, children and tutors.</p> <p>HIPPY provides parents experiencing social isolation with an opportunity to meet other parents and connect with the community. It also provides knowledge about education and associated opportunities. The HIPPY team said HIPPY parents develop a relationship with their child's school and the confidence to engage with the school. One stakeholder said these impacts probably have a ripple effect – if HIPPY parents develop confidence and better engage with children, then peers who see this may be encouraged to participate in HIPPY. Another said HIPPY, as a home visiting program, is effective, in reaching those parents who do not visit community centres, and might otherwise 'slip through the cracks'.</p> <p>For children, HIPPY reportedly increases maturity and improves their ability to express emotions. The HIPPY team said HIPPY better prepares children for school and helps them integrate in the school environment. One stakeholder noted HIPPY allows children with special needs to catch up or even get ahead. As an example, HIPPY reportedly had a calming effect on one child with an Autism Spectrum Disorder.</p> <p>HIPPY reportedly provides tutors with a pathway back into the workforce. It provides them with knowledge, a sense of professionalism and an insight into the work they may or may not like. The new Coordinator has already spoken with tutors about their goals post-HIPPY, so they can start planning now. One tutor said she knows of two previous tutors who went on to further training or employment s47F</p> <p>HIPPY tutors gain insights into social issues affecting families when they visit homes, which are then fed back to the Early Years Networks. One stakeholder commented that the insights provided are a 'real eye opener' and are highly valued by other organisations.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key facilitators include:

- Having the Line Manager and Coordinator co-located – this makes it easier to work through any issues that arise
- Ngala is a well-recognised organisation which gives HIPPY greater credibility in the community
- The Ngala building is centrally located (near the shopping centre) and parents can easily access it
- Tutors are on the same level as parents which helps them build rapport
- Word of mouth about HIPPY is increasing and is a useful way to promote the program
- Ngala has an extensive network of community partners
- The program is free and delivered in the home.

Key barriers include:

- It is difficult for HIPPY Rockingham to promote the program when funding is uncertain
- HIPPY Australia induction training only takes place every couple of months which means a new Coordinator can be in the position for 2-3 months before receiving any formal induction training from HIPPY Australia
- It has to date been difficult to recruit Aboriginal families, due to a lack of Aboriginal staff and HIPPY resources being seen as culturally inappropriate
- While Ngala has a good reputation, it is still seen by some people as the place to go if your child needs help with sleeping, not if you want to participate in a parent engagement and/or early literacy and numeracy program.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders report that HIPPY is highly sustainable in Kwinana and Rockingham provided funding continues. As noted above, stakeholders report the population of Kwinana has increased significantly, with many young families moving to the area. The site could reportedly double enrolment figures if funding allowed. Indeed the demand has been so high that HIPPY Rockingham has currently closed its books. One stakeholder commented that the key issue for HIPPY Rockingham is whether it is accessing enough of the people that need HIPPY the most. Enrolment eligibility criteria from HIPPY Australia and/or DEEWR would be helpful in this regard.</p> <p>HIPPY Rockingham is working with tutors to create employment and training pathways post-HIPPY. s47F s47F Other tutors will also participate in Smart Steps training.</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders report that partnerships are very sustainable. HIPPY Rockingham is well connected into the Early Years Networks in Kwinana and Rockingham. Interest in and understanding of the importance of the early years is reportedly growing in the area. A couple of stakeholders commented that partnerships in Kwinana are probably stronger because Kwinana is a Communities for Children site, but relationships in Rockingham are still strong and growing. One stakeholder commented that the new Coordinator may bring different ideas about other organisations HIPPY can tap into which will broaden the partnerships the site currently has.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Ngala is willing and able to continue implementing HIPPY. Ngala stakeholders report HIPPY complements other programs being run by the organisation, and can easily be run out of existing premises.</p> |

WEST COAST

Partner organisation: Rural Health Tasmania Inc

Location of HIPPY provider: Zeehan Neighbourhood Centre, 3 Belstead Street, Zeehan

HIPPY Area: West Coast LGA

Coordinator: s47F

Line Manager: s47F

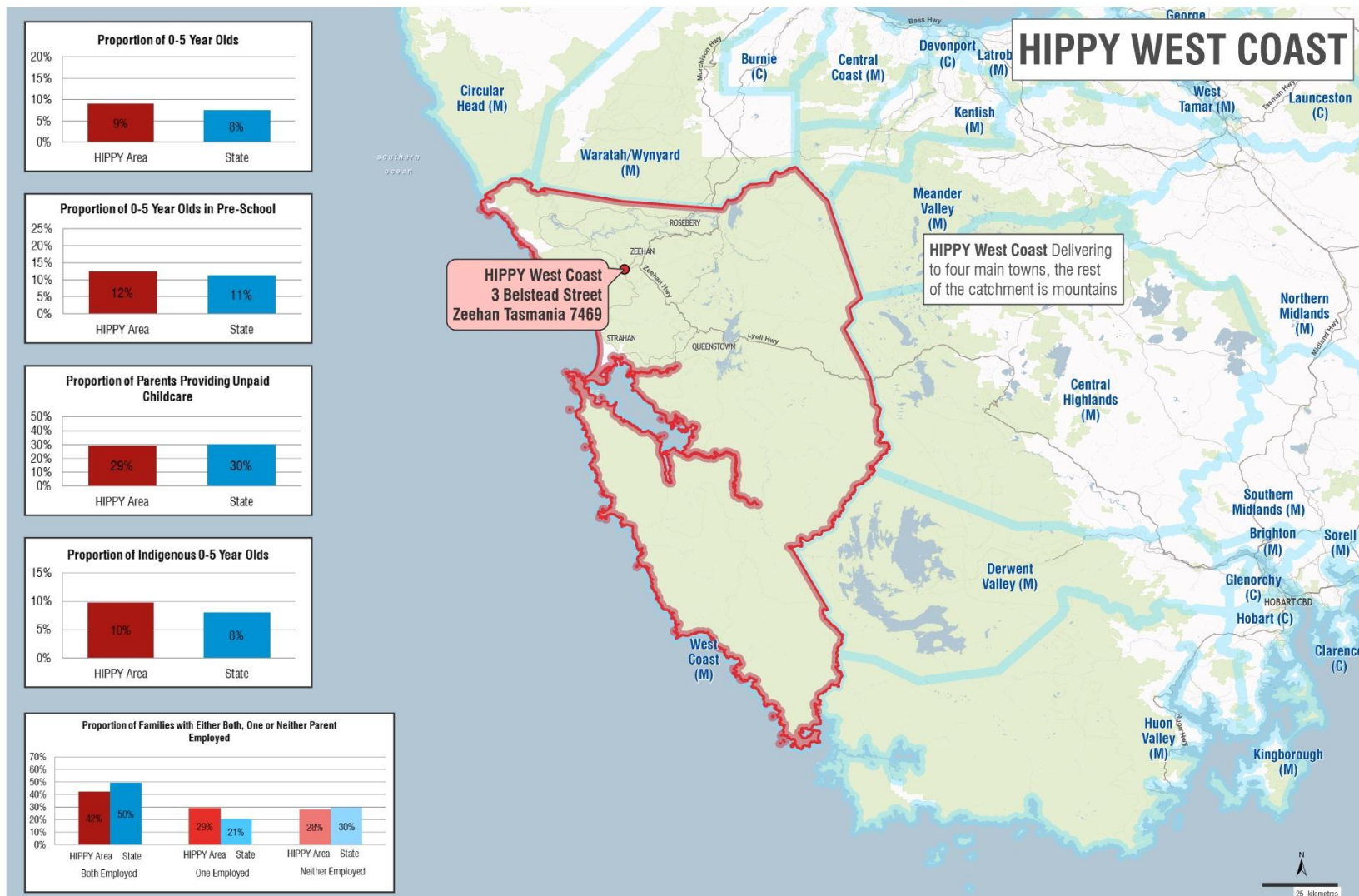
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire West Coast LGA.

All data presented in this map is sourced from ABS Census 2011 data for the West Coast LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the West Coast LGA at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| West Coast LGA at 2006 | 3 | 2 |
| West Coast LGA at 2011 | 3 | 2 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. West Coast LGA is characterised by higher levels of relative disadvantage when compared to other LGAs across Tasmania and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the West Coast LGA, Tasmania and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|----------|----------|----------------|----------|----------|
| | West Coast LGA | Tasmania | National | West Coast LGA | Tasmania | National |
| One or more domains | 27% | 22% | 24% | 27% | 22% | 22% |
| Two or more domains | 13% | 11% | 12% | 13% | 10% | 11% |

EXISTING SERVICES

A range of services are offered in the West Coast LGA, including 0-4 years child care at Rosebery, Zeehan, Queenstown and Strahan primary schools, neighbourhood centres in Zeehan and Rosebery, and Queenstown Child and Family Centre.

HIPPY WEST COAST LGA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 21 | |
| Number of graduations | 3 | Not part of 2012 limited cohort |
| Number exiting early | 18 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 4 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$210,546 | N/A |
| Total spend | \$129,692 | N/A |

DEMONSTRATED NEED IN THE COMMUNITY

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort.

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| Need for a parent engagement and/or early literacy and numeracy program in the community | <p>Key datasets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared³ to the state of Tasmania (8%) - The HIPPY area has a higher percentage of children aged 0-5 years old (12%) in preschool when compared to the state of Tasmania (11%) - The HIPPY area has a lower percentage of both parents employed full time (42%) compared to the state of Tasmania (50%), and a lower percentage of both parents not working (28%) when compared to the state of Tasmania (30%) - The West Coast LGA is characterised by higher levels of relative disadvantage compared to other LGAs across Tasmania and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the West Coast LGA (27%), compared to Tasmania (22%) and Australia (22%). <p>The current population of West Coast LGA is 4,678 people which comprises 1,209 families. The population of the West Coast LGA makes up approximately 1.5 per cent of Tasmania's population. In recent years there has been a closure of a mine and a hospital which has led to decreases in the population. Stakeholders suggest that the number of families may be close to half as many as before the decline in mining employment. The largest industries are mining and tourism. The population of West Coast LGA has become increasingly itinerant, with a number of mines recently shifting to fly-in fly-out employment. The tourism industry employs people on a seasonal and casual basis. West Coast LGA is characterised by wilderness areas and national parks, with cold climatic conditions. There are now relatively low numbers of families located permanently on the West Coast. Resident families are described as very isolated and particularly vulnerable. For these reasons stakeholders report the need for a parent engagement and early literacy and numeracy program is very high, although it may only work with a small number of families.</p> |
| Extent to which the need has changed over time | <p>West Coast LGA is a community undergoing significant transition and HIPPY West Coast has been a particularly challenging site for Rural Health Tasmania. This is due to the ongoing changes and declining population, as well as the unique geography which impacts on delivery of the HIPPY model.</p> <p>When HIPPY West Coast first began in 2009, a significant proportion of families were from Zeehan. The mine in Zeehan has since closed, and this has led to a major decrease in population and a direct impact on HIPPY enrolment numbers. Essential health services have also been relocated. It is reported that local residents feel marginalised and vulnerable.</p> <p>A number of local mines have adopted a fly-in fly-out (FIFO) workforce, rather than employing workers locally. This has meant a decline in the stable population and a paucity of services in each township. The hospital in Rosebery has closed and is replaced with a community health centre which operates a very limited service. Of the permanent population in Roseberry, Zeehan, Strahan and Queenstown, there are approximately 90 children aged four years. The majority of the population is now single men and older people.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

In the first year of the program at HIPPY West Coast, 27 children were enrolled in the program. Since that time, and for the reasons noted above, the population has declined significantly. Of the 2011 cohort, only three age 5 children were retained in 2012.

Recruitment strategies have included the distribution of brochures and posters to early childhood service providers, retail outlets, businesses, schools, community meeting venues and sport venues. The Coordinator also visited all school playgroups and other community events.

In 2010, the name of the program was changed from HIPPY Rosebery to HIPPY West Coast which made a positive difference. Families from other towns have been more encouraged to participate in the program, and there has been an increase in enrolments from Queenstown and Zeehan.

The West Coast catchment includes very difficult terrain with treacherous roads that are often unusable during winter months. s47E

As HIPPY enrolment numbers dwindled, it became more difficult to support parents to engage because group meetings did not have substantial numbers.

The program requirement to engage for two years has also been a challenge for parents. s47E large families with competing demands, there is a view that the program is too big a commitment for benefits that are not clear.

The 2013 program has been delayed while a new Coordinator has been appointed. There are currently 16 expressions of interest for the program. The new Coordinator hopes to recruit between 20 and 25 families to commence the program. It was reported that 25 families would involve a significant proportion of four year olds in the West Coast LGA. To reduce the likelihood of early exits due to relocation, HIPPY West Coast will only sign up families that indicate that they will be based on the West Coast permanently for two years.

At the beginning of this year, the Queenstown Child and Family Centre was opened and HIPPY West Coast now has a space within this centre. It is hoped that this permanent location will facilitate the recruitment and engagement of families.

Recruitment and retention of appropriately qualified staff

For HIPPY West Coast, employing home tutors has involved significant challenges, particularly due to the limited availability of childcare services in Rosebery, Queenstown and Zeehan. There has also been a high turnover of tutors due to relocation, pregnancy, ill health and lack of child care.

In 2012, there were only a very small number of families remaining in the program. As a result of low numbers the Coordinator also had to fulfil the role of tutor.

For the 2013 program, there is currently one expression of interest from a tutor. The Coordinator is waiting to interview all families for the forthcoming program before tutors are selected. The aim is to recruit tutors this year with more education or who may have worked before. It was suggested that women did not commonly work in local mining communities because their husbands earned good money and there is limited childcare available. There are also limited work opportunities for women.

In the past, training was offered to the Coordinator through Rural Health Tasmania, including health, child and family relevant training. Tutors were also offered training opportunities through Rural Health Tasmania, however this was offered at Smithton and difficult for those who could not travel that distance. It was recommended that future training for tutors is offered within the West Coast area.

Initially the former HIPPY West Coast Coordinator was located at Roseberry District School. However, the Coordinator began working from home in Zeehan as the travel was often too difficult.

A new Coordinator has been placed in the role this year. The Coordinator comes from the local community and brings key skills, and there is optimism this year will be the best program HIPPY West Coast has delivered to date.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>In general, HIPPY West Coast has endeavoured to achieve program fidelity. There have been a number of key challenges to this:</p> <ul style="list-style-type: none"> - Home visits have been particularly challenging in the isolated geographic environment of the West Coast, due to poor weather and road conditions. There were also a number of instances of families not being available for home visits due to parents undertaking shift work. As a result there were times when packs were dropped off at homes without face-to-face sessions being conducted. - s47E - The location requires some flexibility for group meetings and Rural Health Tasmania will determine whether this needs a formal adaptation. - It was suggested that the program may be better supported by three tutors, one in each town – this may require an adaptation as there may not be the family numbers to justify three tutors. <p>It is noted that the Coordinator is recruiting families and the program is not operating with a current cohort.</p> <p>In the past, weekly training has been the primary way that program fidelity and quality assurance are ensured. This provides an opportunity to practice the weekly activity packs and reflect on the challenges of the previous week. The Code of Ethics & Confidentiality is reflected upon regularly during weekly training sessions. Weekly supervision is also held after the training to offer individual support to tutors. Supervised home visit and group meeting observations are conducted to identify strengths and areas of skill development for the tutor. Combining these outcomes and reflection by the tutors on their individual skills, Individual Action Plans are developed.</p> |
| <p>Expenditure and the funding model</p> | <p>Rural Health Tasmania reported that HIPPY West Coast had no unmet costs and that spending was in line with budget. In fact there has been a significant underspend of funds during the past four years because of low enrolment of families and the need for tutors. There was also an overestimate of the amount needed to fund travel. This overpayment has been corrected by periods of reduced or nil funding.</p> <p>Notwithstanding the current status of the program, it was suggested that block funding is preferable, rather than having to pay money back later if families drop out of the program.</p> <p>In West Coast, separate rent has to be paid for the HIPPY office. This differs from Smithton, where HIPPY shares an office with Rural Health Tasmania.</p> <p>There is currently money in the budget due to the allowance for training in Melbourne which no longer occurs. The ability to rejig the budget this year is more workable for budgeting Line Manager time and office supplies.</p> <p>There have been no problems complying with the licence or deed of variation.</p> |
| <p>Partnerships</p> | <p>Rosebery and Queenstown have district schools which are preschool to year 10. Zeehan and Strahan have small primary schools. HIPPY West Coast has spoken to primary school teachers but this is not where they receive referrals. HIPPY West Coast works with the childcare centre at Queenstown, and there are strong linkages with community centres, including Zeehan Neighbourhood House and Rosebery Community Centre. Zeehan Neighbourhood House was used as a meeting place for tutors because the Coordinator worked out of home.</p> <p>HIPPY has increased its links into the community by locating the new Coordinator office at the new Queenstown Child and Family Centre. The Centre is co-located with LINC, Maternal and Child Health, and an Aboriginal Liaison Officer. The new Coordinator will soon be on the board for the Centre.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>It is very difficult to measure the impact of HIPPY West Coast due to the myriad of challenges faced at this site in recent years, and the dwindling number of families enrolled in the program.</p> <p>Staff did report that HIPPY made the transition from school easier, because it gave children a head start and they may know other children through the HIPPY group meetings.</p> <p>It was also believed that HIPPY gave isolated and vulnerable families a key opportunity to facilitate their child's development.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none">- The ability of the Coordinator to recruit and retain families in the program- The fact that the Coordinator comes from the local community. <p>Key barriers include:</p> <ul style="list-style-type: none">- The itinerant nature of many families who move to where they can find work- The program operates in a particularly challenging geographic context which makes travel more difficult, in particular if there is bad weather or snow- s47E |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>The future of HIPPY West Coast will be dependent on a number of factors in particular the ability of the Coordinator to recruit a sufficient number of families and tutors, and to overcome some of the challenges of isolation.</p> <p>While there has been some disappointment about low numbers graduating in previous years, stakeholders believe the Coordinator did a good job in very trying circumstances. The biggest challenges have included the itinerant nature of both tutors and families, and the geographic isolation of each distinct community.</p> <p>There is confidence that this year HIPPY West Coast will run a successful program by targeting families that will remain living in the area and employing tutors that are local to the townships. If there are the numbers to only sustain two tutors, then these will be matched to support family access. Hosting group meetings in each of the townships is aimed to support family attendance. s47E</p> <p>s47E There will be approximately 6 families in each town.</p> <p>Stakeholders report that HIPPY West Coast may continue to have numbers below 30 due to its low population.</p> |
| <p>Sustainability of partnerships</p> | <p>There are strong partnerships between HIPPY and internal stakeholders within Rural Health Tasmania.</p> <p>The recent opening of the Queenstown Child and Family Centre and the benefits that will arise from having HIPPY accommodated there will strengthen partnerships.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Rural Health Tasmania is willing and able to continue providing HIPPY. The program is seen as an important aspect of its suite of programs and services.</p> <p>Rural Health Tasmania is committed to the program in this location despite the challenges. There is confidence in the ability of the new Coordinator to recruit families and deliver an effective program.</p> <p>The new Coordinator is supported by the Smithton Coordinator, who will conduct visits to the West Coast to provide coaching.</p> |

WINCHELSEA

Partner organisation: Glastonbury Community Services

Location of HIPPY provider: 8 Gosney Street Winchelsea

HIPPY Area: Moriac, Mt Moriac, Buckley, Gnarwarr, Wurdiboluc, Deans Marsh, Wensleydale, Lorne, Torquay and Jan Juc

Coordinator: s47F

Line Manager: s47F

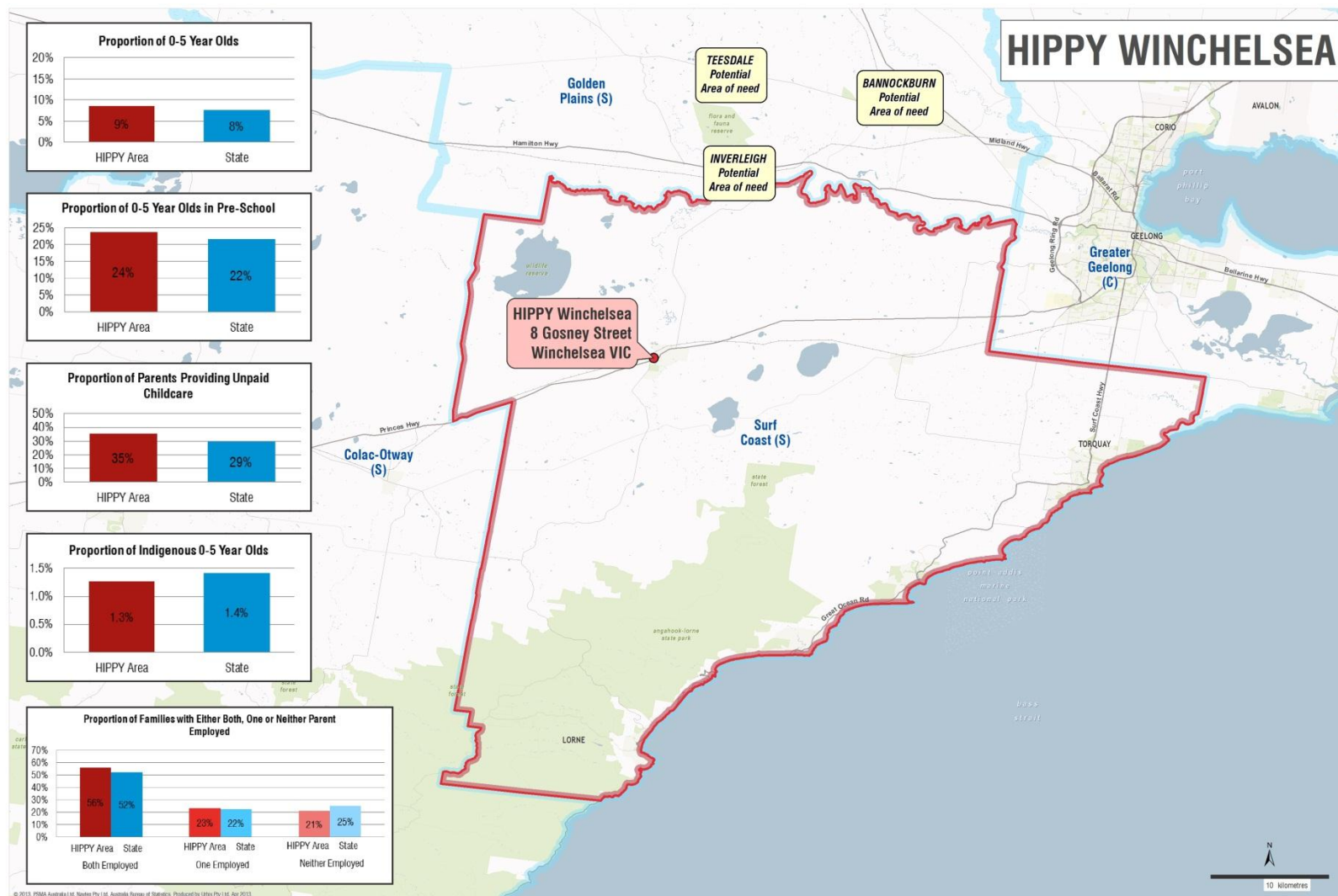
Site started (first enrolment): 2007

This map outlines the HIPPY area which encompasses the suburbs of Moriac, Mt Moriac, Buckley, Gnarwarr, Wurdiboluc, Deans Marsh, Wensleydale, Lorne, Torquay and Jan Juc.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Surf Coast LGA at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Surf Coast LGA at 2006 | 10 | 10 |
| Surf Coast LGA at 2011 | 10 | 10 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Surf Coast LGA is characterised by low levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Surf Coast LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|----------|----------|----------------|----------|----------|
| | Surf Coast LGA | Victoria | National | Surf Coast LGA | Victoria | National |
| One or more domains | 14% | 20% | 24% | 14% | 20% | 22% |
| Two or more domains | 5% | 10% | 12% | 6% | 10% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the HIPPY area, including Innovations Program (counselling support for families), drug and alcohol counselling, Busy Bees speech program, Glastonbury PLAY program and New Families to Town Group.

HIPPY AREA ENROLMENT DATA²

The table below shows the number and type of enrolments for HIPPY area in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 42 | |
| Number of graduations | 25 | Not part of 2012 limited cohort |
| Number exiting early | 17 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$196,300 | \$93,780 |
| Total spend | \$171,384 | \$93,790 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

As noted above, key datasets for the HIPPY area indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the state of Victoria (8%)
- The HIPPY area has a higher percentage of children aged 0-5 years old (24%) in preschool³ when compared to the state of Victoria (22%)
- The HIPPY area has a higher percentage of both parents employed full time (56%) compared to the state of Victoria (52%) and a lower percentage of both parents not working (21%) when compared to the state of Victoria (25%)
- Surf Coast LGA is characterised by low levels of relative disadvantage compared to other LGAs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Surf Coast LGA (14%) compared to Victoria (20%) and Australia (22%).

Stakeholders report a need for a parenting engagement and literacy and numeracy program in the Surf Coast Shire. Early childhood programs including preschool, long day care and occasional care are available in some of the larger towns in the shire such as Torquay and Winchelsea, however, in many of the smaller towns families must travel distances to access these services. There appears to be two different types of need. s47E

The distances between towns in the Surf Coast Shire means there is a great demand and appreciation for home based services. There are no other home based services available that provide a parent engagement and literacy and numeracy program, and families have to travel to Torquay or Geelong to access services. There is one program provided by Glastonbury, 'Let's Read', which they are able to provide alongside HIPPY. This program is a once a year delivery of information on literacy milestones and recommended books for children from four months to five years old. Glastonbury reports that HIPPY provides an excellent opportunity to deliver the Let's Read program in family homes.

Extent to which the need has changed over time

Stakeholders report that need for HIPPY has increased since the program began in 2007. There are also a number of changes taking place in the near future that are expected to increase the number of young families in the area, and subsequent need. This includes the construction of a dual highway between Colac and Geelong by 2014, and the subdivision of 100 blocks of land on the outskirts of Winchelsea.

s47E

Towns north of the LGA, including Teesdale, Bannocburn and Inverleigh, are identified areas of need that are not currently being serviced. These communities are considered very isolated from early childhood services. The HIPPY Line Manager has been approached by members of the community and asked about providing services, however it is outside the Winchelsea/ Surf Coast LGA catchment.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>At the outset of the program, there were a number of challenges in recruiting parents, s47E and a lack of understanding about what the program offered. Stakeholders believe that recruitment has become much easier since that time.</p> <p>The key strategies for recruiting parents include:</p> <ul style="list-style-type: none"> - <i>Word of mouth:</i> HIPPY Winchelsea promotes the program through playgroups, child care centres and the school and have found these organisations to be very effective sources of referrals. The Winchelsea HIPPY partner organisation, Glastonbury, is also a very effective source of referrals. - <i>Distribution of written material:</i> HIPPY Winchelsea distributes pamphlets on the program to childcare centres, play groups, community centres, schools etc, and also conducts letter box drops - <i>Community events:</i> HIPPY staff members (including tutors and the Coordinator) regularly attend events in each community, where they set up stalls, run activities for children and distribute information about the program. <p>Glastonbury has operated in the Surf Coast LGA for many years and is well known and respected. Stakeholders reported that HIPPY's affiliation with Glastonbury was critical to its success.</p> <p>Keeping families in the program for the Age 5 group is a challenge for HIPPY Winchelsea. Tutors reported that many families withdraw once their child starts school because they feel the child is accessing adequate education at school. Other reasons for families exiting the program include the birth of other children, and parents becoming overwhelmed and falling behind with weekly activities. To prevent families from dropping out of the program, HIPPY Winchelsea adopts a number of strategies including making the education program less intensive, giving families 'time off' the program, and being flexible about the date and time of the home visits.</p> <p>Parent groups are reportedly well attended in general, although it can be a challenge to find a time that suits all parents given some work and some are single parents that need to organise alternative child care arrangements.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>There was some difficulty recruiting the Coordinator for HIPPY Winchelsea, mainly because of the isolated nature of the role. The position is formally advertised in the local papers and online and through the early years networks, and has a formal application and interview process.</p> <p>s47E This has meant previous coordinators have travelled distances from outside the LGA. Travelling long distances placed additional stress on Coordinators and was not sustainable. To address this, the HIPPY Line Manager has organised a flexible working schedule for the current Coordinator, who is employed four days a week and works from home when necessary.</p> <p>Recruiting tutors has generally been an easier task for HIPPY Winchelsea. There are currently three tutors at HIPPY Winchelsea, who were recruited through recommendations from previous tutors. To apply, tutors have to formally submit an expression of interest letter and CV. s47E s47E</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Winchelsea has been consistent with many aspects of the HIPPY model, however has made some modifications to make it the most appropriate fit for delivery in the local community.</p> <p>In some cases, the program has been amended to cater for families who are struggling to keep up. This has meant they do not complete the full two-year program, but aspects of it throughout that period of time. These families still attend the Graduation Ceremony and receive a 'participation' certificate rather than a 'graduation' certificate.</p> <p>The home visits feature of the model is in some situations difficult to achieve because of the long distances that tutors have to cover. As such, HIPPY is delivered to a group of families in Lorne (located some distance from Winchelsea) at the same time.</p> <p>Some of the language has been amended to engage better with the local community. These include calling the tutors 'mentors', and calling role-playing 'practicing'.</p> <p>In terms of quality assurance, Glastonbury undergoes quality accreditation each year with QICSAR, and also has site assessments and site reflections each alternate year with HIPPY Australia. To support the tutors, the Coordinator goes to each initial home visit with them, and has fortnightly meetings with all to talk about any issues and troubleshoot.</p> |
| <p>Expenditure and the funding model</p> | <p>While on the whole expenditure has been in line with the budget at HIPPY Winchelsea, there are some costs that are unaccounted for. These largely relate to the rural delivery of the program and the associated cost of time and travel that does not occur in metro locations. If tutors are allocated a certain amount of time at each home, it is reported that they sometimes have to reduce the amount of time spent on site, to take into account the time spent travelling.</p> <p>The HIPPY Winchelsea budget can also be hard to manage because it works on a calendar year, whereas the other programs delivered by Glastonbury work on a financial year calendar.</p> |
| <p>Partnerships</p> | <p>HIPPY Winchelsea has a number of strong partnerships with organisations in the community. The Early Years Reference Group is an important network for HIPPY Winchelsea, and brings together different groups from across the Surf Coast LGA that work in the maternal child health, child care and preschool fields. This network has been particularly useful for identifying families to take part in the program and referring families on. The local Playgroup Committee is also very supportive of the program, and is an important point of referral for families.</p> <p>HIPPY Winchelsea has a good relationship with HESSY Rural Health, which provide them with accommodation at a low rate. Strong ties are also reported with the local primary school, which is a great supporter of HIPPY and refers on many families.</p> |
| <p>Overall impact of HIPPY</p> | <p>HIPPY Winchelsea is reported to have a positive impact on the children, parents and broader Surf Coast Shire community.</p> <p>For the children, teachers at the local primary schools report they can tell which students have taken part in HIPPY because they are more 'school ready' than many of their peers. It is also reported to have built children's confidence in their school work and social skills.</p> <p>For parents, HIPPY is reported to have had a positive impact on their ability to teach their child and to bond with them. Parents who are tutors are also reported to have greatly benefited from the program. Tutors are supported to complete fortnightly training in Certificate IV in Community Development, and are able to take part in other training programs run by Glastonbury that are relevant, such as drug and alcohol training. HIPPY Australia also provides the 'Crossing Bridges' training program, which is reportedly very good. These training opportunities, coupled with the experience and confidence gained from being a tutor, has helped tutors find stable employment after HIPPY.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

The key enablers for the successful implementation of HIPPY Winchelsea include:

- A strong Line Manager with excellent local networks
- Enthusiastic and respected tutors who promote the program locally
- Strong partnerships and community support
- Length of operation – the local community has become used to the presence of HIPPY and are much more welcoming and accepting of it now, compared to when it started in 2007
- It is at no cost to families.

The challenges to implementing HIPPY Winchelsea include:

- s47E
- Finding the 'right fit' with tutors – ensuring that families and tutors are well matched
- Working around parents that work full time.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is a strong belief that HIPPY is sustainable in the Surf Coast LGA. HIPPY Winchelsea does not foresee any difficulty recruiting parents for the program, and given the projected population growth resulting from the highway extensions and subdivision of land for development, need is expected to increase. The need for a home based service to more remote locations in the LGA will continue, as there are no other similar services available.</p> <p>HIPPY Winchelsea reports that recruiting tutors is becoming easier as the program becomes more established in the local community. Stakeholders also report that parents are becoming more engaged and aware of the program as they see other families successfully participating.</p> <p>Stakeholders report that funding is a concern for the sustainability of the program, particularly the timing of the funding announcements. It was reported that if funding announcements were made closer to the middle of the year rather than at the end, HIPPY Winchelsea would be able to more confidently recruit families and tutors. There is a concern that they do not make promises to families without certainty that the program will continue the following year.</p> <p>Another challenge is delivering the program to families who are transient in the community, including those that have complex needs. Stakeholders report some families find it difficult to commit to the two year timeframe of the program and often miss out as a result.</p> |
| <p>Sustainability of partnerships</p> | <p>The current links with local organisations are reported as being strong and sustainable. HESSY Rural Health is supportive of the program and is happy to continue to provide HIPPY Winchelsea with affordable accommodation. Other stakeholders such as the local Primary School in Winchelsea and local Playgroup Committee are very supportive of the program and happy to continue to promote and work with it.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Glastonbury Community Services expressed its full support for HIPPY in the Surf Coast LGA. The strength of its commitment is reflected its delivery of the program between 2007 and 2011. HIPPY is considered to be complementary to other services, and fills an important gap in local service delivery.</p> |

BOWENFELS

Partner organisation: Centacare Bathurst

Location of HIPPY provider: 19b Hassan Street, Lithgow NSW 2790

HIPPY Area: Bowenfels

Coordinator: s47F

Line Manager: s47F (acting Line Manager)

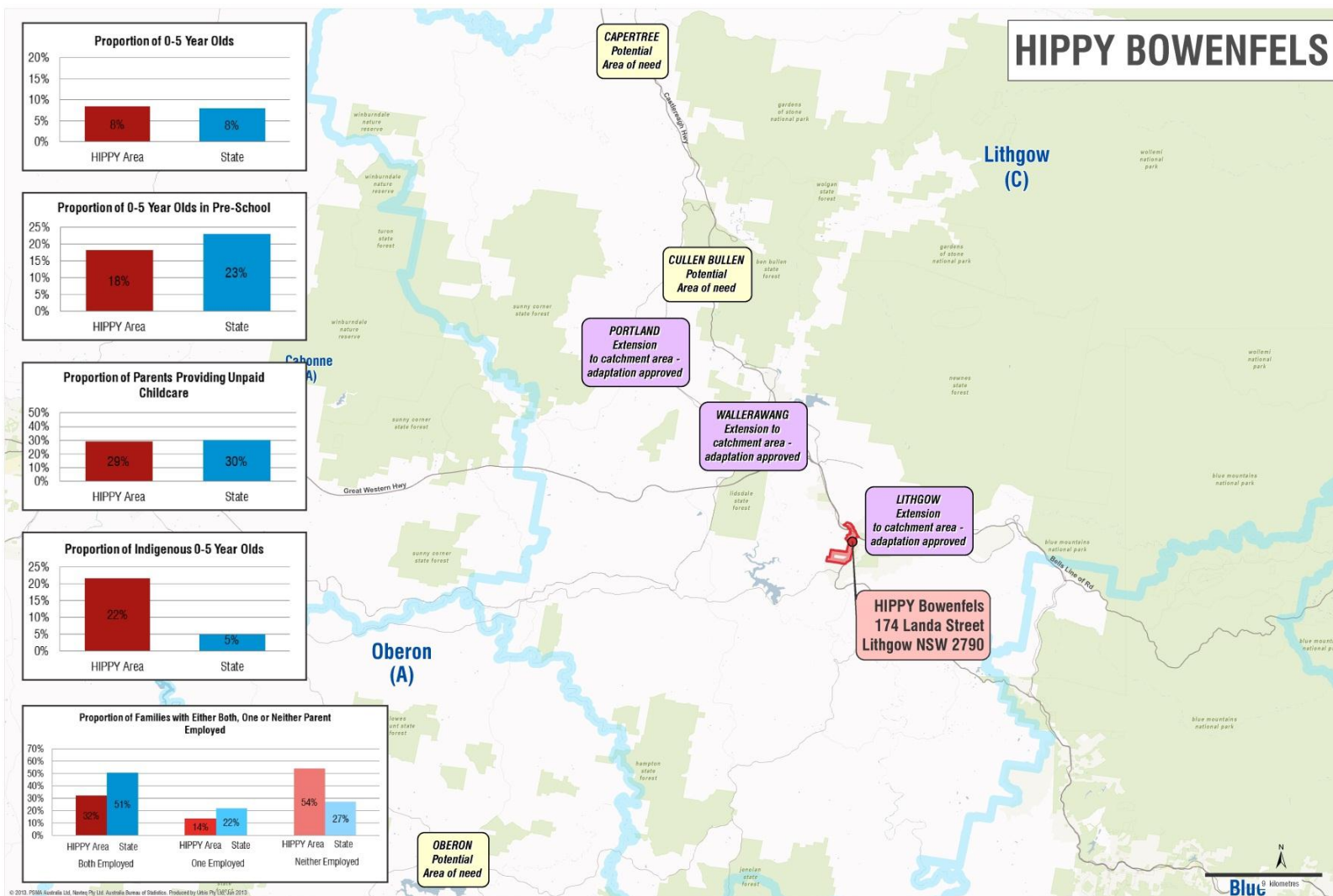
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Bowenfels suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Bowenfels suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Lithgow LGA at 2006 and 2011.

| | State decile | National decile |
|---------------------|--------------|-----------------|
| Lithgow LGA at 2006 | 2 | 3 |
| Lithgow LGA at 2011 | 2 | 2 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles.

Lithgow LGA is characterised by higher levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Lithgow LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------|-----|----------|-------------|-----|----------|
| | Lithgow LGA | NSW | National | Lithgow LGA | NSW | National |
| One or more domains | 20% | 21% | 24% | 18% | 20% | 22% |
| Two or more domains | 11% | 10% | 12% | 7% | 9% | 11% |

EXISTING SERVICES

A range of programs and services are currently being offered in the Lithgow LGA, including: the Family Resource Centre in Portland, Wallerawang and Lithgow run by Centacare Bathurst; Parenting Young run by the Lithgow Information and Neighbourhood Centre Inc (LINC); Lithgow Centre - a community volunteer initiative supported by Family Support Services Inc and LINC; Breakfast Club run by Lithgow Family Support Services Inc; story time run by Lithgow and Wallerawang Libraries; long day care/preschool; various community playgroups; Brighter Futures run by the Benevolent Society; and Learning for Life run by the Smith Family.

HIPPY BOWENFELS ENROLMENT DATA²

The table below shows the number and type of enrolments for HIPPY Bowenfels in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 45 | 38 |
| Number of graduations | 23 | 0 |
| Number exiting early | 22 | 16 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 7 | 6 |
| Number of children that most commonly speak a language other than English at home | 0 | 1 |
| Total budget | \$191,406 | \$160,450 |

¹ Lithgow LGA AEDI was used to represent the HIPPY catchment as there is no AEDI data at suburb level.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

| | | |
|-------------|-----------|-----------|
| Total spend | \$188,500 | \$164,654 |
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DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets for the Lithgow LGA indicate:

- The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of NSW (8%)
- The HIPPY area has a slightly lower percentage of children aged 0-5 years old (18%) in preschool³ when compared to the state of NSW (23%)
- The HIPPY area has a lower percentage of both parents employed full time (32%) when compared to the state of NSW (51%) and a higher percentage of both parents not working (54%) when compared to the state of NSW (27%)
- The Lithgow LGA is characterised by higher levels of relative disadvantage compared to other LGAs across NSW and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Lithgow LGA (18%) than NSW (20%) and Australia (22%).

Stakeholders suggest a need exists for a parent engagement program and literacy/numeracy program s47E

s47E

Further, preschools in the area have waiting lists. s47E

s47E

Families in Bowenfels and other outlying areas such as Portland and Wallerawang find it difficult to access services in the Lithgow area because of a lack of transport. There are reportedly limited employment opportunities in the area for women, and there is a need for more connections for socially isolated parents. Service providers suggest HIPPY is unique in that it is the only program helping parents learn how to interact with children in the home environment.

Extent to which the need has changed over time

When the program commenced in Bowenfels there were only 60 families with children 0 to 5 years, resulting in a small target group. Additional need was identified in the broader Lithgow LGA, including in Portland and Wallerawang, resulting in an Adaptation Request to expand the catchment area to include these areas. While servicing families in Bowenfels remains the main focus, the program is implemented across the broader Lithgow LGA. Areas of unmet need have been identified as Capertee and Cullen Bullen (within the Lithgow LGA) and Oberon (outside the Lithgow LGA).

Stakeholders report the need has remained consistent, although recognition in the community of the need for a parent engagement and literacy/numeracy program has increased.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Bowenfels has been effective in recruiting parents to the program. In 2011, there were 45 enrolments (target = 35) and 23 graduated. In 2012 there were 38 enrolments (target = 25) with 22 remaining in the program. There are 37 enrolments for 2013 (target = 30).</p> <p>A number of strategies have been used effectively to recruit parents. These include:</p> <ul style="list-style-type: none"> - Doorknocking the local area around Bowenfels - Word of mouth - parents talking to friends and other parents at playgroups and schools in Bowenfels, Lithgow and Portland; and tutors talking to parents at playgroups - HIPPY running stalls at community fun days, with tutors/parents assisting - Setting up a base in Bowenfels so community members can 'drop in' to learn more about the program - Enrolling the younger siblings of children who have already participated in the program - The Coordinator delivering presentations to other agencies/ interagency meetings - Providing a HIPPY promotional pack to local organisations - Encouraging referrals from other agencies and children's services - Asking schools to publicise HIPPY at information sessions and in newsletters. <p>A total of 22 families exited the program early in 2011, and 16 families exited early in 2012. Stakeholders report these were from a higher enrolment base than the target enrolment. HIPPY Bowenfels over enrols to allow for families exiting the program early. The main reason for early exits were families relocating to other areas and ill health. The population is somewhat transient depending on availability of work in local industries (mines and power industry). A small number of parents left when their children started school because of the demanding homework schedule at one of the local schools. This obstacle has mostly been overcome by families completing HIPPY packages on weekends or in holidays. Tutors are flexible with timing for home visits, which is particularly important for parents in employment.</p> <p>Stakeholders report that generally there is a high level of engagement by parents, with many keen to enrol younger siblings when eligible. Parent groups are held in two locations, one in Bowenfels and one in Portland. Although attendance varies, stakeholders report parent groups are mostly well-attended.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>The program has had two coordinators since commencement, and both have had the necessary tertiary qualifications. The current Coordinator has a long history in the area which has helped HIPPY gain acceptance in the community. In addition to HIPPY training, the Coordinator receives Centacare in-service training and attends other community group training where relevant.</p> <p>Although the program has succeeded in recruiting and retaining sufficient tutors to implement the program, recruiting tutors has been challenging. Tutors need to have their own transport and sometimes travel considerable distances to service families across the LGA, both of which can act as barriers to recruiting tutors. Given the difficulties, one tutor has been asked to stay on past the initial two years. Some tutors have left the program due to relocation or taking up other paid work. Tutors report that training is adequate and of a high quality.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Bowenfels has generally adhered to the program model. One exception is that it does not hold separate parent groups for age 4 and age 5 parents, due to the demands of running parent groups in two locations that are some distance apart. Age 4 and 5 parents attend parent groups in the two locations together, with age 5 parents acting as mentors. The other exception is that some parents don't feel comfortable with home visits and instead meet tutors at other locations e.g. coffee shops, the library or the HIPPY base in Bowenfels.</p> <p>Parent satisfaction surveys on parent groups and home visits are conducted regularly. In addition to HIPPY reporting requirements, HIPPY Bowenfels is required to comply with Centacare policies and reporting requirements.</p> <p>HIPPY Bowenfels has an Advisory Group which is made up of representatives from Centacare, Lithgow TAFE, Lithgow Council Community Development, LINC, a community member with a background in literacy and numeracy, a parent representative, and the HIPPY Coordinator. Advisory Group meetings are held once a term and minuted.</p> |
| <p>Expenditure and the funding model</p> | <p>Stakeholders report the program consistently runs over budget with Centacare making up the difference. The HIPPY budget does not cover operational costs such as rent, HR, IT or the cost of line management and financial reporting. The recommended rate for the Coordinator is \$26 per hour but in order to attract a suitably qualified person Centacare offers a higher rate. Tutors do not get paid for using their own vehicles. In this location, tutors sometimes have to travel large distances which results in considerable expense that is not reimbursed.</p> <p>HIPPY is funded over a calendar year whereas Centacare budgets are based on a financial year. This means financial reports often do not align. Stakeholders have had some difficulty with the HIPPY financial reporting template which they say is not always available.</p> |
| <p>Partnerships</p> | <p>HIPPY Bowenfels is well connected in the community, and has built strong partnerships with agencies and schools in the catchment area. Partnerships exist with LINCS (and Communities and Kids within LINCS which runs playgroups), the Benevolent Society, Lithgow Childcare Centre, the Smith Family, Lithgow Council, Portland Family Resource Centre, Lithgow TAFE, Wallerawang Public School, Portland Central School, FaCS, the Child Protection Interagency Committee and the Aboriginal Consultative Group. These organisations provide a range of supports which includes, for example, referring families to the program and promoting HIPPY in the community.</p> |
| <p>Overall impact of HIPPY</p> | <p>While impacts are not immediately apparent, stakeholders report that the program sets up children and parents for success, and has flow on effects including increased employability and self-esteem for parents.</p> <p>Tutors and parents report that HIPPY helps parents and children develop a positive relationship. Parents feel more confident in interacting with their children and in engaging with the school about their child's progress. For parents who are socially isolated, HIPPY reportedly helps them feel more connected to the community.</p> <p>For some parents, HIPPY has given them the confidence to undertake further education and training. Vocational pathways are discussed with parents, and tutors are supported to pursue educational opportunities (for example, enrolling in TAFE to train as teachers' aides, and undertaking Business Certificate and Welfare Certificate courses). Stakeholders report that HIPPY Bowenfels' connections with other agencies increases opportunities for parents to undertake volunteer work, creating additional pathways to employment.</p> <p>For children, HIPPY reportedly gives them increased confidence in commencing school and interacting with other children, and a positive attitude towards learning. Children who have been through the program are described as more school ready in terms of social skills and literacy/numeracy skills.</p> <p>Stakeholders report a feeling of community pride when children graduate from HIPPY. The program is described as empowering and capacity building.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers to the successful implementation of HIPPY in this location are:

- Parents want the best for their children and want to learn how they can help their children
- HIPPY is seen as good program model
- HIPPY Australia provides good training packages for tutors, giving them knowledge and confidence to implement the program
- The Coordinator has sound management skills and an extensive network of partnerships in the area
- There is a high-level of support for HIPPY from other organisations and services.

Key barriers to the successful implementation of HIPPY in this location include:

- The reluctance of some parents to engage in role play - this is usually overcome when parents see others engaged in role play at parent groups
- Difficulty in recruiting and retaining tutors – difficulty in retaining tutors relates to the limit on how long they can remain in the role and tutors moving on to take up other education or employment opportunities
- Lack of transport and social anxiety of some young parents can be a barrier to parents attending parent groups.

