HIPPY ETO Manual

HIPPY Australia | 2025

HIPPY Australia
Families Learning Together

Acknowledgement of Country

The Brotherhood of St. Laurence acknowledges the Traditional Custodians of the land and waterways on which our organisation operates.

We pay our respects to Aboriginal and Torres Strait Islander Elders past, and present

Here is the land

(touch the ground)

Here is the sky

(raise hands to the sky)

Here is my family,
hand in hand

(join hands)

To acknowledge the traditional
custodians of this land

The Brotherhood of St Laurence holds the licence to operate HIPPY in Australia. The Home Interaction Program for Parents and Youngsters is funded by the Australian Government through the Department of Social Services

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SECTION 1: INTRODUCTION TO ETO

1. Introduction to ETO

ETO (Efforts to Outcomes) is HIPPY Australia's performance management system. It is a database that collects information about the program from each HIPPY site. The data collected in ETO includes quantitative, qualitative, and anecdotal evidence.

This ETO Manual provides HIPPY Provider staff (ETO Users) with the necessary information to easily navigate the system & accurately collect and enter data required for **program performance**.

This ETO User Guide forms part of the ***HIPPY Manual***, which is our suite of documents about HIPPY Australia's operations and delivery.

This guide is updated as information changes and new resources become available. Please ensure you access the most recent version through the Learning Management System (LMS).

For any questions about the information included or suggestions for improving the document, please contact ETO Support

1.1 Who uses ETO?

ETO is used by different groups of HIPPY staff for a variety of purposes. **Line Managers** and **Coordinators** use ETO to monitor program operations, compliance, and quality assurance.

HIPPY Australia uses ETO to measure the program's impact on families and communities, and to provide evidence that supports future service delivery improvements and funding submissions.

1.2 Why do we collect data?

HIPPY is an evidence-based program. Data collection through ETO provides the information needed to measure outcomes and communicate program impact. Examples include:

- measuring the program's impact across outcome areas
- identifying areas for program improvement and Network support
- understanding families' experiences, promoting positive change, and demonstrating program effectiveness
- defining what 'success' looks like in HIPPY
- collecting anecdotal evidence (such as individual stories) to complement quantitative and present a comprehensive understanding of the program's impact.

Data provides the big picture, while stories add depth, colour, and context.

As HIPPY Australia is funded by the Department of Social Services (DSS), program data must be uploaded directly into the DSS' Data Exchange System (DEX), **quarterly**. This means that for HIPPY Providers, entering accurate and timely data is essential for meeting the DSS Reporting requirements.

1.2.1 Ensuring data is counted in reports

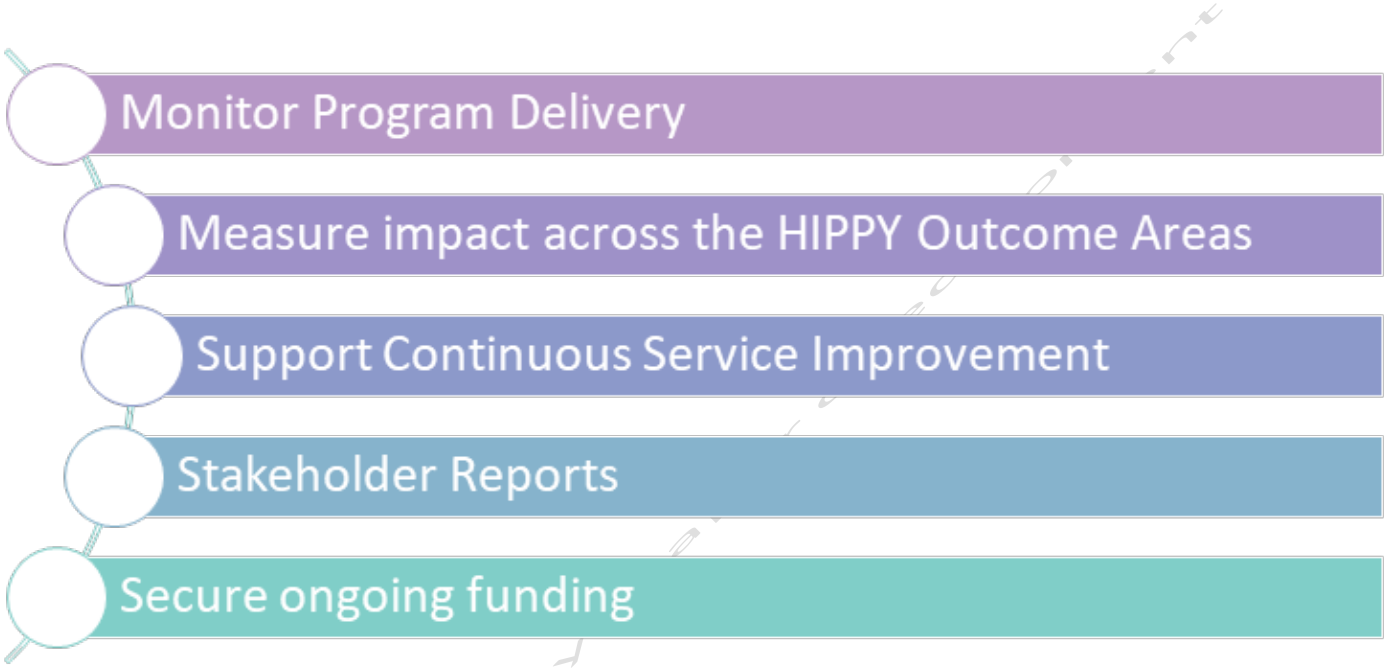
To support site sustainability, DEX uploads must be completed by the set reporting deadlines. Any data not entered in ETO by these deadlines will not be counted. Retrospective uploads will not be accepted to fill these gaps.