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | Stakeholders agree that HIPPY is sustainable in Bowenfels and the broader Lithgow LGA, and no difficulties are foreseen in recruiting families to the program provided funding continues. Stakeholders report an ongoing need for HIPPY in the community. Large numbers of children in child care facilities and preschools suggest a continuing pool of families from which to recruit. |
| Sustainability of partnerships | Partnerships are strong and sustainable. All agencies interviewed expressed an eagerness to continue to support HIPPY as it complements their services and meets a need in the community. HIPPY is the only program in the community that teaches parents to become their children's first teacher. There are frequent cross-referrals, with services referring families to HIPPY and HIPPY referring families to services. |
| Capacity and willingness of program provider to continue to deliver HIPPY | Centacare reports it is very willing and able to continue delivering HIPPY. The program continues to be aligned with Centacare's core business to assist families to achieve their maximum potential. The organisation cannot foresee a time when HIPPY won't align with its core business. HIPPY sits under Centacare's early childhood early intervention program and complements other early learning support services offered. HIPPY differs from other services offered, however, in that it is more intensive and structured, and centres on home visits. |

BRAYBROOK

Partner organisation: Western Region Health Centre (WRHC)

Location of HIPPY provider: 107-139 Churchill Avenue, Braybrook, 3019

HIPPY Area: Braybrook

Coordinator: s47F

Line Manager: s47F

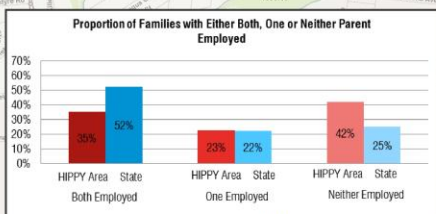
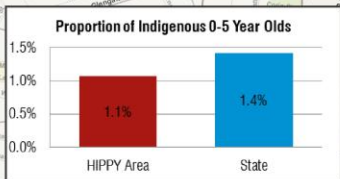
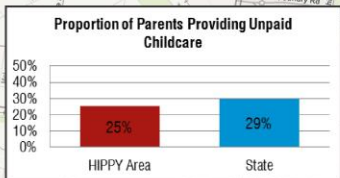
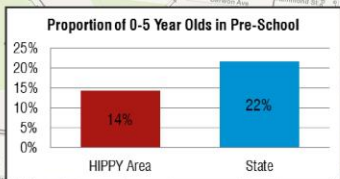
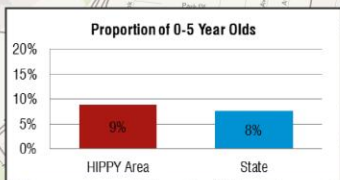
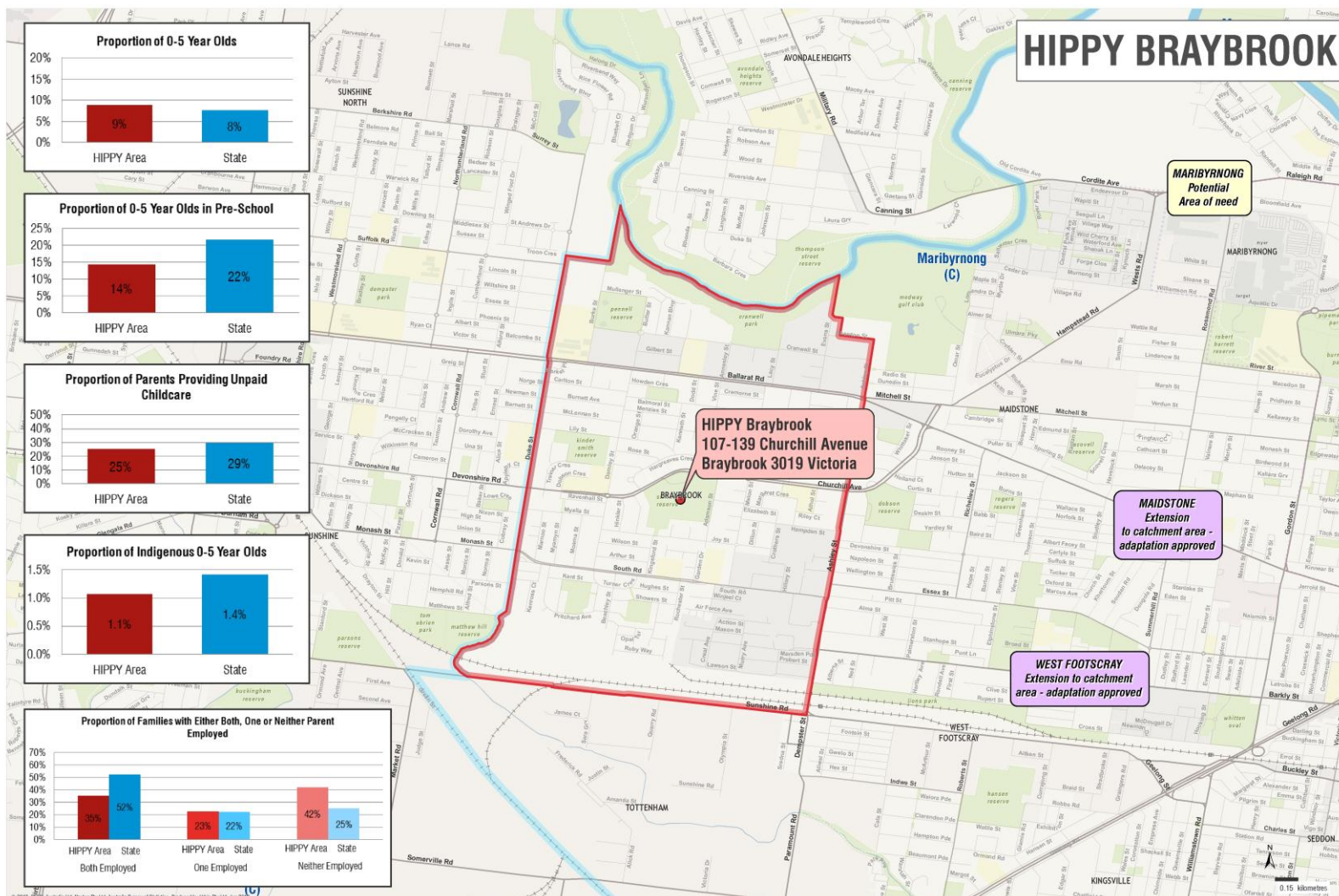
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Braybrook suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Braybrook suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Braybrook suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------------|--------------|-----------------|
| Braybrook suburb at 2006 | 1 | 1 |
| Braybrook suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Braybrook suburb is characterised by high levels of relative disadvantage, when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Braybrook/Tottenham local community, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------------|----------|----------|---------------------|----------|----------|
| | Braybrook/Tottenham | Victoria | National | Braybrook/Tottenham | Victoria | National |
| One or more domains | 31 % | 20% | 24% | 26% | 20% | 22% |
| Two or more domains | 12% | 10% | 12% | 12% | 10% | 11% |

EXISTING SERVICES

A range of services are currently offered in the Braybrook suburb. This includes services through the Paediatric Team at WRHC (HIPPIY Partner), Maternal and Child Health Nurse and Enhance Maternal Child Health Nurse at Braybrook Community Centre (part of Maribyrnong City Council), My Time group at Braybrook Community Centre, Sudanese Australian Integrated Learning (SAIL) Program, Tweedle Child and Family Health Service, Caroline Chisholm Society, Supported Playgroups (4 groups, targeting vulnerable families – young mothers, newly arrived, children with disabilities), Homework Club at Braybrook Community Centre, Dental therapist at WRHC, Adult Migrant Education Program (AMEP), Melbourne City Mission and MacKillop Family Services.

HIPPY BRAYBROOK SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 39 | 25 |
| Number of graduations | 20 | 0 |
| Number exiting early | 19 | 3 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 2 | 1 |
| Number of children that most commonly speak a language other than English at home | 16 | 20 |
| Total budget | \$204,829 | \$152,572 |
| Total spend | \$188,413 | \$127,505 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPIY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The Braybrook suburb has a higher percentage of children aged 0-5 years old (9%) when compared to the state of Victoria (8%)
- The Braybrook suburb has a lower percentage of children aged 0-5 years old (14%) in preschool² when compared to the state of Victoria (22%)
- The Braybrook suburb has a lower percentage of both parents employed full time (35%) compared to the state of Victoria (52%), and a higher percentage of both parents not working (42%) when compared to the state of Victoria (25%)
- The Braybrook suburb is characterised by high levels of relative disadvantage, compared to other LGAs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Braybrook/Tottenham local community (26%), compared to Victoria (20%) and Australia (22%).

The need for HIPPY in Braybrook and adjoining areas (Maidstone and West Footscray as per Adaptation Request) is both current and ongoing. Evidence for the need includes: the high numbers of children in the areas starting school without an early years education experience; s47E

s47E

(ESL), and problems regarding core language skills.

Language barriers were also reported regarding English as a Second Language

The catchment includes a number of emerging communities. This includes the Chin community from Burma, but also Somali and Sudanese refugees, arriving over the last few years. The understanding of teaching varies across cultures, but HIPPY supports all parents to be first teachers.

Demand remains strong among both families and service providers seeking to refer families. Most recently the program has been approached by members of the Sudanese community, keen for HIPPY to engage with this community in the coming year.

Extent to which the need has changed over time

Initial need was identified based on the demographics of the Braybrook area and AEDI data. While the focus remains on Braybrook, families are now also drawn from Maidstone and West Footscray, reflecting pockets of need in these areas.

The cultural diversity of the area and emerging communities has been noted above. The program has been proactive in responding to these changes. An emerging demographic shift has also been noted. Over the medium term, this may lead to marginalised and disadvantaged families reducing in number and as a proportion of the population. However, it is envisaged these groups will still exist and possibly be less visible.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

Initially parents were recruited through program promotion in local shopping centres, childcare settings, letter-box drops and through related services. Currently there is no overt promotion required, as the program is now well-established and reaches capacity through service referral and parent self-referral. This year (2013) five-six eligible referrals could not be accommodated in the program, due to the program being at capacity.

The quality and consistency of the tutors is believed to be a key success factor in the strong retention rates the program achieves. Once at school a small number of families consistently withdraw from the program, primarily citing other family commitments as the reason. These commitments may include parent study, paid work or children's out of school activities.

Recruitment and retention of appropriately qualified staff

HIPPY Braybrook has recruited tutors to reflect the communities with whom they engage. Currently the target communities are the Chin, Vietnamese, Sudanese and general communities. There are challenges when recruiting tutors from small emerging communities. The constraints become clear as the program seeks to find people who:

- Have already participated in the program
- Have children of the right age
- Have adequate literacy to deliver the program
- Have language skills (in Chin this means multiple dialects).

For an already small community, the criteria applied to potential tutors reduces the potential pool to very few individuals. The program requirement for tutors to move on once their child has finished the five-year old program means the program can experience the recruitment challenge repeatedly.

Tutors are well supported by HIPPY Braybrook, with attention paid to equipping tutors to be as effective as possible in addition to the required training and support. Tutors for the age 4 cohort participate in weekly role play sessions, and tutors for age 5 cohorts meet fortnightly. New tutor training modules are delivered, and the Crossing Bridges module was introduced last year.

Other training has included preparing tutors to invite parents to complete the age 4 mid-year evaluation. It was recognised this would be a new format for many parents, so the group explored the Victorian Charter of Human Rights, the difficulties parents may experience in completing an evaluation, and strategies that may assist. Parents included those from countries which lack freedom of expression and freedom of thought. Therefore these strategies were designed to build parental confidence to participate in providing feedback to the program.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Braybrook is confident in the quality of the program and the processes supporting the program’s success within WRHC. Parent surveys and evaluations are completed and data entry is kept up to date. Aspects of the program are reviewed as required. For example, due to low attendance rates at the parent group last year, a new approach is being piloted and monitored. The new approach includes a craft-focused group activity rather than speakers. Early indications are that numbers have consistently increased, with parents finding this a more attractive format.</p> <p>The parent group includes individual sessions to go over role plays with tutors. Generally this works well, however, the multiple dialects of the Chin community make it challenging for tutors to run the role play in three-four dialects in the time available.</p> <p>The challenge of achieving consistently high attendance at the group reinforces the importance of the home-based delivery of HIPPY.</p> <p>HIPPY is well-supported by the existing quality assurance practices and systems of WRHC, including staff development, and review systems. At times this can lead to duplication with quality assurance requirements within HIPPY, and some flexibility or a tailored approach would avoid duplication of effort.</p> <p>The accountability measures are generally considered to be high for a small program. The bi-annual site assessment and annual one-day reflection are examples where efficiencies could be achieved, through a less time-consuming program of review.</p> |
| <p>Expenditure and the funding model</p> | <p>The requirement from HIPPY Australia for a specific audit is thought to be an unusual requirement, and duplicates cost and the whole-of-organisation process for financial accountability.</p> <p>The cost of tutors can exceed funding. In HIPPY Braybrook there is a priority put on drawing tutors from the target community. In general HIPPY tutors can have up to 15 families. However, at times WRHC has employed tutors with a smaller number of families to address the language diversity requirements. The lower ratio cost is borne by the WRHC. Under the Industrial Award, tutors must be paid for three hours of work, which is generally well-managed through careful scheduling. However, this is not always possible, and leads to a cost burden to WRHC, e.g up to 60 hours unfunded a year, for an additional age 4 tutor.</p> <p>Numbers are currently stable. When participation previously dropped, WRHC subsidised the cost of HIPPY, indicating that numbers need to be maintained for it to be financially viable. Conversely, the funding formula includes an assumption of a certain rate of attrition, e.g. over the summer holidays before the age 5 cohort commences, a percentage of parents are expected to withdraw, and funding reduces compared to the age 4 cohort. If this attrition does not happen, the additional cost is borne by WRHC.</p> |
| <p>Partnerships</p> | <p>HIPPY Braybrook has partnerships in place with a range of paediatric and community services in the area. It has a strong partnership with Maribyrnong Council, and Council-delivered services such as Maternal Child Health.</p> <p>Maribyrnong Council strongly supported the original funding application, and continues to support WRHC as the delivery partner for the HIPPY program. Council’s support has ensured HIPPY is embedded in the network of early years services in the area.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall impact of HIPPY

HIPPY is valued for the program’s capacity to ‘bridge the knowledge gap’ for families from diverse cultures in understanding the early years’ service system, and the opportunities to enhance children’s learning and the confidence of parents.

In many instances HIPPY sees families where the parents are motivated to help their child, but are uncertain as to how to do this. Through HIPPY, parents are engaged with their child’s learning and with the broader service system. This is critical for newly arrived families, and parents with poor education experiences. In particular, it is the 30 sessions in the first year that uniquely provides the time and setting to build rapport and trust.

HIPPY provides a pathway from Council's Maternal and Child Health into preschool. It is also provides a pathway from clinical health services through to education.

The program supports children in all developmental domains, and examples of enhanced parenting have been reported back to HIPPY by other services involved with families. Age 5 graduation surveys reported an increase in parent confidence in speaking with teachers. Importantly, HIPPY Braybrook have positioned HIPPY such that it is a matter of pride for families to be involved in the program, rather than it being seen as a remedial or deficit response.

For children who live in very busy households, HIPPY is one of the few opportunities for one-on-one interaction with their parent. s47E

The broader community sees HIPPY as their program. People are requesting involvement in HIPPY with Braybrook experiencing a small waiting list. HIPPY Braybrook has provided the opportunity to work with families and offer services access to a hard-to-reach cohort. s47E

Key enablers and barriers to implementing HIPPY

- Key enablers in implementing HIPPY Braybrook include:
- Support of Maribyrnong Council in the initial funding application and ongoing engagement between Council and the program
 - Location within well-established health service
 - Allied health referral pathways enabled through this location (occupational therapy, speech therapy, clinical services, children’s dental)
 - Support to Coordinator and tutors by WRHC
 - High stability in referral networks has enabled strong networks to develop
 - Local connections bring material resources into the program
 - Content of the program appeals to the children and to the adults.
- Barriers to implementing HIPPY
- Complexities of emerging communities with multiple dialects makes tutor recruitment challenging
 - Responding to emerging communities can lead to lower than usual numbers of families to a tutor, which increases costs
 - Requirement to turn-over tutors can lead to loss of momentum with an emerging community.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>HIPPY Braybrook is sustainable in its current form, due to the stability of the WRHC, access to networks and support from referring and referee services.</p> <p>Challenges regarding tutor recruitment in the context of emerging communities are noted above. These challenges include finding the right people, but also running groups with smaller than recommended numbers while the program builds confidence among the new communities. There are costs associated with this responsiveness that are currently not met under the funding formula. In the current catchment and the Maribyrnong area more broadly there is unmet need, which an expanded program could address. Ideally there could be four streams of HIPPY available: Chin, Vietnamese, Sudanese and English-speaking streams, with flexibility to include other African languages as communities become established.</p> <p>A greater degree of certainty in funding, e.g. over five years, would enable a better approach to planning, and considering future demand.</p> |
| <p>Sustainability of partnerships</p> | <p>The key network for HIPPY Braybrook is the Maribyrnong Early Years Partnership. The partnership operates as a network of all relevant early years and family services. The HIPPY Coordinator is an active member of the Network.</p> <p>Council is very committed to the provision of integrated early years services to families. HIPPY Braybrook is seen as an integral part of the current and future mix of services available to families.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>WRHC considers the HIPPY program as a core element of the suite of programs offered to families in the Braybrook area. With the planned redevelopment of the Council-owned site from which WRHC operates HIPPY, there is an even greater opportunity to integrate with existing and new services, including the library, childcare centre and preschool planned for the site.</p> <p>All stakeholders are supportive of HIPPY Braybrook, and indicate WRHC provides strong support for the HIPPY Coordinator and tutors.</p> |

CHARNWOOD

Partner organisation: Uniting Care Kippax

Location of HIPPY provider: Kippax Uniting Community Centre, Corner of Luke St and Harwick Crescent, Holt

HIPPY Area: Charnwood suburb

Coordinator: s47F

Line Manager: s47F

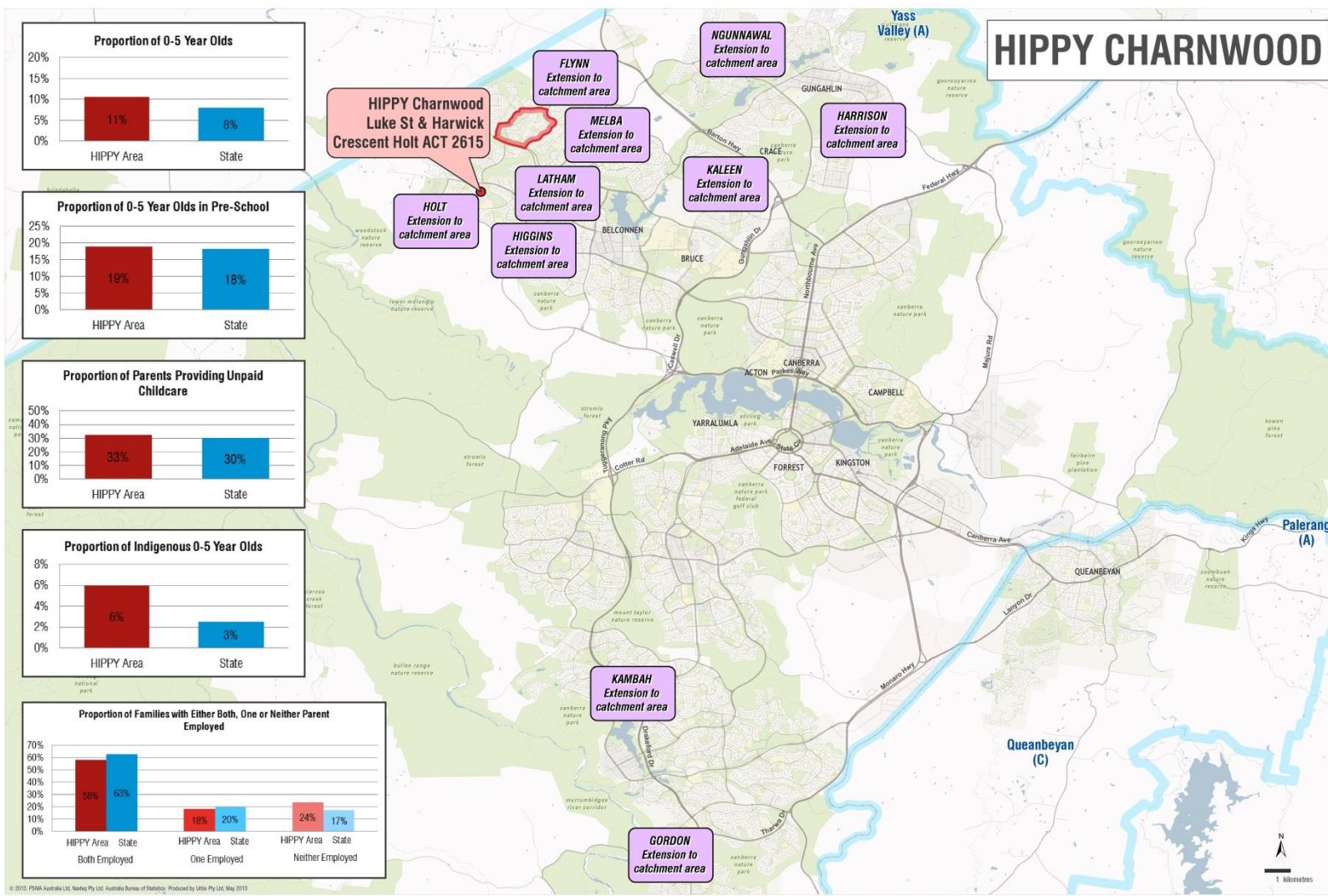
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Charnwood suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Charnwood suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Charnwood suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------------|--------------|-----------------|
| Charnwood suburb at 2006 | 1 | 4 |
| Charnwood suburb at 2011 | 1 | 4 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. The Charnwood suburb was characterised by high levels of relative disadvantage compared to other LGAs across ACT and medium levels of relative disadvantage compared to Australia

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Charnwood suburb, ACT and Australia.

| | 2009 | | | 2012 | | |
|---------------------|------------------|-----|----------|------------------|-----|----------|
| | Charnwood suburb | ACT | National | Charnwood suburb | ACT | National |
| One or more domains | 18% | 22% | 24% | 8% | 22% | 22% |
| Two or more domains | 8% | 11% | 12% | 15% | 10% | 11% |

EXISTING SERVICES

An extensive range of services are offered in the Charnwood suburb, including Scouts, Police Citizens Youth Club – Reclink, Charity Computers, Christian Life Centre – Hand up, Low Cost Food Program, Marriage and Relationship Counselling, St Barnabas – Barney’s Second Hand Shop, St James Anglican Church – Kids Club, The Drop, Caritas, Wednesday Fellowship, St John the Apostle Parish – Refugee Resettlement, Social Justice Committee. Other programs and services include Family Groups, Mums and Bubs Group, CYCLOPS, Housing Program CEAS, Belconnen Community Services – Anger Management for men, Belconnen Family Day Care, BEST Club, Birds and the Bees, Community Linkages, Community Transport, Family Fun Days, Family Support, Good Beginnings, Home Base, My Family First ACT, Playgroup in the Park, Indigenous Homework Help, PANDSI – Support Group for PND, West Belconnen Child and Family Centre – Parents as Teachers, Family Support, Playgroups, and Maternal and Child Health Nurse.

HIPPY CHARNWOOD SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 31 | 27 |
| Number of graduations | 26 | 0 |
| Number exiting early | 5 | 2 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | 1 |
| Number of children that most commonly speak a language other than English at home | 6 | 9 |
| Total budget | \$146,900 | \$156,300 |
| Total spend | \$124,695 | \$156,187 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (11%) when compared to the ACT (8%)
- The HIPPY area has a slightly higher percentage of children aged 0-5 years old (19%) in preschool² when compared to the ACT (18%)
- The HIPPY area has a lower percentage of both parents employed full time (58%) compared to the ACT (63%), and a higher percentage of both parents not working (24%) when compared to the ACT (17%)
- The Charnwood suburb is characterised by high levels of relative disadvantage compared to other suburbs across ACT and medium levels of relative disadvantage compared to Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Charnwood suburb (38%) compared to ACT (22%) and Australia (22%).

There appears to be a high level of need for a parent engagement and early literacy and numeracy program in the Charnwood and surrounding areas.

There is a significant Indigenous population in the local area, with 6% of 5 year olds identifying as Indigenous, compared to 3% across the Territory. Indigenous children reportedly often face a range of complex challenges in the years before schooling and benefit from additional support. There is also a significant CALD population, made up of new migrants and refugees. It is reported that many of these families come with limited literacy skills in their own language, and have very limited English skills. These families are reported to be enthusiastic about their children participating in education programs in the years before schooling.

s47E

There are some parent engagement and early literacy and numeracy programs available in the area. These include a new parents program for parents with children from birth to two years, an over the phone storybook reading service for young children, and at home support for parents with preschool aged children (a program with limited places, provided to those with high needs). There is a view that HIPPY complements the range of services offered but does not duplicate any of the available programs.

Extent to which the need has changed over time

Stakeholders report that the need for HIPPY has not changed significantly since the program began in 2009. However, the number of families wanting to enrol has dramatically increased because it is becoming better known throughout the community. Through word of mouth and families seeing the beneficial outcomes of others completing the program, HIPPY has become highly sought after. In fact, all enrolments in the 2013 program are a result of families referring themselves or being referred by other agencies.

Given the very high demand for the program, HIPPY Charnwood has designated ten enrolments for refugees, ten for Indigenous families and ten for 'other' families.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Charnwood has effectively recruited parents into the program. It had 31 enrolments in 2011 and 27 in 2012. For 2013 there is a target of 30 families. As of May 2, HIPPY Charnwood had 26 families enrolled, however is waiting to fill the final four enrolments with refugee families. There are currently between 15-20 families on a waiting list who are able to fill those spots if appropriate refugee families do not enrol.

When the program first commenced in 2009 it was difficult to identify families to enrol in the program, and the following strategies to recruit families were used:

- *Parent engagement:* the Coordinator went to local preschools and primary schools at pickup and drop off times to speak to parents about the program. The Coordinator **s47F** had a relationship with the local teachers and parents. Speaking to the parents one-on-one also meant the Coordinator could remove the stigma normally attached to free early childhood programs, such as that they are a 'hand-out' or 'leg-up' programs.
- *Community events:* HIPPY Charnwood has a strong presence at local community events, with a display stall that includes hands-on activities for children and parents to give them a 'taster' of the program
- *Local champions:* the Coordinator spent time developing strong relationships with prominent members of local communities who could then 'champion' the program. This was especially important for recruiting local Indigenous and Sudanese families, who otherwise appeared to be reluctant to directly engage outside organisations.

HIPPY Charnwood has had a very low exit rate. In 2012, two families exited, which reduced enrolments from 27 to 25. Interestingly, HIPPY Charnwood had a target of 25 for the year and anticipated that 2 families would drop out early. One family left because it moved out of the area, and another family was unable to commit to the program because of other commitments, such as work and other children. The Coordinator said that the 'biggest reason' so few families leave is that tutors are carefully matched to families. This means that the culture, gender and identity are taken into account when recruiting tutors.

Initially parent groups were poorly attended because the program started in the middle of the year and was not very well organised; however they are now reasonably well attended. It was reported that the Sudanese community thoroughly enjoy attending the groups, mainly because of the social opportunity it presents. A challenge HIPPY Charnwood faces is that between 60-70% of parents in the program work and often struggle to find time to come to the groups. Some strategies implemented to entice families to attend include providing morning tea, and having a 'lucky dip' at the door (the most sought after prize is a \$20 gift voucher for a local book shop). At the beginning of each year the Coordinator asks parents what topics they would like to learn about at parent groups. The Coordinator then organises a targeted presentation, including, for example presentation by allied health specialists and nutrition specialists. The parent groups are held at Uniting Care Kippax and tutors provide adjunct child care.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Charnwood has not had any problems recruiting tutors and has had the same Coordinator since the program commenced. The Coordinator reportedly receives adequate training from HIPPY Australia and Uniting Care Kippax.</p> <p>There are currently 5 tutors in the program, with two parents on the waiting list. The families are first enrolled in the program, and from that cohort the tutor identifies what sort of tutor would match the families, and then approaches the best fit individually. The Coordinator goes through what the position will require and invites candidates to an interview. This year, the program includes tutors from Sudan, India, northern Europe, and Australia.</p> <p>Overall there has been very good retention of tutors. Since the program began, two have left before the full two years. s47F</p> <p>HIPPY Charnwood reported that the second year was a much better time for tutors to complete training, and this is when tutors undertook the Crossing Bridges training program. HIPPY Charnwood also supports tutors to complete Certificates in Children's Services and Community Services. The tutors expressed interest in additional training in computer skills. The tutors also expressed gratitude that the Coordinator emphasises work/ life balance and recognises they each have their own families. For instance, at the weekly tutor training, tutors are welcome to bring their children along if they are not in child care.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Charnwood has largely remained faithful to the HIPPY model. It has departed from the model in the following two ways:</p> <ul style="list-style-type: none"> - About 15% of home visits take place outside the home, in local parks or libraries. s47F - When parents feel uncomfortable with role playing, the tutors demonstrate both the parent and the child roles in front of the parent and reduce the number of activities parents are required to complete in each home visit session. <p>HIPPY Charnwood has a specific clause with the Uniting Care Kippax Quality Assurance Plan, with regular reviews, work assessments and quality checks built into the plan. HIPPY Charnwood does not have a formal advisory group at this point.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has mostly been in line with the budget.</p> <p>The program provider notes that the calendar year funding cycle is problematic when it comes to balancing the books, as all other programs within Uniting Care Kippax operate on a financial year. It also became evident that while spending does not occur outside the budget as such, the Coordinator does extra work that is often unpaid, such as tutoring the five families that fall outside of the target number that are funded. The Coordinator recognises that this additional work is not financially compensated; however, he does not want to ask the tutors to do the work unpaid, and reports that he enjoys the tutoring opportunity. It is expected that throughout the year at least one family will drop out. HIPPY Charnwood has strong ties with a number of local businesses who are relied on for materials such as stationary, gift vouchers for parents groups, food for events etc.</p> |
| <p>Partnerships</p> | <p>HIPPY Charnwood has developed solid partnerships with key community stakeholders. The Coordinator has a number of personal relationships with local service providers and has worked hard to develop partnerships with other key organisations. Some of HIPPY Charnwood's partnerships include five local primary schools, the local migrant and refugee service, the local Aboriginal Child and Family Centre, and the Belconnen Community Services organisation. As well as being a very important source of referrals to HIPPY, these organisations provide support and advice to the Coordinator when needed. HIPPY Charnwood also has strong ties with local business, which provide a range of materials to support the program's delivery (i.e. Officeworks provides stationary for the HIPPY boxes).</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>HIPPY is reported to have a very positive impact on children, parents and families in general.</p> <p>HIPPY was reported by tutors and the Coordinator as being empowering for parents. The one-on-one HIPPY time develops the parents-child relationship, and equips parents with the skills to understand their child’s development and personality, and able to confidently take part in their education. Due to the exposure to formal early childhood education language, tutors report that parents are able to confidently speak with preschool and primary school teachers about their child’s development, strengths and weaknesses. On a broader scale, HIPPY connects parents into the community and the parent groups provide a social network of parents with children of a similar age. HIPPY also enables parents to learn about and connect into other useful community services in the area.</p> <p>Tutors and the Coordinator both commented that children were better able to focus on and complete tasks, and were generally more settled when beginning school as a result of HIPPY. Tutors also commented on the very positive impact HIPPY has on children from non-English speaking backgrounds. s47F child went from having very basic English skills at the beginning of HIPPY to being one of the strongest readers in his class in his first year of school.</p> <p>For tutors, HIPPY provides a valuable opportunity to either enter the workforce or commence studying for the first time, or re-enter the workforce after having children. In the case of one tutor, HIPPY reportedly ‘transformed’ their life by having a positive impact on their mental health and self-confidence.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none"> - The Coordinator is very well respected and trusted in the community, and provides excellent support to tutors and families - HIPPY tutors are flexible and accommodating of different cultures - HIPPY is able to recruit tutors from a range of cultural and linguistic backgrounds - HIPPY tutors are flexible with hours and locations of home visits - The focus of the program is children, but the parents benefit just as much, if not more - Uniting Care Kippax is located on a bus route link, providing access to families - The program is home-based and non-threatening - Many families in the area, especially new migrants and refugees, highly value education and are very aspirational for their children - The program is free so is accessible to families who are otherwise resource poor. <p>Key barriers include:</p> <ul style="list-style-type: none"> - Distrust amongst some people, particularly culturally diverse and Indigenous groups. As mentioned earlier, the Coordinator is overcoming this barrier by engaging ‘champions’ in those local communities to help promote the program and recruit families. - s47E |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is broad consensus amongst tutors, the Coordinator and partner organisations that HIPPY is highly sustainable in Charnwood and surrounding areas. HIPPY Charnwood does not foresee any difficulty in continuing to recruit parents into the program, as evidenced by the waiting list of 15-20 families for the 2013 program.</p> <p>There is a view that HIPPY does not duplicate any services in the area, largely because it is home based, free and caters to children aged 4 and 5 who do not have many other services available to them. HIPPY was reported to play a very important role in the delivery of 'wrap around' services to the community.</p> <p>Stakeholders report that funding is the biggest challenge to sustaining HIPPY in the community. Currently, the HIPPY budget is tight and it appears that the Coordinator does a considerable amount of work that is unpaid.</p> <p>s47G</p> <p>A final challenge reported by HIPPY Charnwood is loss of important contacts, skills or information that may occur when the tutors and Coordinator leave, as there is not a succession plan built into the HIPPY system. This is currently being addressed by Uniting Care Kippax through better information recording.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. The Coordinator reported that a number of partnerships were initially formed based on personal relationships; however as organisations witness the value of HIPPY to the community, the support for HIPPY within the organisation has spread beyond the individual.</p> <p>HIPPY Charnwood tries to get HIPPY parents engaged with other community services as early as possible, which is seen as very important for ensuring a smooth post- HIPPY transition. This means that tutors are aware of services to refer families to, and notify the Coordinator if there are any other challenges that need to be addressed. Tutors are also provided with the Crossing Bridges training to help them create a pathway post-HIPPY, and a number of past tutors have gone on to complete further study in the field of children's and community services, or work in the industry. s47F</p> <p>s47F</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Uniting Care Kippax is fully supportive of HIPPY and is willing and able to continue implementing the program. Uniting Care Kippax reports that HIPPY is a good fit for the organisation and the broader community. The organisation representatives stated that they would really like to see HIPPY expand its capacity and take on more families in the future, so that the benefits can be spread further throughout the community.</p> |

DANDENONG

Partner organisation: South Eastern Region Migrant Resource Centre

Location of HIPPY provider: L1, 314 Thomas Street, Dandenong, 3175

HIPPY Area: Greater Dandenong LGA

Coordinator: s47F

Line Manager: s47F

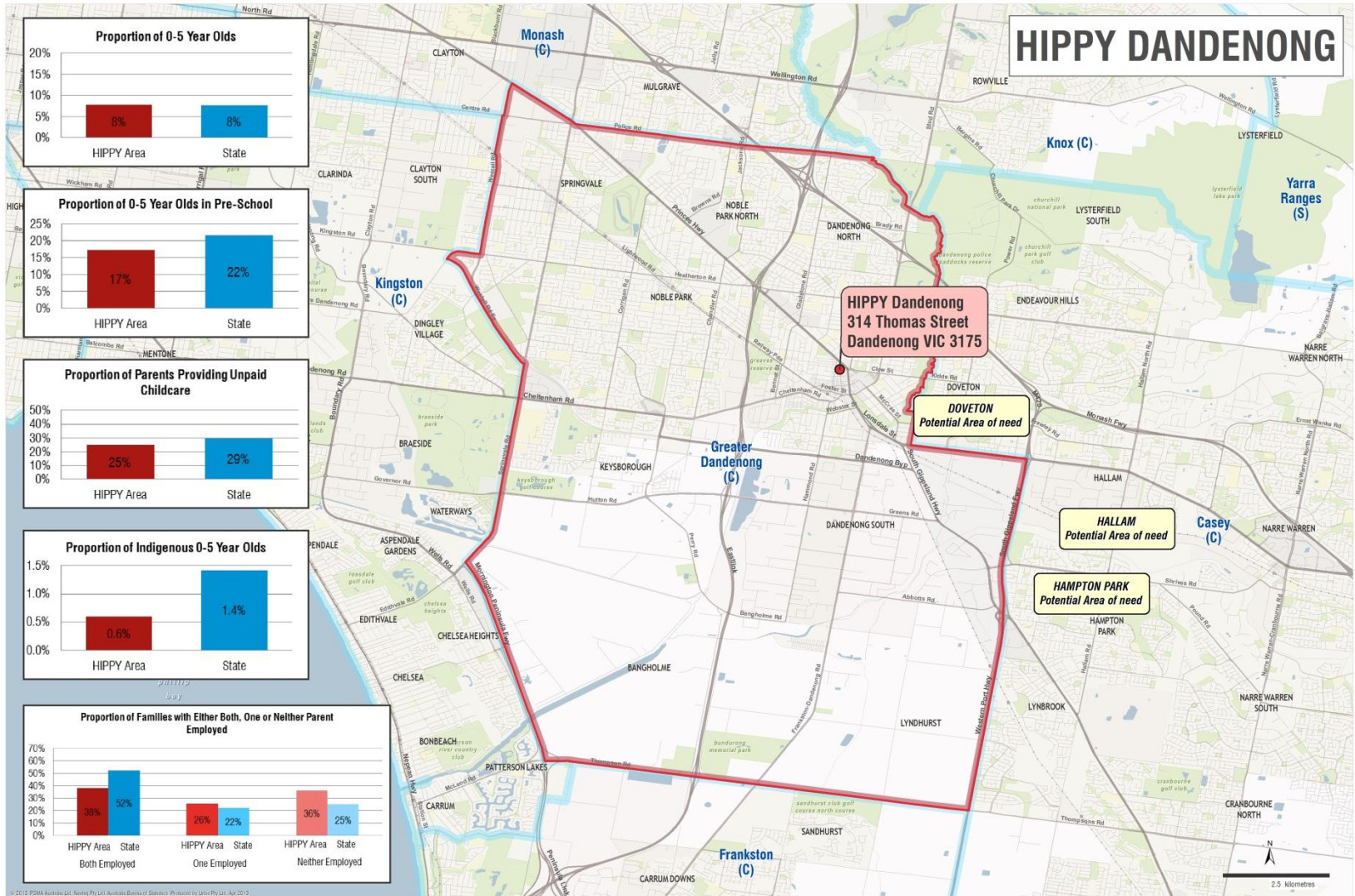
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Greater Dandenong LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Greater Dandenong LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Greater Dandenong LGA at 2006 and 2011.

| | State decile | National decile |
|-------------------------------|--------------|-----------------|
| Greater Dandenong LGA at 2006 | 1 | 2 |
| Greater Dandenong LGA at 2011 | 1 | 2 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles.

The Greater Dandenong LGA is characterised by high levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the percentage of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Greater Dandenong LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------------|----------|----------|-------------------|----------|----------|
| | Greater Dandenong | Victoria | National | Greater Dandenong | Victoria | National |
| One or more domains | 33% | 20% | 24% | 37% | 20% | 22% |
| Two or more domains | 16% | 10% | 12% | 20% | 10% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the Greater Dandenong LGA, including child care, preschools, initiatives at schools, 'Communities for Children' projects run by Mission Australia, and supported playgroups funded by local government.

HIPPY DANDENONG ENROLMENT DATA²

The table below shows the number and type of enrolments for HIPPY Dandenong in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 43 | 29 |
| Number of graduations | 30 | 0 |
| Number exiting early | 13 | 7 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 0 |
| Number of children that most commonly speak a language other than English at home | 41 | 28 |
| Total budget | \$120,295 | \$171,930 |
| Total spend | \$120,294 | \$163,367 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets for the Dandenong LGA indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of Victoria (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (17%) in preschool³ when compared to the state of Victoria (22%) - The HIPPY area has a lower percentage of both parents employed full time (38%) compared to the state of Victoria (52%), and a higher percentage of both parents not working (36%) when compared to the state of Victoria (25%) - The Greater Dandenong LGA is characterised by high levels of relative disadvantage compared to other LGAs across Victoria and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Greater Dandenong LGA (37%) compared to Victoria (20%) and Australia (22%). <p>There appears to be a need for a parent engagement and early literacy and numeracy program in Dandenong. Stakeholders report long waiting lists for preschool programs in the area which has meant that many children miss out on literacy and numeracy programs. It is also reported that new migrants to the area are unaware of the services that are available to them (playgroups, childcare, preschool etc) s47E which has also meant children miss out on the early education experience. A stakeholder from a program targeting 0-3 year olds said HIPPY ‘fills the gap’ between when children leave her program and when they start school.</p> <p>There is a significant CALD population in the Dandenong community. s47E</p> <p>Stakeholders also report that while there are some other parenting, homework and childcare programs in the area, none are home-based like HIPPY. The home-based aspect of HIPPY is important for new migrants, given women may not drive or have access to childcare.</p> |
| <p>Extent to which the need has changed over time</p> | <p>It is too early to say whether the needs of the community have changed since the program began in 2011. However, schools have become more proactive in seeking information about HIPPY. At the end of 2012, the Coordinator was approached by a number of schools and parents wanting to be involved in the program in 2013. There is currently a waiting list of families for the 2014 program, and another for parents wanting to be tutors.</p> <p>There are high numbers of men on Bridging Visas living in Dandenong. Many are hoping their wives and families will move to Australia in the future, and this is expected to increase the number of young families in the area dramatically. A recent update of the National Migration Policy has identified Dandenong as a settlement location for people leaving migration detention centres. The birth rate in Dandenong continues to increase, and is reportedly not matched with adequate resources and infrastructure. Stakeholders report that all of these factors will increase the need for literacy and numeracy programs in Dandenong in the near future.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Dandenong has effectively recruited parents into the program. There were 43 enrolments in 2011 and 29 in 2012, and as of May 13, there have been 34 enrolments for 2013. There is a waiting list for 2014. HIPPY Dandenong made a decision to reduce the number of families in the program in 2012 by not including families with low levels of literacy.</p> <p>The depth and breadth of local networks has assisted parent recruitment. The Coordinator has very well established local networks, and attends community events, playgroups and preschool morning teas around enrolment time to promote the program. The Coordinator also gives formal presentations at parent meetings, local council meetings, local community group meetings etc. As the program has progressed, word of mouth has also become an important form of recruitment. Parents are directly approaching the HIPPY Coordinator to be part of next year's program following recommendations from family and friends. One of the biggest challenges with recruiting families relates to language barriers. It can sometimes be challenging for the Coordinator to match tutors with appropriate languages with some CALD families.</p> <p>Where parents have exited the program early, it has been due to study, work or having another child, being overseas, family or domestic problems, or moving out of the catchment area. s47F</p> <p>s47F In some instances where families have gone overseas for extended periods (up to three months), they have learnt the HIPPY modules before leaving so that their children did not have to exit the program.</p> <p>HIPPY Dandenong works hard to deliver a non-threatening and flexible program to parents. The tutors make themselves available to speak to parents outside the designated home visiting hours, to answer questions about generalisation etc. Parent groups are reportedly very well attended.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Dandenong has not had any problem recruiting a qualified Coordinator. The HIPPY Coordinator has been with the program since its inception and has been personally accredited with much of the program's growth and success. The Coordinator has taken part in professional development training with the auspicing organisation (South Eastern Region Migrant Resource Centre) on budgeting, supervision skills and early childhood development.</p> <p>HIPPY Dandenong has at times found it a challenge to recruit tutors, for two main reasons: firstly, the requirement for parents to have children of a HIPPY age; and secondly, the need to find tutors with appropriate language skills to match families wanting to enter the program. Tutors have been recruited through the Coordinator's networks, word of mouth and referrals from local playgroups and children's services. There is currently no formal application process for tutoring positions. Tutors report feeling very well supported in their roles, and having adequate training that has given them confidence to enter the houses of strangers and work with parents and children.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Dandenong has generally adhered to the HIPPY model.</p> <p>HIPPY Dandenong does not have a formal quality assurance program. It has an Advisory Committee which includes representatives from the Dandenong Children and Family Centre, St Anthony Primary School, Dandenong Neighbourhood House, Mission Australia, the City of Dandenong, Playgroups Victoria, Anglicare and the Afghan community. The Committee has met formally three times for one hour. Committee members meet more regularly informally, through different networks (Early Childhood Literacy Network, Family and Children Partnership network etc).</p> <p>The HIPPY Coordinator goes out to homes with HIPPY tutors for the first visit to ensure quality delivery of the program.</p> |
| <p>Expenditure and the funding model</p> | <p>On the whole, expenditure has been in line with the budget. However, there are a number of hours spent on the program that fall outside the allotted amounts, largely attributed to additional requirements for dealing with CALD families. There were also issues raised around the Coordinator and tutor's initial visit to the families to enrol the child (which is in addition to the first home visit the Coordinator does with the tutor described above). This is not covered in the budget, which only accounts for time spent delivering the program, and amounts to an average of 30 additional hours each year. In addition, to deliver the program, the Coordinator often relies on people to volunteer their services as interpreters.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>HIPPY Dandenong has strong partnerships with a range of community stakeholders, many of whom make up the Advisory Committee. It has a strong relationship with Catholic Care, Anglicare, Berry Street, the City of Greater Dandenong, Mission Australia, all of whom refer families and tutors to HIPPY, and invite the HIPPY Coordinator to present at meetings and attend special events.</p> |
| Overall impact of HIPPY | <p>Although it is too early to judge the long term impacts of HIPPY, overall, stakeholders report very positive impacts on parents, children and the broader community.</p> <p>For children, HIPPY assists their social and emotional development. Tutors and the Coordinator note that teachers have commented on how advanced HIPPY children are when starting school, in terms of leadership, playing, sitting still and listening to instructions. One of the tutors whose younger children took part in HIPPY but older children did not, said that her children who took part in HIPPY were far better at literacy and numeracy when starting school than her other children.</p> <p>Parents are reportedly much more confident and empowered as a result of HIPPY. HIPPY has improved their ability to play, talk and listen to their children. Parents have also learnt alongside their children, and have developed their own literacy and numeracy skills which has made them more employable.</p> <p>For tutors, HIPPY has given many of them employment opportunities. For many tutors, this was their first job, or first job in Australia, and HIPPY has improved their confidence and communication skills, and exposed them to new networks. The HIPPY Coordinator allocates time to assist tutors with their CVs and to apply for jobs. A number of tutors have left HIPPY after securing full time employment.</p> <p>In terms of the broader community, HIPPY has made a positive impact by bringing people of many different cultures together. Some stakeholders talked about informal friendship networks forming. Evidence of these positive relationships included children from different cultures attending other children's birthday parties. Stakeholders said these networks would be very beneficial for the Dandenong community in the long term.</p> |
| Key enablers and barriers to implementing HIPPY | <p>The key enablers to the successful implementation of HIPPY in Dandenong include:</p> <ul style="list-style-type: none"> - Bi-lingual tutors are available in the community - Many families strongly value education and want their children to take part in early literacy and numeracy programs - Families do not have to pay to participate or pay for the associated materials - The Coordinator is very well connected and respected throughout the community - The Coordinator is very organised and passionate. <p>Some of the barriers to the implementation of HIPPY in Dandenong include:</p> <ul style="list-style-type: none"> - Transport (getting parents to meetings) - Childcare – some parents can find it difficult to attend the group meeting - Language – not all parents can participate in the program because they lack basic English skills - Cultural concerns – some women and children are not allowed to take part in the program because their husbands deem it culturally inappropriate. |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>It was broadly agreed that HIPPY Dandenong is highly sustainable. Stakeholders expect demand for the program to continue to grow as people hear more about it, and as the number of young families in the area increases. This is evidenced by the current waiting list for families to take part in the 2014 program. HIPPY is considered unique because it is home based. It is beneficial to participants and fills a gap in service delivery.</p> <p>An obstacle facing HIPPY Dandenong is the transient nature of the population, which may impact on its ability to source tutors in the area, and result in the long term benefits of the program being experienced outside of the catchment area. Another major concern is the consistency and guarantee of funding. HIPPY Dandenong considers it very important to receive guaranteed funding for families for two year periods (the program for the entire cohort). If the program consistently places HIPPY Dandenong in a deficit, the sustainability of the program will be in question.</p> <p>s47E s47E Further, it was suggested by stakeholders that the availability of bi-lingual tutors would increase if tutors did not have to exit the program after three years, and did not have to have a child of HIPPY age.</p> |
| <p>Sustainability of partnerships</p> | <p>The current partnership arrangements with HIPPY Dandenong are positive and there are no concerns about their sustainability. This is evidenced by the growth in the Advisory Committee every year. The HIPPY Coordinator spends a lot of time networking, conducting presentations and attending events to increase the profile of HIPPY in the community and develop more partnerships.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>The South Eastern Region Migrant Resource Centre is fully supportive of HIPPY and believes the program complements its other existing services. The South Eastern Region Migrant Resource Centre also believes that HIPPY fills a key service delivery gap in the community, and that the need for the program will continue to grow. The main concern raised was around funding. If the funding model is not reviewed to take into account the extra costs associated with delivering the program in a CALD environment, and cannot guarantee the program will be delivered for the full two years, then the Centre may have to reconsider its support for the program.</p> |

FAIRFIELD

Partner organisation: UnitingCare Burnside

Location of HIPPY provider: 232 Railway Parade, Cabramatta

HIPPY Area: Fairfield Local Government Area (LGA)

Coordinator: s47F

Line Manager: s47F

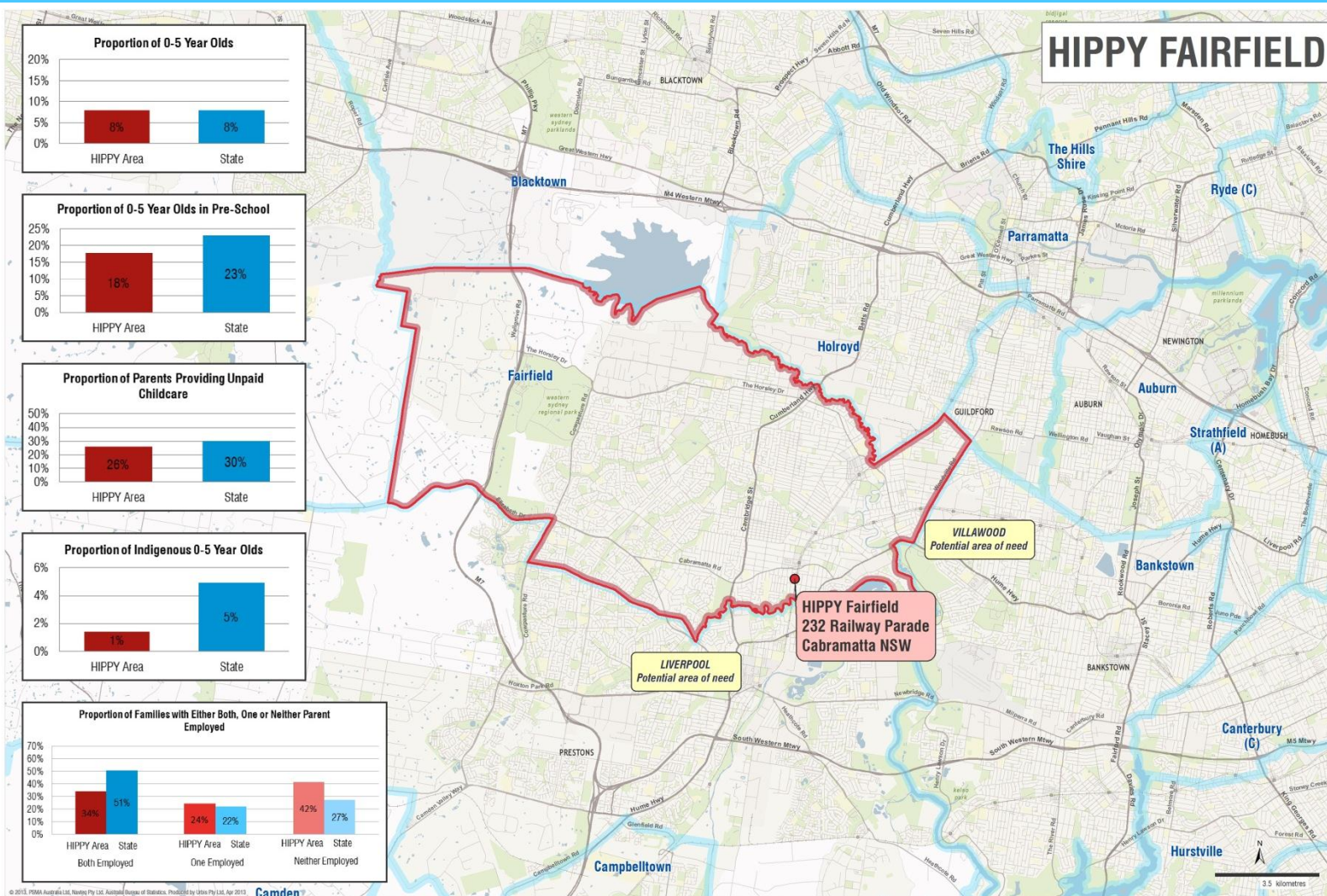
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Fairfield LGA, as well as key demographic data for the Fairfield LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Fairfield LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Fairfield LGA at 2006 and 2011.

| | State decile | National decile |
|--------------------|--------------|-----------------|
| Fairfield LGA 2006 | 1 | 2 |
| Fairfield LGA 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Fairfield LGA is characterised by high levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children developmentally vulnerable on one or more or two or more domains of the AEDI within the Fairfield LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------|-----|----------|---------------|-----|----------|
| | Fairfield LGA | NSW | National | Fairfield LGA | NSW | National |
| One or more domains | 28% | 21% | 24% | 28% | 20% | 22% |
| Two or more domains | 14% | 10% | 12% | 13% | 9% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the Fairfield LGA, including playgroups, childcare services, preschools and early childhood services. HIPPY Fairfield has developed links/partnerships with Fairfield Public School, the Immigrant Women's Centre, Learning Links, the Goodwill Community Centre as well as local child care centres, social workers and speech pathologists.

HIPPY FAIRFIELD ENROLMENT DATA²

The table below shows the number and type of enrolments for HIPPY Fairfield in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 33 | |
| Number of graduations | 23 | Not part of 2012 limited cohort |
| Number exiting early | 10 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | |
| Number of children that most commonly speak a language other than English at home | 21 | |
| Total budget | \$100,552 | \$100,552 |
| Total spend | \$100,552 | \$100,554 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. HIPPY Fairfield is working across a number of suburbs. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>As noted above, key datasets for the Fairfield LGA indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has an equal percentage of children aged 0-5 years old (8%) compared to NSW (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (18%) in preschool³ compared to NSW (23%) - The HIPPY area has a lower percentage of both parents employed full time (34%) compared to NSW (51%), and a higher percentage of both parents not working (42%) compared to NSW (27%) - The Fairfield LGA is characterised by high levels of relative disadvantage compared to other LGAs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Fairfield LGA (28%) compared to NSW (20%) and Australia (22%). <p>There appears to be a need for a parent engagement and early literacy and numeracy program in the Fairfield LGA. Stakeholders report that the percentage of children in preschool in Fairfield is lower compared to NSW s47E. Stakeholders suggest this may mean children in Fairfield start school less prepared and with potentially lower literacy and numeracy levels than their peers. In addition, the area is characterised by a high number of refugee families, whose children may face a range of other challenges when entering the school environment.</p> <p>Fairfield has a significant CALD population, with 58% of the population born outside Australia. Stakeholders report that many families in Fairfield are highly aspirational and particularly value education. Parents want to support their children to achieve the best that they can, and may need assistance to do so.</p> <p>There is a range of parent and early childhood services across the LGA, such as supported playgroups and child care. However, these services do not tap into the home environment, are not offered in a similarly structured way, and tend to be ad hoc or, as one stakeholder suggested, ‘tend to come and go’.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report that the need in Fairfield has not changed since HIPPY commenced in 2011, but it has become more apparent and understood. Through word of mouth, people have become aware of HIPPY and are expressing an interest in enrolling. While UnitingCare Burnside knew there was a need pre-HIPPY, it is now much more aware of the extent of the need. The profile of who is enrolling in the program has remained consistent since 2011 and reflects the cultural diversity in the Fairfield LGA.</p> <p>HIPPY Fairfield has identified a need in nearby public housing estates in the suburb of Villawood which falls in both the Fairfield LGA and the Bankstown LGA. This is a need HIPPY Fairfield is seeking to address in the near future. The neighbouring Liverpool LGA was also identified as an area of need, with high numbers of refugee and CALD families s47E. HIPPY Fairfield does not service the Liverpool LGA so the need in this area remains unmet. A local primary school in the Liverpool LGA is supportive and interested in pursuing future partnership with HIPPY.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Fairfield has effectively recruited parents into the program. It had 33 enrolments and 23 graduations in 2011. At the start of 2013, it had 36 families on the waiting list to enrol but a delay in confirmation of funding and consequently a delay in starting the 2013 program meant 10 families dropped out. As at 21 March, HIPPY Fairfield had recruited 29 families for 2013.</p> <p>The key strategies for recruiting parents include:</p> <ul style="list-style-type: none"> - <i>Word of mouth:</i> HIPPY Fairfield promotes HIPPY through community centres, child care centres, schools and local social workers, and have since found these organisations/people to be reliable and constant sources of referrals. Parents whose children have completed the program have also been effective in spreading the word about HIPPY and encouraging other parents, particularly those in their cultural group, to join. There is a view that because the area is highly aspirational, families will take advantage of any opportunity available to them. - <i>'Taster session' at the local primary school:</i> Fairfield Public School has been active in advertising HIPPY to the school community. The school put advertisements in the school newsletter and sent letters home to parents in community languages inviting them and their friends to attend a HIPPY 'taster session' at the school. The 'taster session' gave parents information about HIPPY and encouraged them to enrol their children. The 'taster session' was fortuitously held on the same day as pre-school photographs which meant there were more parents around to drop by and learn about HIPPY. <p>HIPPY Fairfield had 10 families exit the program in 2011. The main reasons for exiting early were personal reasons, including a return to work, enrolment in childcare, moves to another location (stakeholders said Fairfield has a fairly transient population), or the birth of another child. A very small number of age 4 parents thought HIPPY was too easy for their children and elected not to continue for a second year.</p> <p>HIPPY Fairfield tries to be flexible and engage parents in an encouraging and non-threatening way. It was reported that some parents did not feel comfortable meeting in the home and, in these cases, tutors arrange to meet them in a public place (eg the library). Parent groups are reasonably well attended. On average 19-20 parents attend each group session. Community organisations are invited to speak at these groups on issues of interest to parents including, for example, nutrition and women's health.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Fairfield has not had any problem recruiting coordinators and has had two coordinators since the program commenced. The Coordinator reportedly receives adequate training from HIPPY Australia and UnitingCare Burnside.</p> <p>Despite initial concerns about recruiting suitable tutors, HIPPY Fairfield has managed to recruit tutors who speak community languages, and who have/have had children enrolled in the program. Tutors are largely recruited through word of mouth and parent groups. This recruitment method initially presented some challenges for UnitingCare Burnside which has a HR policy that requires all vacant positions be advertised online. Given many HIPPY parents do not have internet at home, the HIPPY team managed to negotiate an exception to this policy for the recruitment of tutors.</p> <p>HIPPY Fairfield assists parents wanting to apply for a tutor role with their application letter and resume. In 2013, four applications were received for two positions. HIPPY Fairfield currently has two tutors and two relief tutors, all of whom attend weekly training. Tutors expressed satisfaction with the structure of the program, and the training and resources they receive.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Fairfield has largely remained faithful to the HIPPY model. It has departed from the model in the following two ways:</p> <ul style="list-style-type: none"> - It builds in more parent groups at the start of the program rather than undertaking home visits immediately – HIPPY Fairfield reports that s47E s47E having more parent groups up front provides a non-threatening way to introduce parents gently into the program and build a positive dynamic between tutors and parents. - It employs two relief tutors – HIPPY Fairfield sees relief tutors as critical to ensuring the program is delivered regularly to parents as required by the model. <p>HIPPY Fairfield does not have a HIPPY quality assurance plan per se, but provides regular reports to HIPPY Australia as required. The HIPPY Line Manager and HIPPY Coordinator meet formally every month, but meet informally on a regular basis.</p> <p>An Advisory Group has been established and is comprised of representatives from the Goodwill Community Centre, Learning Links, two school principals and another representative from a father’s group run by UnitingCare Burnside. The Group meets every two months. At this meeting, the Group receives an update from the HIPPY Coordinator on implementation and troubleshoots any issues that have arisen.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has been in line with the budget.</p> <p>The program provider notes that the funding model only covers the costs of labour and HIPPY resources. It does not cover the cost of the supporting infrastructure (eg IT, human resources), which is currently absorbed by UnitingCare Burnside. The HIPPY budget can also be difficult to manage because HIPPY works on a calendar year, whereas UnitingCare Burnside and all of its other programs work on a financial year.</p> |
| <p>Partnerships</p> | <p>HIPPY Fairfield has developed solid partnerships with key community stakeholders. It has a strong partnership with Fairfield Public School which helps advertise HIPPY and provides a convenient venue for parent groups. It liaises with and receives referrals from local schools, child care centres, social workers and speech pathologists. It invites community organisations such as the Immigrant Women’s Centre to give presentations at parent groups, and it has other community stakeholders such as Learning Links and a local community group represented on the Advisory Group.</p> |
| <p>Overall impact of HIPPY</p> | <p>While it is too early to report on the long term impacts of HIPPY, stakeholders report that HIPPY has had a positive impact on parents, children and family dynamics more generally.</p> <p>For parents, it has been empowering. It trains parents to be the ‘expert’ in their child’s life, and gives them the confidence to take on this role. Stakeholders say this is especially important in Fairfield where education is particularly highly valued by certain cultural groups.</p> <p>HIPPY is reported to encourage the parent-child relationship to flourish, as parents make time each day to spend with their children. Parent groups have allowed parents to develop social networks, and learn about other supports and organisations in Fairfield. Some parents have gone on to take English and craft classes through connections developed through HIPPY.</p> <p>Tutors can participate in the “Crossing Bridges” training program, providing them with a pathway back into further training or into the workforce.</p> <p>There is a perception that HIPPY children are entering school better prepared cognitively, socially and emotionally than their peers. HIPPY appears to have a flow-on effect to siblings, with several stakeholders commenting that siblings regularly observe HIPPY activities and want to join in. Several parents are enrolling their younger children in the program.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

The key enablers to the successful implementation of HIPPY in Fairfield include:

- Many families in the area value education and are aspirational
- The program is highly prescriptive and parents and tutors know exactly what to do
- Parents do not have to pay
- There is not a long waiting list for entry (unlike many other services in the area)
- Tutors are flexible (eg can arrange to come at convenient times and outside work hours if necessary) and are known and respected within their cultural group and the broader community
- The HIPPY management team is well networked and works effectively with parents
- Parent groups are conducted at a convenient location (local school) and at convenient times (after school drop off).

s47E

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is broad consensus that HIPPY is highly sustainable in the Fairfield LGA. HIPPY Fairfield does not foresee any difficulty in continuing to recruit parents into the program. Indeed some parents with children born in 2010 are already making inquiries about enrolling their children in HIPPY. There is a view that HIPPY is unique and does not replicate other services being offered, largely because it interacts with parents in the home and is a very structured program. In this sense, it plays an important role in the continuum of services.</p> <p>Stakeholders report that the biggest obstacles to sustaining HIPPY are funding and funding delays. HIPPY is a resource intensive program that would be difficult to sustain without funding. HIPPY Fairfield is reluctant to have a waiting list for future cohorts because if funding is not continued or is delayed it may result in disengaged and/or disappointed families. Consequently, HIPPY Fairfield is taking names of families interested in participating in HIPPY in 2014, but has not created a formal waiting list.</p> <p>Another challenge is ensuring that those who have least access learn about the program. It was suggested that advertising HIPPY through brochures in community languages might be one way of reaching parents with limited English and no internet access.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. Fairfield Public School is a particularly strong supporter of HIPPY and provides multiple layers of support (eg a venue for parent groups, advertises the program to parents). HIPPY Fairfield seeks to develop greater links with organisations in Villawood to address an identified need in this area.</p> <p>HIPPY Fairfield tries to get HIPPY parents engaged with other community services as early as possible. This is seen as particularly important for ensuring a smooth post-HIPPY transition. As noted above, HIPPY Fairfield provides tutors with Crossing Bridges training to help them create a pathway post-HIPPY.</p> <p>s47F</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>UnitingCare Burnside is fully supportive of HIPPY and is willing and able to continue implementing the program (funding permitting). UnitingCare Burnside reports HIPPY is a good fit for the organisation and the broader community. As noted above, HIPPY funding does not cover the cost of supporting infrastructure (eg HR and IT) but this is a cost UnitingCare Burnside is prepared to absorb in light of the value HIPPY is delivering to parents, children and the community.</p> |

KATHERINE

Partner organisation: Anglicare NT

Coordinator: s47F

Location of HIPPY provider: Shop 1-2/15 Third Street, Katherine, NT 0850

Line Manager: s47F

HIPPY Area: Katherine

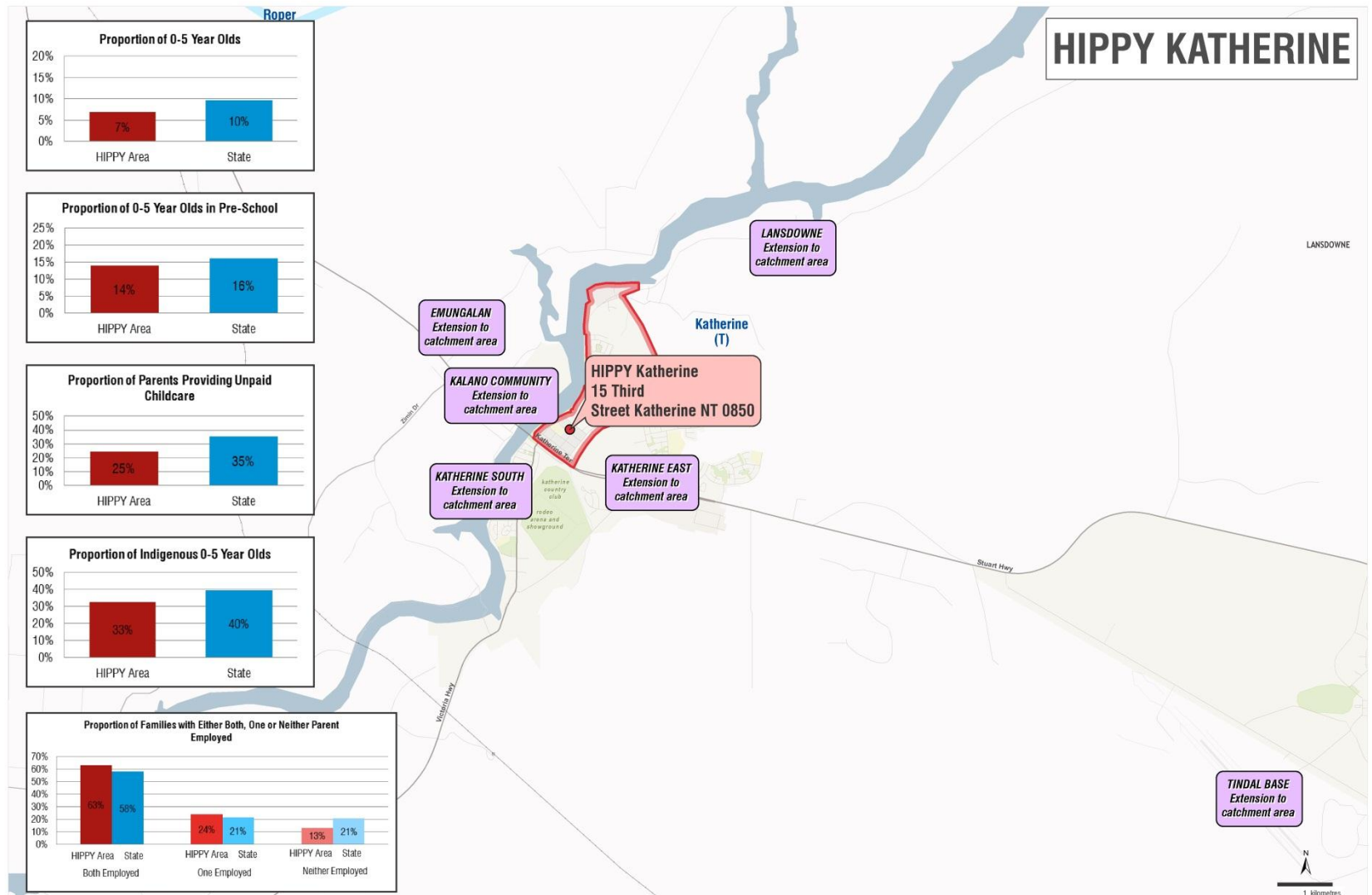
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Katherine suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Katherine suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Katherine suburb at 2006 and 2011.

| | State decile | National decile |
|------------------------------------|--------------|-----------------|
| Katherine LGA at 2006 ¹ | 9 | 4 |
| Katherine suburb at 2011 | 7 | 5 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. The Katherine suburb is characterised by lower levels of relative disadvantage compared to other LGAs across NT and higher levels of relative disadvantage compared to Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Katherine suburb, NT and Australia.

| | 2009 | | | 2012 | | |
|---------------------|------------------|-----|----------|------------------|-----|----------|
| | Katherine suburb | NT | National | Katherine suburb | NT | National |
| One or more domains | 31% | 40% | 24% | 32% | 36% | 22% |
| Two or more domains | 8% | 23% | 12% | 13% | 21% | 11% |

EXISTING SERVICES

A range of services are offered in the Katherine suburb, including Wurli Wurlinjang Health Service (Aboriginal Medical Service), Na Wulg Wulg Child Care Centre (a multi-functional and long day care facility located at the Kalano Community), Katherine Communities for Children (a partnership between Good Beginnings and the Smith Family), Katherine Isolated Children's Service (K.I.C.S.) (a mobile children's service which operates primarily outside Katherine) and Good Beginnings Katherine. Other services include two Long Day Care (LDC) Centres, a Multifunctional Aboriginal Children's Service (MAC), and preschools including MacFarlane, Clyde Fenton, Katherine South and Tindal Preschools.

HIPPY KATHERINE SUBURB ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 38 | |
| Number of graduations | 18 | Not part of 2012 limited cohort |
| Number exiting early | 20 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 14 | |
| Number of children that most commonly speak a language other than English at home | 8 | |
| Total budget | \$135,692 | \$79,432 |
| Total spend | \$135,692 | \$79,432 |

¹ LGA SEIFA data was used for 2006 as the Katherine suburb was not represented. Using LGA SEIFA data may dilute results and not be entirely representative of the HIPPY area. Note: There are average levels of disadvantage within the Katherine suburb at 2011.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

| | |
|---|--|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets for the Katherine suburb indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a lower percentage of children aged 0-5 years old (7%) when compared to the NT (10%) - The HIPPY area has a lower percentage of children aged 0-5 years old (14%) in preschool³ when compared to the NT (16%) - The HIPPY area has a higher percentage of both parents employed full time (63%) compared to the NT (58%), and a lower percentage of both parents not working (13%) when compared to the NT (21%) - The Katherine suburb is characterised by average levels of relative disadvantage compared to other LGAs across NT, and higher levels of relative disadvantage compared to Australia at 2011 - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Katherine suburb (32%) compared to NT (36%), and higher when compared to Australia (22%). <p>The Northern Territory has comparatively high levels of socio-economic disadvantage than Australia generally. s47E</p> <p>Stakeholders reported there is a high need for parent engagement and early literacy and numeracy programs in the community, particularly given the recent closure of one of the child care centres. Anglicare runs a number of community support services, and stakeholders report there are high levels of family violence and mental health issues in the community.</p> |
| <p>Extent to which the need has changed over time</p> | <p>AEDI data shows that Northern Territory and Australian indicators generally improved between 2009 and 2012. In contrast, AEDI data for Katherine showed the proportion of children who are developmentally vulnerable on one or more domains rose from 31% to 32%; and the proportion of children who are developmentally vulnerable on two or more domains rose from 8% to 13%.</p> <p>Levels of socio-economic disadvantage in Katherine also changed. In 2006, SEIFA data ranked Katherine at the 9th state decile and 4th national decile. In 2011, Katherine was ranked at the 7th state decile and 3rd national decile.</p> <p>The stakeholders did not report a change in need, but s47E changes in disadvantage levels and subsequent need are unlikely to be obvious at a program level unless there is significant and large scale improvement or decline.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Katherine recruits parents beyond the core catchment, across all parts of Katherine including the Kalano Aboriginal Community and the Tindal RAAF Base. This is due in part to Katherine's role as the only town/service centre for at least 150 km.

The Line Manager and Coordinator reported that the program structure and requirement to sign up for two years is daunting for many families. Katherine has a highly transient population (both Aboriginal and non-Aboriginal) and families are unwilling or unable to commit for two years. The Coordinator and tutors encourage parents to try the program for 10 weeks (one term) and see how they are progressing. **s47G**

s47G

s47E

s47E

The Line Manager, Coordinator, and tutors all suggested that families should be able to complete the program over a longer period if required.

The Line Manager and Coordinator did not report any significant issues in engaging the Aboriginal community due to non-Aboriginal tutors. However, tutors felt there would be higher levels and more rapid engagement with Aboriginal families if there was an Aboriginal staff member to support higher levels of community trust and familiarity.

It was reported that face to face and peer referrals were the most effective recruitment strategies across all parents. There was low uptake and response to flyers from Aboriginal families, although some non-Aboriginal families responded to flyers received through preschool programs.

The Coordinator and tutors actively targeted families at the Tindal RAAF base. It was reported that social isolation created significant vulnerability for families of Defence personnel. Many families with young children moved regularly for Defence placements and were often geographically isolated from extended family support structures.

The Coordinator reported that some parents of age 5 children disengage from the program when the child starts school. This was reportedly due to competing demands and a view that perhaps HIPPY is not required once the child is at school. Tutors suggested a need for flexibility at this time. Parents may only do one or two of the five weekly activities but still remain engaged in the program, and this was considered the most important thing. It was also suggested that not having an age 4 intake every year meant that some families missed out if they engaged in the wrong year (i.e. the 2012 intake was for age 5 children, and families with age 4 children had to wait until the following year to enrol, by which time they may no longer be able or interested to participate).

All stakeholders reported that the fact that HIPPY was a free program assisted in the initial and ongoing engagement of families.

Recruitment and retention of appropriately qualified staff

There have previously been Aboriginal staff employed in the HIPPY Katherine program, but there are none currently. While the Line Manager and Coordinator did not report this as a significant issue in engaging with the Aboriginal community, tutors felt that there would be higher levels of engagement and more rapid engagement with Aboriginal families if there was an Aboriginal staff member.

s47E

The tutors in 2013 were recruited through preschool and child care service networks. **s47F**

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>The Coordinator and tutors demonstrated a clear understanding of the core elements of HIPPY and program fidelity in their engagement with families.</p> <p>The tutors engaged in weekly training sessions with the Coordinator.</p> <p>HIPPY Katherine complies with the Anglicare quality assurance processes, including regular supervision, and training in key policies and procedures particularly regarding client confidentiality, staff safety and home visiting risk assessments.</p> |
| <p>Expenditure and the funding model</p> | <p>It was reported that the funding model of per-head funding paid in arrears, creates challenges for sustainability and capacity to retain staff. This is particularly the case given the highly variable enrolment and participation numbers, in a highly transient area such as Katherine.</p> <p>Anglicare is currently covering cost over-runs from the program, and subsidises some program costs such as transport, senior management and office accommodation. Anglicare stakeholders suggested HIPPY would be unsustainable if it was not auspiced by a larger organisation with the capacity to centralise overhead costs.</p> |
| <p>Partnerships</p> | <p>HIPPY Katherine is actively engaging with other Anglicare family and community services in Katherine. The program particularly engages with the supported accommodation service, offering families transitional housing for up to three months.</p> <p>There appear to be few other active partnerships in the Katherine region. The HIPPY Line Manager and Coordinator reported it was challenging to engage with specialist Aboriginal services. s47E</p> <p>s47E</p> |
| <p>Overall impact of HIPPY</p> | <p>The Coordinator and tutors referred to anecdotal reports that parents of school-aged children receive positive feedback from the school about the skills and confidence of children who have participated in HIPPY. It was also stated that parents feel more confident with school requirements and structures as a result of their participation in HIPPY. Stakeholders also said that HIPPY families say the program has had a positive effect on family interactions and the confidence of children and parents. This was said to be regardless of the length of time families were engaged with the program – but that benefits increase over time.</p> <p>Tutors and stakeholders felt that the non-judgemental nature of the program and the staff encouraged families to link with and access other services. Tutors themselves stated they had more confidence in their parenting and employment skills after participating in HIPPY.</p> <p>All stakeholders and staff reported a high level of satisfaction with the program and considered it valuable in the community.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- The enthusiasm and proactive nature of the Coordinator and tutors in recruiting families to HIPPY
- Auspice support from a larger, multi-service community organisation that has the capacity to centralise overhead costs and facilitates referrals across programs
- The program is free to participants.

Reported barriers include:

- s47E
- The capacity of families to participate over two years due to changing family circumstances
- The funding model does not cater to the need to provide a core and stable staffing regardless of the number of families engaged in the program
- The funding model is reportedly not adequate to support a standalone service
- The funding model does not meet the costs of a regional service delivery model.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Socio-economic and AEDI indicators suggest a continuing need for HIPPY in the Katherine region. The Coordinator and tutors report solid interest in the program from the community, childcare providers and partner agencies.</p> <p>However, retention in the program for two years is likely to remain challenging given Katherine is a highly transient community. s47E s47E Further investigation of a more flexible model to allow families to complete the program in a different timeframe, may assist program sustainability.</p> <p>Stakeholders stated that families who engage in HIPPY report a positive effect on family interactions and improved parent and child confidence, regardless of the length of time they remain engaged with the program – and these benefits increase over time.</p> |
| <p>Sustainability of partnerships</p> | <p>Partnerships with other Anglicare services appear to be strong and are likely to continue to support the program. These programs also have a high proportion of Aboriginal people as clients (approximately 80%) and this may assist with recruiting Aboriginal families to the program.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Anglicare has stated that it will continue to auspice the program through the current funding cycle. Anglicare is currently covering cost overruns from the program and subsidises some program costs such as transport, senior management and office accommodation.</p> |

RIVERVIEW

Partner organisation: Playgroup Queensland

Location of HIPPY provider: Riverview Neighbourhood House, 138 Old Ipswich Road, Riverview

HIPPY Area: Riverview

Coordinator: s47F

Line Manager: s47F

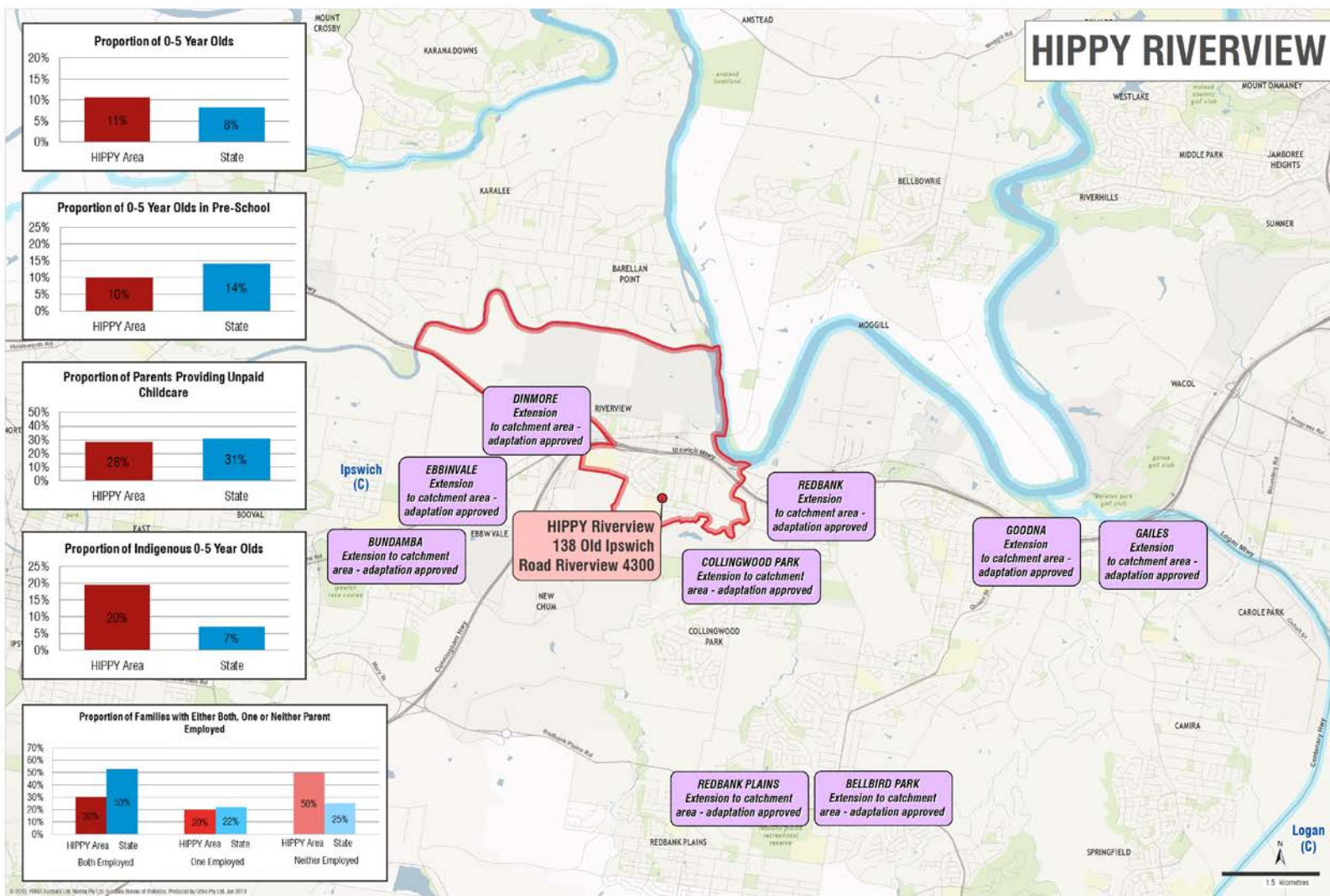
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Riverview suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Riverview suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Riverview suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------------|--------------|-----------------|
| Riverview suburb at 2006 | 1 | 1 |
| Riverview suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles.

Riverview suburb is characterised by high levels of relative disadvantage when compared to other suburbs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the percentage of children who are developmentally vulnerable on one or more or two or more AEDI domains within Riverview suburb, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|------------------|------------|----------|------------------|------------|----------|
| | Riverview suburb | Queensland | National | Riverview suburb | Queensland | National |
| One or more domains | 44% | 30% | 24% | 55% | 26% | 22% |
| Two or more domains | 33% | 16% | 12% | 32% | 14% | 11% |

EXISTING SERVICES

Services currently offered in the Riverview suburb include the Operation Kinder Program (OKR), a family counselling service provided by Anglicare, a privately operated child care centre, the Riverview Neighbourhood Centre (with limited programs) and Riverview Primary School (Prep to Year 7).

HIPPY RIVERVIEW SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 47 | |
| Number of graduations | 23 | Not part of 2012 limited cohort |
| Number exiting early | 23 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | |
| Number of children that most commonly speak a language other than English at home | 10 | |
| Total budget | \$176,640 | \$85,966 |
| Total spend | \$175,251 | \$127,649 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets for Riverview suburb indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (11%) when compared to the state of Queensland (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (10%) in preschool² when compared to the state of Queensland (14%)
- The HIPPY area has a lower percentage of both parents employed full time (30%) compared to the state of Queensland (53%) and a higher percentage of both parents not working (50%) when compared to the state of Queensland (25%)
- The Riverview suburb is characterised by high levels of relative disadvantage compared to other suburbs across Queensland and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Riverview suburb (55%) compared to Queensland (26%) and Australia (22%).

Riverview is an isolated suburb located in the Brisbane-Ipswich western growth corridor. The suburb is divided by the Ipswich Motorway, with the majority of the residential housing, community centre and Riverview Primary School located on the southern-side of the motorway. **s47E**

s47E

A connection road to Redbank Plains was only opened seven years ago – so the sense of ‘isolation’ still remains.

s47G

Discussions with stakeholders suggest a need for parent engagement and early literacy and numeracy programs due to the large population of low-income families, single parent families, families where English is the second language, Indigenous families and other at-risk households. Riverview State School has additional funding under the National School Partnerships Program 2011-2014.

Extent to which the need has changed over time

Stakeholders report that the need has not changed since the program commenced, **s47E**

s47E The local privately operated child care centre does not appear to be able to retain qualified preschool teachers, and the cost of attending formal child care is seen as prohibitively high for families. Families do not access other services such as occupational or speech therapy due to costs.

The 2011 floods continue to have an impact on local families who are either living in housing which still requires repair, or who are continuing to accommodate other family members who were displaced. The floods also increased financial burdens and stress on families.

Stakeholders suggest there is a need for the program with a growing emphasis on families where English is the second language. Key language groups in Riverview currently include Korean, Sudanese and Indian. There is also demand from local Aboriginal, Samoan, and New Zealand families. Stakeholders report that tolerance for diversity is low with ‘new arrivals/cultures’ being seen to attract scarce additional resources.

Stakeholders report areas surrounding Riverview are also experiencing high levels of disadvantage. An adaptation request was approved to extend the catchment area to include Dinmore, Ebbinvale, Bundamba, Collingwood Park, Redbank, Goodna, Gailes, Redbank Plains and Bellbird Park in order to meet unmet needs in these areas.

Stakeholders report that local demand is being driven through the Queensland Government’s television and print advertising which has increased awareness of and enrolments in accredited preschool programs. Parents are reporting that more is expected of children once they reach school. The local school’s reputation is also improving through concerted effort by the school principal and teaching staff. Behaviour management programs, especially when targeted at boys, are reported to have resulted in improved education outcomes.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

It is challenging to recruit parents in HIPPY Riverview due to s47G

s47G

The office has access to a large playgroup resource room and fully fenced outdoor play area within the centre.

s47G

s47G

Once families start the program and see the value of education, they can develop a 'love of learning' and start to see the opportunities for their children. It is said that changes in Riverview Primary School's performance is now leading to a shift in attitudes within parents and the wider community.

In 2011 there were 47 enrolments with 19 graduating. There is recent interest in the program, and the Coordinator is implementing a renewed recruitment campaign.

Strategies for enrolment include:

- Word of mouth: this is a significant recruitment tool with participating parents promoting the program to school families, extended family and friends
- Referrals: through local family and early childhood networks and services, many of whom are based at Goodna and Inala (no opportunities for referrals within Riverview itself)
- Approaches: to new community organisations i.e. new Sudanese program, Redbank Plains State School, school newsletters, community health nurses
- Stall at the local Multicultural Festival (held annually).

The Coordinator participates in a number of Interagency networks, and is attempting to make links through the recently appointed Riverview Neighbourhood Centre Coordinator.

There is a local free newspaper but there is no home delivery within the HIPPY catchment as newspapers are unable to recruit people to deliver to households.

Despite an approved adaptation to extend the catchment area to include neighbouring suburbs, there does not appear to be current strategies in place to recruit families from these locations.

Retention of families continues to be hard work. A number of families have left the program early. Some families moved out of the area (as leases on rental homes ceased), moved for work (army transfer), or started to look for work or commenced studying which limited time available to HIPPY. This trend has increased with the current initiatives to encourage job-seekers and long-term unemployed people to take up study, training and employment. It was reported that families can be easily 'overwhelmed' by life events but are encouraged to stay in the program. Tutors try to be flexible with timing of visits, and offer catch-up sessions.

There is also a drop-out of Year 2 (Age 5) children when they start school and start to have additional school commitments.

Fathers will occasionally sit in on home sessions, when they are home from shift work. Fathers tend to undertake specific activities.

Graduations are significant milestone events, attended by fathers, grandparents and other extended family members. Special events such as family fun-days are also well attended.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Riverview has supervision and administrative support from a Playgroup Queensland Line Manager. Playgroup Queensland resources are also available for families. Parent sessions and think tanks are held at the Riverview location, and parents are able to access playgroup learning and play resources.</p> <p>HIPPY Riverview has recruited and retained suitable tutors. Tutors have been recruited through local playgroups. s47F</p> <p>Initially, tutors also had children enrolled in HIPPY. Tutors are able to access external training, where relevant and subject to budget. Attendance at free training is encouraged, and the HIPPY Coordinator will publicise free sessions which may be of interest to tutors. Stakeholders report it is hard to recruit tutors due to cost of child care (who looks after children during home visits).</p> <p>Given poor local public transport and the extent of the HIPPY Riverview catchment, tutors require a car to visit families. Stakeholders report that this has limited potential candidates, although this was accommodated previously. s47G</p> <p>s47G However, stakeholders report children enjoy attending the centre with its toys and fenced outdoor play area.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Riverview adheres strictly to the program model. The structured approach is valued by parents as it sets clear expectations with no grey areas. This requires significant commitment upfront until families develop a routine. Given a lack of social networks, the parent group is an important social opportunity for parents and children. Parents have preferred to keep a play group format rather than a program designed around invited speakers.</p> <p>Whilst there is no formal quality assurance plan, the Playgroup Queensland structure as well as the HIPPY reporting requirements are thought to be adequate to ensure quality of program delivery. Tutors adhere to Playgroup Queensland policies (e.g. home visits and safety). Documentation is kept up to date and well organised.</p> |
| <p>Expenditure and the funding model</p> | <p>Stakeholders report expenditure is over budget. The discrepancies between budget and actual spend for 2011 and 2012 reportedly relates to changes in Queensland to SACS award where Playgroup Queensland now needs to match salaries. Other issues include the difficulty aligning Playgroup Queensland and HIPPY budgets which run over financial rather than calendar years. Program budgets are tight, and there is a concern it may not be financially viable for Playgroup Queensland to continue to deliver. The success comes from the alignment of organisational values (i.e. parents are children's first educators) and commitment to positive change in highly disadvantaged communities.</p> <p>Material resources to support the program include mobile phones (for tutor safety), craft resources and events. Playgroup Queensland rents the office space from the neighbourhood centre s47G</p> |
| <p>Partnerships</p> | <p>Partnerships developed by HIPPY Riverview have assisted families to access playgroups and other services in the area. Previously an Indigenous Playgroup (funded by DEEWR) operated in Riverview. A bus was used to collect children from homes. This service closed when the local child care centre opened.</p> <p>The membership of Riverview Neighbourhood Centre Management Committee and staff has recently changed and may provide an opportunity for potential partnership. There are reported to be limited opportunities at the centre for partnering due to the reported reputation of the centre. s47G</p> <p>s47E</p> <p>Inala and Goodna Early Years services liaise with Riverview regarding families, available programs and referrals. Referrals also occur between neighbouring HIPPY sites.</p> <p>The Coordinator is a regular participant at local interagency and network meetings to promote HIPPY, and is currently exploring opportunities to expand her contacts through employment interagency networks and other advisory groups.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>Stakeholders report:</p> <ul style="list-style-type: none"> - Parents' confidence and engagement in and around the school, and in interactions with teachers and other parents is apparent - Non-English speaking background parents' skills and confidence with written and spoken English has improved - Parents are more able to help their children learn - Parents are more interested in learning - Parents knowledge of local area is improved e.g. fire brigade, library - Tutor confidence and skills have improved, and tutors are moving into employment with children. |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers for the successful implementation of HIPPY in Riverview are:</p> <ul style="list-style-type: none"> - It is a home based program and parents don't have to travel - The program is free - It is relationship based, and families who may be isolated are able to make safe and meaningful connections with local parents - It is a proven model – tutors and parents know what to do. It is highly structured allowing parents to build confidence over time. It is hands on, with interactive activities being able to meet parents' needs - It builds relationships between parents and their children - Reliability/commitment of tutors has allowed good relationships to be built with parents. <p>Barriers to successful implementation of HIPPY Riverview reported by stakeholders included:</p> <ul style="list-style-type: none"> - Two year program, and inability to enrol new participants on an annual basis (need rolling program) - s47E - Impact of 2011 flood event and ongoing stress within the community - Lack of complementary services located in Riverview (to support referrals and families) - s47E - Lack of flexibility in the funding to address fixed costs vs. costs associated with reductions/increases in enrolments - Attendance at Parent Groups has dropped for the Year 2 (Age 5) cohort as parents pursue education and work opportunities (due to part to recent changes in the Australian Government's employment policy requiring single parents to return to work). |

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | There is general agreement among stakeholders that there is a demand for parent engagement and early childhood literacy and numeracy programs in Riverview. However, new means of recruiting families and tutors are required to specifically attract and retain participants from highly disadvantaged households. s47E |
| Sustainability of partnerships | Strong partnerships, particularly with local school principals at Goodna and Riverview Primary Schools, have been very important in showcasing the benefits of the program to the parent community. |
| Capacity and willingness of program provider to continue to deliver HIPPY | Playgroup Queensland would like to see the program continue in Riverview. HIPPY is a good fit with the organisation which serves children and families. HIPPY complements other programs such as playgroups and 'Sing and Grow' provided by the organisation. HIPPY is now well known within the organisation. |

RIVERWOOD

Partner organisation: Learning Links

Coordinator: s47F

Location of HIPPY provider: 12-14 Pindari Rd Peakhurst NSW 2210

Line Manager: s47F

HIPPY Area: Riverwood

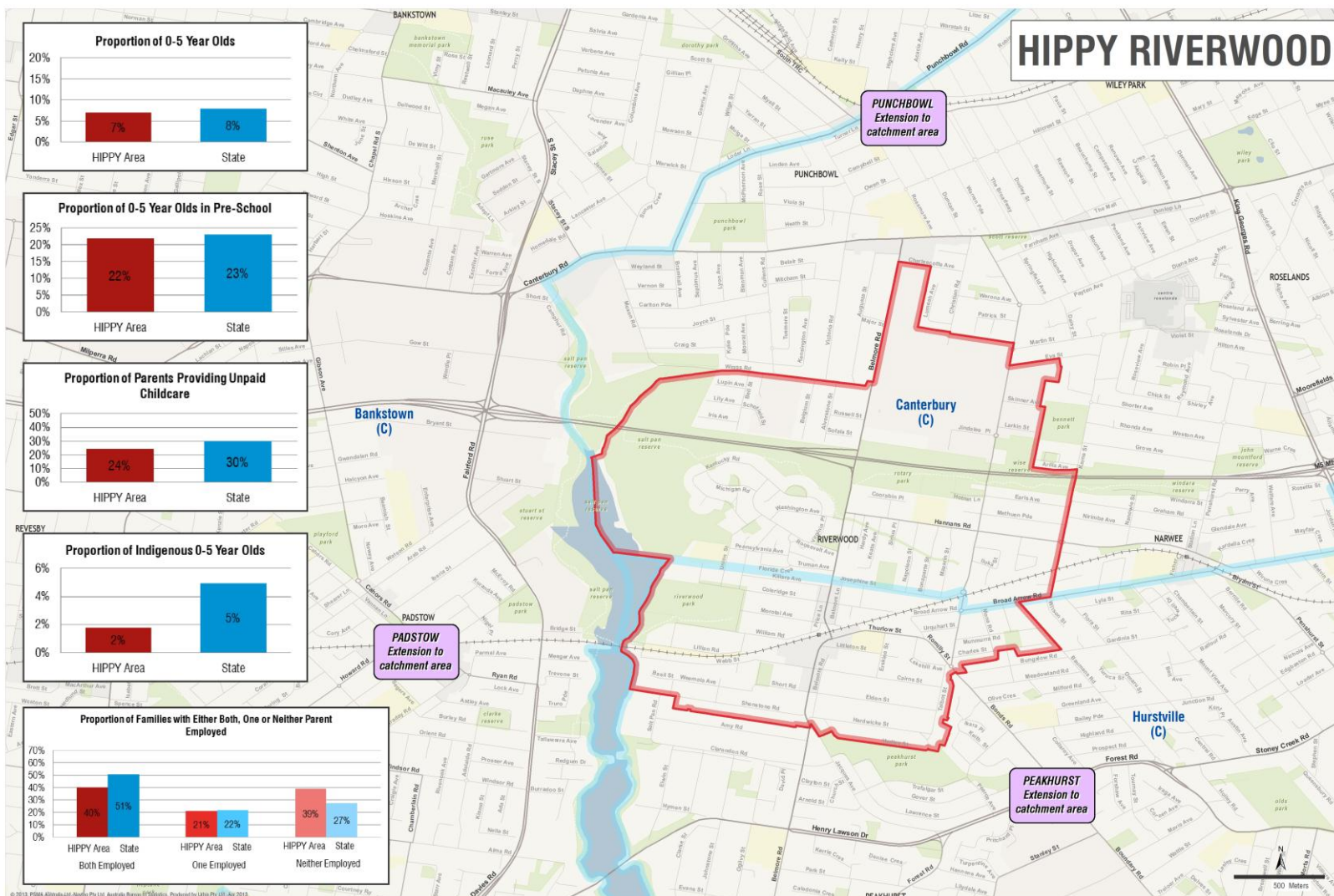
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Riverwood suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Riverwood suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Riverwood suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------------|--------------|-----------------|
| Riverwood suburb at 2006 | 1 | 1 |
| Riverwood suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Riverwood suburb is characterised by high levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more, or two or more domains of the AEDI within the Riverwood suburb, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|------------------|-----|----------|------------------|-----|----------|
| | Riverwood suburb | NSW | National | Riverwood suburb | NSW | National |
| One or more domains | 32% | 21% | 24% | 18% | 20% | 22% |
| Two or more domains | 14% | 10% | 12% | 6% | 9% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the Riverwood suburb, including Learning Links, the Smith Family, Sydney Day Nursery (children's services), child care, preschools, playgroups, Brighter Futures, Georges River Life Care Centre, Department of Housing, Riverwood Community Centre, Riverwood and DOCS, Bankstown.