DSS has increasing access to individual HIPPY Provider data, bringing greater scrutiny to service delivery for HIPPY families and tutors at each site. The ability to advocate for your site's ongoing sustainability is directly linked to accurate and timely data entry.

To ensure compliance with these requirements, HIPPY program and service delivery data must be entered into ETO *within 10 business days* of the activity being undertaken.

Sublicence Reports must be entered by their specified due dates. Meeting these requirements is a critical obligation under the HIPPY *Sublicense and Funding Agreement*.

Figure 1: The different ways in which ETO data is used



SECTION 2: PRIVACY AND SECURITY

2. Privacy and security

HIPPY Australia is required to collect personal information from families and staff for a number of purposes including:

- Program development, management, and delivery
- Program impact measurement
- Meeting DSS reporting requirements
- Continuous service delivery improvement
- Research and evaluation.

2.1 HIPPY Australia's commitment to data security

We are committed to protecting the privacy and confidentiality of families and staff by ensuring all collected data is securely stored and only disclosed in line with Australian privacy legislation. The Brotherhood of St. Laurence (BSL) conducted a security audit and found our systems and processes comply with industry best practice and Australian law.

HIPPY Australia implements the following policies and procedures:

- Securely storing ETO data on Australian servers
- Limiting data collection to essential information required for reporting
- Restricting ETO access only to authorised personnel
- Complying with Australian privacy legislation and industry best practices.

Privacy-related resources available on the LMS include:

- Data collection prompt cards
- Respecting your privacy: HIPPY Australia collection notice for Families
- Respecting your privacy: HIPPY Australia collection notice for staff

These resources provide guidance on explaining the purpose and processes of data collection to Tutors and Families.

2.1.1 Your role in ensuring confidential information on ETO remains secure?

As an ETO user, your access to HIPPY information stored in ETO is restricted and protected. It is essential that you, and other authorised ETO users, adhere to the following practices:

- Keep your ETO login credentials secure and never share your password
- Log off ETO and lock your computer when not in use
- Store your computer in a secure location
- Install software updates promptly
- Notify HIPPY Australia when a staff member leaves
- Report unauthorised access or data disclosure to ETO Support within two business days.

2.1.2 Ensuring information outside ETO is kept secure

Highly sensitive information may be found in other places outside of ETO, including in emails, ETO forms, and ETO reports that have been downloaded.

To protect sensitive information outside ETO:

- Adhere to your organisation's document retention policy
- Securely store and destroy enrolment forms. Delete all identifiable information once a family has exited the program, unless your organisation's document retention policy states otherwise
- Securely destroy all other forms once the information has been entered into ETO, unless your organisation's document retention policy states otherwise
- Keep forms awaiting ETO entry in a secure location
- Delete emails, spreadsheets, and other documents containing personal information after use, including all downloaded files
- Password- protect all retained digital files

2.2 ETO Support

ETO Support is a core function of HIPPY Australia's Quality, Performance, and Administration team. The team provides guidance and assistance to HIPPY network staff in learning to use and navigate ETO. Support activities include:

- Developing resources to assist with ETO use
- Onboarding and offboarding HIPPY network staff onto ETO and LMS
- Monitoring ETO data quality and supporting Sites in resolving issues
- Updating ETO forms and touchpoints
- Addressing ETO functionality issues
- Assisting with data entry under specific circumstances

2.2.1 Contacting ETO Support

ETO Support is available between 9 am and 4:30 pm (AEST), Monday - Friday (excluding Victorian public holidays).

Contact the team via email or phone, and a team member will get back to you within two business days

NOTE: If the phone number listed (left) is unattended, please contact your Site Advisor or HIPPY Australia on 1300 394 396.

HIPPYAustraliaETOSupport@bsl.org.au

0482 164 098

When requesting assistance from ETO Support via email or the portal, please include detailed information about your request, such as:

- touchpoints, names of children, staff, or ETO
- dates of touchpoints
- specific actions you require ETO Support to perform
- actions already taken
- screenshots of the issue

Figure 2: Image showing support menu

2.2.2 How do I get an ETO login?

HIPPY Australia notifies ETO Support when new Coordinators and/or Line Managers commence employment with a HIPPY Provider. This notification initiates the 'onboarding process', and new starters receive their ETO and LMS login details via email.

If you have not received your login information, contact ETO Support.

Other HIPPY Provider staff, (such as Tutors or administrative support officers) may be granted ETO access to assist with data entry, on request:

- **Tutor access:** Complete the '*Request ETO Access (Tutors)*' touchpoint via the Support menu (Figure 2 above)
- **Administrative support officer access:** Use the *'Add a new staff member'* touchpoint, and enter relevant details in the field: 'Is there anything HIPPY Australia needs to know about this staff member?'

ETO Support then forwards the access requests to the Site Advisor for approval. Once approved, Coordinators or Line Managers must provide a detailed ETO training and supervisory plan for new users, covering data entry, security, and privacy procedures.

Coordinators and/or Line Managers are responsible for this training and supervision

SECTION 3: HIPPY DATA COLLECTION

3. HIPPY data collection

HIPPY Australia must meet strict DSS reporting requirements. To comply with them, all activity occurring within each quarter **must** be entered in ETO before the submission close date.

Failure to do so may negatively affect reporting results, compromise data integrity, and impact broader advocacy efforts.

Activity Periods and Submission Deadlines:

Activity Period	Submission Close Date
1 January - 31 March	14 April
1 April - 30 June	14 July
1 July - 30 September	14 October
1 October - 31 December	14 January

HIPPY data must be entered in ETO *within 10 business days* of the activity's occurrence. This ensures ETO accurately reflects your Site's information.

***Tip**: Refer to the HIPPY Data Collection Guide on the LMS for all data entry requirements, and promptly contact ETO Support if you require assistance.*

3.1 Retention of forms

HIPPY Australia prioritises the security of highly sensitive data collected via ETO forms and entered directly into ETO.

First, follow your organisation's data retention and security policies. In the absence of such policies, HIPPY Australia recommends:

- Enrolment forms should only be retained for the duration of a family's participation in HIPPY, and **securely** stored as hard copies (in a locked filing cabinet) or digitally (in a password-protected folder)
- **Other forms:**
  - awaiting ETO entry should be stored in a secure location
  - securely destroyed after ETO entry

Section 4: NAVIGATING ETO DASHBOARDS

4. Navigating ETO Dashboards

ETO features two dashboards, each serving different functions and displaying specific data.

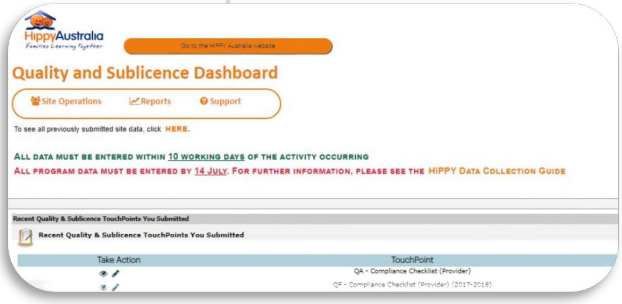
Dashboard	Description
HIPPY Delivery	Enter and access data related to program delivery for families and Tutors. Data in this dashboard is entered against a child or Tutor. This includes pack delivery, gathering information, Tutor training, and Tutor professional development.
Quality and Sublicence	Enter and access site-level data. This includes six-monthly operational reporting, financial reporting, and quality assurance.

4.1 What happens after login?

Coordinators are directed to the HIPPY Delivery Dashboard.
This is their main workspace in the ETO.

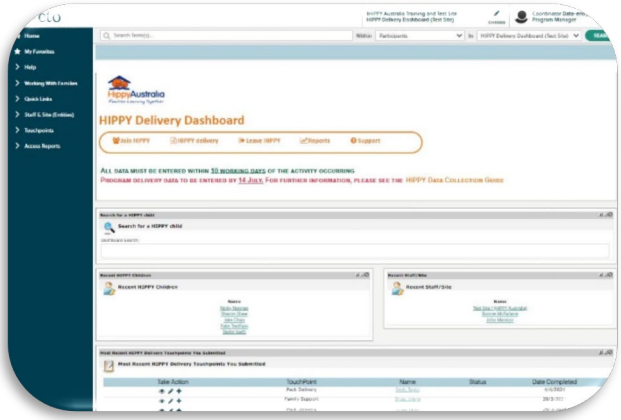
Line Managers are directed to the Quality and Sublicence Dashboard, used for site-level reporting.