HIPPY RIVERWOOD SUBURB ENROLMENT DATA¹

The table below shows the number and type of enrolments for HIPPY Riverwood suburb in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 42 | |
| Number of graduations | 31 | |
| Number exiting early | 11 | Not part of 2012 limited cohort |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | |
| Number of children that most commonly speak a language other than English at home | 26 | |
| Total budget | \$120,295 | |
| Total spend | \$117,005 | \$88,140 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets for the Riverwood suburb indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a lower percentage of children aged 0-5 years old (7%) when compared to the state of NSW (8%) - The HIPPY area has a slightly lower percentage of children aged 0-5 years old (22%) in preschool² when compared to the state of NSW (23%) - The HIPPY area has a lower percentage of both parents employed full time (40%) compared to the state of NSW (51%) and a higher percentage of both parents not working (39%) when compared to the state of NSW (27%) - The Riverwood suburb is characterised by high levels of relative disadvantage compared to other LGAs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Riverwood suburb (18%), compared to NSW (20%) and Australia (22%). <p>There appears to be a need for a parent engagement program and literacy/numeracy program for the HIPPY Riverwood target area and the adjoining suburbs of Punchbowl, Padstow, Peakhurst and Narwee (included in the original application).</p> <p>A total of 56% of residents in Riverwood were born overseas and many in the community reportedly have difficulties with English. Schools and child care centres have suggested a need exists for a parent engagement program and literacy/numeracy program. It is suggested that families newly arrived from other countries and on low incomes cannot afford books or paid literacy programs.</p> <p>Schools have reported high levels of absenteeism. Those coming from CALD backgrounds are said to be unfamiliar with the school system. Parents in the area want the best for their children, and need assistance to develop strategies to engage them in reading and pre reading activities.</p> <p>Organisations such as Learning Links have centre based programs such as playgroups, assessment services, counselling and other support services, but HIPPY provides the only home based parent engagement program in the area. Riverwood Community Centre also runs playgroups and family support services. HIPPY reportedly attracts a client base that other programs may not reach.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report the need in the Riverwood area has not changed. Riverwood itself is the main target area for the program and stakeholders point to the most recent AEDI data suggesting children here are developmentally vulnerable. A Department of Housing area exists in Riverwood and anecdotal evidence indicates numbers of families living here are fairly consistent over time.</p> <p>The population continues to be diverse in cultural backgrounds, and this is reflected among those enrolling in the program.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Riverwood has successfully recruited and retained parents for the period the program has been funded. While recruitment of parents was reported to be difficult initially, this was overcome once a physical presence in the area had been developed. Forty two parents were recruited in 2011 and 31 graduated. There was no funding for a new cohort in 2012. Current enrolments are 24. They were delayed due to late confirmation of funding.</p> <p>Successful strategies for recruitment include:</p> <ul style="list-style-type: none"> - Providing information to parents at the local preschool - Handing out information and talking to people at local shopping centres - Talks, giveaways and balloons at community events - Presentations at other services' events - Posters, flyers and talks at the library - Word of mouth: families talking to other families and tutors talking to families - School newsletters <p>Eleven families exited the program early in the 2011 cohort. This includes families who attended a 'taster' session but did not commence, and several who were referred from agencies and also did not commence. A couple of parents who attended taster sessions reported packages were 'too easy' for their children. A couple left early due to difficulty managing work and other family commitments and one moved out of the area. HIPPY offers out of work hours tutoring to working parents and holds parent events at night once a term. If tutors raise concerns about families, the Coordinator follows these up promptly. Stakeholders report a high level of retention among those parents who do engage with the program.</p> <p>Attendance at parent groups varies partly due to difficulties in finding a suitable venue. The venue which was being used had noise problems due to proximity with a fitness centre. Parent groups have now moved to Riverwood Community Centre, with more suitable facilities. Groups are designed around topics suggested by participating parents, and speakers are engaged accordingly. One parent group was held at lunch time to assist working parents to attend.</p> <p>All families attended the graduation ceremony.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>A Coordinator with tertiary qualifications s47F has been with the program since commencement. s47G and s47G was already an employee of Learning Links. The position was advertised externally but only internal applications were received. In addition to HIPPY training the Coordinator has access to Learning Links training opportunities. Delays in confirmation of funding were seen as a threat to the continued employment of the Coordinator.</p> <p>HIPPY Riverwood has been successful in recruiting and retaining tutors. Flyers have been distributed to parents and the Coordinator has followed up enrolled parents. Critical factors in retaining tutors are reported as consistency in management, support and supervision; clear communication of expectations; ongoing skills development and training; and a good team environment.</p> <p>In addition to HIPPY tutor training, tutors are able to attend Learning Links professional development days. Tutors have occasional combined events with Cabramatta tutors and value the chance to share information and issues. HIPPY Riverwood suggested more opportunities to do this at a state or regional level would be beneficial.</p> <p>Tutors report training is adequate, beneficial and enjoyable. Tutors are mainly from non-English speaking backgrounds and have received additional support when needed e.g. with phonics.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Riverwood has largely adhered to the program model.</p> <p>The program has employed more tutors than required by the model to allow for tutors to match the cultural mix of parents enrolled in the program. This has required the enrolment of one tutor with a child slightly younger than required by the program, in order to support a particular family. Stakeholders report no other issues in adhering to the program model.</p> <p>The HIPPY reporting and training process as well as the availability of access to HIPPY consultants are suggested as key factors in ensuring adherence to the model. HIPPY Riverwood reports vigilance regarding reporting requirements and timeframes. Tutor training is structured and documented.</p> <p>While there is no formal quality assurance in place, the Learning Links management structure (in addition to HIPPY requirements) is thought to be adequate. The Coordinator is managed by the Learning Links manager for school aged services, and participates in Learning Links monthly team meetings. The Coordinator also attends meetings with the Coordinator from HIPPY Cabramatta and the Line Manager once a term.</p> <p>The Advisory Group includes representatives from Hannan's Road Public School, Riverwood Public School, Punchbowl Public School, Schools as Community Centres (SACC), St Joseph's Catholic School and Sydney Day Nursery Children's Services. The Advisory Group meets once a term.</p> |
| <p>Expenditure and the funding model</p> | <p>The program has been delivered within budget.</p> <p>Reported difficulties with the funding model are that forward projections are made at the time of the initial submission and then subject to CPI adjustments which may not reflect real costs. The biggest cost is staff, paid at award rates. There is a concern that difficulties may arise in future due to higher wage costs.</p> <p>Quarterly reporting can be difficult, as funding is over a calendar year rather than the financial year. High costs occur at the start of the program for set up.</p> <p>Difficulties were encountered last year with inputting information into the database and there was a slow response from HIPPY Australia regarding reporting problems.</p> |
| <p>Partnerships</p> | <p>HIPPY Riverwood has developed robust links with other services within Learning Links, including management and administrative support. In addition, families from the program are able to access Learning Links services such as playgroups, free assessments, speech therapy, occupational therapy, parenting, counselling and psychology services.</p> <p>Informal partnerships have also been developed with Hannan's Road Public School, Riverwood Public School, Punchbowl Public School, SACC and the Sydney Day Nursery. These organisations sit on the Advisory Group and provide recruitment avenues.</p> <p>Referrals to HIPPY Riverwood come from schools, SACC, St George Community Housing, playgroups and childcare.</p> <p>Relationships with the Riverwood Community Centre. Department of Housing Client Services are in the early stages of development. These relationships are regarded as important partnerships for the future.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall
impact of
HIPPY

The program to date has only had one full cohort; it is too early to identify changes in the community as a whole. However, a number of positive impacts are reported for graduating parents, participating children and schools. These include:

- Tutors report improved communication between parents and children
- Parents feel empowered to help children before and after they start school
- Parents report children are more confident starting school. Children have the potential to more fully participate in school
- Parents have more confidence in engaging with schools and talking to teachers
- Anecdotal evidence from schools suggests children from the program are ready to start school
- More agencies are in touch with more parents; families are able to access a range of services if needed
- Tutors are inspired to take steps to further education and employment. s47F while others have taken up voluntary work or further education
- Parents and tutors are more skilled and confident in English
- Families are less isolated. People newly arrived to the area who were socially isolated report meeting families they know from the program in shopping centres, parks and report staying in touch with other families from the program.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers for HIPPY Riverwood are reported as:

- The program is free; many parents, especially those newly arrived, don't have the resources to pay for such a program
- It is a home based program
- It is a proven, quality program with good coordinator manuals, orientation and coordinator training giving the Coordinator confidence to implement it
- A skilled Coordinator with good understanding of the program
- Having two sites (Riverwood and Cabramatta) allows a good exchange of ideas
- A good mix of tutors enables the tutors to become a good team
- Support from key agencies assists promotion of the program and referral to other agencies
- Learning Links has a good reputation in the community
- Having a base in good proximity for tutors (Learning Links centre in Peakhurst)

Barriers are identified as:

- Some cultures find it confronting to have strangers visit their home
- Language barriers and the lack of promotional material in languages relevant to the community
- Relevance of the content of resources can be a challenge for people from CALD backgrounds
- Late confirmation of funding for 2013 causes anxiety and affects commitment from parents, tutors and other agencies
- Lack of certainty regarding future funding for 2014 and beyond.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>All stakeholders agree that HIPPY is sustainable in the Riverwood community due to a high level of need, a desire by parents to want to help their children and continuing interest from parents in the program. HIPPY is unique in what it offers as a home based outreach program supporting families and children transitioning to school. There are no other parenting programs in Riverwood.</p> <p>HIPPY Riverwood suggests that assistance from DEEWR in gaining access to Riverwood population predictions from the Department of Housing would be useful.</p> <p>Barriers to sustainability are seen as uncertainty around future funding.</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders suggest partnerships are generally sustainable but have been jeopardised by the late notification of funding for 2013. This uncertainty has meant the program could not give Advisory Group members confirmation the program would continue, which may have affected agencies' ability to commit for 2013.</p> <p>HIPPY Riverwood aims to engage with the Department of Housing in the area and other housing groups, in addition to strengthening links with the Riverwood Community Centre.</p> <p>Partnerships are in the early stages and need an opportunity to become established as an integral part of the community.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Learning Links is willing and able to continue to deliver HIPPY as long as funding for the program exists. Learning Links is a not for profit organisation relying on philanthropy for delivery of most of its programs. HIPPY is the only government funded program it runs. HIPPY fits well with Learning Links which is a centre based program providing services to vulnerable families and those whose children have additional learning needs. Its services include assessments, counselling services, speech therapy, occupational therapy, psychology services and playgroups.</p> <p>The Learning Links centre is well located in Peakhurst to support delivery HIPPY Riverwood.</p> |

ROBINVALE

Partner organisation: Robinvale District Health Services

Location of HIPPY provider: Robinvale District Health Services, 128 Latje Road, Robinvale

HIPPY Area: Euston, Mananagtang, Boundary Bend and Robinvale

Coordinator: s47F

Line Manager: s47F

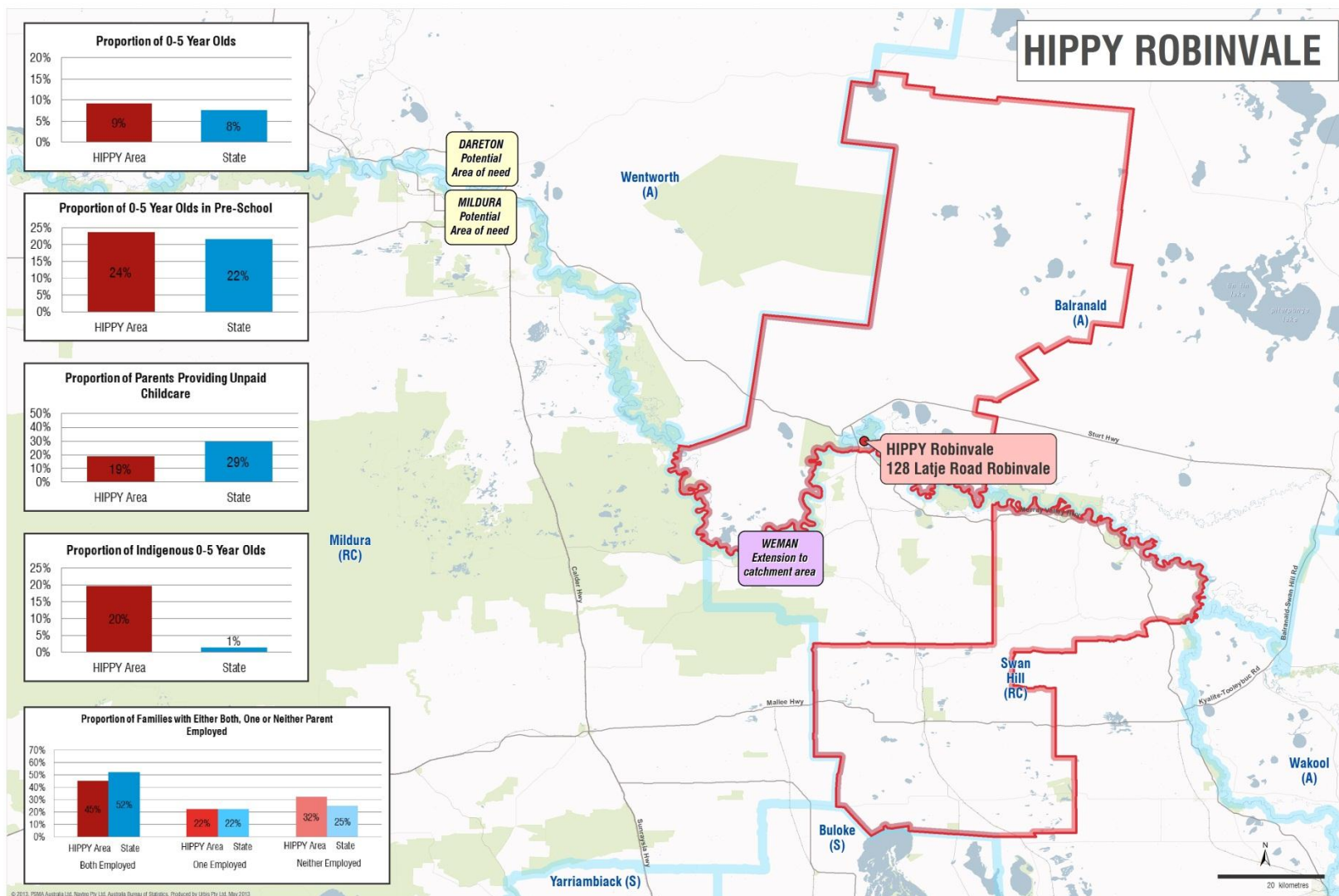
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburbs of Euston, Mananagtang, Boundary Bend and Robinvale.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Robinvale suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------------|--------------|-----------------|
| Robinvale suburb at 2006 | 1 | 1 |
| Robinvale suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Robinvale suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the percentage of children who are developmentally vulnerable on one or more or two or more AEDI domains within Robinvale and surrounding irrigation districts, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|--|----------|----------|--|----------|----------|
| | Robinvale and surrounding irrigation districts | Victoria | National | Robinvale and surrounding irrigation districts | Victoria | National |
| One or more domains | 39% | 20% | 24% | 30% | 20% | 22% |
| Two or more domains | 22% | 10% | 12% | 18% | 10% | 11% |

EXISTING SERVICES

A range of services are currently offered in the HIPPY area, including Mallee Family Care – play groups, early intervention, Learning for Life, financial counsellors, Mental Health outreach to Robinvale, crisis and primary mental health, the Home and Community Care Program, Murray Valley Aboriginal Cooperative, childcare and health services. Services also include GPs, a visiting paediatrician, gynaecologist and obstetrician, psychologist and hearing services, Mallee Domestic Violence and Sexual Assault support service. There is also a Robinvale Euston Early Years Network which meets monthly to support integrated service delivery.

HIPPY AREA ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 37 | |
| Number of graduations | 19 | Not part of 2012 limited cohort |
| Number exiting early | 18 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 7 | |
| Number of children that most commonly speak a language other than English at home | 4 | |
| Total budget | \$120,295 | \$88,140 |
| Total spend | \$100,981 | \$100,967 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets for the HIPPY area indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the state of Victoria (8%)
- The HIPPY area has a higher percentage of children aged 0-5 years old (24%) in preschool² when compared to the state of Victoria (22%)
- The HIPPY area has a lower percentage of both parents employed full time (45%) compared to the state of Victoria (52%), and a lower percentage of both parents not working (32%) compared to the state of Victoria (25%)
- The Robinvale suburb is characterised by high levels of relative disadvantage compared to other suburbs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Robinvale and surrounding irrigation districts (30%) compared to Victoria (20%), and lower compared to Australia (22%).

There is a demonstrated need for a parent engagement and early literacy and numeracy program in Robinvale and the surrounding districts. Stakeholders report there are limited preschool places in the local area, increasing the need for an alternative early education service. It was also reported there are a number of families who live in the area that do not have access to Medicare or HealthCare Cards, excluding them from enrolling children in preschool and school.

s47E

There are some other parent and early childhood literacy and numeracy programs in the area. Also provided by the Robinvale District Health Service, the Mobile Visiting Program is a home based program that teaches parents how to play with their children, and is targeted at children up to the age of 4. However there is a gap in home-based service delivery for children aged 4 and 5 years. Other than playgroups, there are no other programs for parents and children with an early education focus.

Extent to which the need has changed over time

Stakeholders report that need in the Robinvale area has not greatly changed since HIPPY commenced in 2011. However, HIPPY has become better known across local communities. When the program commenced there were some local Indigenous families taking part in the program but most dropped off in 2012 for a variety of reasons, s47E There has been renewed interest from Indigenous families in the 2013 program.

Mildura and its immediate surrounds is identified as an area of need that is not currently being serviced. The Aboriginal Health Service in Dareton approached the Coordinator about implementing the program in the area, however it is too far outside the designated HIPPY area to be included. There are also pockets around the Robinvale area that have been identified as likely areas of future need.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Robinvale reported that recruiting parents is not a significant challenge. It had 37 enrolments in the first cohort (2011) and as of 7 May 2013, 26 families had enrolled for the 2013 program. There was no four year old cohort in 2012.

Key strategies for recruiting parents include:

- *Advertising:* pamphlets and booklets **s47G** are distributed at local community centres, playgroups, maternal child health centres, preschools and primary schools. There is also a banner advertising HIPPY on the main street in Robinvale.
- *Parent engagement:* the Coordinator attended pre-school at pick up and drop times to speak directly to parents, and delivered presentations at local primary schools and preschools. The Coordinator went on the local Indigenous preschool's school bus so that she could speak directly to parents when their children were dropped off.
- *Referrals:* the organisations that make up the Robinvale Early Years Network and attend the Robinvale monthly Primary Care meeting are an important source of promotion and referrals into the program.

HIPPY Robinvale had 18 families exit the program between 2011 and 2012. The main reasons include relocation out of the area, family or personal issues, or having new a new baby.

HIPPY Robinvale places great emphasis on tutors being flexible, working around the needs of the families and making sure families feel comfortable so they can tell tutors when they are falling behind. As well as being flexible with the day, time and location of a home visit, they are also flexible with how fast families progress through the packs.

Parent groups were poorly attended in 2012. Stakeholders attributed this to the long distances that families had to travel to reach the group, farming families having other requirements (harvesting, cropping), and families being generally busy. The parent groups this year will take place in two different locations to make it easier for families to attend.

Recruitment and retention of appropriately qualified staff

HIPPY Robinvale has found recruiting tutors to be a great challenge. **s47G**

In 2011 three tutors were recruited, with two more recruited in 2012 to replace tutors who left. These tutors left for personal reasons, **s47F**
s47F In 2013 HIPPY Robinvale received two applications for the three available positions and are continuing to recruit. Of the two tutors recruited, **s47F**
s47 For the remaining tutor position HIPPY Robinvale advertised in the local paper and sent a letter about the available position to parents taking part in the program.

The current tutors report very high levels of job satisfaction and feel very well supported by the Robinvale District Health Service.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Robinvale has remained faithful to the HIPPY model, apart from conducting home visits in an alternative location where required. s47F</p> <p>HIPPY Robinvale does not have a HIPPY quality assurance plan per se, but it has a good relationship with HIPPY Australia. The HIPPY Line Manager and HIPPY Coordinator meet formally every month, and regularly meet informally. The HIPPY Coordinator meets weekly with the tutors in a group and again individually. The Coordinator also accompanies the tutors for home visits twice a term.</p> <p>HIPPY Robinvale has an Advisory Group that is made up of the members of the Robinvale Early Years Network (REYN). This network includes representatives from the Mallee Family Centre, the Murray Valley Aboriginal Cooperative, the Mallee Domestic Violence and Sexual Assault support service, Robinvale Preschool, Euston Preschool, Murray Valley Preschool, Euston Primary School, Robinvale Primary School, Swan Hill Council, the local police, Advancing Country Town, and Communities for Children. This group meets once a month and HIPPY Robinvale has a standing agenda item where it provides an update on HIPPY and discusses challenges.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has largely been in line with budget. Some purchases for the program (stationary etc) fall outside the budget and are met by the Coordinator or Line Manager personally.</p> |
| <p>Partnerships</p> | <p>HIPPY Robinvale has developed solid partnerships with key community stakeholders. It has a very strong partnership with Mananyatang Preschool, which has recruited families for the program (9 of the 11 children attending the preschool are currently in HIPPY) and recruited a current tutor. HIPPY Robinvale liaises with and receives referrals from the organisations that make up the Robinvale Early Years Network. It also invites members from those organisations to present at parent groups.</p> |
| <p>Overall impact of HIPPY</p> | <p>While it is too early to report on the long-term impacts of HIPPY, stakeholders report that HIPPY has had a positive impact on parents and children.</p> <p>Confidence is one of the greatest outcomes reported for parents. This includes being confident with their child and their child's teachers, and having a greater understanding of their child's cognitive development (what they do and do not know). Stakeholders also report that HIPPY has made parents more aware of services in the community and how to access them. Parents who are migrants are reported to greatly benefit from learning about the Australian education system. The opportunity to make new friends is also reported to be an important outcome for parents.</p> <p>A positive relationship between parents and children is also reported as a benefit, in particular because parents learn to use more positive language in instructing their child.</p> <p>Stakeholders reported that children in the HIPPY program are confident and talk more assertively which is an asset when starting school. Children are reportedly able to follow instructions and complete tasks better than other children who have not participated in HIPPY.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- HIPPY does not require families to present Medicare or Healthcare cards
- HIPPY is free for families
- Parents can relate to tutors
- Tutors are flexible
- Tutors are made to feel a part of Robinvale District Health Service
- HIPPY has a good relationship with the local preschools and primary schools.

Barriers include:

- Reaching very isolated families
- Recruiting appropriate tutors.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is consensus that HIPPY is highly sustainable in the Robinvale area. HIPPY Robinvale does not foresee any problems recruiting families into the program and regards HIPPY as unique and complementing other services.</p> <p>Stakeholders report that the biggest obstacle to sustaining HIPPY in the community is ongoing funding. The lack of funding provided in 2012 for an Age 4 cohort was reported as damaging HIPPY's relationship with the community, particularly with the local Indigenous community. Stakeholders maintained it was important that the program is consistent and reliable in order for local families to trust and continue to take part in HIPPY.</p> <p>Another challenge relates to the recruitment of appropriate tutors. It was suggested that clearer and more prominent advertising of the position and associated responsibilities may help to address this.</p> <p>A further challenge is reaching families who are most isolated in the local area. Some families that live on farms have little contact with the services in Robinvale and can go unidentified.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. HIPPY Robinvale has very strong links with the Mananyatang Preschools as well as with organisations in the Robinvale Early Years Network (REYN). HIPPY Robinvale is seeking to develop a stronger relationship with the local Indigenous community. While a number of partnerships are based on personal connections, the REYN existed prior to HIPPY and is considered highly sustainable.</p> <p>HIPPY Robinvale tries to link families in with other services, which is important for a successful post- HIPPY transition.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Robinvale District Health Service is fully supportive of HIPPY and is willing and able to continue implementing the program, funding permitting. The Robinvale District Health Service reported that HIPPY is a very good fit for the organisation and the broader community. As noted above, the greatest concern to the provider is the consistency of funding.</p> |

SHEFFIELD

Partner organisation: Kentish Regional Clinic

Location of HIPPY provider: Town Hall, 66 High Street, Sheffield, Tas 7306

HIPPY Area: Kentish LGA

Coordinator: s47F

Line Manager: s47F

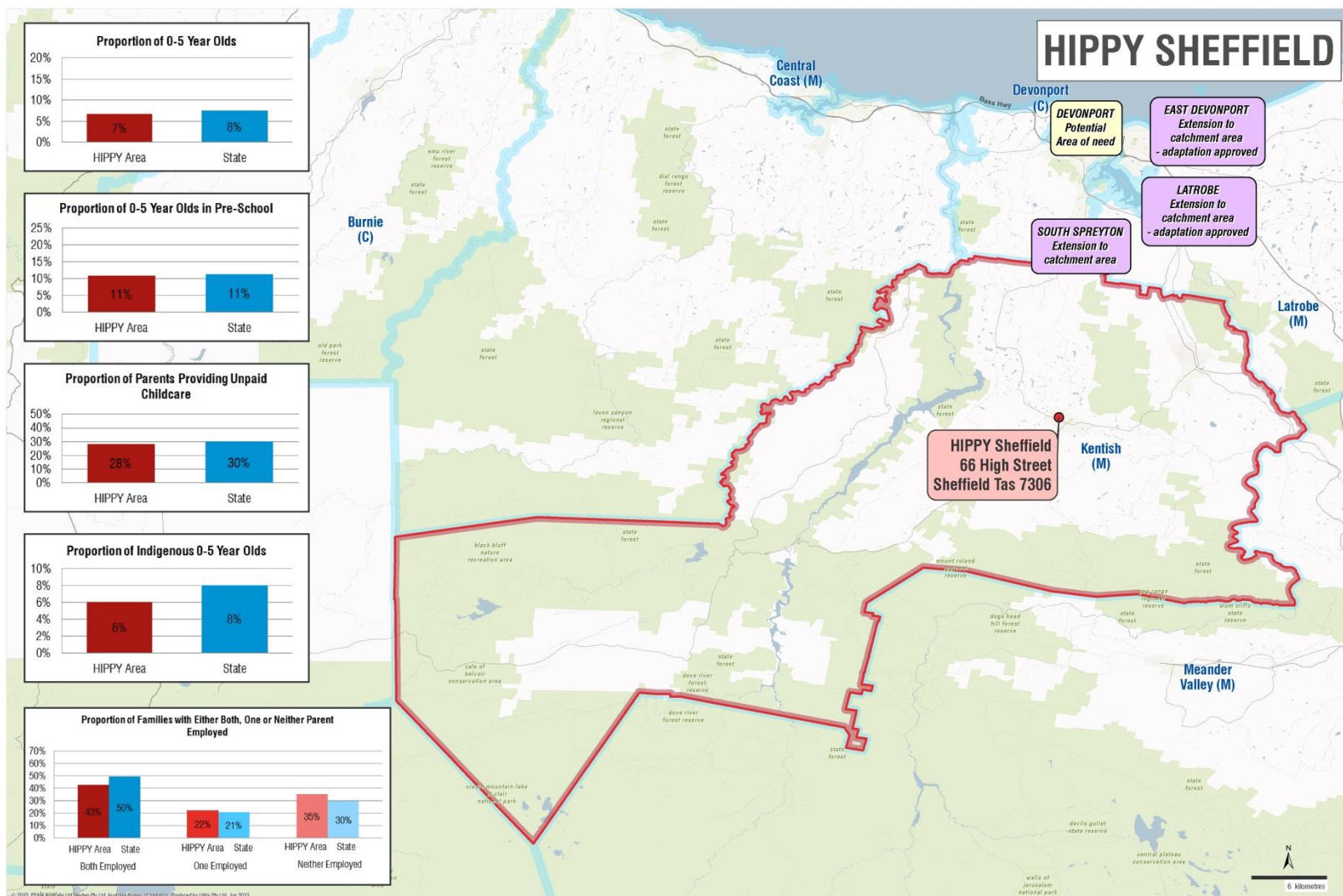
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Kentish LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Kentish LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Kentish LGA at 2006 and 2011.

| | State decile | National decile |
|---------------------|--------------|-----------------|
| Kentish LGA at 2006 | 4 | 2 |
| Kentish LGA at 2011 | 6 | 2 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Kentish LGA is characterised by average levels of relative disadvantage when compared to other LGAs across Tasmania, and high levels of relative disadvantage when compared to other LGAs across Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Kentish LGA, Tasmania and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-------------|----------|----------|-------------|----------|----------|
| | Kentish LGA | Tasmania | National | Kentish LGA | Tasmania | National |
| One or more domains | 22% | 22% | 24% | 32% | 22% | 22% |
| Two or more domains | 4% | 11% | 12% | 23% | 10% | 11% |

EXISTING SERVICES

A range of services are offered in the Kentish LGA, including playgroups in Sheffield, Railton and Wilmot, Launching into Learning programs for 0 to 5 year olds at Sheffield and Railton Primary Schools, Wilmot Primary School, Kentish Family Support Service, and Mersey Leven Home Based Child Care. Other services include Department of Health and Human Services, Child Health and Family Services, Child Health Nurse, Tandara Lodge and the Kentish Health Centre, Kentish Regional Clinic, The Community Response to Eliminating Suicide (CORES), Sheffield Online Access Centre and Library, and Wilmot Online Access Centre.

HIPPY KENTISH LGA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 30 | |
| Number of graduations | 23 | Not part of 2012 limited cohort |
| Number exiting early | 7 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$185,405 | \$71,896 |
| Total spend | \$196,270 | \$71,894 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The HIPPY area has a lower percentage of children aged 0-5 years old (7%) when compared to the state of Tasmania (8%)
- The HIPPY area has an equal percentage of children aged 0-5 years old (11%) in preschool³ when compared to the state of Tasmania (11%)
- The HIPPY area has a lower percentage of both parents employed full time (43%) compared to the state of Tasmania (50%), and a higher percentage of both parents not working (35%) when compared to the state of Tasmania (30%)
- Kentish LGA is characterised by average levels of relative disadvantage when compared to other LGAs across Tasmania, and high levels of relative disadvantage when compared to other LGAs across Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Kentish LGA (32%), compared to Tasmania (22%) and Australia (22%).

The HIPPY Sheffield catchment has a demonstrated need for a parent engagement and early literacy and numeracy program, based on the following factors:

- s47E
- Families unable to afford childcare
- s47E
- Very few early childhood services available (e.g. there has been a decrease in Storytime at the local library from once a week to once a month)
- Few playgroups or other opportunities for parent and child socialisation
- No community house or neighbourhood centre
- s47E

Extent to which the need has changed over time

Kentish Regional Clinic reports that the need for HIPPY has remained unchanged since commencing in 2009. It is suggested that disruptions in funding have been a catalyst for several issues that have risen since 2012. As an isolated and rural community, delays in funding have resulted in a loss of traction within the community and a decrease in enrolments. The Coordinator reports 44 Sheffield children missed out on enrolment in HIPPY in 2012 due to funding constraints, and parents have lost faith in the longevity of HIPPY.

Natural fluctuations in the birth rate also impacts on the number of children participating in HIPPY year to year.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>Kentish Regional Clinic reports it is retaining greater numbers of families through improved tutor engagement. Retention of families relies on the retention and stability of tutors, and this is reported to have fluctuated over the last 12 months due to financial insecurity of the program.</p> <p>The Coordinator reports that family recruitment requires up-front investment. Talking through the program requirements and potential issues assists families to become comfortable with the nature of the program. It also builds strong working relationships for the duration of the program.</p> <p>The Coordinator reports that the benefits of HIPPY become very apparent after the first year of the program, and parents want to continue. One tutor observed a family purchasing additional non-HIPPY books and pointed to this as evidence of engagement.</p> <p>Recruitment is aided by advertising in the local paper, on the Kentish Regional Clinic website and the HIPPY Sheffield Facebook page. The most important recruitment strategy in the Sheffield area is word-of-mouth from families and other social and health services. Stakeholders stated the longer HIPPY has been in the area the more effective word of mouth recruitment has become.</p> <p>A flexible approach to meeting parent needs is important. Tutors need to understand the impact of changes in family lives such as the arrival of a new baby, financial difficulties, and sickness or bereavement.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>Recruitment and retention of tutors has proven difficult in the Sheffield area. A delay in funding last year affected tutor retention.</p> <p>s47E</p> <p>The Coordinator reports it is easier to recruit tutors once they have been through the program themselves. The Coordinator offers tutoring positions to parents when they first enrol, but parents are often reluctant to apply because they do not feel confident they can fulfil the role. The Coordinator also offers the positions to ex-HIPPY parents and this has been more successful.</p> <p>s47G</p> <p>As a small operating agency, Kentish Regional Clinic is limited in its capacity to offer tutors training courses. However, there have been instances of HIPPY tutors engaging in independent education.</p> |
| <p>Program fidelity and quality assurance</p> | <p>In general, HIPPY Sheffield has followed the HIPPY model. There has been some adaptation of the program to support parent engagement and respond to the individual needs of each family.</p> <p>Tutor quality assurance has been managed through initiatives directed by the Coordinator. In particular, the Coordinator's tertiary background in education has assisted to provide ongoing training to the tutors regarding early childhood learning concepts and terminology.</p> <p>Kentish Regional Clinic suggests that sharing of best practice across the HIPPY sites in Tasmania would help to improve delivery, reinforce the HIPPY model and provide quality assurance. However, this is not currently considered possible due to funding limitations.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>Expenditure and funding has been the main concern for HIPPY Sheffield. Establishment costs have been significant. The program provider believes the Coordinator's wages should be separated from the number of children enrolled, as it would alleviate considerable budget stress on the program. As a small organisation, any delay in funding has a significant impact as Kentish Regional Clinic does not have the capacity to cover any shortfalls. Travel costs are also identified as a greater burden in isolated areas such as Sheffield. HIPPY currently uses a company car shared with other programs run through Kentish Regional Clinic. Kentish Regional Clinic report they are struggling to manage travel costs according to the budget.</p> |
| <p>Partnerships</p> | <p>There are a number of local and informal partnerships that have been developed by HIPPY Sheffield, including:</p> <ul style="list-style-type: none"> - Maternal and Child Health Nurse - Family Support Worker- Gateway - Dental health - Physiotherapist - Nutritionist - Sports medicine - Speech pathologist - Let's Read - Aboriginal Centre East Davenport - Salvation Army - Rapport with local counsellors. <p>These partners are often invited as guest speakers to HIPPY group meetings and have received a positive response from families. This is a non-threatening way to link families into other services they may not otherwise access.</p> <p>There are a number of referral pathways into HIPPY Sheffield that have been fostered by Kentish Regional Clinic. This includes the local child care centre and primary school, which recommend HIPPY to families. The Coordinator is known to all local shops. As local people tend not to leave Sheffield, positive talk from all partners promotes HIPPY's value in the community.</p> |
| <p>Overall impact of HIPPY</p> | <p>HIPPY Sheffield is described as highly valued among service providers, families and the wider community, even if the benefits are perceived as small scale. For example, s47F Without HIPPY there would be no outside home interaction for some very isolated families. Moreover, HIPPY is beginning to break down negative attitudes and assist parents to understand the importance of being their child's first teacher.</p> <p>Stakeholders report that teachers at the local schools have commented that 'you can tell which children have completed HIPPY because they are more able to focus on learning.' The local community is aware of HIPPY and understands the positive outcomes it offers for children that would otherwise go without.</p> <p>It is said that HIPPY Sheffield has opened up education pathways for some tutors. The isolation of Sheffield means that independent at-home study is the most feasible option. There are also some tutors who have gone on to other employment after their time with HIPPY.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Word of mouth promotion
- Referral pathways through local services and partnerships, particularly the school.

Key barriers include:

- Funding instability, affecting continuity and local community engagement and support; there is a perception from some people that services and programs that come and go are not worth supporting
- Just as positive word of mouth is important, so are any negative reports from other parents
- Last minute cancellations from parents can also be a barrier and waste scarce funds; better organisation of visits so that travel routes cover several families in one trip means last minute cancellations are less damaging to the program.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Generally, HIPPY Sheffield is reported to be sustainable. With 25 enrolments for 2013, the program remains popular and is well known in the community.</p> <p>Continuity issues have arisen as a result of funding delays, which have had a detrimental effect because of the small size of Kentish Regional Clinic as an organisation.</p> <p>Compared to larger delivery agencies, the Kentish Regional Clinic has limited capacity to cover any funding gaps. On the flip side, stakeholders report that delivery by an established local agency in Sheffield supports community acceptance of the program. It was suggested that a regional provider would have difficulties in building relationships and local rapport.</p> |
| <p>Sustainability of partnerships</p> | <p>HIPPY Sheffield is well established within the local service network and has informal partnerships with local schools, health providers and businesses. However, these partnerships are very dependent on the continuous delivery of HIPPY because any gap in delivery risks loss of confidence in the program. According to stakeholders, the only way to continue to nurture and grow partnerships is to provide funding certainty which would ensure consistent staffing and program delivery.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Kentish Regional Clinic is fully supportive of HIPPY Sheffield and is willing to continue to provide the program, so long as funding is consistent. The program provider values HIPPY and believes it delivers important benefits to the local community, despite ongoing delivery challenges in an isolated rural community.</p> <p>Stakeholders report that additional support with travel costs and the separation of the Coordinator salary from other program funding would improve the capacity of Kentish Rural Clinic to deliver HIPPY.</p> |

WARRAWONG

Partner organisation: Barnardos

Location of HIPPY provider: 13 Greene Street Warrawong

HIPPY Area: Warrawong, Cringila and Port Kembla

Coordinator: s47F

Line Manager: s47F

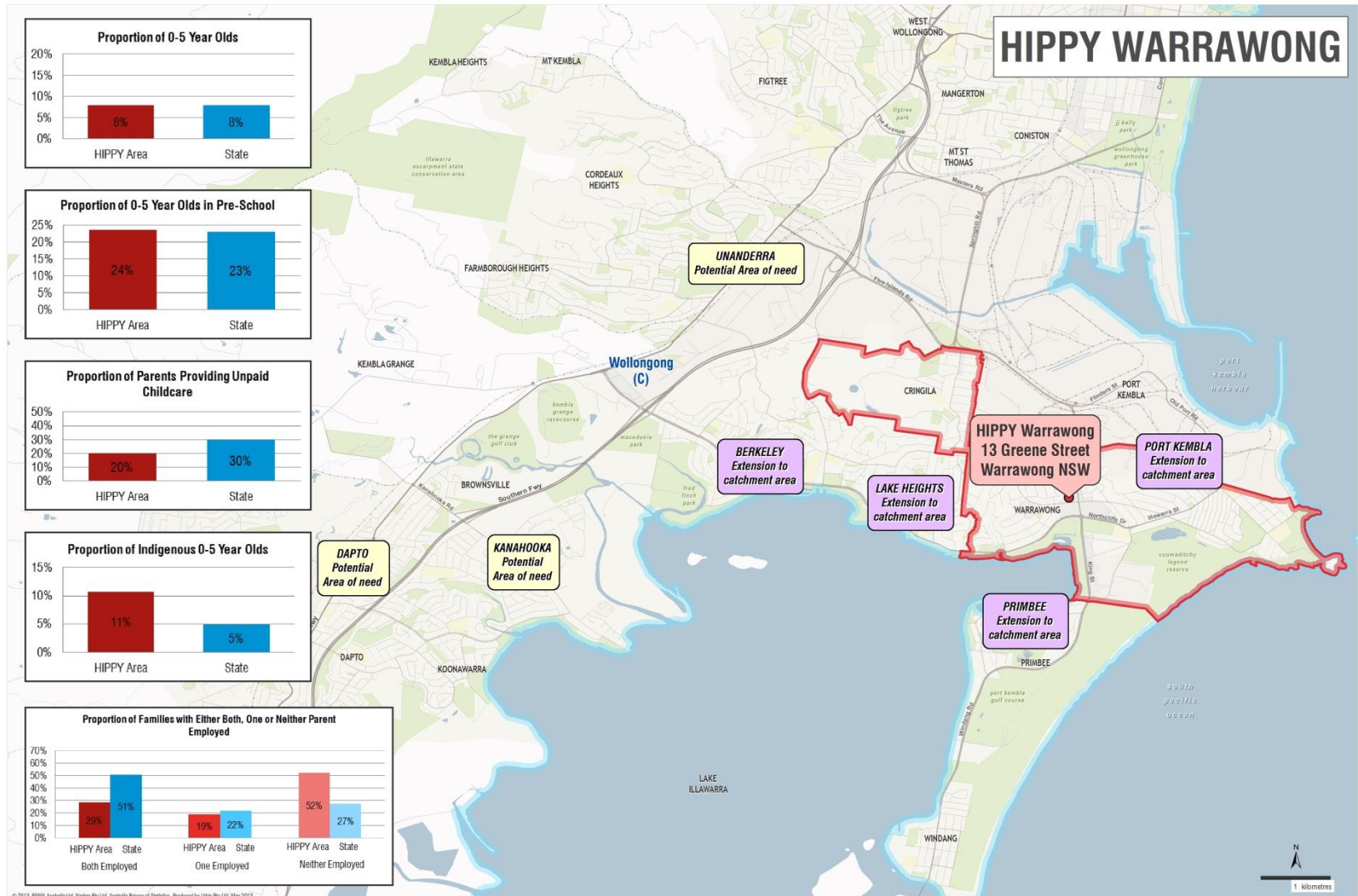
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the suburbs of Warrawong, Cringila and Port Kembla.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Wollongong LGA at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Wollongong LGA at 2006 | 6 | 6 |
| Wollongong LGA at 2011 | 7 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged. Wollongong LGA is characterised by lower levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Wollongong LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|-----|----------|----------------|-----|----------|
| | Wollongong LGA | NSW | National | Wollongong LGA | NSW | National |
| One or more domains | 18% | 21% | 24% | 15% | 20% | 22% |
| Two or more domains | 9% | 10% | 12% | 7% | 9% | 11% |

EXISTING SERVICES

A range of services are currently offered in the area although stakeholders report none are comparable to HIPPY. Barnardos runs 14 programs, including five supported playgroups, and employs an early childhood specialist in literacy and numeracy who refers families to HIPPY. There is an Early Years Home Support Service and Community Support Program across the region, but it caters to few families in the Warrawong area because their needs are often too complex. There is the Warrawong Community Centre and similar centres in nearby Berkeley and Cringila which offer community lunches and youth programs. There is a library which provides Story Time for children, 10 early childhood services, and schools. Let's Read used to be offered in the Warrawong but this program has now ceased.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 46 | 33 |
| Number of graduations | 25 | 0 |
| Number exiting early | 21 | 8 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 4 | 4 |
| Number of children that most commonly speak a language other than English at home | 8 | 1 |
| Total budget | \$188,500 | \$166,864 |
| Total spend | \$188,500 | \$206,777 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of NSW (8%) - The HIPPY area has a higher percentage of children aged 0-5 years old (24%) in preschool³ when compared to the state of NSW (23%) - The HIPPY area has a lower percentage of both parents employed full time (29%) compared to the state of NSW (51%) and a higher percentage of both parents not working (52%) when compared to the state of NSW (27%) - The Wollongong LGA is characterised by lower levels of relative disadvantage compared to other LGAs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Wollongong LGA (15%) compared to Victoria (20%) and Australia (22%). <p>Stakeholders report a need for a parent engagement and early literacy and numeracy program in Warrawong, pointing to data which identifies Warrawong as the fourteenth most disadvantaged suburb in NSW. The level of disadvantage in Warrawong may be overlooked because data for the Wollongong LGA shows it is relatively advantaged compared to other LGAs. However, Wollongong LGA includes areas of significant disadvantage, such as Warrawong and Cringila.</p> <p>Warrawong and nearby areas are characterised by high levels of unemployment and poor transport, which can contribute to social isolation. s47E</p> <p>s47E</p> <p>Stakeholders report many parents cannot afford to send their children to child care or pre-school. It is said that some are accessing poor quality preschools that are more like a 'baby sitting service'.</p> <p>s47E</p> <p>HIPPY is seen as responding to local needs. It is free, universally accessible, and delivered in the home which overcomes barriers associated with poor transport. Stakeholders report no comparable programs in the area.</p> <p>Unanderra, Kanahooka and Dapto are outside the catchment area but were identified by some as additional areas of need.</p> |
| <p>Extent to which the need has changed over time</p> | <p>There are differing views on whether need has changed over time. Some stakeholders report need has not changed, but parent engagement with HIPPY has. When the program started, the HIPPY team had to 'really sell' the program to the community, whereas now parents are largely self-referring. It was suggested some parents living outside the catchment area have provided Barnardos with an incorrect address within the designated area to try and access the program, such is the demand for HIPPY. s47G</p> <p>s47G</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

As noted above, it was suggested that recruiting parents was more difficult at the outset of HIPPY. The team had to 'pound the footpath' to encourage families to participate and build trust within the local community. The HIPPY Coordinator promoted the program in local child care centres using an interactive display. When families collected children from child care, they were encouraged to participate in the program. The Coordinator sent information to local schools for inclusion in school newsletters. Other areas within Barnardos also promoted the program and referred families.

The program has now been operating in the community for four years and is a trusted and respected program. The HIPPY team does not need to promote the program as widely. Families are hearing about the program through a range of strategies and self-referring.

Stakeholders report parents generally respond positively to the program. This year, eight families who previously participated in the program enrolled younger siblings. Some parents are initially wary of having a visitor in their home but others welcome a home visit (particularly those who feel socially isolated). s47E

In 2011, 21 families exited the program early and in 2012 eight exited early. The main reasons included relocation out of the area, complex issues that required differing levels of support, a concern that they could no longer commit to a two year program, or other competing demands after a child started school. Stakeholders report that early exits can occur after 5-6 weeks, when parents realise the commitment HIPPY involves.

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Recruitment and retention of appropriately qualified staff

The HIPPY Coordinator has been in the role since the program started, and has a double degree in Early Childhood. There have been six tutors over the four years. Two tutors have tertiary qualifications and another has experience in working with autistic children. Stakeholders report a transparent recruitment process for tutors. All parents participating in the program are given information about the tutor role. Interested parents apply and participate in a formal interview. Two tutors have participated in traineeships and another is about to start a traineeship. Under the traineeship, these tutors study Community Services or Children's Services at TAFE and work 25 hours a week at Barnardos.

Training for the Coordinator and tutors is reportedly adequate. The Coordinator undertook five days initial training with HIPPY Australia in Melbourne, and participates in ongoing professional development provided by Barnardos. Tutors receive three hours training each fortnight, and 'enrichment training' in tutors' areas of interest such as personality theory, adult learning, literacy and numeracy, and child development. In addition, tutors are expected to participate in Barnardos training on issues like cultural awareness, fire safety, working in a team, and brain development. The Coordinator did Crossing Bridges training with tutors during school holidays last year.

Overall, tutors are satisfied with the training provided but express an interest in training on family dynamics and inter-generational patterns of behaviour. s47F Tutors are keen to do traineeships, noting they will need a qualification post-HIPPY.

HIPPY Warrawong is in contact with and occasionally visits HIPPY Nowra to share ideas and network. Further opportunities for the Coordinator and tutors to network with their peers in other sites would be helpful. It was reported there is a feeling among HIPPY staff that they largely work in isolation.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Warrawong largely follows the HIPPY model and tries to be flexible where possible to meet the needs of families. s47E Parents who are doing HIPPY a second time with younger siblings often see role playing as unnecessary. For these parents, HIPPY Warrawong adopts an ‘integrated role play model’ in which tutors demonstrate activities or read through expectations and activities with parents. Not all parents, however, are adverse to role playing. s47E</p> <p>HIPPY Warrawong refers to parent groups as ‘parent days’ noting this terminology is ‘less threatening’ for parents. Parent days are held in a children’s room at Barnardos. Parents are surveyed at the start of the year on what they would like parent days to include. The local dental health team has attended parent days to undertake routine checks, an early childhood specialist has talked to parents about the transition to school, other talks have been held on nutrition and first aid, and parents and children have visited the local fire station for an interactive workshop on fire safety. In addition to activities for parents, the HIPPY team organises activities for kids on parent days that are related to the HIPPY activity for that week (eg under the sea craft and stories).</p> <p>Stakeholders report that monitoring of program fidelity is ‘constant’. The HIPPY Coordinator and Line Manager have formal monthly meetings and regular informal supervision, and the Coordinator supervises some home visits. Barnardos operates a results-based accountability framework to ascertain benefits and outcomes. Under the framework, HIPPY has three accountability measures which include (a) client assessment of whether HIPPY has improved their situation, (b) retaining a specified number of families each year from Bundaleer estate, and (c) attendance at parent days.</p> <p>HIPPY Warrawong has an Advisory Committee which includes a Barnardos community development worker working on Bundaleer estate, a clinical psychologist with experience working in child protection for NSW Health, and a parent representative. The Group meets formally four times each year and has regular informal contact with the HIPPY Coordinator. The group provides an outside perspective on issues relevant to HIPPY. It assists the HIPPY Coordinator set goals for the year, and provides input on parent surveys, graduation ceremonies, and activities for parent days.</p> |
| <p>Expenditure and the funding model</p> | <p>It is reported that HIPPY Warrawong usually has a deficit that Barnardos has to absorb. This is usually due to staffing costs, because Barnardos pays the Coordinator and tutors more than the amount allocated by HIPPY Australia. Absorbing the deficit places a burden on the organisation, particularly post-GFC when the NGO sector is receiving a cut of ‘a shrinking pie’. Receiving HIPPY funding on a calendar year when the organisation works on a financial year is also challenging. HIPPY Warrawong prepares annual budgets at the start of the financial year, but does not know until well into the financial year how much funding it will receive.</p> <p>s47G</p> |
| <p>Partnerships</p> | <p>Stakeholders report that HIPPY Warrawong has developed solid partnerships with all early childhood services (approximately 10) and schools in the area, all of whom promote the program and refer families. The local school offered the hall for graduations, and the school principal attends to demonstrate support. HIPPY Warrawong also reported good relationships with services operating in the Bundaleer estate and the Department of Housing. The HIPPY team is regularly invited to community events (eg the baby bazaar) to promote the program.</p> <p>The purpose of partnerships is to promote HIPPY in the community, obtain referrals (although this is less important over time as self-referrals increase), and to support HIPPY families (ie by referring them to partner agencies when necessary). If, for example, a parent tells a tutor he/she needs assistance with money management, the HIPPY team taps into the partner network and refers them on to appropriate support. The flow-on effect of connecting parents with broader supports as well as other parents may be a decrease in the social isolation that some may experience.</p> <p>There is no formal post-HIPPY pathway for parents, but if parents indicate an interest in an area (eg education and training), the HIPPY team provides assistance. HIPPY Warrawong encourages parents to engage with the school in the hope parents will continue to do so post-HIPPY. It appears to be having some success, with HIPPY parents reportedly visiting the school to share their child’s HIPPY work with the school teacher.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>Stakeholders report that HIPPY has had a positive impact on parents, children, tutors and the broader community s47E HIPPY is respected in the community and seen as an accessible program.</p> <p>For parents, HIPPY has given them confidence and the belief that parents can be their child’s first teacher. Stakeholders said pre-HIPPY, many parents were not aware of what they or their children were capable of, often because parents had negative perceptions of themselves. HIPPY empowers parents and teaches them the importance of learning and of being available for their children. According to stakeholders, there has been a shift in the way parents think about early education. They are incorporating learning into everyday activities, taking responsibility for their child’s learning, and interacting more confidently with their child’s school. One stakeholder said this was ‘unheard’ of before HIPPY.</p> <p>For children, HIPPY has reportedly developed literacy, numeracy and fine motor skills. It has also led to greater warmth and sensitivity between parent and child. HIPPY children are better prepared for school because they know what is expected of them. HIPPY has supported an interest in books and drawing, and a sense of accomplishment. Stakeholders note that children on the Autism Spectrum or with speech delays have had positive gains. s47F s47F</p> <p>Stakeholders report that HIPPY lays the foundation for children to reach their potential.</p> <p>For tutors, HIPPY has allowed them to ‘flourish’. Stakeholders report tutors have grown professionally, and developed skills and confidence which will help them get back into the workforce. This has had a flow-on effect to the broader community. Other parents reportedly see the change in tutors and are inspired by this. s47F As one tutor said: <i>It changed my life. Doing this has definitely wowed me’.</i></p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>The key facilitators to implementing HIPPY in Warrawong include:</p> <ul style="list-style-type: none"> - Tutors are part of the community and known to families, which makes families more likely to trust HIPPY and engage with the program - The Coordinator is highly flexible and motivated - Barnardos has a strong presence and respected profile in the community - Early childhood services in the area have supported the program - Barnardos is centrally located which makes it easier for families to access the program. <p>The key barriers to implementing HIPPY in Warrawong include:</p> <ul style="list-style-type: none"> - Some parents struggle to attend parent days because they work part time or because they lack transport - s47E - |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders report HIPPY is highly sustainable. There is a ‘continuous flow’ of families wanting to participate in the program and ‘continuous movement’ of young people into the community. Department of Housing bedsits largely inhabited by single people and located across the road from Barnardos have recently been renovated and are now two bedroom apartments. Barnardos is expecting families to occupy this accommodation, potentially increasing the pool of families eligible for HIPPY.</p> <p>Barnardos advises it has established policies, procedures and systems to sustain HIPPY should key personnel leave. Aspects of the program are embraced by parts of the community. For example, a local child care centre operator said children bring their HIPPY material to the centre and centre staff incorporate HIPPY activities into their own activities. Likewise, a speech pathologist treating a HIPPY child on the Autism Spectrum is incorporating HIPPY activities into sessions with the child.</p> <p>The key barrier to sustaining HIPPY will be funding. Barnardos cannot operate the program without funding and parents cannot afford to pay for the program. Stakeholders say if parents are asked to make a contribution, they will most likely disengage. Sustainability could be improved if there was more cohesive support from HIPPY Australia. Stakeholders report that delays in funding, issuing invoices and sending through program material complicates the implementation of HIPPY.</p> <p>HIPPY Warrawong has two tutors in their fourth year who will soon be moving on from HIPPY. The Coordinator is currently working with them to identify a post-HIPPY pathway. Given high unemployment in the area, and the fact that tutors have young children and family responsibilities, this is not a simple task. Notwithstanding this, tutors are reported as ‘highly employable’. The Coordinator works with tutors to tease out the selection criteria of job advertisements, and to assist in identifying transferable skills.</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders report that partnerships continue to grow and are sustainable. There is now broad awareness of HIPPY across partner organisations, ensuring partnerships will remain sustainable even if key personnel resign.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Barnardos is committed to working with children and young people, and HIPPY reportedly fits well with its philosophy. Assuming funding continues, Barnardos is willing and able to continue implementing HIPPY. Stakeholders report that the program has become embedded in the work that the organisation does and sits firmly among the organisation’s key goals.</p> |

DALLAS BROADMEADOWS

Partner organisation: Brotherhood of St Laurence (BSL)

Location of HIPPY provider: Dallas Neighbourhood House, 22 Calivil St, Dallas 3047

HIPPY Area: Dallas and Broadmeadows

Coordinator: s47F

Line Manager: s47F

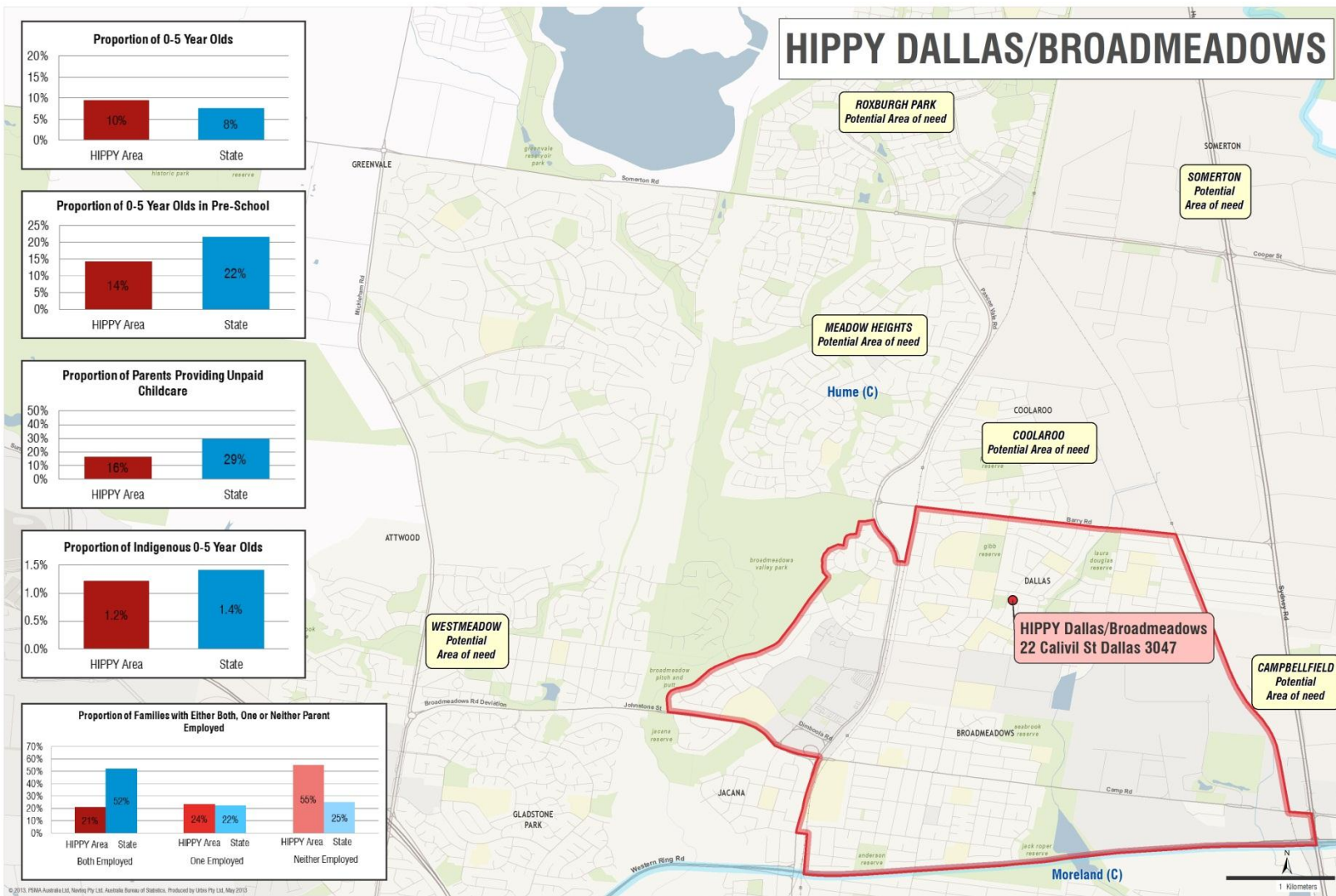
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburbs of Dallas and Broadmeadows.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Dallas and Broadmeadows suburbs at 2006 and 2011.

| | State decile | National decile |
|-----------------------------|--------------|-----------------|
| Dallas suburb at 2006 | 1 | 1 |
| Dallas suburb at 2011 | 1 | 1 |
| Broadmeadows suburb at 2006 | 1 | 1 |
| Broadmeadows suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. The suburbs of Dallas and Broadmeadows are characterised by high levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within Hume LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------|----------|----------|----------|----------|----------|
| | Hume LGA | Victoria | National | Hume LGA | Victoria | National |
| One or more domains | 29% | 20% | 24% | 27% | 20% | 22% |
| Two or more domains | 16% | 10% | 12% | 14% | 10% | 11% |

EXISTING SERVICES

A range of services are currently offered in the HIPPY area, including Broadmeadows Uniting Care (Communities for Children, Best Start, Indigenous Playgroup, Orana Family Services), Global Learning Centre (bilingual storytimes, story sacks program), Banksia Gardens (homework clubs, playgroup strengthening, community groups), and Meadows Early Learning Programs (Mothergoose, playgroups, Play Connect). Other services include Vic-SEG (multi-cultural playgroups), Victorian Arabic Social Service, Centre for Multi-Cultural Youth (Homework Clubs), Broad Insight Group (Parenting Programs), The Smith Family (financial inclusion programs and mentoring), Parent Advisory Group (parent forum), Anglicare (Women's Community House), and Dianella Community Health.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 37 | 25 |
| Number of graduations | 23 | 0 |
| Number exiting early | 14 | 4 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 3 | 8 |
| Number of children that most commonly speak a language other than English at home | 26 | 11 |
| Total budget | \$113,005 | \$157,688 |
| Total spend | \$124,769 | \$157,688 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. There is no AEDI data for the combined Dallas and Broadmeadows area. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the state of Victoria (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (14%) in preschool³ when compared to the state of Victoria (22%)
- The HIPPY area has a lower percentage of both parents employed full time (21%) compared to the state of Victoria (52%), and a higher percentage of both parents not working (55%) when compared to the state of Victoria (29%)
- The suburbs of Dallas and Broadmeadow are characterised by high levels of relative disadvantage compared to other suburbs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Hume LGA (27%), compared to Victoria (20%) and Australia (22%).

Stakeholders report a significant need for a parent engagement and early literacy and numeracy program in the area. It is generally believed that the number of places is not high enough to meet the need within the community. In particular, stakeholders reported a high number of children would benefit from early intervention, especially due to the low numbers which currently attend playgroup or preschool. s47E

There is a high proportion of families in Dallas/Broadmeadows that have English as a Second Language (ESL). HIPPY is seen as important in supporting these families to prepare children for school in an unfamiliar Australian system.

Stakeholders reported that recently arrived migrant families are keen for their children to have positive education outcomes, but are unsure about how to go about helping them. HIPPY assists parents with ESL to develop the role of their child's first teacher and to feel confident in doing this. It also gives them an opportunity to do something one-on-one with their child, which they may not otherwise do.

HIPPY is considered by stakeholders as a 'soft entry point' for vulnerable families because it builds the confidence of parents to access other supports. It is the parent capacity building element of HIPPY that is believed to be particularly unique to the program. There are also no other early literacy programs operating in Dallas/Broadmeadows that deliver an in-home service as intensively as HIPPY.

Extent to which the need has changed over time

Need has remained stable since HIPPY commenced in the area. Community demographics have remained similar despite there being a relatively transient community. The supporting service system operating locally has also remained stable since program inception.

Stakeholders report people from other areas visit Dallas/Broadmeadows to access services provided in the Hume LGA. They believe there is a high demand for HIPPY from neighbouring suburbs, and more than 30 places are required to address needs. Specifically, Roxburgh Park is thought to have enough demand to justify an additional HIPPY site. Unmet need is also reported in Meadow Heights, Westmeadows, Coolaroo, Somerton and Campbellfield.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

The recruitment of parents into HIPPY Dallas/Broadmeadows has been slow for the 2013 intake which might be explained by the loss of continuity due to a change in Coordinator. Various recruitment methods have been used including attendance at child care centres, playgroups, activity days for service agencies and library story time. Word-of-mouth continues to be a particularly important recruitment strategy. Referrals are also provided through local services such as Lentara Uniting Care.

Stakeholders indicate that the recruitment of families takes considerable effort because of the face-to-face engagement required. Families have been found to respond most effectively to hearing about HIPPY verbally, rather than through brochures. Stakeholders indicated that a useful way for engaging families is to demonstrate the family-orientation of HIPPY and the benefits for both parent and child.

Stakeholders believe that HIPPY Dallas/Broadmeadows has a good reputation within the community. Tutors are viewed as enthusiastic, which helps to encourage families into the program.

Retention of parents has proven to be an issue for HIPPY Dallas/Broadmeadows. s47E

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However, the major difficulty in delivering the program over the last year was reported to be instability in the Coordinator role. This impacted on the retention of participating families. Stakeholders stressed that this was an unusual situation, demonstrated by the fact that under the previous Coordinator the program had retained an overwhelming majority of families.

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s47G. This year, the new Coordinator is focussed on strategies to support parent engagement, identify early signs of disengagement, and support tutors to address issues as they arise.

Engagement of parents through the parent groups seems to be helped by visiting speakers, such as child psychologists and other professionals, speaking on topics relevant to needs and interests.

Recruitment and retention of appropriately qualified staff

Tutor positions are advertised but often rely on word-of-mouth. Two tutors were told about the program by the Coordinator and were invited to apply and undertake a formal interview. Most tutors were attracted to the program because of the opportunity for structured learning and teaching.

HIPPY Dallas/Broadmeadows has experienced considerable difficulty with recruiting and retaining a suitable Coordinator and this has contributed to the instability of the program. These issues have been noted above. The new Coordinator has come to the role through a connection with another BSL-delivered HIPPY site, and was a former tutor and parent of HIPPY. Stakeholders report they are confident that the new Coordinator has the appropriate knowledge and skills to reinvigorate HIPPY Dallas/Broadmeadows. It is also believed that the new Coordinator brings networks and relationships with Indigenous organisations that will have a positive impact on HIPPY Dallas/Broadmeadows.

In terms of pre-employment training, tutors receive both BSL induction training and HIPPY Australia training. In order to deliver the model to families, tutors are provided with weekly training for age 4 packs and fortnightly training for age 5 packs. The tutors are also offered traineeships in the community sector or early childhood sector.

Stakeholders report that the Crossing Bridges training which helps tutors consider future employment and study pathways is a particularly important element of the HIPPY tutor training program.

Both tutors and the Coordinator can access professional development opportunities offered through BSL. However some stakeholders believed that not enough information was provided to them by BSL to profile available training opportunities.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>Stakeholders reported close adherence to the HIPPY model, despite some challenges. A key challenge relates to delivery to high numbers of families with English as a Second Language. Other challenges include lack of parent time and lack of rapport between parent and tutor. Stakeholders report the key to overcoming these challenges was ongoing and clear communication.</p> <p>Dallas/Broadmeadows has prepared a Quality Improvement Plan through the HIPPY Australia site assessment process, which assists them to monitor the program throughout the year. Quality assurance of the home visits is safeguarded through regular Coordinator supervision. In the first few weeks the Coordinator attends visits with the tutors and undertakes two further home visits each term. The tutors continue to receive fortnightly out-of-home supervision and fortnightly training. Another quality assurance practice is to collect work samples from families to ensure the model is being adhered to.</p> <p>There have been no adaptations applied for at the Dallas/Broadmeadows site.</p> |
| <p>Expenditure and the funding model</p> | <p>A key criticism of the HIPPY funding model is that the numbers-based funding model is inflexible. It was reported that any reduction in funding due to a drop-off in enrolments has meant fixed costs (such as salaries and office rent) cannot be recouped. Block funding was suggested as more appropriate to accommodate ongoing costs.</p> <p>HIPPY Dallas/Broadmeadows is funded for 30 enrolments at age 4 and 20 enrolments at age 5. Stakeholders believed this automatic drop in funding penalises the program for retaining children into the age 5 cohort. Moreover, stakeholders were frustrated by the inconsistency in the funding model whereby funding would be revoked if there was a drop in numbers but no additional funding was provided if the program had high demand and exceeded the maximum.</p> <p>On the whole, expenditure at HIPPY Dallas/Broadmeadows has been in line with the budget. Currently the primary unmet cost relates to childcare during parent groups and other group activities. Venue hire for special events is also not accommodated within the current funding. These costs are currently absorbed by BSL.</p> <p>Stakeholders suggested the program could benefit from providing more funding for tutor training.</p> |
| <p>Partnerships</p> | <p>HIPPY Dallas/Broadmeadows has strong partnerships with a number of key community stakeholders. Of particular importance is its connection to the Hume Early Years Network which brings together the Hume City Council and the full range of early years stakeholders from across the municipality. This network holds regular meetings to facilitate information sharing and referrals between service agencies. Stakeholders are confident there is a strong understanding of HIPPY across the partnerships.</p> <p>The new Coordinator of HIPPY Dallas/Broadmeadows has existing linkages with Lentara Uniting Care, Dianella Community Health and Indigenous organisations such as Wandara, which assists referrals.</p> <p>Stakeholders from Hume City Council reported they promote and refer to HIPPY through their own networks.</p> <p>One of the current HIPPY tutors also attends Let's Connect, a service network which brings together the neighbourhood house, Council, Mission Australia and a range of other local stakeholders.</p> <p>Stakeholders felt that partnerships were very important to the success of HIPPY Dallas/Broadmeadows, to ensure all are aware of available services and to share information about the program. It is believed that these linkages offer greater choices and access to services.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall impact of HIPPY

It is too early to comment on the long term impacts of HIPPY in the Dallas/Broadmeadows community. However, stakeholders report that HIPPY is having positive impacts for parents and children.

HIPPY has helped parents gain confidence in what they can achieve and offered pathways into training, study or employment. Stakeholders report that HIPPY has become an important part of service pathways in the Hume LGA. By working with families to reach their potential, HIPPY has offered options and opportunities parents may not otherwise have considered. Moreover, HIPPY allows parents to develop confidence as a role model for their child.

A number of tutors have gone on to participate in further study and tertiary education, while others have found ongoing employment in preschools and playgroups.

HIPPY is improving child school readiness and encouraging a love of learning from a young age. Stakeholders indicate that more parents are likely to understand the benefits of preschool for their child as a result of the program, and the play-based learning offered at preschool is an excellent complement to HIPPY.

Stakeholders also report that HIPPY assists to develop the one-on-one relationship of parent and child, which may not otherwise develop **s47E**
s47E The program is also believed to reduce social isolation and offer peer support and education regarding positive parenting practices.

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Trust and knowledge of the program is maintained within the community
- Strong partnerships with other organisations
- Commitment of Coordinator and tutors
- Multilingual tutors can match up with relevant families and translate books
- The program is free.

Key barriers include:

- Limited knowledge of English among parents
- Complex needs of families
- Lack of confidence of parents
- Cultural barriers
- Time poor families
- The current catchment is too restrictive.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>The sustainability of HIPPY Dallas/Broadmeadows is highly dependent on having the right supports in place and continuing work to embed the program and its benefits into the community. There was a loss of confidence in the program and a drop in enrolments last year due to the instability of the Coordinator role. This has set the program back in gaining traction in the Dallas/Broadmeadows community. Notwithstanding this, a positive indication of the success of the program is that a number of families wish to enrol again with their younger children.</p> <p>Stakeholders stress there is an ongoing demand for HIPPY in Dallas/Broadmeadows. Moreover, current enrolment numbers and expressions of interest indicate that there is sufficient uptake of the program.</p> <p>Demand is identified in several neighbouring suburbs by all stakeholders. There is a general view that the HIPPY Dallas/Broadmeadows catchment should be extended or a new site developed. Anecdotal evidence suggests those who are unable to participate based on the catchment boundary are very disappointed and it creates a division between areas.</p> <p>There is a significant Indigenous population in the Dallas/Broadmeadows catchment which stakeholders believe would benefit from HIPPY. However, to be most effective it is thought that the model may need to be adapted to be more culturally appropriate. s47E</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders reported that the partnership landscape in the Hume LGA is particularly well established and there are layers of networks operating at all levels which enables information to be disseminated very quickly. HIPPY Dallas/Broadmeadows is well supported through the Hume Early Year Network.</p> <p>BSL is also a key service partner in the Dallas/Broadmeadows network and delivers a number of programs and services to the local community. The sustainability of HIPPY is supported by its position as part of the BSL service offering.</p> <p>The goal of the new Coordinator is to strengthen existing partnerships through a consistent presence. Achievement of this will be key to the ongoing sustainability of these partnerships. Tutors will also be encouraged to contribute to and strengthen partnerships.</p> <p>At present, HIPPY Dallas/Broadmeadows does not have a stand-alone Advisory Group. In lieu of this, HIPPY Dallas/Broadmeadows has linked with the Parent Advisory Group set up by Hume City Council. Stakeholders hope that with a new Coordinator, an Advisory Group will be established for HIPPY Dallas/Broadmeadows.</p> <p>HIPPY Dallas/Broadmeadows works to link HIPPY parents and children with other services, which has been important for post-HIPPY pathways. For example, children which have presented with learning disabilities have been linked in with disability services. HIPPY has also helped to broaden the understanding of 4 year old preschool for children's ongoing development and transition into school.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>BSL is committed to continue delivering HIPPY Dallas/Broadmeadows along with its other three HIPPY sites. HIPPY is a key component of the BSL strategic plan and complements a range of other services it provides, including playgroups, family day care and the toy library. In particular, HIPPY fits into the BSL philosophy of capacity building of families and providing improved outcomes for children.</p> |

ASHMONT

Partner organisation: Anglicare Riverina

Location of HIPPY provider: Ashmont Community Resource Centre, Cnr Tobruk St & Blakemore Ave, Ashmont

HIPPY Area: Ashmont

Coordinator: s47F

Line Manager: s47F

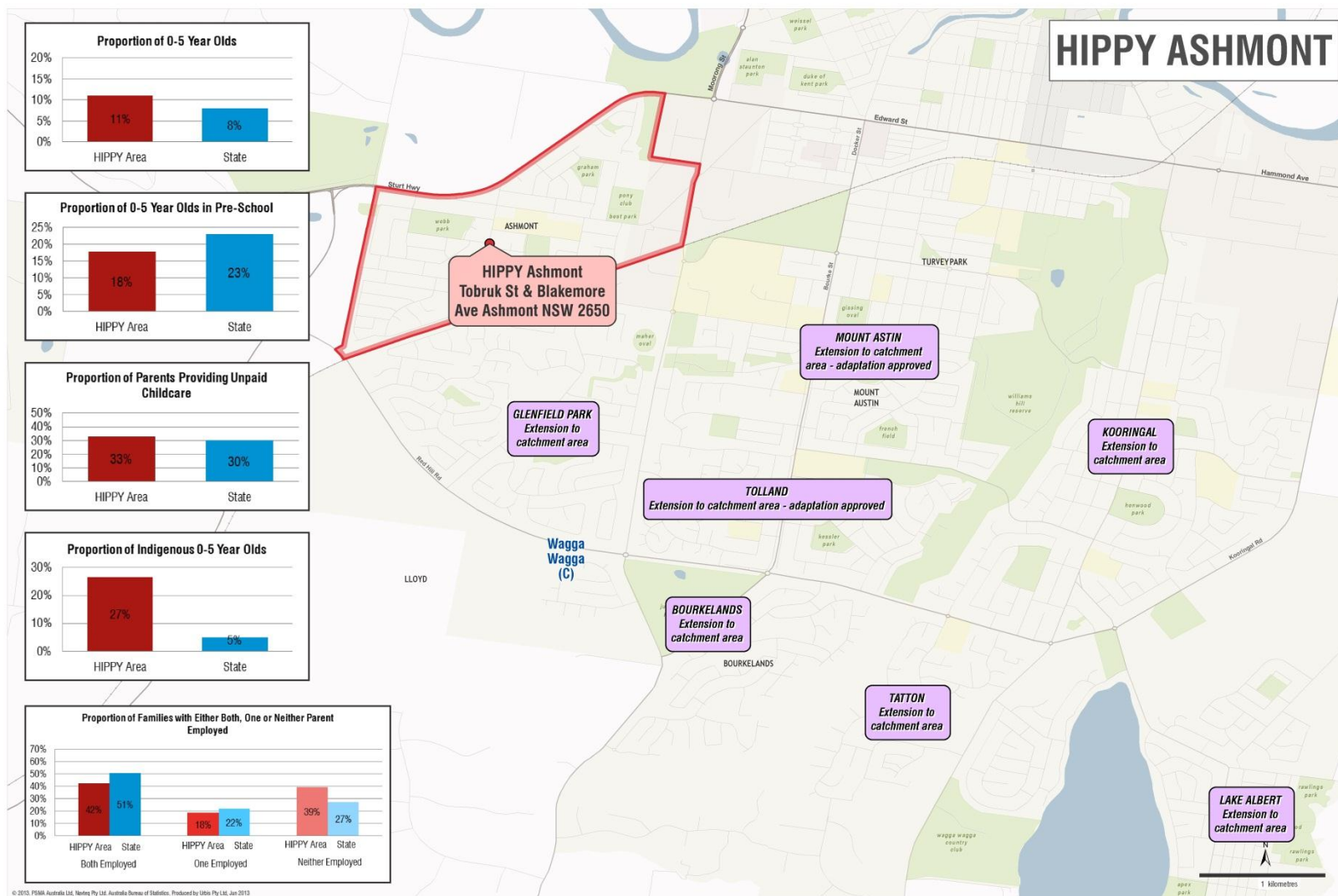
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburb of Ashmont.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Ashmont suburb at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Ashmont suburb at 2006 | 1 | 1 |
| Ashmont suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest, with decile 1 the most disadvantaged relative to others. Ashmont suburb is characterised by high levels of relative disadvantage, compared to other suburbs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Wagga Wagga LGA, NSW and Australia. AEDI data at the LGA level used as no suburb level data is publicly available.

| | 2009 | | | 2012 | | |
|---------------------|-----------------|-----|----------|-----------------|-----|----------|
| | Wagga Wagga LGA | NSW | National | Wagga Wagga LGA | NSW | National |
| One or more domains | 20% | 21% | 24% | 20% | 20% | 22% |
| Two or more domains | 10% | 10% | 12% | 9% | 9% | 11% |

EXISTING SERVICES

A range of services are currently offered in the area, including community centres providing outreach services, Save the Children Australia (playgroups), Smith Family / Let's Read / Learning for Life, Kurrajong Early Intervention Service, early childhood and preschool centres, community health & Aboriginal health & wellbeing services, Centacare & St Vincent de Paul Society.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 42 | |
| Number of graduations | 27 | Not part of 2012 limited cohort |
| Number exiting early | 15 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 9 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$117,005 | \$88,140 |
| Total spend | \$116,031 | \$89,058 |

¹ Wagga Wagga LGA AEDI was used to represent the HIPPY catchment as there is no AEDI data at suburb level.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (11%) when compared to the NSW state (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (18%) in preschool³ when compared to the NSW state (23%) - The HIPPY area has a lower percentage of both parents employed full time (42%) compared to the NSW state (51%), and a higher percentage of both parents not working (39%) compared to the NSW state (27%) - The Ashmont suburb is characterised by high levels of relative disadvantage, compared to other suburbs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is equal in the Wagga Wagga LGA (20%), compared to NSW (20%) and lower compared to Australia (22%). <p>Stakeholders reported a significant need for a parent engagement and early literacy and numeracy program in the community. s47E</p> <p>s47E</p> <p>There is a lack of other early childhood programs in the community. There is one pre-school connected to a local state school, accessed only by those who live in the school catchment area. Other options include private pre-schools and child care centres, which are not generally affordable for families in Ashmont. Stakeholders commented it is positive to have a program where tutors visit family homes, as many parents are geographically isolated due to limited private and public transport. The Brighter Futures program (a NSW Government funded program that targets vulnerable families with children under 8 years or families expecting a child) does include home visits, but it does not have the education focus. There are no other programs like HIPPY in Ashmont.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders reported that the need in Ashmont has not changed since HIPPY commenced in 2011. There is growing community awareness about the program, and more people are expressing an interest in participating. However, it was stated that it was difficult to find and engage with those families ‘who really need it.’</p> <p>Soon after the program commenced, an adaptation request was made to extend the catchment area to surrounding suburbs, specifically Tolland and Mt Austin. s47E</p> <p>s47E</p> <p>HIPPY staff commented that they have enrolled some families from outside the catchment area, but these families are Aboriginal or CALD families who live near the border of the catchment. Staff did not comment whether this prevented them from enrolling families from within the catchment, though Ashmont was described as having a transient population. It was suggested that people who may have lived in the catchment when they first enrolled, could have moved since that time.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>The tutors commented that the families involved in HIPPY this year are very committed with high levels of engagement. Staff commented how much easier it was to recruit parents the second time round. In the beginning people were hesitant about the program as they did not know what to expect. Now that the first cohort has graduated, the program is better understood and parents can see the benefits for themselves and their children. The completion of the program by 30 families has assisted recruitment, due to positive feedback from participating parents and word of mouth communications. Word of mouth is the primary and most effective recruitment tool. Other promotional activities include advertising through site-specific pamphlets, placing posters at preschools/day-care centres and supermarkets, handing out flyers in shopping malls, and promoting HIPPY at family fun days and open days at the Anglicare Community Centre. A photo of the 2012 graduation and an article about HIPPY Ashmont was also published in the local paper.</p> <p>HIPPY Ashmont has had a small number of parents exit the program early. Most have done so for personal reasons (relocating or needing to work full-time). Staff reported that parents in the current program were much more engaged than previously. During the first program, there were some staff changes and it was said that things were a little unsettled in the beginning.</p> <p>To help retain and engage parents in the program the Coordinator awarded parents a certificate after completion of the first year. The Coordinator identifies any parents who are struggling and develops a strategy to support continuing participation. The Coordinator has found it helpful to show parents their child's sample folder, to demonstrate the improvement that can occur in a relatively short space of time. This has strengthened parental commitment. The Coordinator has developed t-shirts for HIPPY tutors and participating children to facilitate program identity and engagement. The Coordinator has also established a Facebook page where she posts recipes, craft ideas and responds to questions from parents. Parents sometimes post photos of their children doing an activity and share ideas. The Facebook page from the last cohort is still open as the parents wanted to stay in touch with each other after their children graduated.</p> <p>The tutors are adaptable and flexible if people have to work or are sick. As tutors also have children in the program they experience some of the same issues as do other parents and can share strategies with them. The Coordinator reported the non-judgmental approach adopted by tutors was helpful in retaining and engaging parents in the program.</p> <p>Parent groups are well attended. Meetings are held at two different sites on two different days of the week to make it easier for all to attend. HIPPY Ashmont has also used a taxi to bring parents without transport to the parent group. The Coordinator organises outside speakers to provide training and advice to parents (nutritionists etc). This is informed by suggestions and feedback from parents regarding potential topics of interest. The Save the Children Play Group Coordinator provides free child care during these sessions.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Ashmont initially found it difficult to recruit the first intake of tutors. s47G s47G Recruiting the second intake of tutors has been easier. There are currently more people wanting to be a tutor than there are positions. Tutors reported that the role fits well with their parenting responsibilities as it involves work within school hours, they can have school holidays off, and they receive positive support from the Coordinator. The Coordinator did not identify any one particular strategy to recruit tutors, beyond assessing current participants as potential candidates, and approaching them directly.</p> <p>There have been some staffing changes since the commencement of HIPPY Ashmont. When the original Coordinator resigned, one of the then tutors was recruited to become the new Coordinator. The Coordinator is tertiary educated and appropriately qualified. In the last year, staffing was described as stable.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Ashmont adheres to the program model as required. Tutors report that key components of HIPPY such as the three C's (confirm, complete, correct) have become second nature to them. The Coordinator carries out supervised visits, one visit per tutor per term. Tutors complete the 'HIPPY Activity Record' after every visit, and parents provide feedback on tutors through parent satisfaction surveys. The Coordinator maintains an open door policy and parents are invited to discuss any issues with her. Staff appraisals are conducted and HIPPY reporting requirements are adhered to.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Expenditure and the funding model | <p>HIPPY Ashmont reports that funding is limited. This limits the hours staff can work and the types of activities undertaken at parents groups. Nevertheless, this is manageable provided staff utilise good budgeting skills. It was reported that the model of funding per child is difficult, as the program may over-enrol participants to account for potential drop-out. For example, in the last cohort HIPPY Ashmont enrolled 42 children although they only had funding for 35. HIPPY Ashmont stated they have been able to keep to budget because they received extra money to implement HIPPY and they were able to carry over some of that funding to provide training for their second cohort of tutors. The budget is reviewed every month and there is no substantial variation in spending.</p> |
| Partnerships | <p>HIPPY Ashmont has informal partnerships with preschools, play groups and schools in the area. The Coordinator attends monthly interagency meetings with Centacare, Relationships Australia and others. This is a key networking and profiling opportunity, and facilitates potential referrals. Some Indigenous mothers have been referred to the program through IFBS (Intensive Family Based Services). HIPPY Ashmont has also been able to capitalise on the existing relationships Anglicare has with other agencies and has a mutually beneficial partnership with Save the Children Playgroup. The Playgroup Coordinator refers parents to HIPPY and provides child care at parent groups. The HIPPY Coordinator also refers parents to the Save the Children Playgroup.</p> |
| Overall impact of HIPPY | <p>Staff and stakeholders reported that HIPPY has had a significant impact on parents, children and the broader community.</p> <p>HIPPY has helped parents create new friendships and feel less isolated by offering links with the Anglicare Community Centre and the broader community.</p> <p>s47E s47E HIPPY has enabled parents to interact with their children and engage together in education. Parents are sharing what they are learning with their neighbours and friends and helping to build a stronger community. For some of the parents taking part in HIPPY, it was reported this may be the first time they have belonged to a group and it offers a feeling of belonging and a sense of self-worth.</p> <p>Parents who have not previously worked in paid employment are now tutors who feel empowered to continue training and working. HIPPY has also given other parents the confidence to volunteer in schools to join the P&C and help in the uniform shop and canteen.</p> <p>Community awareness of HIPPY is growing. Schools, speech therapists, and early intervention agencies now know about HIPPY and are starting to refer families. However, stakeholders feel HIPPY is only touching the 'fringes of disadvantage' and needs to be extended to reach core areas of need.</p> |
| Key enablers and barriers to implementing HIPPY | <p>Key enablers are reported to include:</p> <ul style="list-style-type: none"> - The passion and consistency of the Coordinator and her team of tutors - Location in the Anglicare Community Centre as some parents knew staff at the Centre and trusted their advice to try the program - Positive and consistent communication between the Coordinator and families. <p>Key barriers were reported to include:</p> <ul style="list-style-type: none"> - The two year commitment required to complete the program - s47E - The program has only run every two years (HIPPY Ashmont was not part of the 2012 limited cohort), which makes it hard for those parents who have had one child complete HIPPY and who may have another child who is not eligible to join due to age restrictions - The uncertainty of ongoing funding as time and consistency is needed to extend HIPPY to the core areas of disadvantage. |

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | Stakeholders reported an ongoing need for HIPPY in the community. Parents talk at play group and preschool and the demand for HIPPY is growing – there is already a waiting list for the next cohort. There is nothing affecting its sustainability, assuming funding is ongoing. There is a concern that programs traditionally come and go, and HIPPY Ashmont needs longevity so it is not perceived as just another ‘Band-Aid’ program. |
| Sustainability of partnerships | Stakeholders felt that HIPPY Ashmont had sustainable partnerships with outside agencies. Current staff have been effective in building strong relationships. These links are now well established and it was thought that partnerships would continue beyond any personnel changes. Staff said although there was no MOU between HIPPY Ashmont and other organisations, Anglicare has an MOU with other organisations and structures are in place for existing relationships to continue if there were staff changes. |
| Capacity and willingness of program provider to continue to deliver HIPPY | The Centre Manager commented that Anglicare Wagga Wagga is happy and able to continue with HIPPY as long as there is funding. The Manager felt that HIPPY ties in and complements the other programs/services offered by Anglicare which are primarily focused on children, youth, and early intervention. |

BIDWILL

Partner organisation: UnitingCare Children Young People & Families, Burnside

Location of HIPPY provider: 30 Myrtus Crescent, Bidwill, 2770

HIPPY Area: Bidwill

Coordinator: s47F

Line Manager: s47F

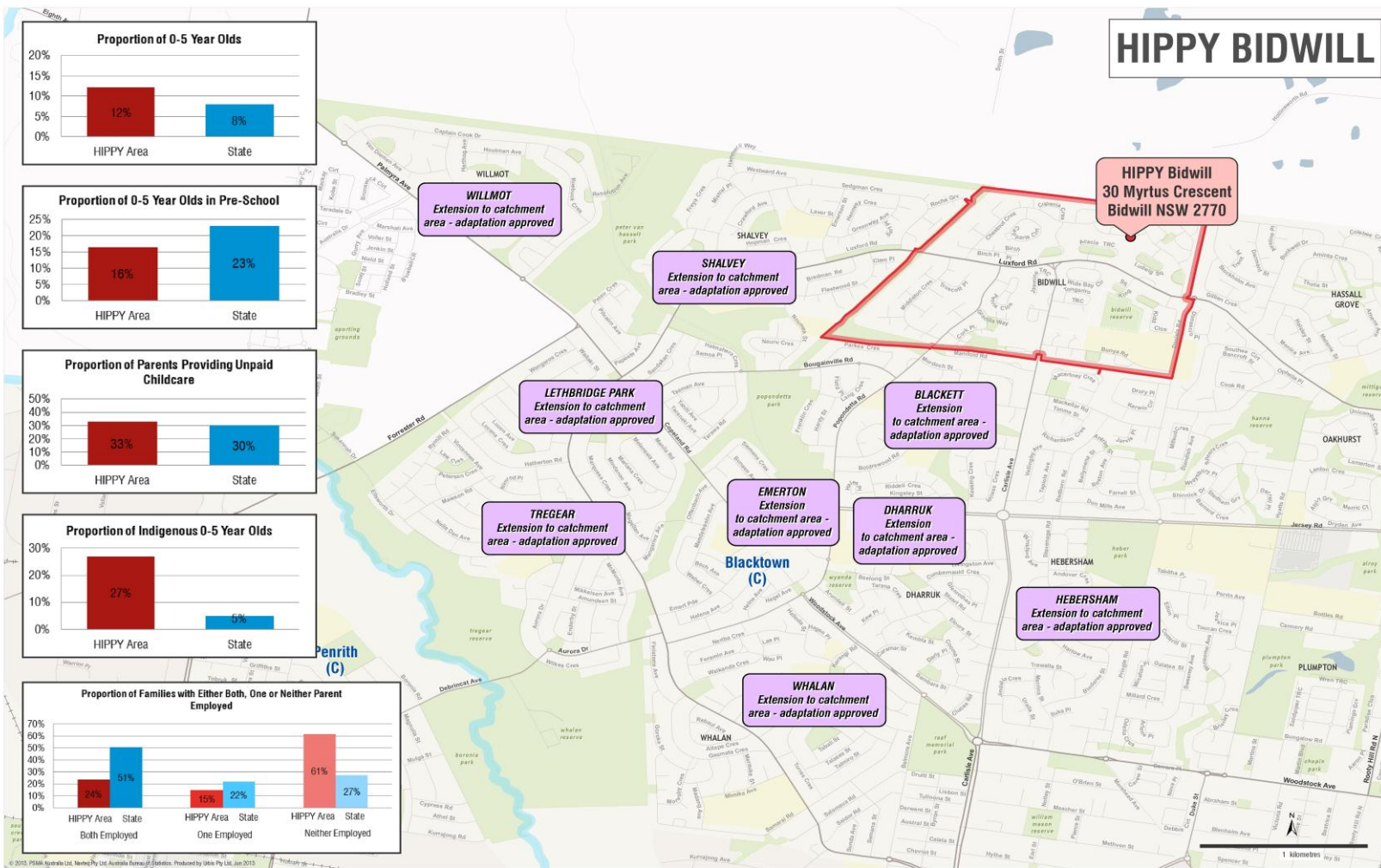
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire suburb of Bidwill.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Blacktown LGA (which includes the HIPPY area) at 2006 and 2011.

| | State decile | National decile |
|-----------------------|--------------|-----------------|
| Blacktown LGA at 2006 | 5 | 5 |
| Blacktown LGA at 2011 | 6 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Blacktown LGA is characterised by average levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the percentage of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Blacktown LGA, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------|-----|----------|---------------|-----|----------|
| | Blacktown LGA | NSW | National | Blacktown LGA | NSW | National |
| One or more domains | 27% | 21% | 24% | 24% | 20% | 22% |
| Two or more domains | 13% | 10% | 12% | 12% | 9% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the HIPPY area, including Uniting Care Children Young People & Families, Burnside program – Newpin (New Parent and Infant Network), Brighter Futures, Mission Australia – Communities for Children, Paint the Town REaD - Mt. Druitt, Mt. Druitt Family Referral Service and five Department of Education preschools.

HIPPY BIDWILL ENROLMENT DATA²

The table below shows the number and type of enrolments for the HIPPY area in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 47 | 35 |
| Number of graduations | 13 | 2 |
| Number exiting early | 34 | 8 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 6 | 2 |
| Number of children that most commonly speak a language other than English at home | 4 | 7 |
| Total budget | \$196,300 | \$102,095 |
| Total spend | \$155,987 | \$151,824 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. HIPPY Bidwell is working across a number of suburbs. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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|---|---|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>As noted above, key datasets for the HIPPY area indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (12%) when compared to the state of NSW (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (16%) in preschool³ when compared to the state of NSW (23%) - The HIPPY area has a lower percentage of both parents employed full time (24%) compared to the state of NSW (51%), and a higher percentage of both parents not working (61%) when compared to the state of NSW (27%) - Blacktown LGA is characterised by average levels of relative disadvantage when compared to other LGAs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Blacktown LGA (24%) compared to NSW (20%) and Australia (22%). <p>There appears to be a need for a parent engagement program and early literacy/numeracy program in the HIPPY area. Stakeholders report that as well as one of the highest rates of preschool aged children in the state, s47E</p> <p>s47E The suburbs making up the Mt Druitt area have a significantly higher proportion of people from an Aboriginal and Torres Strait Islander background than the state (an average of 9% for the Mt Druitt area compared to 2.5% for NSW). Stakeholders note AEDI indicators for the area suggest a relatively high proportion of children are developmentally vulnerable. s47E</p> <p>s47E In the past there has been a campaign in the Mt Druitt area to promote reading through the Paint the Town REaD program. Parents want to be able to help their children, and many express regret that HIPPY was not available to their older children.</p> |
| <p>Extent to which the need has changed over time</p> | <p>Stakeholders report that while the level of need in the area has not changed significantly since the program began, the demographic make-up of the community has changed with an increasing number of African and Muslim families moving to the area that do not have English as a first language. There has recently been an increase in Muslim families participating in HIPPY.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>Stakeholders report no difficulty in recruiting parents to the program with 55 enrolling in 2010, 47 in 2011 and 35 in 2012. There are 31 enrolled for 2013 with another two families expected to enrol. Stakeholders report that if promotion continued enough families could be recruited for two programs.</p> <p>Successful strategies for recruitment include:</p> <ul style="list-style-type: none"> - Word of mouth - this has been particularly successful in the Muslim community and the Pacific Islander community; tutors promote HIPPY to parents in playgroups - Stalls at community days - Coordinator addressing playgroups, preschools, schools and other agency forums - Referrals from agencies such as Communities for Children and Area Health - Articles in local newspapers <p>Initially there were large numbers of parents exiting the program early. Of the 55 families enrolled in 2010, only 10 completed the first year, though stakeholders report that many of the 55 did not actually commence the program. A total of 34 families exited early in 2011, and 8 in 2012. Stakeholders report that once parents engage with the program they rarely exit early. A key learning from the high drop-out rates in 2010 and 2011 was that expectations of parents need to be clear from the start. The Coordinator now engages with parents early rather than simply taking enrolments. As a result, the number of families exiting early decreased significantly in 2012.</p> <p>Stakeholders report that it is often difficult to ascertain the reasons why people leave early. It is suggested that some families who have children with complex needs may leave due to time pressures and time conflicts with other assistance such as speech therapy and occupational therapy. Some families relocate and other families exit due to changes in family circumstances.</p> <p>Stakeholders report a high level of engagement with program activities. Parents are excited about the activities, the new ideas and the reaction from their children. Six to 10 parents attend parent groups on average, with six attending regularly and 15 coming to special events such as parent groups combined with an excursion or product demonstration. HIPPY offers transport to bring people to parent groups, asks for parent input into topics of interest, and provides speakers on these topics.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>No difficulties have been encountered in recruiting and retaining an appropriately qualified Coordinator. HIPPY Bidwill has had one Coordinator with early childhood qualifications since the program commenced.</p> <p>Likewise, HIPPY Bidwill has had no difficulty in recruiting or retaining tutors. All parents enrolled in the program are informed that tutors are being recruited. More parents apply than there are tutor positions available. The Coordinator interviews applicants and looks at ways to assist parents successfully become tutors, including the need for additional training. As well as HIPPY training, tutors receive Burnside training where appropriate, for example, strength training and Aboriginal competency training. Tutors reportedly work well as a team and Age 5 tutors mentor new tutors.</p> <p>Training is reportedly adequate for the Coordinator and tutors.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Bidwell largely adheres to the program model. The exception is home visits. While home visits are offered to all parents, s47G s47G In these cases parents and tutors meet at the Newpin premises in Bidwell (Newpin is a parenting program provided by Burnside). Tutors report that s47G parents sometimes consent to home visits once a relationship has been built with the tutor. Some sessions are held outdoors at the parents' homes.</p> <p>Role play is seen by HIPPY Bidwell as a crucial element, without which the program would not work. s47G s47G Stakeholders report that training and practice generally gives tutors confidence to help parents overcome initial reluctance about role playing. A suggestion was made that the model could provide for an initial role play with the tutor and child to demonstrate to parents how role play works and ease them into the program.</p> <p>In addition to HIPPY reporting requirements, the Line Manager meets with the Coordinator and tutors on a weekly basis to ensure adherence to the program and discuss any issues which arise. The Coordinator also has regular contact with families. Tutors are required to sign the Burnside Code of Conduct and the program sits under Burnside's management systems.</p> <p>The Advisory Group has representatives from Newpin, Community Health, CatholicCare, Graceades Community Cottage, and the Aboriginal Transition to School program. The Group meets three times a year.</p> <p>An Adaptation Request was made in June 2010 to include the surrounding areas of Willmot, Hebersham, Dharruk, Whalan, Emerton, Tregear, Lethbridge Park, Shalvey and Blackett in the catchment area as these areas have similar needs to Bidwell. This adaptation was approved</p> |
| <p>Expenditure and the funding model</p> | <p>HIPPY operates within budget. Stakeholders report difficulties with HIPPY funding over a calendar year not matching Burnside's financial year budgets. Uncertainty regarding funding year to year is reportedly a barrier to offering traineeships. HIPPY's external management of traineeships is also reported as a barrier. Tutors becoming trainees move from casual employment to permanent part time and from 32 weeks a year to 52 weeks on different pay rates to other tutors. This discourages the organisation from offering traineeships.</p> <p>It was suggested that if there is a pattern of high enrolments, funding for tutors for future years should be based on the expectation that the pattern will continue.</p> |
| <p>Partnerships</p> | <p>The partnership with Newpin gives the program access to Newpin staff and resources such as the premises, the bus and children's resources. Informal partnerships exist with Communities for Children, schools, Graceades Community Cottage, Mt Druitt Family Referral Service and the Transition to School Network.</p> <p>Schools have been welcoming; with the Coordinator addressing preschool and school open days to promote HIPPY. HIPPY holds stalls at Graceades Community Cottage open days and community fetes. Families are referred to HIPPY from Community Health, the Family Referral Service and CatholicCare.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Overall impact of HIPPY

While the long term impacts of HIPPY are not yet apparent, stakeholders report positive early impacts for parents, children, families and the community.

Stakeholders report improved relationships between parents and children because parents are spending quality time with children. Parents better understand the needs of children and have learnt how to assist their children learn. Stakeholders report a ripple effect with parents who have been in the program previously advising family and friends on strategies to engage their children in learning.

Parents report teachers have said HIPPY children appear to be ahead of their peers when they start school and parents report feeling more able to assist children with reading and writing once they start school. Children more easily settle into routines at school, and reportedly have a higher level of participation in classroom activities than their non-HIPPY peers.

Parents are reportedly more engaged with schools. For parents with English as a second language, HIPPY helps them become more familiar with English and the education system in Australia. Children from these families are also more familiar with English when they go to school.

Parents report increased self-esteem: *I feel like a better Mum that I have given my children a start in life. We did this [the program].*

Stakeholders suggest parents, particularly tutors, have improved employment opportunities as a result of participating in HIPPY. Tutors are taking up further studies and employment. s47F

Links with other agencies enable families to more easily access other services when required.

Key enablers and barriers to implementing HIPPY

Key enablers to the successful implementation of HIPPY in Bidwill include:

- HIPPY Bidwell being situated within the Newpin program which has a long history in the area and has built trust with families over time; Newpin has a good reputation and a high level of expertise
- Being co-located with Newpin allows access to resources such as rooms and equipment and provides additional safety to staff
- Partnerships with other services such as CatholicCare and Graseades have enabled the program to gain expertise from a wide range of services and referrals from other services
- Connections of tutors to the community has increased HIPPY connections with the community.

Barriers are identified as:

- s47E
- Turnover of staff in other agencies leading to different priorities for those services
- Cultural barriers and language barriers - the large amount of information in the package can be daunting for people, especially those from CALD backgrounds.