Figure 3: HDD Dashboard



Line Managers with access to multiple sites must select a specific site after logging in; they will then be routed to that site's Quality and Sublicence Dashboard.

Figure 4: QSD dashboard



***Tip**: To view available menu functions, hover your mouse over each menu heading.*

4.2 HIPPY Delivery Dashboard

The HIPPY Delivery Dashboard allows Coordinators to submit data, access reports, and support resources.

The dashboard menu is aligned with the HIPPY program cycle, featuring two additional menu options: Reports and Support.

Delivery Dashboard Menu	
Join HIPPY	Add new families and staff, or re-enrol an exited family
HIPPY Delivery	Record delivery data for both families and staff
Leave HIPPY	Transfer, exit, or graduate families and staff
Reports	Access the main ETO reports relating to families and staff
Support	Find resources such as ETO forms, quick guides, or contact ETO Support

4.3 The Quality and Sublicence dashboard

All site operations and quality assurance data are submitted using the Quality and Sublicence Dashboard, which offers fewer functions than the Delivery Dashboard

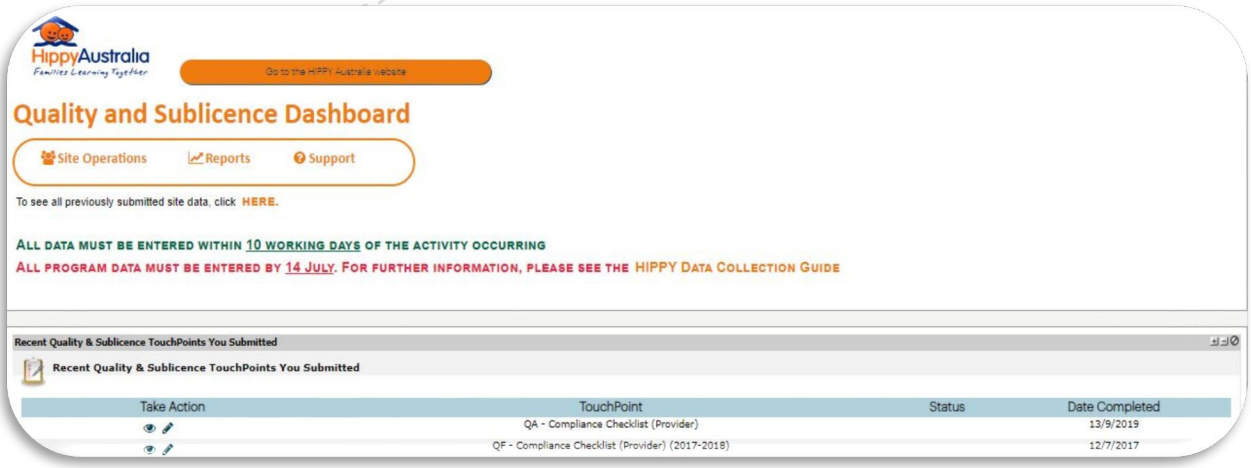
Quality and Sublicence Dashboard Menu (pictured below):

Site Operations - To record the Coordinator, Line Manager, and complete financial reports.

Reports - To access the main ETO reports for site operations and quality assurance.

Support - Find support resources, including ETO forms and quick guides.

Figure 5: Key Features of the Dashboard



4.4 How to Navigate ETO

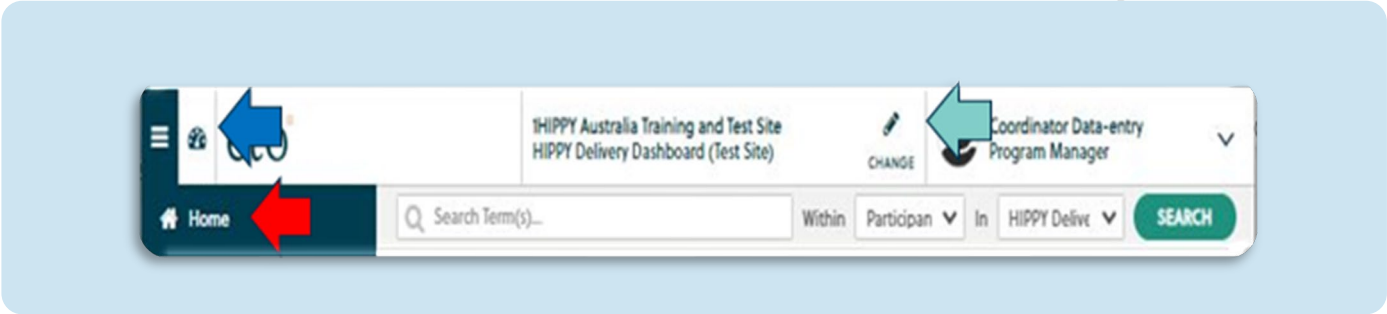
To return to the Main Dashboard:

- Click on the 'Home' menu option (red arrow)
- Click on the dashboard icon (blue arrow)

To switch between Dashboards:

- Select the change icon (pen) (teal arrow)
- Line Managers: Use this to toggle between multiple sites

Figure 6: Support menu



***Navigation Tip**: To switch between the Delivery Dashboard and the Quality and Sublicence Dashboard, simply select the change icon (pen; green arrow).*
This is also the tool Line Managers use to toggle between multiple.

4.5 Participant and Entity dashboards

Each child and staff member has their own 'dashboard'. You can access individual dashboards via the quick search bar in the HIPPY Delivery Dashboard.

The top of the HIPPY Delivery dashboard features:

- A search box allowing you to use any participant or entity's name.
- A dropdown allowing you to specify the type of person you are searching for, be it a family member (participant) or staff member (entity).

There are different ways to use the search bar to view all, or a specific child or staff member.

Refer to the table on the following page for easy steps to searching.

Current HIPPY children	Current staff	Current HIPPY child
Generate a list of current HIPPY children Ensure the search box is empty Select 'participants' from the dropdown menu Select 'HIPPY Delivery Dashboard (Site Name)' from the dropdown option Click 'SEARCH'	Generate a list of current HIPPY staff Ensure the search box is empty Select 'entities' from the dropdown menu Select 'HIPPY Delivery Dashboard (Site Name) from the dropdown options Click 'SEARCH'	Search for a HIPPY Child Ensure the search box is empty Enter all or part of the child's name in the search bar Select 'participants' from the dropdown menu Select 'HIPPY Delivery Dashboard (Site Name)' from the dropdown options Click 'SEARCH'

Once you have found the person you are searching for, click on their name to see a menu of available actions (refer Figure 7):

- View or edit a HIPPY child's demographics (orange arrow).
- See a list of all touchpoints entered against them (blue arrow).
- Dismiss (exit or graduate) a family member (green arrow).
- Go to another dashboard to see other touchpoints (recommended for advanced users only) (red arrow).

Figure 7: Menu options

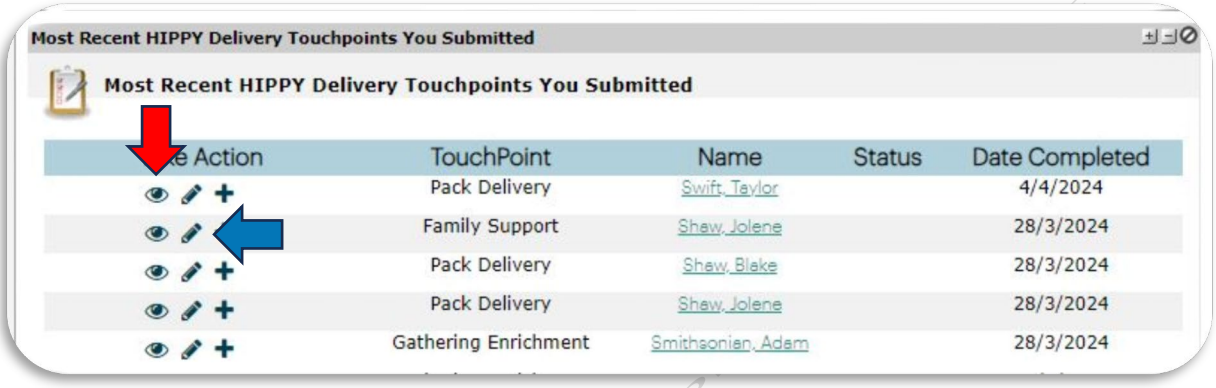
4.5.1 How to View HIPPY Delivery Dashboard Touchpoints

The system shows your twenty most recent touchpoints, including touchpoint type, date entered, associated participant, and status (completed or draft). This allows you to see what kind of touchpoint was recorded, when it was entered, which participant it relates to, and whether it has been completed or is still in draft.

Note: Touchpoints submitted by other users are not visible in this view.

***Navigation Tip**: View a touchpoint by clicking the eye icon to view (red arrow) or edit by clicking on the pen icon (blue arrow).*

Figure 8: Image showing most recent touchpoints



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SECTION 5: RECORDING A TOUCHPOINT

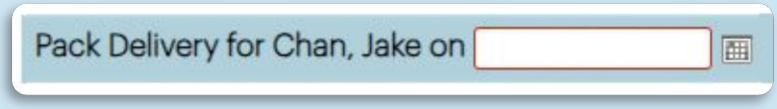
5. Recording a touchpoint

To record a touchpoint, use the relevant dashboard menu and select the appropriate touchpoint from the drop-down options. Each touchpoint must be linked to at least one HIPPY child, staff member, or site.
In some cases, you can submit a single touchpoint for multiple HIPPY children or staff members if the information applies to more than one person.