SUSTAINABILITY OF HIPPY

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|--|---|
| <p>Sustainability of HIPPY in the community</p> | <p>All stakeholders feel HIPPY Bidwell is sustainable due to the high number of children in the target age group in the community, and the high level of need for a program such as HIPPY. A transient population will ensure there is always a new client base.</p> <p>Parents want to be able to help their children learn and have seen good outcomes for themselves and their children because of HIPPY.</p> <p>Stakeholders report there are more opportunities for the program to recruit from the Aboriginal community, as well from the Arabic, Pacific Islander and Vietnamese communities. A suggestion was made for the program to be extended to 5 and 6 year olds where those children are developmentally at the stage of 4 and 5 year olds and not enrolled in school at age 5.</p> <p>A potential threat to sustainability relates to funding levels that are not commensurate with wages required to recruit suitable staff.</p> |
| <p>Sustainability of partnerships</p> | <p>While stakeholders think partnerships are sustainable, it was suggested HIPPY Bidwell needs to be proactive in maintaining partnerships.</p> <p>The partnership with the playgroup at Emerton Public School is seen as particularly robust.</p> <p>A potential threat to partnerships is thought to be inadequate funding to other service providers, resulting in agencies reducing their commitments.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Burnside is committed to continuing HIPPY at Bidwell. It is regarded as a valuable program which fits well with other programs being offered at Burnside and Burnside's management systems. Newpin offers parenting programs for parents of children under 5 years of age aimed more at social and emotional needs. HIPPY complements these with a home visit based tutoring program and provides a transitional program for parents exiting Newpin's parenting program when their children reach five years. Newpin has recently refurbished its office space to better accommodate HIPPY.</p> |

FITZROY

Partner organisation: Brotherhood of St. Laurence (BSL)

Location of HIPPY provider: Connie Benn Centre, 160 Brunswick Street, Fitzroy 3065

HIPPY Area: Fitzroy

Coordinator: s47F

Line Manager: s47F

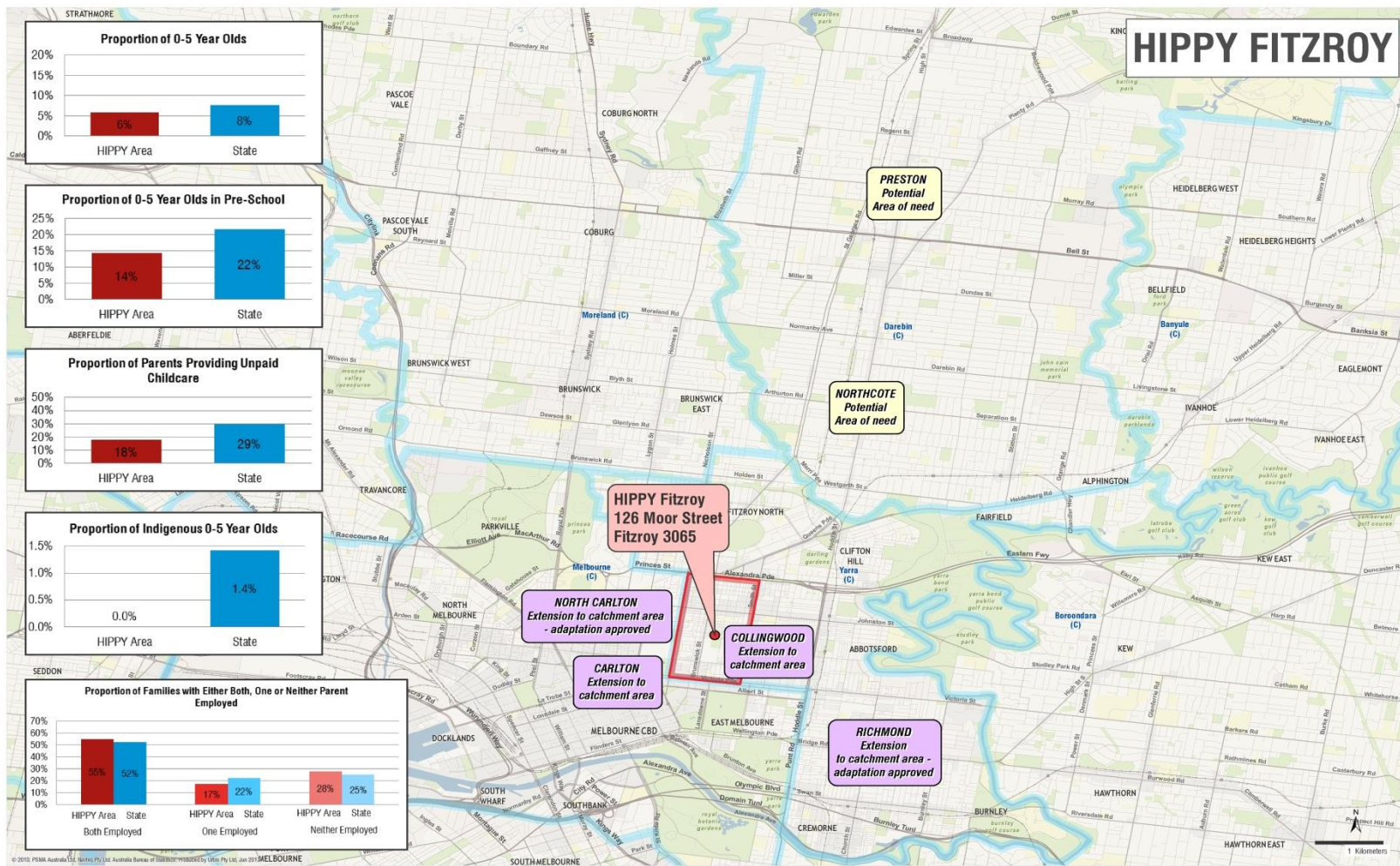
Site started (first enrolment): 1998

This map outlines the HIPPY area which encompasses the entire Fitzroy suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Fitzroy suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Fitzroy suburb at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Fitzroy suburb at 2006 | 2 | 3 |
| Fitzroy suburb at 2011 | 4 | 5 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Fitzroy suburb is characterised by average levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Fitzroy suburb, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|----------|----------|----------------|----------|----------|
| | Fitzroy suburb | Victoria | National | Fitzroy suburb | Victoria | National |
| One or more domains | 36% | 20% | 24% | 26% | 20% | 22% |
| Two or more domains | 12% | 10% | 12% | 12% | 10% | 11% |

EXISTING SERVICES

A range of services are currently offered in the Fitzroy suburb, including the Atherton Gardens After School Program and Kindergarten – City of Yarra, the Homework Club, Breakfast Club, Baby Book Club – Napier Street Child and Family Resource Centre, the Smith Family – Learning for Life Program, and Sacred Heart Primary – Parenting Program, School–Parent Education Engagement Program – Atherton Gardens residents (BSL), and Playgroups – Parents Learning Together (BSL).

HIPPY FITZROY SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 36 | 27 |
| Number of graduations | 26 | 0 |
| Number exiting early | 10 | 7 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 1 |
| Number of children that most commonly speak a language other than English at home | 33 | 25 |
| Total budget | \$225,406 | \$222,858 |
| Total spend | \$223,950 | \$222,858 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets for the Fitzroy suburb indicate:

- The HIPPY area has a lower percentage of children aged 0-5 years old (6%) when compared to the state of Victoria (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (14%) in preschool² when compared to the state of Victoria (22%)
- The HIPPY area has a higher percentage of both parents employed full time (55%) compared to the state of Victoria (52%), and a higher percentage of both parents not working (28%) when compared to the state of Victoria (25%)
- The Fitzroy suburb is characterised by average levels of relative disadvantage compared to other LGAs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Fitzroy (26%), compared to Victoria (20%) and Australia (22%).

The HIPPY Fitzroy catchment currently includes Fitzroy, Collingwood, Carlton, Carlton North and Richmond. HIPPY Fitzroy stakeholders reported that current datasets do not accurately reflect the need for HIPPY due to significant variance between the lowest and highest socioeconomic groups. s47E

Key features of the HIPPY Fitzroy catchment that suggest a need for HIPPY include :

- High numbers of refugees and migrants
- Number of single parent households
- s47E
- Inability of families to link in with schools
- High social isolation
- Lack of understanding of the Australian education system and what is expected
- Large families with limited opportunities for one-on-one child attention
- Mothers with challenges returning to the workforce.

For many newly arrived migrant families, stakeholders reported that the concept of talking and playing with children for the purpose of learning is not well understood, nor is the role of the parent as the child's first teacher. As a result, children are often found to be underperforming when they begin primary school. Notwithstanding, many of these newly arrived families want to help their child thrive in the Australian education context but do not know how they can help. HIPPY Fitzroy gives them a structured opportunity to support their child's learning.

Other similar programs in the Fitzroy catchment include the Let's Read early literacy program and the Parents Learning Together playgroup delivered at the Connie Benn Centre. However, no other early childhood program is as intensive or delivered in the home. There are also no other programs being delivered in the area which focus on building the capacity of parents to the same extent.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

DEMONSTRATED NEED IN THE COMMUNITY

Extent to which the need has changed over time

HIPPY Fitzroy has been funded since 1998 and there has been considerable change in the area during this time. There was an approved Adaptation Request to include Carlton North and Richmond in the catchment due to the high concentrations of public housing in these areas. The HIPPY catchment has undergone intensive gentrification since the beginning of the program; however, the stable concentration of public housing across the area will generate ongoing need. **s47E**
s47E

Another key change is the cultural background of families enrolled in HIPPY. When Fitzroy HIPPY first began the predominant ethnic backgrounds of families accessing the program were Burmese and Vietnamese. In the current program, a large proportion of families come from Somalia, Eritrea and Sudan. Stakeholders stress that the need for HIPPY is just as great for newly arrived immigrants as it was when the program started.

HIPPY Fitzroy has extended its delivery of the program to families in Collingwood and Richmond which service stakeholders believe is helping to meet an important need in these areas. In 2007, the catchment area for HIPPY Fitzroy was also extended to include Carlton North which has pockets of public housing with residents of high need.

Stakeholders suggest there is need for HIPPY in the suburbs located in between HIPPY Fitzroy and HIPPY Moreland. For example, there have been expressions of interest from families in Northcote and Preston.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>HIPPY Fitzroy is embedded in the community and does not have any difficulty recruiting families. Demand exceeds supply and by mid-year there is often a waiting list for the following year intake. A high proportion of recruits come from referrals through local kindergartens, schools, maternal and child health and playgroups. There are also referrals from other BSL staff and word-of-mouth from current HIPPY families.</p> <p>In the Fitzroy catchment, HIPPY is a highly trusted program and tutors are seen as community leaders. Tutors are matched as far as possible to work with families with similar cultural backgrounds, and help support retention through language support and cultural responsiveness.</p> <p>Stakeholders report a relatively low number of drop-outs from the program. The key reasons for exiting early relate to family relocation, pregnancy or work commitments.</p> <p>An ongoing challenge reported by stakeholders is that some families return to their country of origin for long periods of time, which can mean they fall behind in completing HIPPY activities. Flexibility is required to retain families in the program, including allowing them to reduce activities or to catch up during school holidays.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>At present, HIPPY Fitzroy has three tutors for Age 4 and two tutors for Age 5. HIPPY Fitzroy works closely with colleagues in BSL and other partners to identify potential tutors in the community. Stakeholders reported the importance of ensuring potential tutors were ready and able to fulfil the role as often this is their first job and there can be a steep learning curve. All tutors have English as a Second Language (ESL) and there is a high degree of language support required.</p> <p>Tutors are employed on a casual basis. Stakeholders reported that it can be difficult to provide tutors the three hour minimum work requirements because visits have to fit around family commitments and occur within office hours.</p> <p>s47G</p> <p>Stakeholders reported that HIPPY Fitzroy is active in supporting the tutors to become community leaders and to nurture their future goals. All HIPPY Fitzroy tutors participate in Crossing Bridges training which supports post-HIPPY pathways. Tutors are also supported to do community services training if they choose or to participate in other BSL courses.</p> <p>BSL has not had any difficulty finding an appropriately qualified Coordinator. Currently the position is job-shared. This flexibility has enabled both coordinators to manage work commitments around having young children. Those in the Coordinator role receive ongoing professional development opportunities through BSL.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>Generally the HIPPY model is being followed with some variation to account for the unique challenges of the area. In particular, stakeholders indicated commitment to the model through generalisation and recruitment of parents as tutors.</p> <p>English language capacity is a major challenge to delivery of the model and there is often a need to adapt the materials to suit the parent. In many instances more pictures and role play is required. Stakeholders believe this demonstrates the importance of a face-to-face program which can respond to needs. HIPPY Fitzroy has a long-standing volunteer who helps to translate books into relevant languages. There are also recordings of the books available to support parents in their reading.</p> <p>Other key barriers to delivery of the model are cultural barriers and complex needs of families enrolled in the program. Stakeholders indicated that families sometimes had difficulty finding the time to complete HIPPY tasks for a range of reasons, including often large numbers of children in the family. In some families there may be only one parent living in Australia which also places a strain on their time.</p> <p>Quality assurance is achieved through a variety of means. The Coordinator has a high level of face-to-face and telephone contact with families to support ongoing engagement. There is also an opportunity for parents to provide both written and verbal feedback. The tutors have close supervision from the Coordinator and issue management is regularly carried out. Tutors have supervised home visits twice a term and then on an as-needed basis. Weekly training of the HIPPY pack is provided to support tutors in their delivery of the program. Group meeting topics are developed in conjunction with families and these include guest speakers on relevant topics and information sharing from local services.</p> <p>BSL has a home safety policy which includes tutors carrying mobile phones and checking in with the Coordinator following visits. There is also a home risk assessment process which considers safety within the HIPPY family home at the commencement of the program.</p> |
| <p>Expenditure and the funding model</p> | <p>A key criticism of the HIPPY funding model is that the numbers-based funding model is inflexible. If there is a reduction in funding due to a drop-off in enrolments, this can mean fixed costs (such as salaries and office rent) cannot be recouped. Block funding was suggested as more appropriate to accommodate ongoing costs.</p> <p>HIPPY Fitzroy is funded for 30 enrolments at age 4 and 20 enrolments at age 5. Stakeholders believed this automatic drop in funding penalises the program for retaining children into the age 5 program. Moreover, stakeholders were frustrated by the inconsistency in the funding model whereby funding would be revoked if there was a drop in numbers, but no additional funding was provided if the program received high demand and exceeded the maximum.</p> <p>On the whole, expenditure at HIPPY Fitzroy has been in line with the budget. Currently the primary unmet cost in HIPPY Fitzroy is for childcare during parent groups and other group activities. Venue hire for special events was also not accommodated within the current funding model. These additional costs are currently absorbed by BSL.</p> <p>Stakeholders reported that the program would benefit from funding more tutor training.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>Very strong partnerships exist in the Fitzroy catchment including between HIPPY and the Atherton Gardens Estate Network and the Carlton Local Agency Network (CLAN), as reported by all stakeholders. Through these partnership networks HIPPY Fitzroy has strong links with kindergartens, schools, maternal and child health, the Smith Family, Readings Bookshop and a range of other local agencies. The partnerships support effective information sharing and improved support to the community. Together, agencies get to know the complex needs of families in the community and work together to find solutions.</p> <p>Partnerships with local schools are particularly important for bridging the transition of children into primary school and breaking down the barriers between parents and teachers. The principal of one local primary school is on the Advisory Committee.</p> <p>HIPPY Fitzroy has recently moved into new office space within the Connie Benn Centre. This centre was developed through a partnership between BSL, the City of Yarra and Lentara Uniting Care. The Centre co-locates HIPPY Fitzroy with a range of early childhood services including child care and maternal and child health. The Connie Benn Centre aims to deliver a holistic approach to family support and stakeholders indicate that HIPPY plays a key role as part of this approach. Moreover, the partnerships and access to resources provided through BSL and the Connie Benn Centre allow HIPPY Fitzroy to offer additional activities to HIPPY families.</p> <p>In general, engagement of HIPPY families in the Carlton area is more difficult due to the paucity of service providers concentrated in this location. There has also been a more transitory population due to the urban renewal process being carried out in the public housing estates and other demographic changes in the area. s47E</p> <p>Partnerships were reported by stakeholders to be key in contributing to shared strategies for engagement and retention in the program. It was also stated that referrals are most effective when the partner agency attends the first contact with HIPPY. Notwithstanding, none of the existing partnership arrangements are underpinned by formal agreements.</p> |
| Overall impact of HIPPY | <p>The intensive nature of the program and the two year timeframe gives HIPPY Fitzroy families an opportunity to see the benefits as they progress through the program.</p> <p>School readiness is a particularly important outcome of HIPPY Fitzroy for newly arrived families. Stakeholders claim that local primary schools have noticed the increased confidence of students and parents are more confident taking part in school activities and engaging with teachers. Moreover, HIPPY teaches newly arrived families about the Australian education system including the role for both parent and teacher in the child's learning process as well as the importance of learning through play.</p> <p>All stakeholders reported that HIPPY helped to reduce social isolation. Home visits help to build parent confidence to engage with other parents and other community activities.</p> <p>Word of mouth has profiled the benefits of HIPPY across the Fitzroy community. This is reported to have increased demand for HIPPY and raised the profile of tutors as community leaders.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Key enablers include:

- Strong partnership networks
- Longstanding and embedded program
- Geographic closeness of service providers and residents
- A long-standing volunteer who does translations
- Knowing individual family needs and accommodating these into the program
- Proven strength of the outcomes
- Commitment of Coordinator and tutors
- Tutors being seen as leaders within the community
- Ability to adapt program through role playing and generalisation to be ESL appropriate.

Key barriers include:

- Language barriers
- Cultural differences including lack of understanding for the concept of learning through play
- Travel as most tutors do not have cars
- Over-reliance on family day care which does not focus on child learning
- Increasingly onerous reporting requirements from Centrelink
- Coordinator position not being full-time
- Lack of certainty in funding.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders consider HIPPY Fitzroy to be highly sustainable due to its track record in the local area and the embedded nature of the program within the local service landscape. HIPPY Fitzroy currently receives the majority of its intake from public housing tenants and stakeholders believe this is unlikely to change despite ongoing gentrification across the catchment area.</p> <p>It was suggested that one way the sustainability of HIPPY Fitzroy might be improved is to understand more about the cultural groups that it supports and to adapt the program in a way which best supports the needs of these families, thereby keeping them more effectively engaged in the program.</p> <p>An ongoing concern for those involved in implementing HIPPY Fitzroy is that those that need the program the most have the least time in their lives and need a high level of support to stay engaged. Providing such support can place extra pressure on tutors, impacting on sustainability of the program. Stakeholders report an increase in enrolment numbers would require additional resources because current tutors are at capacity.</p> |
| <p>Sustainability of partnerships</p> | <p>Local partners have been part of the HIPPY Fitzroy Advisory Group for a long time and the linkages are well established. The involvement of HIPPY Fitzroy in the Atherton Gardens Network and CLAN also creates a strong local partnership network for the program which is likely to have ongoing sustainability.</p> <p>Since this year, Fitzroy HIPPY has had the benefit of being co-located with other early childhood services within the Connie Benn Centre which helps support these partnerships and provides a more holistic service delivery context.</p> <p>For parents of HIPPY, existing partnerships support post-HIPPY pathways into programs such as the Smith Family language courses, as well as a range of work and study opportunities. For children, partnerships through HIPPY smooth pathways into primary school and homework clubs.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>BSL is committed to continue delivering HIPPY Fitzroy along with its other three HIPPY sites. HIPPY is a key component of the BSL strategic plan and complements a range of other services it provides, including playgroups, family day care and the toy library. In particular, HIPPY fits into the BSL philosophy of capacity building for families and providing improved outcomes for children.</p> |

GEELONG

Partner organisation: Glastonbury Community Services

Location of HIPPY provider: 12 Bellarine Street Geelong 3220

HIPPY Area: Corio, Norlane, Whittington and Newcomb

Coordinator: s47F

Line Manager: s47F

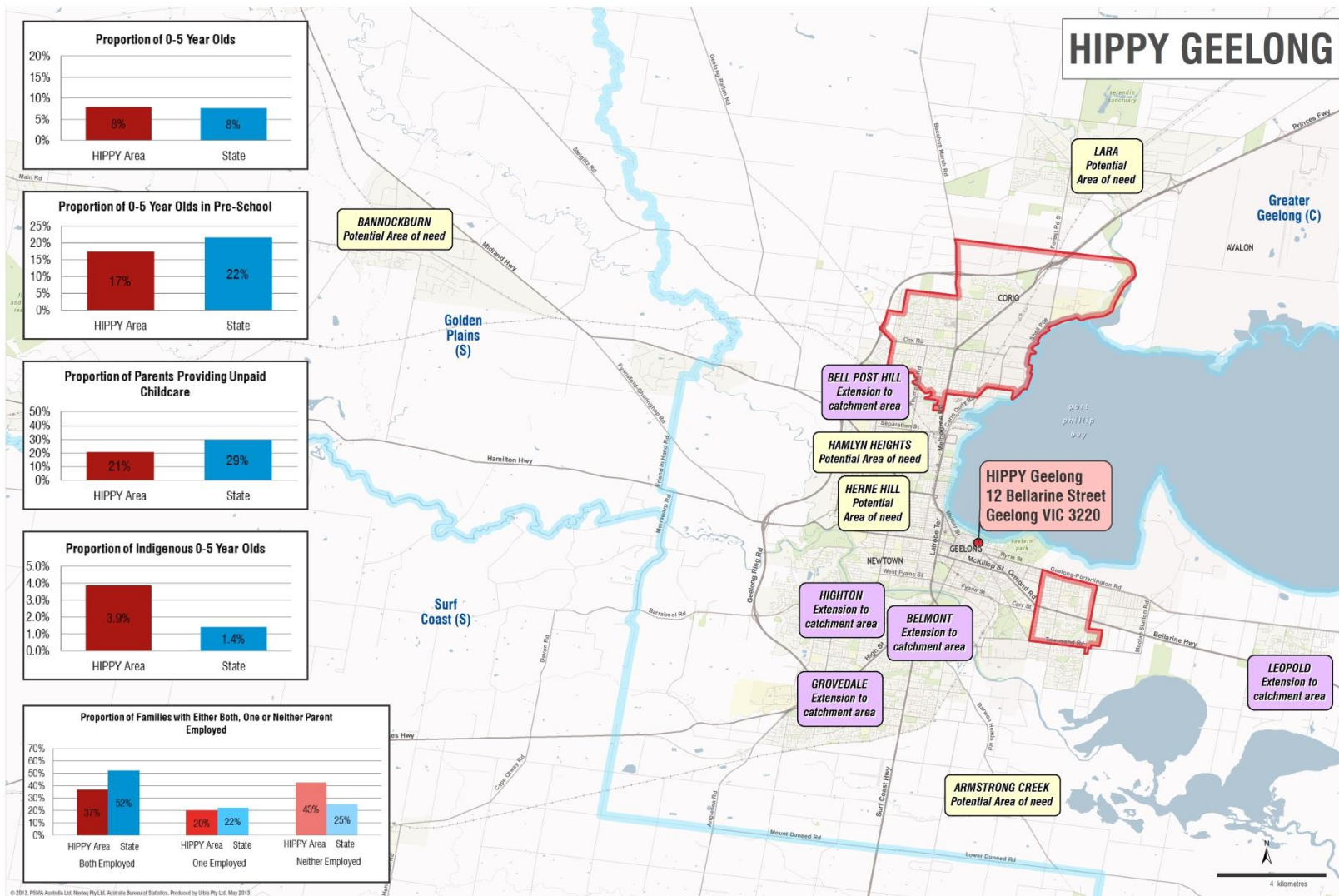
Site started (first enrolment): 2000

This map outlines the HIPPY area which encompasses the suburbs of Corio, Norlane, Whittington and Newcomb.

All data presented in this map is sourced from ABS Census 2011 data for the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Greater Geelong LGA at 2006 and 2011.

| | State decile | National decile |
|-----------------------------|--------------|-----------------|
| Greater Geelong LGA at 2006 | 5 | 7 |
| Greater Geelong LGA at 2011 | 5 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Greater Geelong LGA is characterised by average levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Greater Geelong LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------------|----------|----------|---------------------|----------|----------|
| | Greater Geelong LGA | Victoria | National | Greater Geelong LGA | Victoria | National |
| One or more domains | 19% | 20% | 24% | 19% | 20% | 22% |
| Two or more domains | 9% | 10% | 12% | 9% | 10% | 11% |

EXISTING SERVICES

A range of services are offered in the HIPPY area, including Early Childhood Intervention Services (ECIS), Gateways Support Services Early Intervention for children with disabilities, Barwon Child First Voluntary Intake Referral System, Bethany Community Support Supervised Contact & Changeover Service, Noah's Ark Disability Resource Centre, MacKillop Family Services Welfare Agency, Kardinia Network Crisis Accommodation Program, Karingal Community Disability Services and the Salvation Army.

HIPPY AREA ENROLMENT DATA²

| | 2011 | 2012 |
|--|------------|---------------------------------|
| Number of enrolments (children) | 49 | |
| Number of graduations | 27 | Not part of 2012 limited cohort |
| Number exiting early | 22 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 1 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$ 196,300 | \$ 93,780 |
| Total spend | \$ 183,756 | \$ 93,780 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area, including Corio, Norlane, Whittington and Newcomb is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the Victoria state (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (17%) in preschool³ when compared to the Victoria state (22%)
- The HIPPY area has a lower percentage of both parents employed full time (43%) compared to the Victoria state (52%), and a higher percentage of both parents not working (38%) when compared to the Victoria state (25%)
- The Geelong LGA is characterised by average levels of relative disadvantage compared to other LGAs across Victoria and Australia
- At 2012, the proportion of children who are developmentally vulnerable on one or more domains of the AEDI is lower in the Greater Geelong LGA (19%) compared to Victoria (20%) and Australia (22%). However, there are significantly higher levels of developmental vulnerability within Corio (33.1%), Norlane (30.2%), Whittington (49.0%) and Newcomb (31.3%).

There appears to be a need for a parent engagement and early literacy and numeracy program in the Geelong area. Stakeholders report that while there are number of preschools in the area, there are not enough places for each of the preschool aged children. A number of children are reported to miss out altogether on early literacy and numeracy education before starting school.

s47E

There is a number of parent and early childhood services across the LGA, including supported playgroups and story reading programs. It was reported by stakeholders that there are no programs in the area that are similar to HIPPY. There are no other programs that deliver literacy and numeracy to parents and children in the home.

Extent to which the need has changed over time

Stakeholders report there has been a change in the need for the program since it began in 2000. As the map demonstrates, the areas of delivery have expanded beyond the original boundary for HIPPY, and a number of other areas have been identified as in need. There were no formal adaptation requests made for the catchment extensions. Stakeholders reported that increasing numbers of new migrants and refugees have settled in the area since 2000, mostly from Afghanistan and the Horn of Africa. Diversitat is a local agency with whom HIPPY Geelong is developing a partnership. Diversitat report that the need for HIPPY amongst newly arrived Afghan refugees is high. Three hundred Afghan families are reported to have settled in the area over the last 6 months, and by July 2013, another 350 families are expected to arrive. s47E

HIPPY Geelong is seeking to engage with Aboriginal families living in Geelong. s47E

s47E HIPPY Geelong is hoping to enrol some of these families this year, and establish an Aboriginal specific HIPPY program next year. It is hoped that Aboriginal parents who take part in the program this year, will be able to help recruit families next year and themselves be tutors.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Geelong has successfully recruited families into the program. Forty-nine families enrolled in 2011, and as of May 2013, 25 families have enrolled for the 2013 program. The Coordinator is confident that by the end of July, they will have reached the target of 30 families.

Some tutors reported that the program is not very well known, especially in the southern parts of Geelong. There was reportedly also some confusion in the communication between HIPPY and lead agencies regarding which children were able to enrol in HIPPY. While this may have initially affected 2013 enrolments, this has since been remedied.

Key strategies for recruiting parents include:

- *Pamphlets*: pamphlets with information about the program were distributed to local preschools, community centres, libraries and shops
- *Referrals*: The Coordinator has developed strong relationships with local preschool teachers and attends their network meetings. The Coordinator also has strong relationships with partner agencies, and regularly updates them with HIPPY news that they can share with clients.

HIPPY Geelong is interested in looking at new options for promoting the program, including online social media platforms. The Coordinator reported it will take some time, and that it represents a shift in recruitment approach for the program and organisation.

Of the 2011 cohort, HIPPY Geelong had 22 families exit the program early. This was largely attributed to parents struggling to 'maintain the HIPPY momentum' in the second year of the program. This was due to competing commitments and responsibilities once the child started the first year of school, in particular: helping their children with extra home work (reading and spelling); transporting children to other activities (sport or music); and parents being reluctant to push children when they felt they were already overtired from school. Tutors also reported that some families moved house and changed number, and did not notify HIPPY.

HIPPY Geelong tries to be flexible and accommodating to support ongoing retention. The 2012 parent groups were not well attended. This was attributed to the fact that they were only for the age 5 cohort. In 2013, the age 4 and 5 cohort attend groups together. The groups are held in two separate locations in make it easier for parents to access. So far this year, an average of 6-8 parents attend the sessions, and that number is expected to grow. Tutors provide childcare during the parent group meetings at no cost. Guest speakers present from a variety of organisations. Some tutors suggested that a higher attendance rate could be achieved if the parent groups began in the first term, because it would help parents embed the groups in their weekly routine, and develop the social network earlier.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>While HIPPY Geelong has been able to recruit tutors into the program, it has experienced some difficulties retaining tutors. Parents are recruited through parent groups and individually. An advertisement is also placed in the local paper. Candidates apply in writing and submit a CV, and are subsequently interviewed.</p> <p>s47G</p> <p>Current tutors expressed satisfaction with the level of support they are receiving. Tutors for the age 5 cohort have the opportunity to complete the Crossing Bridges program. Other tutors are supported to do certificates in Children’s Services and Community Services.</p> <p>HIPPY Geelong has had some trouble retaining coordinators. In the last 3 years there have been 4 coordinators. The turnover was attributed by the Program Manager to the lack of enjoyment coordinators derived from the program as a result of it being too rigid in structure. The new Coordinator (previously the Coordinator in HIPPY Winchelsea), has set about making the program more flexible. Another reported reason for the turnover relates to the part-time nature of the role. s47G</p> <p>s47G The Program Manager suggested the possibility of linking coordinators from Winchelsea and Colac (also run by Glastonbury) with the Geelong Coordinator this year in order to provide additional support.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Geelong has largely remained faithful to the HIPPY model. It has departed from the model in the following two ways:</p> <ul style="list-style-type: none"> - The term ‘role playing’ is replaced with ‘practicing’ - Tutors are referred to as ‘mentors’, which is consistent with all of Glastonbury’s sites. <p>HIPPY Geelong does not have a quality assurance plan per se. Glastonbury undergoes quality accreditation each year with Quality Improvement and Community Services Accreditation (QICSA), and also has site assessments and site reflections each alternate year with HIPPY Australia. To support the tutors, the Coordinator goes to each initial home visit with them, and has fortnightly meetings with all to talk about any issues and troubleshoot. HIPPY Geelong also has an Advisory Group which meets three times each year. This group includes representatives from Maternal Child Health, Bethany, Northern Bay Family Centre and the local preschools.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has largely been in line with the budget.</p> <p>The program provider notes that the cost of travel is not always fully covered in the budget. It was also reported that the per child funding can make the budget difficult to manage. Funding based on a calendar year does not match the financial year funding cycle of Glastonbury’s other programs.</p> |
| <p>Partnerships</p> | <p>HIPPY Geelong has developed a range of partnerships with community stakeholders. Glastonbury/ HIPPY Geelong has formal memoranda of understanding with the Whittington Primary School and the Northern Bay Family Centres. Other key relationships are with the local libraries, maternal child health centres, community service providers and preschools. These are all important referral agencies for HIPPY.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>HIPPY Geelong is reported to have had a very positive impact on participating children, parents and families.</p> <p>For parents, it has been empowering. The program has taught parents how to speak positively with their children, engage in their child's education and play a role directing their learning. Tutors also reported the program equipped parents with the confidence and 'know how' to speak with their child's teachers at preschool and primary school. These outcomes are particularly important for parents who lack confidence in their own abilities and have limited knowledge or resources, and parents who want the best for their children but do not know how to help them. s47G</p> <p>s47E</p> <p>Tutors and the Coordinator reported that children develop strong literacy and numeracy skills throughout the program, which is especially important in the lead up to starting school. HIPPY was also reported by tutors to improve a child's ability to focus on tasks and follow instructions, and has a positive impact on self-esteem as they celebrate achievements in the program with their parents. HIPPY is also reported by tutors and the Coordinator to establish a positive relationship between children and learning from a young age, which is likely to benefit the child in the long term.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none">- The current Coordinator is enthusiastic and committed- HIPPY has been around for enough time for schools and preschool to see the positive outcomes- Key agencies in the area support HIPPY- Glastonbury is a well known service provider in the community- Tutors do not have to travel for home visits- Parents do not have to pay for the program. <p>Key barriers include:</p> <ul style="list-style-type: none">- Families may have competing complex needs which may make it difficult for families to enrol in and/or commit to HIPPY for two years. |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is consensus that HIPPY is sustainable in the Geelong community. While there have been issues in the past with retaining families, tutors and coordinators, the new Coordinator is confident changes she has made to the program make it more flexible, enjoyable and sustainable.</p> <p>As previously mentioned, need in the community is expected to grow with the arrival of new refugee families and targeted engagement with the local Aboriginal community. Twenty-six families were on the 2013 waiting list, and 12 families have already expressed interest in the 2014 program.</p> <p>Stakeholders report that the biggest obstacle to sustaining HIPPY in the community is funding. HIPPY Geelong did not receive funding for an age 4 cohort in 2012. This was reported to damage relationships by sending confusing messages to partner agencies and families in the community. Stakeholders reported that commitment to ongoing funding would strengthen the sustainability of the program.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. HIPPY Geelong has formal agreements with two key community organisations, including Northern Bay Family Centre and Whittington Primary School. The Northern Bay Family Centre provides space at no cost for HIPPY to conduct parent meetings. HIPPY Geelong is seeking to develop partnerships with the local Aboriginal community and also with Diversitat, an organisation that supports newly arrived migrants and refugees in the Geelong area.</p> <p>HIPPY Geelong seeks to link HIPPY parents with other community services as early as possible. This is seen as important for a post-HIPPY transition. HIPPY Geelong supports tutors in the Crossing Bridges training to equip them with skills to confidently seek employment after finishing HIPPY.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Glastonbury is fully supportive of HIPPY and is willing and able to continue implementing the program (funding permitting). Glastonbury reports HIPPY is a good fit for the organisation and the broader community.</p> |

MANOORA

Partner organisation: Playgroup Queensland

Location of HIPPY provider: 5/7 Andersen St, Manunda

HIPPY Area: Manoora

Coordinator: s47F

Line Manager: s47F

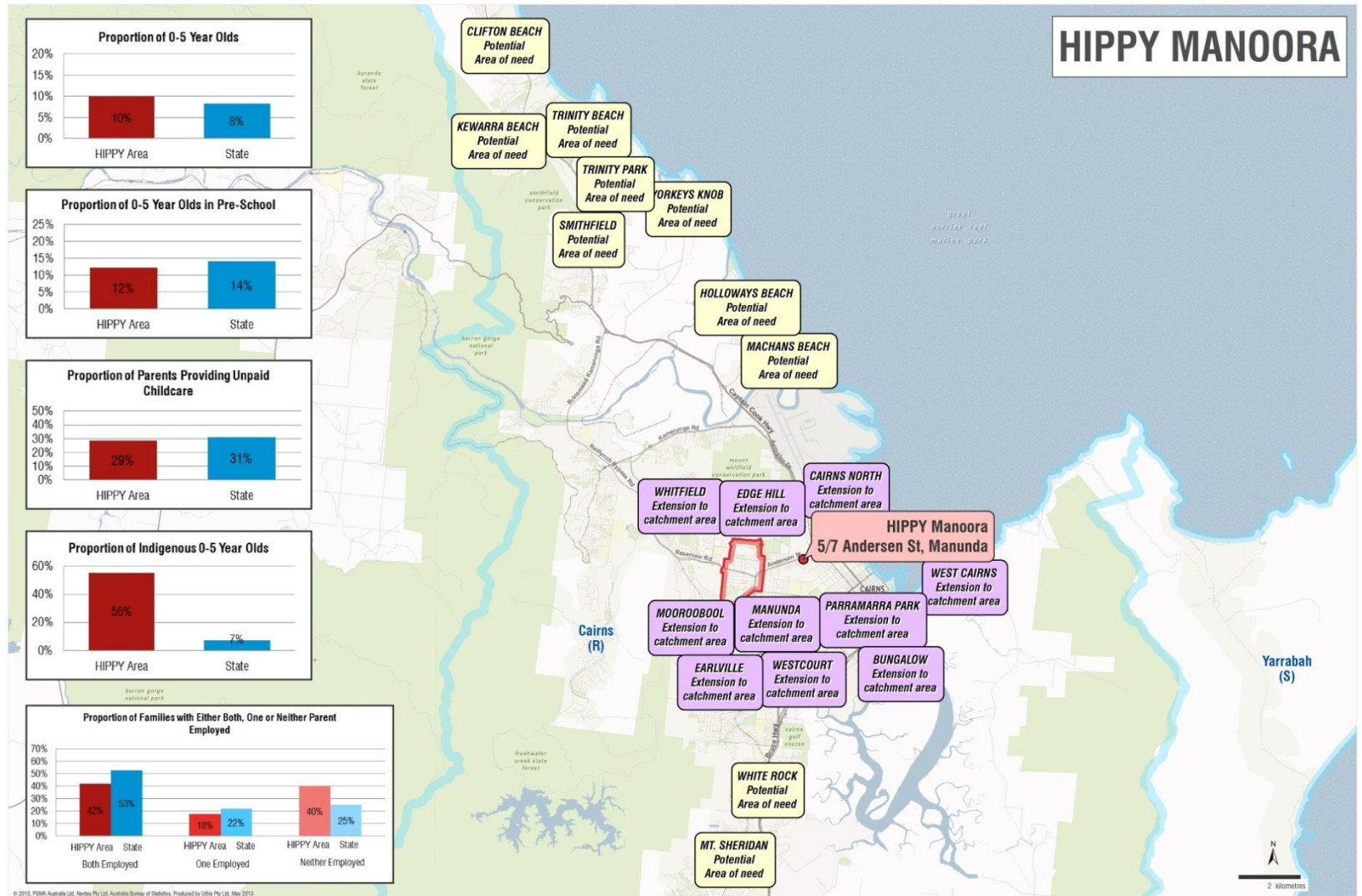
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Manoora suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Manoora suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Manoora suburb at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Manoora suburb at 2006 | 1 | 1 |
| Manoora suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Manoora suburb is characterised by high levels of relative disadvantage when compared to other LGAs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Manoora suburb, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|------------|----------|----------------|------------|----------|
| | Manoora suburb | Queensland | National | Manoora suburb | Queensland | National |
| One or more domains | 36% | 30% | 24% | 45% | 26% | 22% |
| Two or more domains | 23% | 16% | 12% | 28% | 14% | 11% |

EXISTING SERVICES

A range of services are currently offered in the Manoora suburb, including Families First in Education – West Cairns Primary School, playgroups (including Defence Forces playgroup), Migrant Settlement Services, Child Protection services, and community centres.

HIPPY MANOORA SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-------------|---------------------------------|
| Number of enrolments (children) | 25 | |
| Number of graduations | 0 | Not part of 2012 limited cohort |
| Number exiting early | 3 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | |
| Number of children that most commonly speak a language other than English at home | 16 | |
| Total budget | \$ 120, 295 | \$ 63,708 |
| Total spend | \$ 114, 410 | \$ 112,464 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

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| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key datasets indicate:</p> <ul style="list-style-type: none">- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the Queensland state (8%)- The HIPPY area has a lower percentage of children aged 0-5 years old (12%) in preschool² when compared to the Queensland state (14%)- The HIPPY area has a lower percentage of both parents employed full time (42%) compared to the Queensland state (53%), and a higher percentage of both parents not working (40%) when compared to the Queensland state (25%)- The Manoora suburb is characterised by high levels of relative disadvantage compared to other suburbs across Queensland and Australia- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Manoora suburb (45.3%), compared to Queensland (26%) and higher compared to Australia (22%). <p>Stakeholders report a need for a parent engagement and early literacy/numeracy program in Manoora and surrounding suburbs. s47E</p> <p>The area also has a high proportion of refugee and CALD families, including families from Bhutan and Japan. The refugee and CALD population is reportedly highly aspirational but many refugee families, particularly Bhutanese families, have spent years in refugee camps and have had limited engagement with education systems.</p> <p>Manoora has approximately 5,700 people in the suburb with approximately 500 0-4 year olds (8.8% compared to Queensland's 6.9%). The HIPPY team suggested Manoora itself only has a relatively small number of 0-5 year olds and that the catchment should be enlarged to meet demand and respond to socio-economic indicators of need in surrounding suburbs. The HIPPY Manoora Coordinator has held discussions with HIPPY Australia around the catchment and reported that HIPPY Australia has agreed by email to an extension of the catchment to include Cairns North, Edge Hill, Whitfield, Mooroolooloolo, Manunda, Parramatta Park, West Cairns, Earlville, Westcourt and Bungalow. A formal adaptation request has not yet been completed.</p> |
| <p>Extent to which the need has changed over time</p> | <p>AEDI data shows that Queensland and Australian indicators generally improved between 2009 and 2012. In contrast, AEDI data for Manoora showed the proportion of children who are developmentally vulnerable on one or more domains rose significantly from 36% to 45%; and the proportion of children who are developmentally vulnerable on two or more domains rose from 23% to 28%. s47G</p> <p>There is reportedly growing demand for HIPPY in the community and this may be related to greater program promotion and higher levels of awareness.</p> <p>The cultural profile of participants has changed over time. In 2011/12 there was strong representation from Japanese families. In 2013, there is strong representation from Bhutanese refugees. This may reflect HIPPY Manoora's strengthened relationship with the Migrant Settlement Service.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

In 2011 there were 25 enrolments with 22 graduating in 2012. In 2013, 27 families were enrolled at the time of interview (30 April 2013) and the Coordinator was still receiving enquiries.

Strategies for enrolment include:

- Word of mouth - this is a significant recruitment tool with participating parents promoting the program to school families, extended family and friends
- Referrals - through local family and early childhood networks and services, in particular the Playgroup Queensland Supported Playgroup network
- Approaches - to new Migrant Settlement Service and other community service organisations (this has included, for example, information sessions for new migrant families)
- Advertising for expressions of interest prior to Christmas 2012 (this meant a long lead in time to commencement of the 2013 program but was felt to be important to introduce the program and encourage families to become comfortable with the idea of enrolling. Interest was maintained by a couple of mail-outs from the Coordinator in the months preceding commencement)
- Following up on expressions of interest with telephone calls from the Coordinator
- "Catch-up" sessions delivered by the Coordinator for families starting the program late.

The Coordinator has increased promotional activity across family and community services in the last 12 months. This was reported to have resulted in additional referrals. It was suggested that competitive funding environments can sometimes act as a barrier to network relationships and shared service delivery in Cairns, which has capacity to influence referrals by other services to HIPPY.

HIPPY Manoora reports there is now an active referral network across parents.

HIPPY Manoora also reports good retention rates in the first cohort, although did note that additional support and encouragement to parents was required over the two years to maintain enthusiasm and participation. It was also noted that Cairns generally has a highly transient population and this influences whether families complete the 2 year program.

Although Manoora has a very high proportion of Aboriginal and Torres Strait Islander families, recruiting Indigenous families has reportedly been challenging. The program has only had one Aboriginal family participate over the life of the program.

It was suggested that Aboriginal families may prefer to access services from Aboriginal service providers, such as the Aboriginal Medical Service (AMS). The AMS is active in the community and provides a Parents and Learning (PaL) program to Aboriginal and Torres Strait Island families. The PaL program is an early childhood parent engagement program owned, developed and implemented by Indigenous people. It is a two-year home based program, which focuses on early literacy and numeracy, on parents as teachers of their own children and parents teaching other parents. It was suggested that Indigenous families may engage more with PaL instead because HIPPY, of PaL provided by an Aboriginal service and is a less-structured program compared to HIPPY.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Manoora has had one Coordinator since the program commenced. The Coordinator previously worked in another community service organisation in Cairns and has extensive experience in early childhood. Coordinator training is reportedly worthwhile, although it appears there is limited interaction between coordinators across HIPPY sites.</p> <p>HIPPY Manoora did not report any difficulty recruiting and retaining tutors. Tutors interested in applying are supported through the application and interview process by the HIPPY team. At the commencement of the HIPPY Manoora program in 2011, tutors were recruited through playgroups around the Manoora area. In 2013, tutors were recruited through an information session for parents held at the Migrant Settlement Service. Tutors reportedly find regular catch-ups with the HIPPY Coordinator helpful. HIPPY Manoora seeks to recruit tutors who align with the cultural profile of parents participating in the program, and to date has been able to do this.</p> <p>The HIPPY team report being satisfied with the requirement for tutors to move on after two years because it sees HIPPY as a pathway for tutors to further employment and training.</p> |
| <p>Program fidelity and quality assurance</p> | <p>Conversations with the HIPPY team suggest there is a commitment to the program structure, and there is renewed focus on ensuring program fidelity in the 2013 intake. The Coordinator reported that the strong program structure works for different learning styles. Japanese families that participated in the first cohort were reportedly familiar with a very structured approach to learning and education and responded positively. Bhutanese families currently enrolled (many of whom have been in a refugee camp for 10-20 years) have also responded positively to the structure, despite not having participated previously in structured learning activities.</p> <p>Tutors reported that weekly training with the Coordinator assists in developing their skills and knowledge of the program. As the 2013 intake of families had not previously participated in HIPPY, the Coordinator attended the first two weeks of visits with the tutors to ensure program fidelity and provide support to new tutors. The Coordinator delivers as per the program requirements, and encourages parents and children to extend exercises into “real life” beyond the books.</p> <p>Whilst there is no formal quality assurance plan, Playgroup Queensland structures and HIPPY reporting requirements are thought to be adequate to ensure quality of program delivery. Tutors adhere to Playgroup Queensland policies (e.g. home visits and safety).</p> |
| <p>Expenditure and the funding model</p> | <p>According to HIPPY stakeholders, the funding model is problematic, and results in Playgroup Queensland having to absorb budget overspends. There is reportedly little funding available to provide resources for parents and children (such as colouring pencils, craft resources and note books). Additional salary costs were incurred by the site following changes to the Queensland SACS Award which increased pay rates for social and community service workers.</p> <p>A complication for Playgroup Queensland is that the HIPPY budget does not align with the organisation’s budget because HIPPY operates on a calendar year and the organisation operates on a financial year.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>It was reported that the Coordinator has developed positive working relationships with the Migrant Settlement Service, and this has resulted in a strong cohort of newly arrived migrants participating in HIPPY in 2013. This relationship is based on contacts between individuals. The Coordinator is working to embed information sessions about the HIPPY program in the program of settlement services. In previous years it was reported there had been little traction in developing a working partnership with the Migrant Settlement Centre.</p> <p>The HIPPY tutors and Coordinator are co-located with staff from other Playgroup Queensland programs. This has meant a very effective partnership and program promotion strategy has been achieved, with the Coordinator attending a number of supported playgroups in Manoora and the surrounding suburbs. A Supported Playgroup staff member demonstrated a good understanding of the program structure and objectives, and support for the HIPPY Coordinator and tutors.</p> <p>The Coordinator reported that a competitive funding environment created barriers to partnership among some services. As the interviewer was not able to meet or discuss HIPPY with any external stakeholders, it was not possible to assess this further.</p> |
| Overall impact of HIPPY | <p>Stakeholders report that HIPPY has positive impacts on parents, children and tutors. Parents reportedly feel more confident with school requirements and structures as a result of HIPPY. Some parents with limited educational attainment found the direct instruction of HIPPY helped them learn along with their children. Staff reported a perception, although not confirmed through formal feedback, that children who participated in HIPPY had an 'edge' when they went to school – 'it puts them in front of the class'. Children were also reportedly more confident and willing to participate in the classroom environment.</p> <p>One tutor reported that participating in HIPPY has assisted her settlement in Australia, the development of English language skills, and created an opportunity for paid employment.</p> <p>All stakeholders and staff interviewed reported a high level of satisfaction with the program and considered it valuable in the community.</p> |
| Key enablers and barriers to implementing HIPPY | <p>Key enablers include:</p> <ul style="list-style-type: none"> - Diversity of tutors aligning with diversity in the community - Program promotion focusing on community service organisations - The auspicing agency Playgroup Queensland is aligned and committed to HIPPY's program aims and objectives - The developing partnership with the Migrant Settlement Service - The program structure. <p>Reported barriers include:</p> <ul style="list-style-type: none"> - Limited size of the catchment - Challenges in developing partnerships due to perceived competition for funding |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders report that HIPPY is sustainable in Manoora and surrounding areas provided funding continues. Growing demand for HIPPY was consistently reported during interviews, particularly in relation to new migrant communities. Playgroup partnerships will likely support the program's capacity to continue to recruit staff.</p> <p>The catchment and surrounding areas include a high number of vulnerable individuals, families and groups due to social and economic circumstances (supported by AEDI, SEIFA and ABS data). This is unlikely to change significantly in the short to medium term.</p> |
| <p>Sustainability of partnerships</p> | <p>The working relationship with the Migrant Settlement Services is important to support the program's work with recently arrived migrant families. The Coordinator is working with the Settlement Service to embed information around HIPPY into the settlement program.</p> <p>The renewed focus in 2013 on program promotion across community networks may deliver new opportunities to develop active partnerships and pathways for parents and families seeking broader support.</p> <p>There is an opportunity to develop new partnerships with organisations directly engaging with Aboriginal and Torres Strait Islander families to present HIPPY as one of a range of family support services available.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Playgroup Queensland is willing and able to continue implementing HIPPY. Developing a range of community support services which assist families with young children aligns with organisational objectives. HIPPY complements other programs such as playgroups and 'Sing and Grow' provided by the organisation. HIPPY is now well known within the organisation.</p> |

PIONEER

Partner organisation: Centacare Mount Isa

Location of HIPPY provider: 74 Able Smith Parade Mount Isa

HIPPY Area: Mount Isa LGA

Coordinator: s47F

Line Manager: s47F

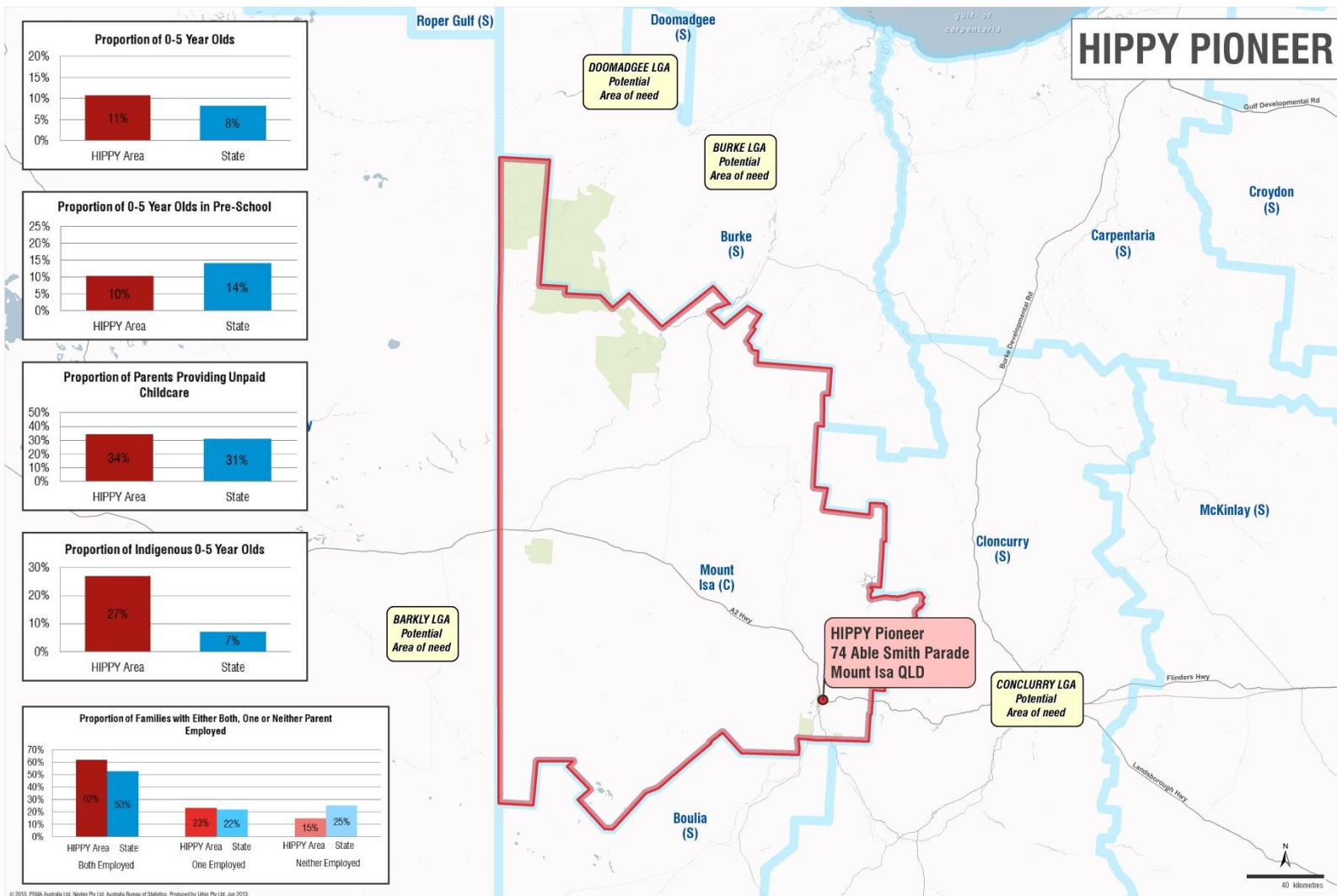
Site started (first enrolment): 2010

This map outlines the HIPPY area which encompasses the entire Mount Isa LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Mount Isa LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Mount Isa LGA at 2006 and 2011.

| | State decile | National decile |
|-----------------------|--------------|-----------------|
| Mount Isa LGA at 2006 | 9 | 8 |
| Mount Isa LGA at 2011 | 9 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Mount Isa LGA is characterised by lower levels of relative disadvantage when compared to other LGAs across Queensland and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Mount Isa LGA, Queensland and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------|------------|----------|---------------|------------|----------|
| | Mount Isa LGA | Queensland | National | Mount Isa LGA | Queensland | National |
| One or more domains | 31% | 30% | 24% | 28% | 26% | 22% |
| Two or more domains | 20% | 16% | 12% | 16% | 14% | 11% |

EXISTING SERVICES

A range of services are offered in the Mount Isa LGA, including playgroups (including one Aboriginal focused group), childcare services, pre-school activities, Communities for Children, life skills course for youth and adults, homelessness services, and family early intervention services.