Always enter the date at the top of the screen; this field is often overlooked because of its separate location.

If you do not enter the date, an error message will be displayed when you try to save the touchpoint.

Figure 9: Image showing date field



Touchpoints can only be submitted for the *current quarter*. After the **submission close date**, contact ETO Support to enter any outstanding touchpoints.

5.1 Touchpoints for HIPPY children

These touchpoints are located in the HIPPY Delivery Dashboard and can be accessed through the 'Join HIPPY', 'HIPPY Delivery', and 'Leave HIPPY' menu options. The available touchpoints for HIPPY children are:

HIPPY Child Touchpoints		
enrolment journey	family support	graduation journey
pack delivery	referral	early exit
gathering enrichment	end of Age 3 journey	transfer

5.2 Touchpoints for staff

These touchpoints are also located in the HIPPY Delivery Dashboard, under the 'Join HIPPY', 'HIPPY Delivery', and 'Leave HIPPY' menu options. The touchpoints for staff include:

HIPPY Staff Touchpoints			
staff demographics	Tutor training	P2P plan	professional development
skill development activity	supervised home visit	P2P review	staff exit

5.3 Touchpoints for Sublicence reporting

These touchpoints are located in the Quality and Sublicence Dashboard, accessible through the 'Site Operations' menu option. The available touchpoints for this dashboard are:

Sublicence Reporting Touchpoints		
HIPPY story	Line Manager report	biannual actuals
Coordinator report	budget	annual financials

5.4 Saving a touchpoint

Every touchpoint must be saved manually to be submitted to ETO.
At the bottom of each touchpoint entry, you will see two or three save options.
After selecting a save option, wait for confirmation before any further action.
Do not make any other selections, such as clicking the Dashboard icon, while saving.

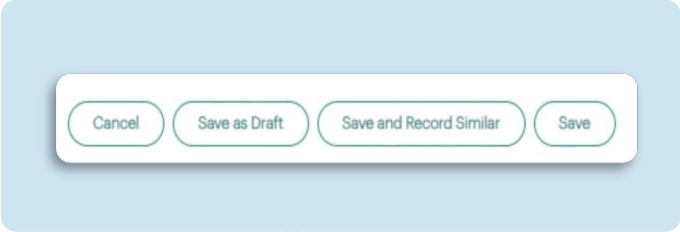


Figure 10: Saving a touchpoint

***Tip**: If mandatory fields are incomplete (including the date at the top of the touchpoint), an error message will appear next to the corresponding question. You cannot save the touchpoint until the information is provided.*

Press 'save' again and wait for the final confirmation.

5.4.1 Save

Touchpoints saved using the 'Save' button will be available in ETO reports. If required, you can edit the touchpoint response within one month of submission.

5.4.2 Save as draft

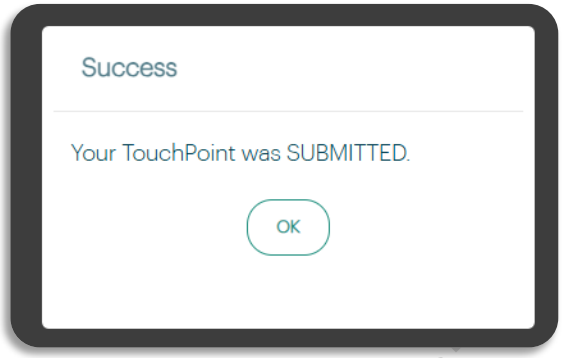
Use the 'Save as Draft' button if mandatory fields are incomplete or if you need additional time to finish. Once ll required information is entered, use the standard 'Save' button to submit the touchpoint.

***Tip**: ETO sessions time out automatically after 60 minutes of inactivity on the one screen, even if you are still typing. Additionally, users with poor internet connection may experience issues when saving information. To avoid losing information, use the "Save as draft" button frequently.*

Resume data entry by following the process for editing touchpoints. Consider making temporary notes in a separate document as a backup. After final submission, securely destroy any additional records you created.

Every touchpoint saved will display a message on completion.

Figure 11: Saved touchpoint message



5.4.3 Save and record similar

This button is available on select touchpoints (such as pack delivery) and performs the same function as the 'Save' button.

However, after saving, you can immediately enter another similar touchpoint for the same child or staff member. This feature is useful when you need to record multiple pack deliveries for a single participant.

5.5 Editing or viewing a touchpoint

Touchpoints may be edited for several reasons, including:

- correcting errors
- completing a previously saved draft.

Touchpoints can only be edited within one month of submission and only by the person who recorded them. If you need to edit a touchpoint submitted by another user, please contact ETO Support.

5.5.1 Editing or viewing a touchpoint for a HIPPY child

To edit or view a touchpoint for a HIPPY child, use the dashboard menu in the HIPPY Delivery Dashboard:

- Select 'HIPPY Delivery'
- Choose 'Review family touchpoints'.

Figure 12: Image of HIPPY delivery menu

On the next screen, enter the child's last name and click 'Search'.

If the child has graduated or exited, tick the box for 'include dismissed participants in results.'

Choose the child's name from the search results list.

Figure 13: Image of view participants search bar

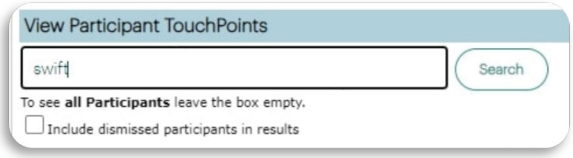
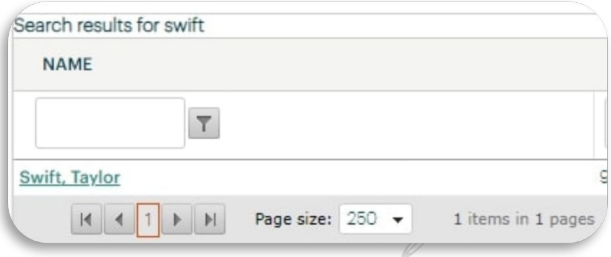
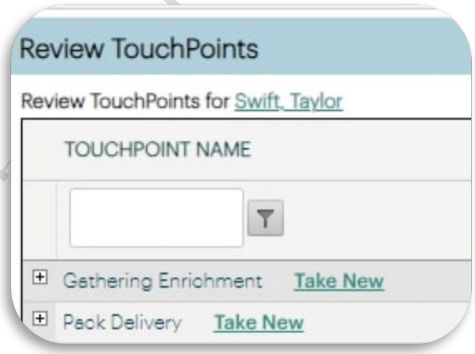


Figure 14: Image of view touchpoint search results



You will see a list of touchpoints associated with the child; these represent general touchpoints, not individual responses.

Figure 15: Review touchpoints

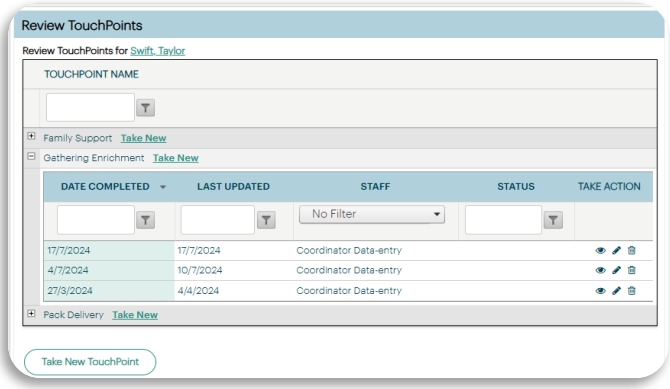


To view individual responses for a touchpoint, click the plus sign (+) to the left of the touchpoint name (red arrow). When viewing touchpoint responses recorded against the selected child, the screen will display responses as per Figure 16.

On the far right of the table, you will see action icons:

- Eye icon: View a touchpoint response
- Pen icon: Edit a touchpoint response (Note: The edit icon is only available for touchpoints you have submitted.)

Figure 16: Expanded view touchpoints screen



***Tip:** You do not need to type the full last name if you are unsure of the spelling.*

You can also use the '*print touchpoint report*' feature to view the information in a touchpoint response.

5.5.2 Editing or viewing a touchpoint for a staff member

To edit or view a touchpoint for a staff member, go to the HIPPY Delivery Dashboard, select 'HIPPY Delivery' > 'Review staff touchpoints'. Follow the same process as for editing and viewing a touchpoint for a HIPPY child.

5.5.3 Editing or viewing a touchpoint in the Quality and Sublicence dashboard

To view and/or edit touchpoints within the Quality and Sublicence Dashboard:

Click on the hyperlinked word, 'HERE', below the dashboard menu.

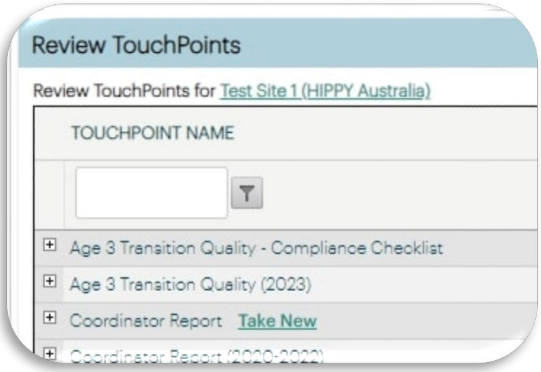
Figure 17: See all QSD touchpoints

On the next screen, leave the search box empty and click 'Go'.