HIPPY MOUNT ISA LGA ENROLMENT DATA²

| | 2011 | 2012 |
|--|------------|------------|
| Number of enrolments (children) | 41 | 31 |
| Number of graduations | 16 | 0 |
| Number exiting early | 25 | 11 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 23 | 13 |
| Number of children that most commonly speak a language other than English at home | 6 | 2 |
| Total budget | \$ 186,209 | \$ 185,000 |
| Total spend | \$ 137,649 | \$ 185,000 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. There is no suburb level AEDI data available. Note – using the LGA AEDI data may dilute results. Vulnerability within the HIPPY catchment area is significantly higher than the LGA.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

| | |
|---|---|
| <p>Need for a parent engagement and/or early literacy and numeracy program in the community</p> | <p>Key data sets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has a higher percentage of children aged 0-5 years old (11%) when compared to the Queensland state (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (10%) in preschool³ when compared to the Queensland state (14%) - The HIPPY area has a higher percentage of both parents employed full time (62%) compared to the Queensland state (53%), and a lower percentage of both parents not working (15%) when compared to the Queensland state (25%) - The Mount Isa LGA is characterised by lower levels of relative disadvantage compared to other LGAs across Queensland and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Mount Isa LGA (28%), compared to Queensland (26%) and Australia (22%). <p>The HIPPY Pioneer program targets families living in the Mount Isa suburb of Pioneer, although the program also receives families from across Mount Isa. Mount Isa has a large proportion of its population working in the surrounding mines and there are reported high levels of employment and income. This places pressure on infrastructure such as housing costs and rents, social services and supports. It also leads to a socio-economic divide between those employed in resource-related industry and those who are not. Stakeholders report that the suburb of Pioneer is not as socio-economically advantaged as the broader Mount Isa Local Government Area (LGA).</p> <p>Stakeholders report there is a high need for early childhood support services and parent engagement activities, particularly in Pioneer and particularly for a number of Aboriginal families (including those who live in Mount Isa permanently and those who travel and live between Mount Isa and regional communities such as Bourke, Doomagee, Barkly and Cloncurry). Child care in Mount Isa is reportedly very expensive and centres have long waiting lists.</p> |
| <p>Extent to which the need has changed over time</p> | <p>AEDI data shows an improvement in Mt Isa between 2009 and 2012, consistent with Queensland and Australian indicators. In Mount Isa, the proportion of children who are developmentally vulnerable on one or more domains of the AEDI reduced from 31% in 2009 to 28% in 2012. The proportion of those children who are developmentally vulnerable on two or more domains of the AEDI reduced from 20% in 2009 to 16% to 2012. It should be noted that while the trend to improvement is consistent, percentages in Mount Isa are higher than for Queensland and Australia..</p> <p>In contrast, the level of socio-economic disadvantage is rising in Mount Isa, changing from the 8th national decile in 2006 to the 7th national decile in 2011.</p> <p>The stakeholders did not report a change in need, but noted in areas such as Mount Morgan where there is significant long-term disadvantage, changes in disadvantage levels are unlikely to be obvious at a program level unless there is significant and large scale improvement or decline.</p> |

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

HIPPY Mount Isa recruits parents across all suburbs of Mount Isa, although the program focusses more specifically on Pioneer.

Mount Isa reportedly has a highly transient population. This is partly due to Aboriginal families traveling between Mount Isa and their homelands in regional areas (many families with strong connections to traditional culture and Country returning to homelands for Sorry Business or Ceremony). It is also due to a highly transient workforce associated with the mines and resource industries, with some individuals and families located in Mount Isa, others located regionally, and others travelling on a Fly-In-Fly-Out basis from intrastate, interstate and internationally.

HIPPY tutors reported the cultural profile of participating families in 2013 was approximately one third Aboriginal, one third non-Aboriginal and one third overseas born. Two tutors were Aboriginal or were part of Aboriginal families. All tutors reported that the diversity of the families in the program was positive and contributed to the tutors' skills in assisting people of different backgrounds and developing communication skills. The HIPPY Pioneer Coordinator and tutors report that having some Aboriginal tutors assists in engaging Aboriginal families. They also maintained that non-Aboriginal tutors can be effective with these families as long as there is a respectful engagement and time is taken to establish trust and rapport.

The Line Manager, Coordinator and tutors reported the program structure and the requirement to sign up for two years is daunting for many families. Given the highly mobile population of Mount Isa, many families are unwilling or unable to commit for two years. Complete adherence to the program structure prevents parents who cannot commit for two years (both Aboriginal and non-Aboriginal) from engaging in the program. Based on the benefits noted by the Coordinator, tutors and parents throughout the implementation of HIPPY, HIPPY Pioneer has sought to engage these families even if they cannot commit to two years.

s47G

Participating families are required to complete the program within two years. Due to the issues noted above, some Aboriginal families may require longer to complete the program. The Line Manager, Coordinator, and tutors all suggest that the program should have the capacity to be extended over a longer period if required. They also suggested that age guidelines should be more adaptable, to allow children to access the cohort that best suits their needs e.g. a five year old with no previous access to formal early childhood services or preschool activities may be better placed commencing the age four cohort, rather than the age five cohort. The current structure of HIPPY does not allow for this. The Coordinator noted that having a rolling program (i.e. having an age four intake every year) would enhance family recruitment so they enter the program at the right age, avoid having to wait for a further year, and support ongoing engagement with families with children who will be eligible for HIPPY over several years.

Recruitment strategies include:

- Flyers to promote the program to families
- Face to face and peer referrals
- Flyers circulated to parents attending pre-school programs
- Meetings with coordinators of child and family services and subsequent attendance at child care centres and play groups to recruit parents
- Word of mouth through HIPPY staff networks and local relationships.

There is low uptake from promotional flyers among Aboriginal families. Face to face or peer referrals are reported as more effective. Some non-Aboriginal families respond to flyers received through preschool programs, but again, face to face, attendance at child care centres and playgroups and peer referrals are more effective.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>Recruitment strategies are supported by partnerships developed by the Coordinator through other Centacare services (supported accommodation, early intervention family support, housing services, playgroups etc) and other local partners such as Communities for Children, Royal Flying Doctor Service, child care centres, pre-school programs, playgroups.</p> <p>The fact that HIPPY is a free program assists in the initial and ongoing engagement of families.</p> <p>All stakeholders reported that visits in alternative locations, away from people's homes, are also important. s47G</p> <p>s47G HIPPY Pioneer tutors often conduct sessions in alternative locations such as the local park or the HIPPY program office at Centacare. This works well for families, but can mean that affordable transport becomes a critical issue. The HIPPY Pioneer program has limited access to the Centacare transport fleet which assists the program.</p> <p>There are challenges in communicating with Aboriginal families, at initial engagement and on an ongoing and routine basis when booking appointments or providing updates. Many families do not have telephones. Those who do may regularly change their phone numbers as they change telephones. This means the majority of contact needs to occur face to face, including travelling to people's homes to make arrangements for the next appointment. This has a significant impact on time and costs associated with logistics, scheduling and travel.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Pioneer has had the same Coordinator through the life of the program. The Coordinator has recruited tutors from participating families and through local networks. The Coordinator reported that HIPPY offered excellent pathways for tutors into further education and other employment opportunities and noted that two previous tutors are now employed by local community service agencies.</p> <p>In 2013, the tutors have different levels of experience in the role. One tutor was employed early in the program in 2010, s47F and returning in 2013. Another tutor has been in the program for one and a half years, while three tutors began in 2013. This is useful as the more experienced tutors offer mentoring support to new tutors.</p> <p>All tutors felt that employment through Centacare and associated benefits such as access to training and a family-friendly work environment, were very important. Additionally tutors reported that flexibility offered by the Coordinator and casual employment arrangements work well for them and their families.</p> |
| <p>Program fidelity and quality assurance</p> | <p>The Coordinator and tutors demonstrated a consistent and solid knowledge of the program structure and core elements. The Coordinator meets weekly with all tutors and more experienced tutors provide mentoring and assistance to support program fidelity. The HIPPY team all noted an active interest in practicing the best ways to engage with families and get the greatest buy-in for program content.</p> <p>Centacare actively promotes HIPPY and core elements to other Centacare services and partner organisations. Two of the experienced HIPPY tutors have been asked to demonstrate teaching/learning methods and the Three Cs to a service provider network to promote the program.</p> <p>HIPPY staff are covered by Centacare staff policies and procedures. This ensures there is a strong organisation framework around the program and staff to manage issues including risk and safety.</p> |
| <p>Expenditure and the funding model</p> | <p>Centacare staff reported that the funding model was challenging, given the transient population engaged in the program. The case-based funding in arrears was difficult to sustain and budget for the next period. Centacare staff suggested that HIPPY would not be sustainable as a stand-alone program. Centacare cross-subsidises HIPPY through its core funding, including contributions to overheads and infrastructure such as the HIPPY office and access to Centacare's transport fleet.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| Partnerships | <p>The Coordinator, tutors and Centacare have all been active in developing external partnerships for HIPPY which benefit the program itself and help families to access health and community service systems more broadly. The Coordinator is a regular participant at local interagency and network meetings to promote HIPPY and meets regularly with other service providers.</p> <p>HIPPY Pioneer is auspiced by and co-located with some staff of Centacare. Through consistent messaging and knowledge sharing the HIPPY Coordinator has been able to embed referrals where appropriate into the work practices of the staff at other Centacare services. Parents have reported to tutors they are comfortable accessing HIPPY at the Centacare offices, and that it is “nice to be able to come there for a positive service.”</p> |
| Overall impact of HIPPY | <p>HIPPY Pioneer has an active and enthusiastic team working with families. Reported benefits of the program include:</p> <ul style="list-style-type: none"> - HIPPY assists in reducing social isolation for new mums and for families who are new to Mount Isa and away from their extended family and friend support networks. - HIPPY assists both Aboriginal and non-English speaking migrants with learning English – both for parents and children - Centacare seems to actively promote HIPPY as one element of a broad service system and are keen to ensure families can easily access service pathways - Participating parents and children are reportedly more confident with learning and education structures, are changing their approach to discipline and enjoy spending time with each other - Tutors reported they had more confidence in their parenting and employment skills after participating in HIPPY - All stakeholders and staff reported a high level of satisfaction with the program, considered it extremely valuable and a success. |
| Key enablers and barriers to implementing HIPPY | <p>Key enablers include:</p> <ul style="list-style-type: none"> - Engagement of some Aboriginal tutors to build community recognition and trust - The Coordinator is an active networker and seeks beneficial partners for the program and families - Partnerships are being developed and maintained by a range of people and roles, so they are not reliant on a single contact - Co-location and support from Centacare, including training, management, policies and procedures, and office and resource sharing - Alignment with Centacare’s commitment to the broader benefits of social and emotional wellbeing and how this affects individual, family and community health and learning - The Coordinator is well known and trusted within the community (through their family and community connections and previous employment roles) - A number of tutors with differing levels of experience offers a good support and mentoring structure - The program content and structure support consistency and structure for families. <p>Reported barriers include:</p> <ul style="list-style-type: none"> - The program structure has some limitations within a highly mobile community – it is difficult to maintain a two year commitment due to changing family circumstances or transient employment - The program content is often not culturally relevant to Aboriginal communities - s47E - |

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | <p>While there appears to be an ongoing need and interest in HIPPY from the Mount Isa community, (both families and tutors) the transient nature of the population means that there is a need for flexibility in the delivery model and associated funding model.</p> <p>The Coordinator, tutors and Centacare more broadly have established a strong program reputation within the community that will continue to sustain interest in the program.</p> <p>There is likely to be an ongoing need to HIPPY and other early childhood and family services in Pioneer due to socio-economic conditions and geographical isolation.</p> |
| Sustainability of partnerships | <p>The partnership or auspicing arrangement with Centacare is critical to the success of the program. Other partnerships, such as Communities for Children, community playgroups and family intervention and accommodation services assist with recruitment of families, including non-Aboriginal families. The tutors and Coordinator have worked hard to ensure HIPPY has a strong reputation with these partners and this will help maintain the sustainability of the partnerships regardless of whether the tutors move on from HIPPY. s47F</p> <p>s47F</p> |
| Capacity and willingness of program provider to continue to deliver HIPPY | <p>Centacare stated that it would be willing to continue to auspice HIPPY. Centacare staff suggested that HIPPY would be unsustainable as a standalone program. Centacare supports the program with a contribution to overheads and infrastructure such as the HIPPY office and access to the school's bus fleet.</p> <p>There are key benefits that result from the auspice by Centacare, including shared resourcing, clear understanding and culture of engagement with Aboriginal families, and a strong organisational commitment to a comprehensive and diverse family support service system.</p> |

SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Windale suburb at 2006 and 2011.

| | State decile | National decile |
|------------------------|--------------|-----------------|
| Windale suburb at 2006 | 1 | 1 |
| Windale suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Windale suburb is characterised by high levels of relative disadvantage when compared to other LGAs across NSW and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Windale suburb, NSW and Australia.

| | 2009 | | | 2012 | | |
|---------------------|----------------|-----|----------|----------------|-----|----------|
| | Windale suburb | NSW | National | Windale suburb | NSW | National |
| One or more domains | 40% | 21% | 24% | 48% | 20% | 22% |
| Two or more domains | 30% | 10% | 12% | 26% | 9% | 11% |

EXISTING SERVICES

A range of services are offered in the Windale suburb, including pre-schools at Windale, St Lukes and Belmont North, Grandparents as Carers, Milabah Schools as Community Centre at Windale Public School (including Learning for Life, Let's Read, nutrition programs by the Smith Family), Windale Men's Shed (and fathers program), Home Start and Men & Boys Programs, and Windale Community Health Centre. Others include parenting programs, the PCYC, Eastlakes Family Support Service (including Young Mums' Program and Youth Drop-in Centre), Out of School Hours (OOSH) at Windale Scout Hall, Windale Community Gardens, Wandiyali Playgroup (Brighter Futures), Awabakal Playgroup, Windale Library, and Salvation Army. Windale Interagency and Community Alliance (WICA) Inc, is a key network of local community members, elders and services to support coordinated and community-defined investment and support in Windale.

HIPPY WINDALE SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 53 | |
| Number of graduations | 42 | Not part of 2012 limited cohort |
| Number exiting early | 11 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 11 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$196,300 | \$88,716 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

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|-------------|-----------|----------|
| Total spend | \$198,205 | \$86,261 |
|-------------|-----------|----------|

DEMONSTRATED NEED IN THE COMMUNITY

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| Need for a parent engagement and/or early literacy and numeracy program in the community | <p>Key datasets indicate:</p> <ul style="list-style-type: none"> - The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of NSW (8%) - The HIPPY area has a lower percentage of children aged 0-5 years old (21%) in preschool² when compared to the state of NSW (23%) - The HIPPY area has a lower percentage of both parents employed full time (29%) compared to the state of NSW (51%), and a higher percentage of both parents not working (56%) when compared to the state of NSW (27%) - The Windale suburb is characterised by high levels of relative disadvantage compared to other suburbs across NSW and Australia - The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Windale suburb (48%) compared to NSW (20%) and Australia (22%). <p>There is an apparent and continuing need for a parent engagement and early literacy and numeracy program in the area. Stakeholders reported that levels of need have not changed, but there has been a shift in local demographics associated with the redevelopment of public housing, including the sale of Housing NSW properties to private owners and investors. This has led to more private rental and affordable housing in the area, and the relocation of public housing tenants to other public housing estates in nearby suburbs (eg. Belmont North, Booragul, Marmong Point, Bolton Point). Windale is situated between two high growth areas – Charlestown and Belmont. There are emerging needs in localities such as Gateshead, Mount Hutton, Tingira Heights, Floraville, Belmont North and south to Swansea.</p> |
| Extent to which the need has changed over time | <p>HIPPY Windale submitted an adaptation request in May 2010 to extend the geographical catchment to include Mount Hutton, Gateshead, Tingera Heights, Floraville and Belmont North. The adaptation request also responded to a shortfall in enrolments from within the initial designated catchment area. It was reported that the basis for enrolments in that area had been thoroughly canvassed through a range of strategies, and there were clear needs identified by HIPPY Windale and partner agencies in neighbouring areas. This request was approved.</p> <p>Most recently, it is reported that Windale has become a growth area for young families, with several established schools, five pre-schools and child care centres in the area. The recent changes in public housing have resulted in older tenants relocating to housing elsewhere that was more suited to their needs, and younger families moving in. Windale is 'being marketed' now as a community for first home buyers and investment as a stepping stone.</p> <p>It was also reported by tutors that HIPPY Windale fills an important gap in early childhood learning and parent support in the area. There are no other forms of support available to parents, beyond pre-school and child care. Other available parenting courses are focussed on discipline and behaviour management strategies - they do not explore early learning and development needs, nor the role of the parent in supporting the social, emotional and behavioural development of the child. This model is unique to HIPPY Windale.</p> |

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

While HIPPY Windale reported initial difficulties in securing enrolments, as the program profile and community support has grown, so have enrolments. In 2010, 9 children graduated, compared to 2 in 2011, and 42 in 2012.

HIPPY Windale recruits families through a range of strategies, including:

- Word of mouth – generally through parents who are currently participating in the program, or those who have graduated
- Participation in activities at the local primary school and pre-school – HIPPY staff are invited to participate in the school transition program, which offers a key opportunity to promote the program and take the details of interested parents
- The Federal Member of Parliament is a very active supporter of the program, and regularly profiles the program in her newsletter; staff report the newsletter generates a lot of enrolment enquiries
- Program promotion and support from WICA, a key community coordinating point, and including representatives from community groups and networks. The Line Manager, Coordinator and sometimes tutors attend WICA meetings
- Referrals from Brighter Futures
- Coordinator attendance and visits to a range of early years and health services to promote the program and distribute brochures.

For the 2013/14 cohort, HIPPY Windale has additionally:

- Targeted siblings of previous participants
- Begun a waiting list
- Developed a strong relationship with the Schools as Communities unit at the local primary school
- Advertised through other school newsletters
- Developed a relationship with Windale Library
- Attended information sessions for new parents at a local early childhood service
- Developed a relationship with the local Housing NSW office, which now contacts families with children of the appropriate age, provides program details, and refers to HIPPY.

Note: this has resulted in a strong number for future cohort.

Parent engagement and retention is supported in a range of ways. Most critically this includes ensuring families receive a quality service that meets their needs. For example, tutors are supported to ensure they maintain consistent communications with families and are reliable when keeping appointments and making home visits. Tutors are also assisted to deliver the program professionally and according to the model, including the essential elements. Families are assisted to understand the HIPPY model and activities, as well as the demonstrated benefits for children (often through peer examples).

Parent engagement and retention is also supported by the Coordinator maintaining a positive rapport with parents and facilitating access to any supports they may require outside of the HIPPY program.

HIPPY Windale also offers 'little extras' within the program to maintain parent and child interest. For example, a song-sheet of "Counting Songs" to be used when counting is introduced in Pack 6 of the age 4 program. The program also provides parents with a copy of the NSW Foundation Style Handwriting at the first parent group, to inform their understanding of how the child will be taught to write at school. At the first formal parent group parents are also given a sheet entitled "100 ways to praise your child" and this is reported to always gain a positive response.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>The partner organisation JobQuest also provides a Family Day during each school holiday period, collaborating with other community organisations to offer interesting activities on a designated day. Activities may focus on a theme such as Youth Week, NAIDOC Week, or Looking After Ourselves. Family days are for the whole family, not just the HIPPY child. They are described as a fun, low-key way to engage broadly, in conjunction with a range of other community supports.</p> <p>HIPPY Windale celebrates graduations as significant occasions, with a kids disco, sausage sizzle and refreshments, and formal presentations of certificates of achievement, graduation hats, a HIPPY Medal of Achievement, and a portfolio of their work collected by the tutor over the two years. Parents also receive a certificate of achievement. Graduation ceremonies are often attended by other family members and siblings, and community partners.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>Since program commencement in 2009, there have been three Coordinators. The current Coordinator has been employed since 2011. The Line Manager and partner agency reported they have not had any difficulty in attracting candidates, but their understanding of what is required has refined over time. The role of Coordinator requires community engagement and development skills, as well as early childhood experience and qualifications, and this combination has been critical in Windale.</p> <p>The program seeks to recruit tutors from among current enrolments, before looking to parents who have recently completed the program. All tutors recruited during the last three intakes have been retained. It was reported that a key factor in supporting retention is the fact that tutors can undertake and complete a traineeship - Certificate III in Community Services. In addition, it was reported that JobQuest provide a high level of support to tutors, including in their day to day delivery (through the Coordinator), assistance with study requirements for the traineeship, and by offering opportunities to attend and participate in JobQuest inservice training and meetings.</p> <p>Tutors have attended a range of training sessions, including: Multi-Cultural Inservice/Community Day; Saver Plus workshop by the Smith family; Good for Kids Good for Life Nutrition Workshop; Kidsafe Workshop (child safety at home); Keep Them Safe child protection approaches. Tutors also attended a HIPPY Australia Consultation Process meeting in Sydney.</p> <p>The Coordinator has participated in a range of training, including HIPPY Australia Coordinator training in Melbourne; Crossing Bridges training in Sydney; consultation process meeting in Sydney; Coordinator Inservice in Melbourne, and Mental Health Awareness Training.</p> <p>Both tutors and Coordinator have met with a Brighter Futures representative to discuss respective aims and objectives and referral processes.</p> <p>Tutors attend one on one supervision meetings with the Coordinator on a weekly basis. They also participate in regular tutor training with the Coordinator and the Line Manager. The partner agency maintains an open door policy where all staff can talk with the Line Manager and/or Manager at an agreed time.</p> <p>The Coordinator participates in a supervision session with an external service once a month.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Windale appears to adhere to the program model, and values the structure as useful and beneficial for parents and children.</p> <p>The program has made two adaptation requests – as previously mentioned an adaptation request was approved to extend the geographical catchment. A second adaptation request was approved to allow more families to enrol, to cover lower numbers the year before.</p> <p>Posters outlining the five essential elements are displayed in the HIPPY office. The three Cs description page is included in every tutor and parent folder. The three Cs are practiced during role play in tutor training sessions and at parent group, and tutors are monitored to ensure they are encouraging parents to practice them during home visits.</p> <p>Staff report their capacity to deliver the model has grown over time, as understanding has improved and with the assistance of site assessments undertaken by HIPPY Australia. For example, a site assessment in 2012 identified issues in how role plays were being delivered. The HIPPY Australia Consultant suggested alternative ways to work with role plays, to assist parent and tutor understanding. The Coordinator now provides additional training to new tutors to provide clear guidance about the role, purpose and use of role plays. A notice on role plays has been developed for all tutors and parents, with the words ‘Role Play – I hear and I forget; I see and I remember; I do and I understand.’ It was reported this has assisted all, reducing stress for tutors</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

and parents.

Quality assurance procedures include the following strategies:

- Written evaluations of parent group content and sign-in sheets at parent groups
- Random feedback sheets at parent groups
- End of program surveys
- HIPPY Australia assessment visits
- Weekly staff supervision and feedback
- Family status monitoring by the Coordinator on a weekly basis, including review of written records
- Regular team communication sessions in tutor training
- Ongoing verbal and written communications with the Line Manager and/or partner agency
- Spot visits to families by the Coordinator in addition to regular tutor supervision during home visits.

Expenditure and the funding model

Stakeholders reported that the funding model posed significant challenges. It was described as inflexible, particularly regarding the per child basis. It was reported that the current model did not allow the program to 'backfill' – that is, if a family drops out, the model does not allow the program to offer another family the opportunity to enrol. It was suggested that HIPPY Australia could potentially request the money for the family who has exited is returned. It was also reported that the partner agency has contracted to pay a tutor irrespective of whether the family they are working with continues to participate.

Stakeholders reported that more funding was required to support the engagement and retention of families. HIPPY Windale participates in a number of broader community and social events to build community links and relationships with families outside of HIPPY. This community interaction supports participating families, community connections and recruitment strategies. Such activity is not currently covered by HIPPY funding.

Other unmet costs include:

- Internet, telephone and fax costs
- Travel and mileage claims
- Accommodation for tutors to attend training elsewhere
- Additional resources and materials (outside of HIPPY materials) for parent groups – the provision of activities and toys for children while parents are participating in groups
- Costs of producing copies of additional materials – in some cases, parents have requested copies of activities developed for groups to take home and use with their children
- Graduations and community events – production of materials, food and refreshments.

The cost of graduations is estimated to be approximately \$1,500 per year (including food, hats and medals). Community celebrations for national HIPPY Week and one event each school holiday are estimated to cost approximately \$3 -4000 per year.

Shortfalls are met by actively seeking alternative forms of support and assistance, and working collaboratively with other organisations.

The Line Manager and Job Quest reported that last year (2011/12) the budget over-run was \$6,000. Note: this is not included in the budget figure above as

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| | <p>this may have been a cost that was absorbed.</p> <p>JobQuest additionally invests in HIPPY Windale with in-kind supports such as subsidised training (drawing on 2% training budget for the wider organisation), supervision, external counselling, community events and sick leave cover.</p> <p>Due to a high level of interest this year, JobQuest have additionally funded 5 families to participate in the program. They include two families who applied from out of the area.</p> |
| Partnerships | <p>HIPPY Windale reports that they have established a positive profile in the community in the last couple of years. There has been a shift, from initial resistance, towards strong support and partnerships. It was reported that initial difficulties related to community concerns and distrust of a new program, in an area that has been negatively stigmatised and with a history of short-term service provision determined by limited and one-off funding cycles. HIPPY Windale and its partner agency JobQuest has worked carefully to establish relationships with key local networks, most particularly with WICA. This relationship has been supported by positive word of mouth reports from parents who have participated in the program. Word of mouth is described as the most influential factor in gaining community acceptance of the program. WICA is closely connected in the community, and positive reports from parents supported initial approaches from the program.</p> <p>Stakeholders reported that the profile of JobQuest also assisted to establish HIPPY Windale locally. While JobQuest had not worked in the Windale area previously, it did have a track record in nearby areas, and did not therefore present as a total outsider.</p> <p>HIPPY Windale has established relationships with the following agencies, resulting in frequent enquiries and referrals:</p> <ul style="list-style-type: none"> - Housing NSW – a high percentage of the current cohort resulted from Housing NSW referrals - Brighter Futures has made a number of referrals in the past - Hunter Area Health - enquiries about the program - Salvation Army Support Service – previous referrals leading to positive outcomes, and a recent new referral - The Schools as Communities Program at Windale Public School – a key local supporter - Wandiyali Playgroup/Wandiyali Brighter Futures (Indigenous service) – participating in community days, tutor recruitment, referrals - Awabakal Playgroup (Indigenous service). |
| Overall impact of HIPPY | <p>Stakeholders reported that HIPPY Windale offers a range of benefits for children, family and the community.</p> <p>Children are reported to benefit from the structured early learning opportunities and focussed engagement with their parents. Their confidence, verbal and reasoning skills are reported to improve. The SAC coordinator and principal at Windale Public School commented that children who have participated in HIPPY present and participate very differently from those who have not. They are able to concentrate more, respond to instructions, and express themselves more confidently. Parents and tutors report that some children with previous behavioural and verbal communications issues are said to have shown a marked improvement.</p> <p>Similar benefits are described for parents. In particular, the school and other stakeholders observed that HIPPY helped parents to overcome negative perceptions of schools and support agencies. Some parents engage more directly with the school, while others are reported as more confident in discussing their child’s education with teachers.</p> <p>There are also positive personal, emotional and educational outcomes reported for parents, in particular for those who take on a tutor role. Parents and tutors report they have developed self confidence in their parenting ability, but also in their ability to negotiate choices and future pathways. For some, it was reported the contact with other parents and the peer role of tutors was important to develop relationships and networks of support. Several tutors have</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

participated in traineeships, undertaken Cert III and Cert IV training, and two have taken post-HIPPY employment ^{s47F}
^{s47F}

At a community level, HIPPY Windale is perceived as filling a gap in the service network, contributing through community activities, and complementing a shared focus on community capacity building in the community. It has contributed through stronger partnerships with Housing NSW and the Salvation Army, and has introduced JobQuest as a new community partner in Windale. HIPPY Windale is offering local traineeship and employment pathways that may not otherwise be available.

Key enablers and barriers to implementing HIPPY

Key enablers include:

- A deeper understanding of the required skills in the Coordinator role - community engagement and development skills, with early childhood expertise and qualifications
- Strong practice and quality assurance focus
- Clarity regarding boundaries – taking non-HIPPY support requirements 'offline' through the Coordinator and external supports
- Location at the PCYC, a growing community hub co-located with sports facilities, community garden, bike shed and Wandiyali Playgroup – a 'safe, non-threatening and neutral environment, not behind the big gates'
- The role of WICA – as both a positive enabler and potential gatekeeper
- Strong referral pathways established through a range of local services (including Housing NSW), and supported by participation in WICA and SAC Transitions Program
- Key support from the local Federal Member
- Support to Coordinator and tutors by JobQuest
- High stability in referral networks has enabled strong networks to develop
- Local connections bring material resources into the program
- A known future for the program enables the organisation to invest and develop further
- The content of the program appeals to children and adults.

Key barriers include:

- Funding uncertainty – HIPPY Windale did not know until December 2012 that funding was approved to commence enrolments in January 2013
- A perception that HIPPY may not be required for children once they commence school at age 5
- Concerns and resistance to role plays from parents and tutors – now positively improved
- Some families who have been moved out of the area to alternative public housing, but whose children continue to attend Windale Public School, are not catered for by existing program guidelines
- Initial distrust in the community and concerns that the program would not continue, given previous track record of time and funding limited initiatives
- The role of WICA – as both a positive enabler and potential gatekeeper.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>HIPPY Windale is sustainable in its current form, due to the stability of JobQuest, the leadership of the Coordinator, access to networks and strong support from referring and partner services.</p> <p>The program has gained momentum in recent years, with interest for the following year identified, including families who have previously participated and wish to enrol siblings. The program is oversubscribed for this current year, with HIPPY Australia funding 30 families and JobQuest funding an additional five.</p> <p>Need is growing in the area, as the demographic profile shifts to a younger and family age profile, and through new partnerships with Housing NSW.</p> <p>JobQuest sees continuing demand and benefit for the community, as well as for other partner organisations and JobQuest itself.</p> |
| <p>Sustainability of partnerships</p> | <p>Sustainability has been supported by a partnership approach that values consistency, reliability, 'turning up', staying involved, being part of the community rather than 'working into it.'</p> <p>The partnership with WICA has been key in supporting community profile, integration and referral links.</p> <p>The relationship with the SAC unit at Windale Public School is also important, profiling the program by participation in ongoing courses at the unit.</p> <p>The partnership with Housing NSW has facilitated strong referral pathways, through a proactive recruitment strategy identifying potential participants and offering information. Housing NSW has identified 34 eligible families in Windale for the next year of the program.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>JobQuest considers the HIPPY program as a core element of the suite of programs offered to families in the Windale area. The program is consistent with the holistic community development focus of the organisation, and its specific goals to assist parent learning and employment pathways.</p> <p>JobQuest is willing and able to continue its support for HIPPY Windale, as part of its commitment in Windale. The model is perceived to be of value and an appropriate fit for the organisation. JobQuest is actively seeking additional sources of support to ensure continuity. Job Quest commented that 'the more we interact with HIPPY, the more committed and motivated we are towards it.'</p> <p>All stakeholders are supportive of HIPPY Windale, and indicate JobQuest provide strong support for the HIPPY Coordinator and tutors.</p> |

BURNIE

Partner organisation: Rural Health Tasmania Inc

Location of HIPPY provider: Early Childhood Intervention Service, 36 Thorne St, Burnie Tas 7320

HIPPY Area: Burnie LGA

Coordinator: s47F

Line Manager: s47F

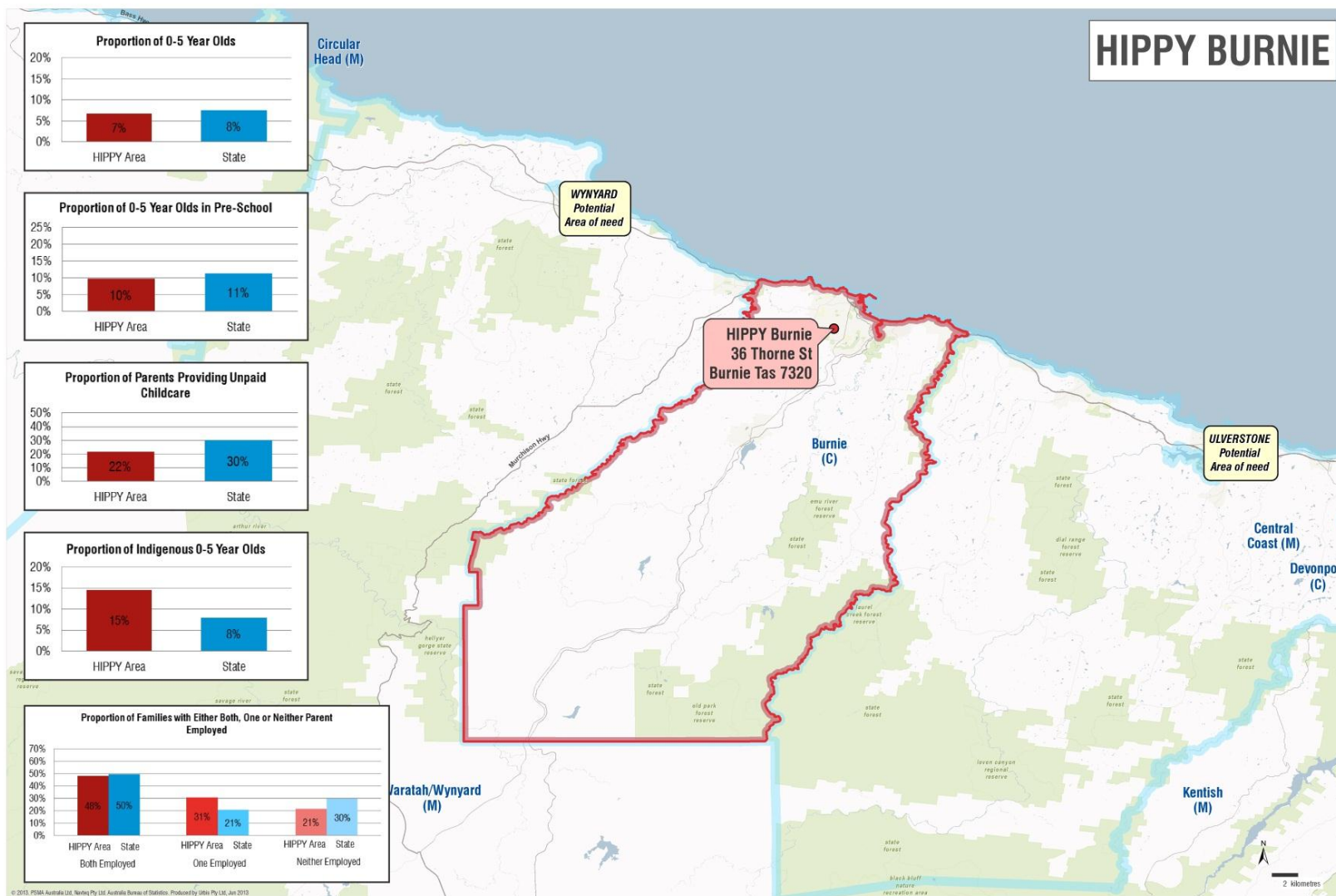
Site started (first enrolment): 2006

This map outlines the HIPPY area which encompasses the entire Burnie LGA.

All data presented in this map is sourced from ABS Census 2011 data for the Burnie LGA.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Burnie LGA at 2006 and 2011.

| | State decile | National decile |
|--------------------|--------------|-----------------|
| Burnie LGA at 2006 | 3 | 2 |
| Burnie LGA at 2011 | 4 | 3 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Burnie LGA is characterised by high to average levels of relative disadvantage compared to other LGAs across Tasmania and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Burnie surrounds, Tasmania and Australia.

| | 2009 | | | 2012 | | |
|---------------------|------------------|----------|----------|------------------|----------|----------|
| | Burnie surrounds | Tasmania | National | Burnie surrounds | Tasmania | National |
| One or more domains | 26% | 22% | 24% | 24% | 22% | 22% |
| Two or more domains | 15% | 11% | 12% | 15% | 10% | 11% |

EXISTING SERVICES

A range of services are in the Burnie LGA, including Centacare Communities for Children program (funded by FaHCSIA), Launching into Learning for 0-4 year olds in most schools (funded by the State Government), the Let's Read program and the Burnie Child and Family Centre.

HIPPY BURNIE LGA ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 41 | |
| Number of graduations | 22 | Not part of 2012 limited cohort |
| Number exiting early | 19 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 5 | |
| Number of children that most commonly speak a language other than English at home | 0 | |
| Total budget | \$210,546 | \$88,716 |
| Total spend | \$148,640 | \$91,992 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key data sets indicate:

- The HIPPY area has a lower percentage of children aged 0-5 years old (7%) when compared to the state of Tasmania (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (10%) in preschool² when compared to the state of Tasmania (11%)
- The HIPPY area has a lower percentage of both parents employed full time (48%) compared to the state of Tasmania (50%), and a higher percentage of both parents not working (21%) when compared to the state of Tasmania (30%)
- The Burnie LGA is characterised by high to average levels of relative disadvantage compared to other LGAs across Tasmania and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher (24.2%), compared to Tasmania (22%) and Australia (22%).

s47E

AEDI indicators vary across the Burnie catchment depending on the suburb, with Shorewell, Acton, Burnie, and South Burnie showing highest levels of need. Rural Health Tasmania commented that, of the three HIPPY sites it manages, Burnie has the highest need for HIPPY.

Extent to which the need has changed over time

Burnie was traditionally a major industrial and primary producing area. This has been in decline over the past decade, following the closure of the pulp mill and a general decline in industrial employment. Stakeholders argue that declining industrial employment opportunities have had a major impact, and many families have not been able to break the cycle of unemployment. It is widely believed that the need for HIPPY has grown as the local economy has declined and families have become increasingly vulnerable.

In early 2013 the Burnie Child and Family Centre was opened next to the HIPPY Burnie office. This new centre co-locates a range of new facilities for families, as well as the Early Childhood Intervention Service and a children's dentist. Stakeholders argue that investment in these services demonstrates ongoing need and focus on improving outcomes for children in Burnie. There are a number of playgroups and other early childhood activities available to families in Burnie, however, there are no other home-based programs that engage both parent and child.

There is evidence of unmet need for HIPPY in Wynyard to the east of Burnie and Ulverstone to the west, with a high number of requests coming from families in both areas.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>s47G</p> <p>s47G The peer support nature of HIPPY is said to be particularly important for breaking down barriers and profiling the benefits of the program to families.</p> <p>Word of mouth has proven to be the most successful recruitment method, and its effectiveness continues to grow each year as the benefits of the program become more widely understood. s47G</p> <p>s47G Street stalls set up outside the supermarket have proven a good way of promoting HIPPY to those who are not linked in with service providers.</p> <p>To support the retention of families in HIPPY, the tutors and the Coordinator work through challenges with families as they arise. Stakeholders reported that parents were more comfortable raising issues with HIPPY tutors because they were peers with similar backgrounds to themselves.</p> <p>In some cases, family situations become more complex and they exit the program. This may be the result of family health issues, relocation, gaining employment, having a new baby or the transition of the child into school. s47G</p> <p>s47G</p> <p>Graduation is considered an important recognition of the family's commitment to the program and helps them to remain engaged throughout. It also provides the children with a sense of completion and accomplishment, which stakeholders say exposes them to important values at a young age.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Burnie has experienced some difficulties in recruiting tutors to the program. Parents are introduced to the idea of being tutors when they enrol in the program and they are invited to apply if interested. s47G</p> <p>s47G</p> <p>s47G Once employed, tutors have tended to remain committed to the program. Tutors who have left have done so due to unavoidable personal reasons or because the family has relocated out of area. Tutors of HIPPY Burnie often continue as tutors beyond the two years their child is enrolled in the program.</p> <p>The main barrier to parents becoming tutors is the cost of childcare and lack of a drivers licence. Currently there are a number of parents waiting until their child has entered preschool, so they are available to apply for a tutor position.</p> <p>In terms of training and support, tutors from HIPPY Burnie reported that they received lots of training opportunities through both HIPPY Australia and Rural Health Tasmania. There was, however, disappointment that they were not offered traineeships or linked with opportunities to enrol in certificates in community services or child care. Tutors highlighted the usefulness of Crossing Bridges and Bridges Out of Poverty training.</p> <p>HIPPY Burnie has a new Coordinator this year who is replacing a long-standing Coordinator who moved interstate. Rural Health Tasmania has not had any difficulty recruiting coordinators but stakeholders argued that the salary is not competitive against other similar roles in the sector which means there is reliance on the goodwill and passion of the candidates for HIPPY as a program.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>Adherence to the program has been challenging, when it requires participants and tutors to do things that may be out of their comfort zone. s47G</p> <p>It was reported that the Coordinator has worked hard to support tutors to overcome their own reluctance.</p> <p>Generalisation has been found to be a particularly effective aspect of the model for engaging children and helping parents find time by incorporating learning into their everyday activities. HIPPY Burnie staff have compiled a collection of ideas for ways to use generalisation.</p> <p>Generally, HIPPY Burnie stakeholders felt that the model was most effective because it allowed for creative flexibility and could be adapted to individual needs. For this reason, there has been no need for HIPPY Burnie to seek any adaptations.</p> <p>The primary way that quality assurance is maintained is through the reflective practice approach of the Coordinator, and fortnightly supervision with each tutor. Supervised home visit and group meeting observations are conducted to identify tutor strengths and areas for development. This informs Individual Action Plans for each tutor. Quality assurance is supported through multiple reports back to Rural Health Board, HIPPY Australia and other review processes.</p> <p>The Friends of the Centre provides direction to the Child and Family Centre and is also used by HIPPY Burnie as an Advisory Group.</p> |
| <p>Expenditure and the funding model</p> | <p>There was a view from Rural Health Tasmania that the salary for the Coordinator should be flexible to allow them to pay a higher rate depending on qualifications and experience. The rate of funding for tutors is considered reasonable and the travel allowance helps to support this.</p> <p>Stakeholders reported there would be benefit in greater flexibility in the funding model to account for variations between sites in the costs of travel and accommodation. These costs might vary from year to year, and should be reviewed to account for changes. It was believed that block funding would be less stressful and make budgeting more accurate as the current pay-it-back model means it is often unclear where Rural Health Tasmania can spend the money and for what.</p> <p>During the interim funding period, there was uncertainty and a lull in program momentum within the Burnie community. It also led to low morale and instability among staff.</p> <p>Rural Health Tasmania has managed HIPPY Burnie spending in line with the budget, but also provides additional shared resources as required.</p> |
| <p>Partnerships</p> | <p>HIPPY Burnie has very well established partnerships with other agencies in the area. This has been assisted by the recent opening of the Child and Family Centre which is co-located with HIPPY, the Early Child Intervention Service and a dentist. HIPPY Burnie is working together with these service providers to enable a holistic approach to early childhood development and referrals between the services have increased significantly.</p> <p>Communities for Children has been a long standing partner of HIPPY Burnie, recruiting families through their mobile outreach van. HIPPY is also connected with the Burnie Community House and Launching into Learning. Centrelink programs for teenage parents and jobless family initiatives also refer parents to HIPPY.</p> <p>There is a high degree of information sharing between HIPPY and other agencies and service providers, as well as internally within Rural Health Tasmania. Tutors indicated that they felt well equipped to suggest other programs to families.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>HIPPY Burnie has been delivering outcomes to children, parents and the wider community for a number of years.</p> <p>For parents, it has supported them to understand their role as their child's first teacher, increased their confidence, and changed the perception that education only occurs at school. Both mothers and fathers have become involved in the delivery of HIPPY to their children, creating a holistic family approach and the potential to create stronger family bonds. There are many young mothers in Burnie and HIPPY has been particularly important in empowering them to take a role in influencing their child's developmental outcomes. Tutors reported that HIPPY helps parents to have the confidence to talk with classroom teachers about learning outcomes for their child and understand their strengths and areas for development. In these ways, HIPPY is reported to be taking steps towards breaking down generational attitudes towards education and re-introducing a love of learning in the community.</p> <p>For Burnie families, HIPPY provides a structure and access to resources which supports the child's learning over and above what parents would be able to deliver on their own. s47E</p> <p>HIPPY provides a soft entry point for early intervention services to families in Burnie. Importantly, the timeframe that HIPPY offers allows relationships with families and the links to other services to be established over a longer period. The program length also helps to reduce social isolation as support networks are established through HIPPY group meetings and interaction of the family with tutors.</p> <p>Tutors appear to take on a leadership role very quickly with support from HIPPY and their presence amongst peers in the community has a snowball effect. Many tutors also go on to take up other employment or training opportunities, as well as becoming active contributors in other areas of community life. Their skills and self-esteem are said to have increased as a result of HIPPY.</p> <p>HIPPY Burnie hosted a reunion of the program last year which had high attendance from families across the years. Stakeholders agreed that this demonstrated a high regard for the importance of HIPPY in family lives, even years after program participation.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none">- Passion and commitment of staff- Opportunity for ongoing promotion through continuity of funding- Free program- Central and co-located office- Peers as tutors- Flexibility to change delivery to suit the family- One-on-one nature of program- Strong partnerships. <p>Key barriers include:</p> <ul style="list-style-type: none">- Interruptions or uncertainty of funding- s47G- Lack of transport and drivers licences. <p>HIPPY Burnie has adopted a number of strategies to address reported barriers, such as providing taxis to overcome transport barriers; and working with families through role play concerns. However, the impact of these strategies is reported as inconsistent.</p> |

SUSTAINABILITY OF HIPPY

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| Sustainability of HIPPY in the community | <p>There is widespread consensus that HIPPY Burnie is sustainable due to its strong reputation; connections to the community; committed staff; and co-location with the Child and Family Centre. Stakeholders could not see any risks to the sustainability of HIPPY, based on the fact that the need will continue to remain high and there are no similar programs available.</p> <p>The need for HIPPY is evidenced by the high number of enrolments each year. It is anticipated that for the foreseeable future, Burnie will continue to have a high percentage of disadvantaged families.</p> |
| Sustainability of partnerships | <p>HIPPY Burnie has established itself as a key part of a service network committed to improving early childhood outcomes in the Burnie LGA. In addition, creating pathways into employment and training for parents is a key focus for the wider Burnie service network, and HIPPY Burnie supports and contributes to this outcome.</p> <p>HIPPY Burnie has strong partnerships with co-located services and participates in the Local Enabling Group for the Child and Family Centre. This process has also given HIPPY an opportunity to become more engaged with the local community and the broader service network.</p> <p>Some partnerships are continuing to be strengthened, for example, Communities for Children is looking at linking HIPPY into its own programs more regularly and sharing its meeting space for use by HIPPY parent groups.</p> <p>In Burnie generally, there has been a recent shift in the way that agencies are sharing and working together to provide services and supports to local families. Partnerships are operating particularly effectively and there are increasing referrals and sharing of resources. There is more innovative thinking and outreaching to families, instead of requiring all to come to centre-based services. Stakeholders reported they would like to see HIPPY continue to grow as it has a unique role within the Burnie service framework.</p> |
| Capacity and willingness of program provider to continue to deliver HIPPY | <p>Rural Health Tasmania has been the delivery partner for HIPPY Burnie since 2006 and initially funded the program through Communities for Children. Rural Health Tasmania has the willingness and capacity to continue to deliver the program. It considers HIPPY an integral part of its service offer and provides shared resources and additional training to staff.</p> |

ELIZABETH GROVE

Partner organisation: Anglicare SA

Location of HIPPY provider: Elizabeth Mission, 91-93 Elizabeth Way, Elizabeth Grove

HIPPY Area: Elizabeth Grove

Coordinator: s47F

Line Manager: s47F

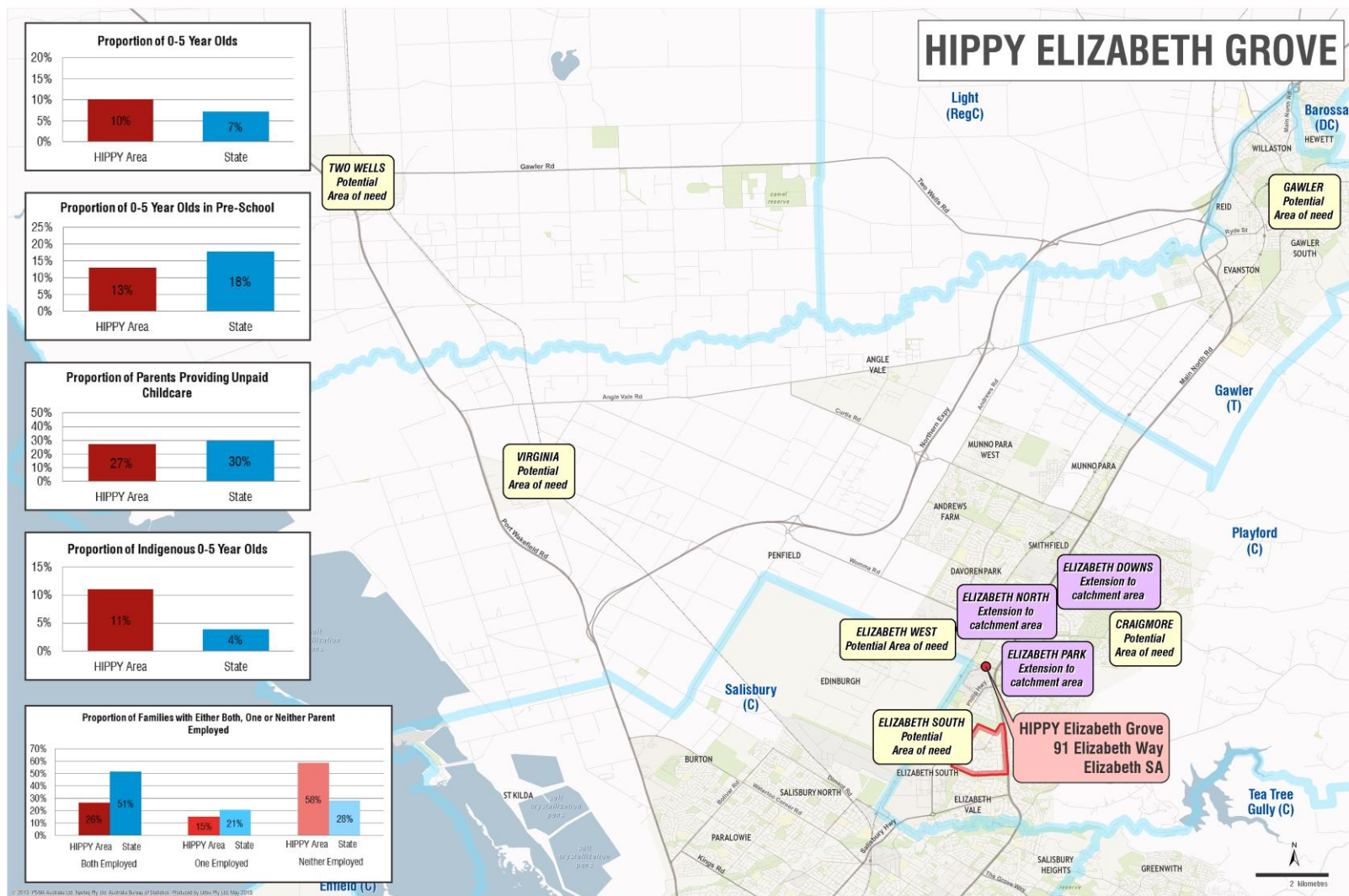
Site started (first enrolment): 2009

This map outlines the HIPPY area which encompasses the entire Elizabeth Grove suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Elizabeth Grove suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



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SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Elizabeth Grove suburb at 2006 and 2011.

| | State decile | National decile |
|--------------------------------|--------------|-----------------|
| Elizabeth Grove suburb at 2006 | 1 | 1 |
| Elizabeth Grove suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to others. Elizabeth Grove suburb is characterised by high levels of relative disadvantage when compared to other LGAs across South Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more AEDI domains within the Elizabeth Grove suburb, South Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|-----------------|-----------------|----------|-----------------|-----------------|----------|
| | Elizabeth Grove | South Australia | National | Elizabeth Grove | South Australia | National |
| One or more domains | 37% | 23% | 24% | 47% | 24% | 22% |
| Two or more domains | 15% | 12% | 12% | 37% | 12% | 11% |

EXISTING SERVICES

A range of services are offered in the Elizabeth Grove suburb, including Smith Family - Let's Read, OPAL (Obesity Prevention and Lifestyle), Kids Club and breakfast and after school support promoting learning.

HIPPY ELIZABETH GROVE SUBURB ENROLMENT DATA¹

| | 2011 | 2012 |
|--|-----------|---------------------------------|
| Number of enrolments (children) | 33 | |
| Number of graduations | 17 | Not part of 2012 limited cohort |
| Number exiting early | 16 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 4 | |
| Number of children that most commonly speak a language other than English at home | 3 | |
| Total budget | \$186,209 | \$186,209 |
| Total spend | \$199,599 | \$186,235 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort and for the Age 5 2010 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (10%) when compared to the SA state (7%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (13%) in preschool² when compared to the SA state (18%)
- The HIPPY area has a lower percentage of both parents employed full time (26%) compared to the SA state (51%), and a higher percentage of both parents not working (58%) when compared to the SA state (28%)
- The Elizabeth Grove suburb is characterised by high levels of relative disadvantage compared to other suburbs across SA and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in Elizabeth Grove suburb (47%), compared to SA (24%) and Australia (22%).

There appears to be a high need for a parent engagement and early literacy and numeracy program in Elizabeth Grove. Stakeholders report there are limited positions in local preschools, and this has been exacerbated by the closure of local preschools in favour of opening 'super schools' that cater for birth to year 12. s47E

s47E

In addition, the area has a high population of Indigenous five year olds compared to the state average, who may experience additional challenges in early childhood.

Elizabeth Grove is characterised by high levels of unemployment (58% of neither parents employed, compared to 28% for the state). s47E

s47E

s47E

There appears to be a significant interest amongst parents for their children to access early childhood opportunities.

There is not a wide variety of parent and early childhood services available in and around Elizabeth Grove. Some services offer playgroups for parents with preschool aged children. There are no home-based programs and none that focus specifically on literacy and numeracy.

Extent to which the need has changed over time

Stakeholders report that the service landscape has not changed since HIPPY was first funded in 2009. There has been steady population growth and this is expected to continue in the future. Growth is largely centred on new housing estate developments including affordable housing which is attractive to young families from the Adelaide area and non-English speaking migrant families. This is reflected in program enrolments, which include both local and new migrant families.

s47E

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Recruitment, retention and engagement of parents

Stakeholders report HIPPY Elizabeth Grove has effectively recruited parents into the program. In 2011, there were 33 enrolments and by February 2013 there were 34 families enrolled (exceeding the target by 4). The program currently has six families on the waiting list for 2014. Stakeholders report that recruiting has been 'easier than expected'.

Key strategies for recruiting parents include:

- *Promotion at shopping centres and community events:* HIPPY Elizabeth Grove sets up a stall in the local shopping centre and at community events to promote the program, providing parents with information about HIPPY and how to sign up. It also puts a HIPPY 'box' on display so that parents and children can see what they receive as part of the program
- *Promotion at local preschools and childcare centres:* the HIPPY Coordinator and tutors visit local preschools and childcare centres at pick up and drop off times, and also give presentations at certain points in the year.
- *Letter box drops:* pamphlets promoting HIPPY are distributed to local households by HIPPY staff.

Sixteen families exited the program in 2011. Some left because they moved out of the area. s47G
s47G

HIPPY Elizabeth Grove seeks to be flexible and engage parents in an open, relaxed manner. Building and retaining positive relationships is reported by stakeholders as very important to retaining families. The tutors take time getting to know families and spend time during each visit talking about non-HIPPY matters. The Coordinator sends regular program updates and news to participating parents.

Parent groups have not yet begun for 2013, but in the past it has been a challenge to sustain group attendance. Stakeholders attribute the low attendance to very few parents having access to cars or being busy with other commitments. The program seeks to be clear about the extent of the commitment required when parents first enrol.

Tutors report that parent groups are beneficial, including guest speakers presenting on a range of topics including affordable cooking, interesting books, and craft activities. The location of parent groups has been moved to the local preschool this year to encourage access and attendance. It is hoped the school is a more convenient education-centred location (groups were previously held in the local church).

Recruitment and retention of appropriately qualified staff

Since the program commenced in 2009, there have been five people in the role of Coordinator. The turnover in this role is attributed to non-HIPPY reasons, such as relocation for other reasons and other job opportunities. Coordinator recruitment is described as a challenge due to limited numbers of appropriately experienced people with tertiary qualifications in the local area. The current Coordinator was recruited through internal referral and has a diploma in Children's Services.

HIPPY Elizabeth Grove has not had any difficulties recruiting tutors. Tutor recruitment begins with the Coordinator outlining the requirements of the role in person, followed by the submission of a letter of application and CV to Anglicare Human Resources, and an interview with the HIPPY Line Manager and Coordinator. s47G
It has also been a challenge to find culturally diverse tutors to match families in the program. In selecting tutors, HIPPY Elizabeth Grove considers how tutors will work together as a group, their reputation in the local community and interest in the role.

Tutors are largely recruited through word of mouth. For the 2013 program there were four applications for the three available positions, including two parents whose children had completed HIPPY, and two that were beginning the program for the first time. There is currently a waiting list of tutors for 2014.

Both the tutors and Coordinator report being satisfied with the level of training and support they receive from HIPPY Australia and Anglicare.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>HIPPY Elizabeth Grove has largely remained faithful to the HIPPY model. It has departed from the model in the following two ways:</p> <ul style="list-style-type: none"> - For parents who do not speak English well, the role playing has been a challenge. To address this, tutors either demonstrate both roles to the parent, or ask the child to take part and have the parent watch. - For parents who do not want to or cannot host the tutor in their home, tutors are flexible and carry out visits at the local library or park. For one tutor, four of her eleven families have the program delivered outside the home. <p>HIPPY Elizabeth Grove does not have a HIPPY quality assurance plan per se, nor does it have a formal advisory group. The program is subject to quality assurance practices that are standard for Anglicare, such as internal contract, risk and case note audits. The tutors have individual supervision fortnightly and the Coordinator accompanies tutors on two to three visits per term. The Line Manager and Coordinator speak regularly but also meet once a month formally. The Coordinator submits monthly reports to Anglicare about the program and its progress.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure has been in line with the budget.</p> <p>The program provider notes that funding inconsistencies have been a problem, and that block funding (of five years, for example) would provide the program stability and assist ongoing and future planning.</p> <p>An unmet expense is the adjunct care provided during parent groups, which is met by Anglicare.</p> |
| <p>Partnerships</p> | <p>HIPPY Elizabeth Grove has solid partnerships with organisations in the local community. It has a strong partnership with Elizabeth North Primary School and will be running parent groups from the Parent and Child Centre there at no cost. It liaises and has strong referral relationships with local primary schools, local preschools, Plymouth Council and community service organisations.</p> <p>HIPPY Elizabeth Grove also has a strong partnership with HIPPY Davoren Park. The two sites are very close in proximity and refer families to respective services, share information, troubleshoot and work together on promotions at community events etc.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Overall impact of HIPPY</p> | <p>Stakeholders report that HIPPY has had a positive impact on parents, children and family dynamics in general.</p> <p>For parents, it has been empowering. Stakeholders report that parents learn about the early childhood education curriculum, and through becoming familiar with the terminology gain the confidence to speak to teachers at preschool and primary school. Tutors suggest that parents gain confidence from the program, are able to make friends with other parents, and get involved in school activities. One tutor commented parents gain pleasure from seeing their child grow and develop, and it helps them see that they are a good parent and can do a good job raising their child. Many parents also develop numeracy and literacy skills through the program. A local primary school principal reports there is significant improvement in parent engagement with the school as a result of HIPPY, s47F</p> <p>HIPPY also plays an important role linking parents up to other services that they or their child may need to access. s47F</p> <p>The relationships between parents and children are reported to benefit as a result of the program. This is attributed to parents learning how to speak and engage with their child positively, and to work alongside their child in a learning environment.</p> <p>A local preschool teacher reports great improvements in children who are part of HIPPY, particularly in terms of speech and literacy skills. Tutors and a preschool teacher report that HIPPY helps children become 'school ready'. This includes developing strong basic numeracy and literacy skills, being able to follow instructions, and focus on tasks.</p> <p>HIPPY is said to be very important in helping tutors enter the workforce or study. It helps build confidence, and provides tutors with a sense of making a difference and doing something positive and useful with their time.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>Key enablers include:</p> <ul style="list-style-type: none">- The staff at HIPPY Elizabeth Grove have strong local networks- The Coordinator is dedicated and regarded as a good manager- Tutors are enthusiastic- Parents do not have to pay to use the program- Parents in the local community want the best for their children- The program is home based- The program is non-confrontational- Anglicare is well respected in the community. <p>Barriers include:</p> <ul style="list-style-type: none">- Forming trusting relationships- s47E- Tutors perceive the limited size of the catchment area as a barrier, and they would like to offer the program to families outside this area. |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>There is broad consensus that HIPPY is highly sustainable in Elizabeth Grove. HIPPY Elizabeth Grove does not foresee any difficulty in continuing to recruit parents into the program, as evidenced by the 2014 waiting list that is already in place. There is a view that HIPPY is a unique service that does not replicate other services being offered, mainly because it is home-based and focused on the literacy and numeracy development of the child. As such, it plays an important role in the continuum of available services.</p> <p>Stakeholders report that the biggest challenge facing the sustainability of HIPPY is funding and funding delays. It was stated that long term uncertainty of funding makes it difficult to budget year to year, and this means they cannot confidently place parents on a formal waiting list.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. Elizabeth North Preschool is a particularly strong supporter of HIPPY Elizabeth Grove, providing space for parent groups at no cost. The preschool reported that supporting the program is in keeping with their 'no wrong door' policy and having HIPPY on-site is in their interest.</p> <p>HIPPY Elizabeth Grove is interested in developing relationships with the local Indigenous community and with groups that support teenage parents.</p> <p>HIPPY Elizabeth Grove seeks to link parents up with other community services as early as possible, which is important for a smooth post-HIPPY transition. For tutors, many of the partnerships have provided employment opportunities post-HIPPY.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Anglicare is fully supportive of HIPPY and is willing and able to continue implementing the program. Anglicare reports HIPPY is a good fit for the organisation and the broader community. As noted above, HIPPY funding does not cover the cost of providing adjunct care during parent groups, but Anglicare is happy to absorb the cost given the benefits HIPPY is delivering to parents, children and the broader community.</p> |

FRANKSTON NORTH

Partner organisation: Brotherhood of St Laurence

Location of HIPPY provider: 26 Mahogany Avenue, Frankston North, Victoria, 3200

HIPPY Area: Frankston North, Seaford, Frankston

Coordinator: s47F

Line Manager: s47F

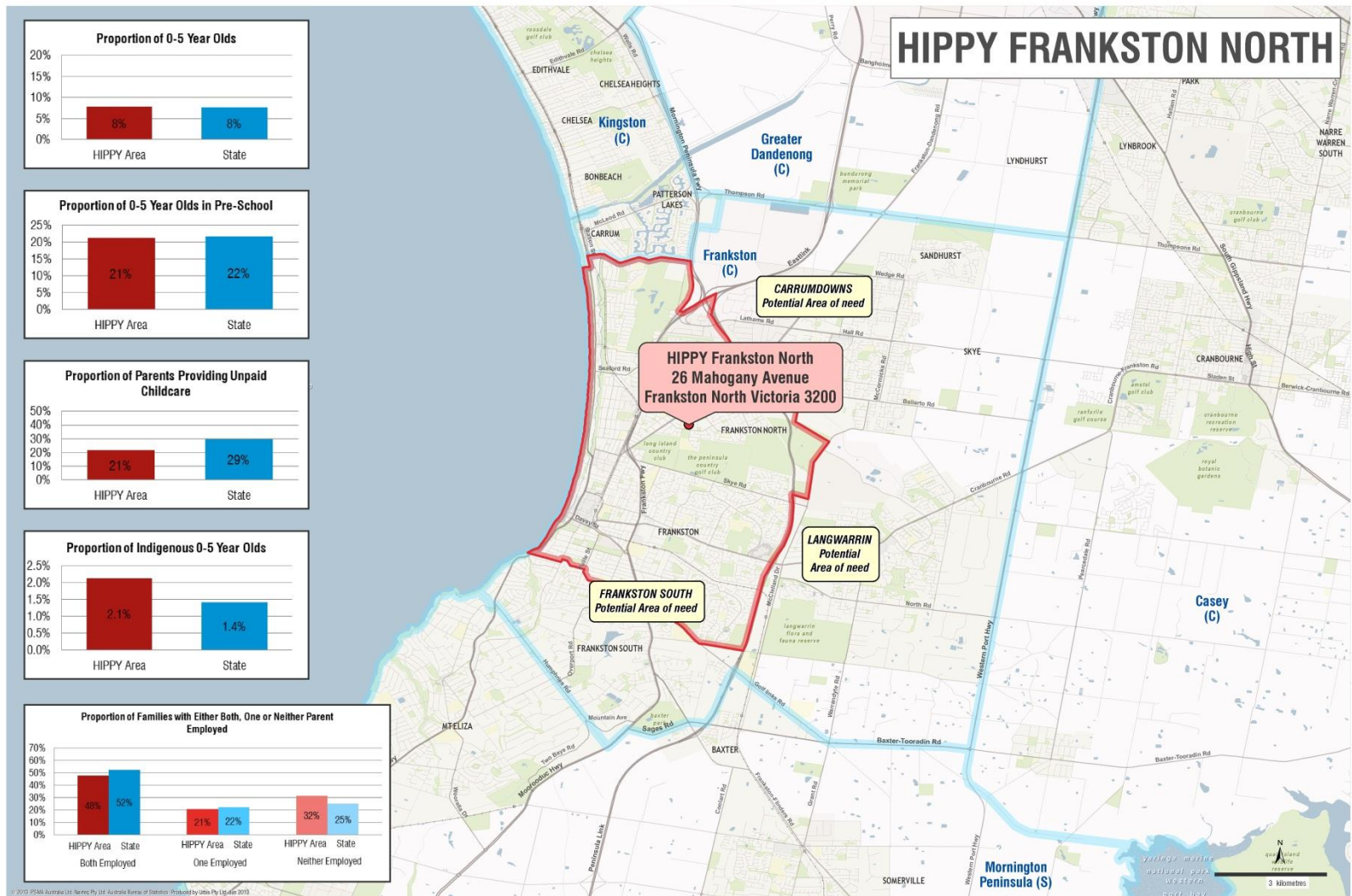
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the suburbs of Frankston North, Seaford, Frankston.

All data presented in this map is sourced from ABS Census 2011 data for the the HIPPY area.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Frankston LGA at 2006 and 2011.

| | State decile | National decile |
|--------------------------------|--------------|-----------------|
| Frankston North suburb at 2006 | 6 | 7 |
| Frankston North suburb at 2011 | 6 | 7 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Frankston LGA is characterised by average to low levels of relative disadvantage when compared to other LGAs across Victoria and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS¹

The table below lists the proportion of children who are developmentally vulnerable (DV) on one or more or two or more domains of the AEDI within the Frankston LGA, Victoria and Australia.

| | 2009 | | | 2012 | | |
|---------------------|---------------|----------|----------|---------------|----------|----------|
| | Frankston LGA | Victoria | National | Frankston LGA | Victoria | National |
| One or more domains | 25% | 20% | 24% | 23% | 20% | 22% |
| Two or more domains | 15% | 10% | 12% | 12% | 10% | 11% |

EXISTING SERVICES

A range of services are currently being offered in the HIPPY area, including Parentzone parenting groups, library story times, playgroups for special groups such as young mums, grandparents, and children with a disability, enhanced maternal and Child Health Service, Communities for Children Frankston North initiatives, Noah's Ark and Biala early childhood intervention programs, school transition programs, Ardoch programs based in a number of schools, Frankston and Mornington Peninsula Literacy Villages Partnership, and New Hope Foundation for refugee and newly arrived families.

HIPPY AREA ENROLMENT DATA²

The table below shows the number and type of enrolments for HIPPY area in 2011 and 2012.

| | 2011 | 2012 |
|--|-----------|-----------|
| Number of enrolments (children) | 41 | 27 |
| Number of graduations | 20 | 0 |
| Number exiting early | 21 | 3 |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 0 | 0 |
| Number of children that most commonly speak a language other than English at home | 3 | 1 |
| Total budget | \$113,005 | \$168,883 |
| Total spend | \$135,497 | \$168,883 |

¹ AEDI indicator used to represent HIPPY catchment is at LGA level. Note – using the LGA AEDI data may dilute results. Vulnerability within the catchment area is significantly higher than the LGA, in particular North Frankston with DV 1 of 64%.

² Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 4 2012 cohort and Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

Key datasets for the HIPPY area indicate:

- The HIPPY area has an equal percentage of children aged 0-5 years old (8%) when compared to the state of Victoria (8%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (21%) in preschool³ when compared to the state of Victoria (22%)
- The HIPPY area has a lower percentage of both parents employed full time (48%) compared to the state of Victoria (52%) and a higher percentage of both parents not working (32%) when compared to the state of Victoria (25%)
- The Frankston North suburb is characterised by average levels of relative disadvantage compared to other suburbs across Victoria and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Frankston LGA (23%) compared to Victoria (20%) and Australia (22%).

There appears to be a significant need for a parent engagement and literacy and numeracy program in the Frankston LGA. Stakeholders referred to the recent AEDI results that demonstrate the Frankston LGA has higher than average numbers of children who are developmentally delayed in one or more domains and two or more domains. Stakeholders additionally noted that some parts of the LGA are identified as relatively advantaged, and SEIFA data may not accurately represent the extent of the disadvantage experienced by many in the area.

s47E

There are a range of parent and early childhood services across the Frankston LGA such as supported playgroups, a school readiness program, and Frankston City Council Story Time. However, none of these programs engage parents and children at the same time or operate from the home in the way that HIPPY does. Some stakeholders reported that unless a child is identified as having additional needs, it is very difficult to receive numeracy or literacy support at no cost.

Extent to which the need has changed over time

Stakeholders report that the need in Frankston has not changed since HIPPY commenced in 2011, but it is becoming easier to identify and approach those who need it. As HIPPY Frankston becomes better trusted and known throughout the community, and parents see the benefits HIPPY delivers to other children, parents are becoming more comfortable with the idea and more open to conversations about their children taking part in the program.

The Frankston LGA has a mix of both high and low socio economic families, which means that the need for HIPPY is greater in some areas compared to others. HIPPY is currently being delivered to most parts of the Frankston LGA, however Carrum Downs, Frankston South and Langwarrin have all been identified as places of high disadvantage which are not currently being serviced.

³ Preschool is used in this report to refer to access to early childhood education in the year before formal schooling.

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>Recruiting parents into the program was initially a challenge. There was limited awareness about the program, and a reluctance to trust new organisations in the community. As HIPPY is becoming better known, recruitment is becoming easier. The Coordinator has a good relationship with the local preschool. Most parents would have heard of HIPPY, even if they do not know what it is. The Coordinator regularly spends time at the preschool, coming at pickup and drop off times to talk to parents about the program.</p> <p>In addition to approaching parents directly at the local preschool, word of mouth has been a very effective tool for recruiting parents into the program. HIPPY Frankston has been active in advertising the program to the local community through placing pamphlets in local shopping centres, milk bars and the community centre; visiting local playgroups and maternal child health immunisation sessions; and attending community events. Tutors are also important sources of recruitment, sharing positive stories about the program across the community. The local primary schools are supportive of HIPPY and advertise the program in the school newsletter.</p> <p>HIPPY Frankston had a relatively high number of families exiting in 2011. This was linked to the complex challenges that some families experience and their consequent inability to participate in the two year program. Other reasons for the early exits include a parent returning to study full time, having more children, or getting a full time job and being very time poor as a result.</p> <p>HIPPY Frankston has a number of strategies to support retention in the program. Tutors are asked to tell the Coordinator when families appear to be disengaging from the program. The Coordinator will take an active role in supporting that family to make it easy for them to remain in the program. Special effort is made to ensure the tutors and the families are well matched. Small changes are made in delivery to support comfort and safety. s47G</p> <p style="text-align: right;">In all cases, once a good rapport is built between the tutor and the family, the program is delivered from the home as normal.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>HIPPY Frankston has not experienced significant difficulty recruiting tutors for the program. In 2013 HIPPY Frankston had four people apply for the three available tutor positions. Key barriers to recruitment include people not having alternative child care for younger children, lack of transport, not having a drivers' license, or not having children in the age 4 cohort. The majority of tutors have been recruited through friends who were previously HIPPY tutors.</p> <p>Tutors report they are very well supported by HIPPY Frankston. They complete a Certificate 3 in Community Services, and progressively adopt more responsibility over the two year period (for example, being asked to present at parent groups).</p> <p>HIPPY Frankston has not had any difficulties recruiting the Coordinator position. One person has been in the role since 2011.</p> |
| <p>Program fidelity and quality assurance</p> | <p>HIPPY Frankston has on the whole remained faithful to the HIPPY model, with small changes made occasionally. These changes include tutors conducting home visits at parks or at the HIPPY office s47G where there is not an appropriate space in the home to host the visit. HIPPY Frankston adopts an open approach to discussing family needs, expectations and program requirements.</p> <p>HIPPY Frankston does not have a HIPPY quality assurance plan per se, but has contact with HIPPY Australia as required. The HIPPY Line Manager and HIPPY Coordinator meet formally every month, and informally on a regular basis. There are also monthly meetings with all tutors, and informal dialogue between meetings.</p> <p>An Advisory Group has been established as part of the Frankston North Early Years Network. The group meets twice a term. Between 25-30 people attend from a range of groups including the preschool, local primary school, community health representatives, maternal child health representatives, local Council, and long day care staff. HIPPY Frankston has a standing agenda item, and use the opportunity to give an update on the program and discuss any issues they are experiencing.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Expenditure and the funding model</p> | <p>On the whole, expenditure has been in line with the budget.</p> <p>One cost that is not included in the budget is that of adjunct childcare provided at the same time as the parent groups. This cost is currently absorbed by the Brotherhood of St Laurence.</p> |
| <p>Partnerships</p> | <p>HIPPY Frankston has strong partnerships with a number of key community stakeholders. It has a strong partnership with Wilildu Preschool which helps advertise HIPPY and is happy to change preschool hours or days to make it easier for families to take part in HIPPY. HIPPY Frankston also liaises with and receives referrals from Maternal Child Health, Frankston City Council, Youth Workers, Frankston City Library, Anglicare Parents Zone, Family Life and the Creating Community Leaders group. Representatives from a range of these organisations also speak at parents groups.</p> |
| <p>Overall impact of HIPPY</p> | <p>Although it is too early to comment on the long term impacts of HIPPY in the Frankston LGA, stakeholders report that HIPPY has had very positive impacts on parents and children.</p> <p>Parents' self-confidence was reported frequently by stakeholders as one of the greatest impacts of HIPPY. Parents learn how to talk to their children in a positive and constructive way, gain good insight into how their child thinks, and are better able to manage their children's behaviour. Parents are also able to identify areas that their child may struggle with before entering school, and are able to confidently speak to teachers about the issues and ways to address them. It was also reported that some parents valued education more highly after participating in the program. The social benefits of HIPPY for parents are also very important, as parent groups provide the opportunity to make new friends and share experiences.</p> <p>Tutors report being very satisfied with their experience with HIPPY. As well as gaining confidence, they learn useful skills such as time management and organisation. There are also good job opportunities for tutors after HIPPY.</p> <p>Preschool teachers and HIPPY tutors separately commented that children who have taken part in HIPPY are reported to be better able to focus on activities and follow instructions better than many other children their age. HIPPY children are also reported to have developed numeracy and literacy skills, improved communication skills and display more confidence as a result of participating in the program.</p> |
| <p>Key enablers and barriers to implementing HIPPY</p> | <p>The key enablers to the successful implementation of HIPPY in Frankston include:</p> <ul style="list-style-type: none"> – The program model is simple and can easily be followed – The tutors are very professional and maintain confidentiality and boundaries – Parents do not have to pay to take part in the program – The program is flexible and the hours work around the parents – It is not a 'hand out' program – The Coordinator is knowledgeable and is trusted and respected by the local community. <p>The key barrier to the successful implementation of HIPPY is that in the context of very complex needs, HIPPY may become a low priority for families.</p> |

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders reported that HIPPY is sustainable in the Frankston LGA. As word continues to spread, the demand for HIPPY grows. There are no significant challenges in recruiting parents, nor in recruiting appropriate staff.</p> <p>Tutors believe that the continuation of HIPPY is important for the self-esteem of the local community. It has been beneficial for local families to see that they are capable of successfully taking part in the program. s47E</p> <p>One challenge is the ability to reach those who are most vulnerable. Some stakeholders suggested that a partnership with the Victorian Department of Human Services would facilitate referrals and support.</p> <p>Concerns with funding stability were expressed. There is a concern that funding may not be secure. This limits the ability to enrol families in advance.</p> |
| <p>Sustainability of partnerships</p> | <p>Current links with community organisations are reported as strong and sustainable. Wilildu Preschool is an especially strong supporter of HIPPY, and reported outstanding results from the program. The preschool provides HIPPY with particular support (i.e being flexible with children’s preschool days so that they can fit in with HIPPY).</p> <p>HIPPY Frankston works to link HIPPY parents with other services, which has been important for a post-HIPPY transition. HIPPY Frankston provides tutors with Crossing Bridges training to help them secure employment after their time at HIPPY, and also supports them to do additional training with the Brotherhood of St Laurence.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>The Brotherhood of St Laurence continues to be fully supportive of HIPPY and continuing delivery. BSL reports HIPPY is a good fit for the organisation and the broader community. While HIPPY funding does not cover the cost of adjunct child care while parent groups take place, BSL is prepared to absorb the cost in light of the value HIPPY is delivering to parents, children and the community.</p> |

SALISBURY NORTH

Partner organisation: Novita Childrens Services

Location of HIPPY provider: Bagster Road Community Centre 17 Bagster Road, Salisbury North

HIPPY Area: Salisbury North

Coordinator: s47F

Line Manager: s47F

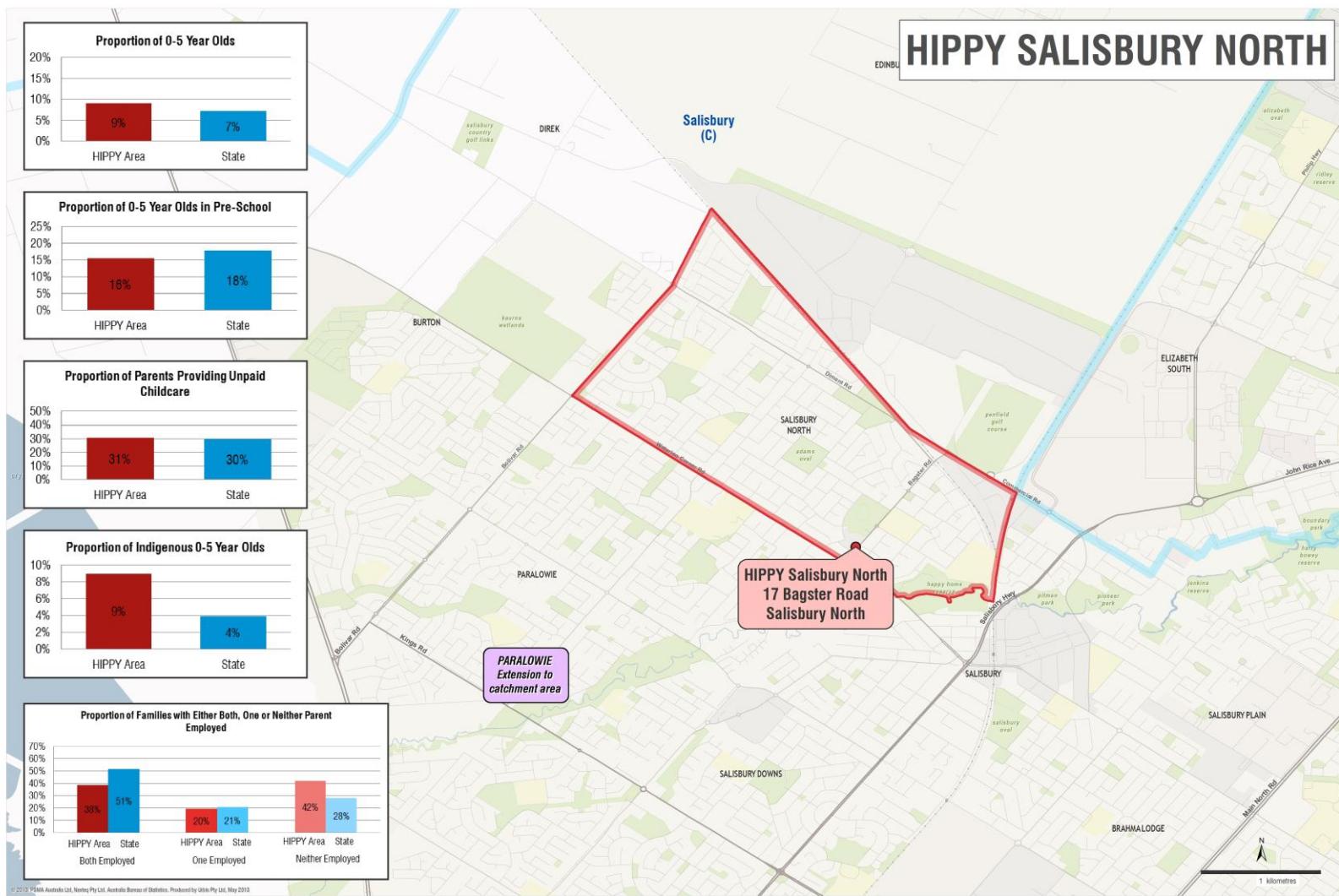
Site started (first enrolment): 2011

This map outlines the HIPPY area which encompasses the entire Salisbury North suburb.

All data presented in this map is sourced from ABS Census 2011 data for the Salisbury North suburb.

The Census does not report on childcare attendance. However the Census does report on the number of children in pre-school, which may also include those in childcare. This has been reported as a proportion of the number of 0-5 year olds in the area.

With respect to the employment data, families with 'both parents employed' includes single parent families where the single parent is employed.



SEIFA

The table below lists the Socio-Economic Indexes for Areas (SEIFA) relative disadvantage decile for the Salisbury North suburb, at 2006 and 2011.

| | State decile | National decile |
|--------------------------------|--------------|-----------------|
| Salisbury North suburb at 2006 | 1 | 1 |
| Salisbury North suburb at 2011 | 1 | 1 |

Source: ABS, 2006 & 2011; Note: the geographic boundaries considered in SEIFA indexes may change in each release.

Deciles are ordered from lowest to highest score, with decile 1 the most disadvantaged relative to other deciles. Salisbury North suburb is characterised by high levels of relative disadvantage when compared to other LGAs across South Australia and Australia.

AUSTRALIAN EARLY DEVELOPMENT INDICATORS

The table below lists the proportion of children who are developmentally vulnerable on one or more or two or more domains of the AEDI within the Salisbury North suburb, South Australia and Australia.

| | 2009 | | | 2012 | | |
|---------------------|------------------------|-----------------|----------|------------------------|-----------------|----------|
| | Salisbury North suburb | South Australia | National | Salisbury North suburb | South Australia | National |
| One or more domains | 42% | 23% | 24% | 41% | 24% | 22% |
| Two or more domains | 23% | 12% | 12% | 26% | 12% | 11% |

EXISTING SERVICES

There are few services being offered in Salisbury North. Most existing services are run from the Bagster Road Community Centre, a Salisbury Council owned centre. Programs run from here are largely staffed by volunteers and include occasional care, crèche, nutrition programs and Salisbury North Early Years Program (a centre based parent engagement program). There is one kindergarten (preschool) in Salisbury North. Others are located in adjoining suburbs. While not based in Salisbury North, Smith Family and Anglicare provide some services here such as assistance for families in financial difficulty and budgeting assistance. .

HIPPY SALISBURY NORTH SUBURB ENROLMENT DATA¹

The table below shows the number and type of enrolments for HIPPY Salisbury North suburb in 2011 and 2012.

| | 2011 | 2012 |
|--|------------|---------------------------------|
| Number of enrolments (children) | 35 | |
| Number of graduations | 28 | Not part of 2012 limited cohort |
| Number exiting early | 10 | |
| Number of children with one or more Aboriginal and/or Torres Strait Islander parents | 2 | |
| Number of children that most commonly speak a language other than English at home | 1 | |
| Total budget | \$ 126,940 | \$ 87,528 |
| Total spend | \$ 107,504 | \$ 96,484 |

¹ Enrolment data (or yearly cohort) refers to the year the child enrolled and commenced HIPPY. Budget and spend data are reported by calendar year. Budget and spend data for 2011 are presented for the Age 4 2011 cohort. Budget and spend data for 2012 are presented for the Age 5 2011 cohort.

DEMONSTRATED NEED IN THE COMMUNITY

Need for a parent engagement and/or early literacy and numeracy program in the community

The key datasets for the Salisbury LGA indicate:

- The HIPPY area has a higher percentage of children aged 0-5 years old (9%) when compared to the SA state (7%)
- The HIPPY area has a lower percentage of children aged 0-5 years old (16%) in preschool² when compared to the SA state (18%)
- The HIPPY area has a lower percentage of both parents employed full time (38%) compared to the SA state (51%) and a higher percentage of people parents not working (42%) when compared to the SA state (28%)
- The Salisbury North suburb is characterised by high levels of relative disadvantage compared to other suburbs across SA and Australia
- The proportion of children who are developmentally vulnerable on one or more domains of the AEDI is higher in the Salisbury North suburb (41%) compared to SA (24%) and Australia (22%).

There appears to be a need in Salisbury North for a parent engagement program as well as a literacy/ numeracy program. s47E
s47E

s47E

Salisbury North School is recognised as a Category 2 Disadvantaged School and has 75% of students on a School Card (eligible to receive government financial assistance with school expenses). Fifteen percent are from Aboriginal families, and 15% of children are identified as Students with Disabilities.

Stakeholders report parents want to do the best for their children and need support to engage them in learning. No programs similar to HIPPY exist in the area.

Extent to which the need has changed over time

Stakeholders report that the needs of the community have not changed over time. However, the potential client base has changed. While 2011 demographic data indicates a high proportion of residents of Salisbury North were born in English speaking countries (66%), stakeholders report this may be changing with more recent arrivals from a non- English speaking background. Enrolment data for 2012 at Salisbury North School shows 65% of students come from a Non English Speaking Background and 50% use English as a second language. Salisbury Council has started English classes for new arrivals. For the first time, 2013 enrolments for HIPPY Salisbury North include two Sudanese families.

² Preschool is used in this report to refer to access to early childhood education in the year before formal schooling

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Recruitment, retention and engagement of parents</p> | <p>Stakeholders report success in recruiting and retaining families in the program. In 2011 35 families were recruited and 28 of these graduated. There was no funding for a new cohort in 2012. Thirty two families are currently enrolled in 2013.</p> <p>Key strategies for recruitment are:</p> <ul style="list-style-type: none"> - Coordinator speaking at playgroups, kindergartens, crèches, occasional care, local churches, schools and library - Word of mouth – families who have had children in the program talking to others - Stalls in the shopping centre - Co-location at the Community Centre gives HIPPY an ongoing presence in the community and enables community networking. <p>Stakeholders report that once families engage with the program most remain committed. Of the seven families who have left the program early to date, no one reason is given.^{s47F} Others have left for personal reasons such as birth of additional children and death of family members.</p> <p>A potential challenge was reported as changes to guidelines requiring the program to continue to recruit to replace families exiting the program early. Stakeholders said this may place an additional burden on tutors who are already tutoring families at different stages of the program.</p> <p>Parent groups have been attended by four to eight parents on a regular basis. The previous location of parent groups in Salisbury East, due to a shortage of suitable venues in Salisbury North was reportedly a barrier to some parents attending. While parent groups have not yet started this year, it is thought that moving to the Bagster Road Community Centre will provide easier access for families. Tutors report a high level of parent engagement in home visits.</p> |
| <p>Recruitment and retention of appropriately qualified staff</p> | <p>There are reportedly no difficulties in recruiting and retaining appropriate qualified staff. The current Coordinator has been in the role since the program commenced, has tertiary qualifications and comes from a teaching background in special education. She previously taught at schools in the local area which stakeholders report has assisted in establishing links. The Line Manager also has a background in education which enables him to provide additional professional support to the Coordinator.</p> <p>Stakeholders report no difficulties recruiting tutors. The Coordinator spends time with applicants prior to interview to support applicants and assess any additional support they may require. Of the first three tutors employed, one left early due to relocation to another state. The remaining two tutors successfully took over tutoring the additional families.</p> <p>In addition to HIPPY training, the Coordinator and tutors attend Novita training such as Mental Health First Aid, strengths based approaches and conflict resolution. All tutors have either undertaken or will undertake traineeships with the support of TAFE SA.</p> <p>As Novita runs three HIPPY programs in the Adelaide area additional training for coordinators and tutors has been provided cost effectively across the three programs. This includes training on health and nutrition, family budgeting, and Crossing Bridges (jobs skills training by Anglicare). Combined training also provides structured opportunities for peer support.</p> <p>All staff report training is more than adequate.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

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| <p>Program fidelity and quality assurance</p> | <p>In addition to HIPPY reporting requirements, program fidelity is ensured by ongoing tutor training, regular tutor supervision, weekly family feedback forms, the home tutor reflection tool, regular formal and informal discussions between the Line Manager and the Coordinator, fortnightly meetings with the Line Manager and coordinators run by Novita, and regular planning days.</p> <p>An Adaptation Request has been approved to employ two tutors instead of three. The program ran successfully with two tutors for the first cohort after the third tutor left. Benefits are seen in providing more of a challenge to tutors and more hours of paid work. This has assisted in developing tutor skills, confidence and self-esteem.</p> |
| <p>Expenditure and the funding model</p> | <p>Expenditure is in line with budget. The funding model is reported as adequate, however quarterly reporting is challenging and budget lines do not align with the Novita organisational model. It is suggested reporting more broadly e.g. stationery or resources (instead of the number of pens used in a quarter) would be less onerous.</p> |
| <p>Partnerships</p> | <p>Novita is an inclusion/ support agency targeting children with additional needs. It provides support to families with children and teenagers with a disability, Aboriginal families and families from CALD backgrounds. HIPPY fits within the framework of the early intervention programs. HIPPY has developed links within Novita to a range of expertise including speech and occupational therapists and psychologists. Special education programs and knowledge sharing occurs with Novita's Outside School Hours Program and Inclusion Support Program. Two families from HIPPY Salisbury North have accessed other Novita services. Novita presents at parent groups on topics of interest such as autism.</p> <p>HIPPY is co-located at the Bagster Road Community Centre which is reported to be a hub for services in Salisbury North. HIPPY has a high profile in the centre enabling cross referrals and networking with other services including occasional care, crèche, North Salisbury Early Years Program, nutrition programs and financial assistance referrals. There are also cross referrals between HIPPY and the Dorothy Hughes Kindergarten.</p> <p>The HIPPY Advisory Group is made up of the director of the Dorothy Hughes Kindergarten, the director of Bagster Road Community Centre, the Community Development Officer from the Community Centre (who also runs Salisbury North Early Years Program/ parenting programs), a representative from Salisbury Council and the Community Development Officer from Lake Windermere School.</p> |
| <p>Overall impact of HIPPY</p> | <p>While it is too early to gauge impacts on the community as a whole, anecdotal evidence suggests HIPPY has a positive impact on families.</p> <p>HIPPY is reported to have made a significant difference to tutors and their families. All are the first in their families to undertake formal study outside of school. This is said to change family dynamics by providing a role model. s47F s47F . It is also reported as empowering for parent tutors to be in paid work. It has lifted the confidence of tutors to apply for other work.</p> <p>Stakeholders report an improvement in parenting skills, empowering parents by giving them the skills to teach not only children in the program but also their siblings. Children are reported as doing better in families where positive relationships exist. Children are thought to be more prepared for school.</p> <p>Families who were socially isolated are now reportedly more engaged with the community. In addition to being able to meet other families at parent groups, there is a reported multiplier effect with tutors talking to parents as parents, referring them to other services. Tutors have joined families up to the library and families have enrolled children at the local kindergarten. The kindergarten reports observing closer bonds between parents and children in HIPPY and some parents have received feedback from the kindergarten that their child's language and speech skills have improved.</p> <p>Having the program located at the Community Centre has raised the importance of early intervention programs amongst others at the centre and in the community more broadly.</p> |

PERFORMANCE TO DATE AND PROGRAM FIDELITY

Key enablers and barriers to implementing HIPPY

Enablers are reported as:

- The Coordinator and tutors are approachable and non-judgemental
- HIPPY Salisbury North has a reputation in the community as having done a good job
- The program is free
- The HIPPY model - that it is delivered at home by another parent in the community; being a two year program allows trust between tutors and parents to be built over time
- It provides positive affirmation to parents that they are trying to improve things for their child
- Tutors can use their own children as examples
- The hours of work fit with tutors' family commitments
- Parents support each other.

Barriers are reported as:

- s47E
- [REDACTED]
- The limited number of positions means some families who would like to enrol cannot get a place.

The program has overcome some barriers by tutors being flexible and adapting appointment times to family needs.

The Aboriginal community has in the past been difficult to engage. This year three families from the Aboriginal community have enrolled, as have two Sudanese families.

SUSTAINABILITY OF HIPPY

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| <p>Sustainability of HIPPY in the community</p> | <p>Stakeholders suggest HIPPY Salisbury North is very sustainable. There is no similar program in the area and HIPPY has built a good reputation. Demand for continuation of the program is reflected in waiting lists of 17 for 2014 and three for 2015. Stakeholders suggest continuing to develop community networks will support program sustainability.</p> <p>A challenge is reportedly knowing whether targeting preschools and children's services results in not recruiting those families who are less engaged and who may have a higher need.</p> <p>Some stakeholders report there is an opportunity to expand the program in the area, as some families who would like to enrol are unable to, due to limited numbers of places. Some parents were reportedly disappointed no funding was available for a 2012 cohort.</p> |
| <p>Sustainability of partnerships</p> | <p>Stakeholders report co-location at the Bagster Community Centre supports sustainability of community networks and assists in raising community awareness of the HIPPY program. The Community Centre also provides information to HIPPY families regarding post-HIPPY pathways. Co-located services such as Salisbury North Early Years Program will continue to work with HIPPY, as these services complement each other.</p> |
| <p>Capacity and willingness of program provider to continue to deliver HIPPY</p> | <p>Novita is very willing to continue to implement HIPPY and hopes for increased opportunities to do this. HIPPY fits well with Novita's range of services and reportedly augments these. HIPPY is able to access Novita's expertise in provision of services for children and will continue to do so. The introduction of the National Disability Insurance Scheme is reported as a catalyst for an expansion in the services Novita provides and an expansion of its resources.</p> |