A table will appear below the search box. Select your site name from the table.

Figure 18: Image of 'Go' button

Figure 19: Review QSD touchpoints



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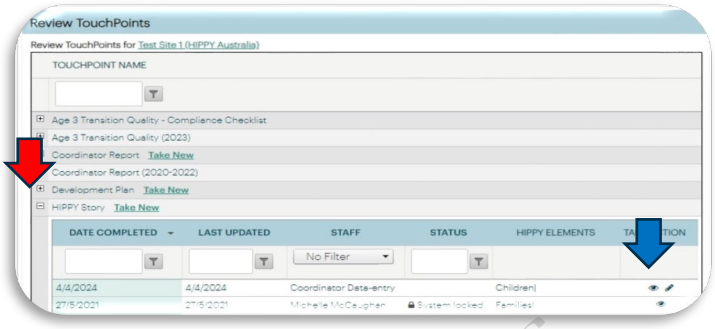
Click the plus sign (+) (red arrow) to view individual touchpoint responses for a specific touchpoint.

Use the eye icon (blue arrow) to view the details of a particular response.

If you submitted the touchpoint, the pen icon, will also be available for editing the response.

Figure 20: Expanded QSD touchpoints



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SECTION 6: FAMILY DATA PROCESSES AND FORMS

6. Family data processes and forms

6.1 Family data processes and forms

The first step to working with families in ETO is **enrolment**. Enroling a family involves three main steps:

1. Adding the new family, including the demographics of all children and parents/carers.
2. Submitting the child's enrolment journey.
3. Assigning the child to a Tutor.

6.1.1 JOIN HIPPY - Completing the Enrolment form

The Enrolment Form Guide provides explanation and instructions for each question, guidance on potentially sensitive questions, and advice for navigating non-standard family circumstances.

Tip: *Store the enrolment form securely for the duration of the family's participation in HIPPY, unless your organisation's retention policy specifies otherwise.*

6.1.2 Privacy/evaluation section

At the end of the enrolment form, the HIPPY parent/carer must sign the privacy/evaluation section. The enrolment form is considered incomplete until signed.

6.1.3 Entering the enrolment form onto ETO

This section describes the process of entering a completed enrolment form onto ETO.

Before entering the data onto ETO, follow the steps below to ensure a smooth process.

Check for duplicates - Search ETO to confirm the HIPPY parent/carer hasn't been previously enrolled in HIPPY. If yes, follow the process in 6.3: 'Enroling a family that has started HIPPY before'.

Scan and save the privacy/evaluation section

Digitally scan the signed privacy/evaluation page and save it on your computer before starting data entry. This prevents ETO from timing out during the process.

6.1.4 Add the enrolment to ETO

In the HIPPY Delivery Dashboard menu, select 'Join HIPPY' > 'Add a new family'.

Figure 21: Image of adding a new family

Navigate to the 'Add family' screen to enter the information:

Enter the Child's surname as the 'Family Name'

Click 'Add Family Member by Family Relationship' and select 'HIPPY Child'

Figure 22: Creating the family unit

Entering the child's demographic information:

- Upload the signed privacy/evaluation section of the enrolment form for the HIPPY child
- Locate the 'Participation in an evaluation of HIPPY' question at the bottom of the privacy/evaluation section
- Enter the cohort year (year the child will commence delivery)
- Complete all mandatory fields (marked with an asterisk *) to the left of the question in ETO
- Leave the 'Head of household' box blank
- Enter information about the child and their household from pages one and two of the enrolment form
- After entering the HIPPY child's information, click 'Add Family Member by Family Relationship' and select 'Parent/Carer'
- If contact details are the same as the HIPPY child, use 'Copy values from the first family member' to prefill the fields
- Complete all the required information

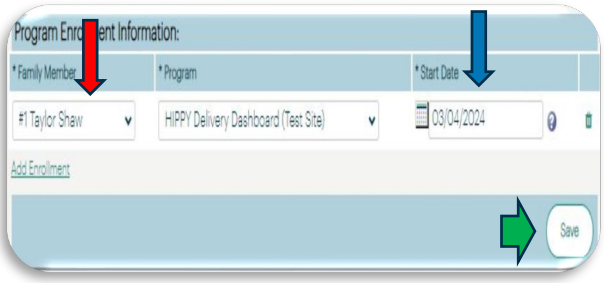
After adding the HIPPY child and one (or more) parent/carers to ETO, complete the Program Enrollment Information section:

Change the first dropdown (under the family member column) from 'Everyone' to the HIPPY child's name (red arrow)

Enter the privacy acknowledgement signing date in the 'Start Date' field (blue arrow)

Click the 'Save' button at the bottom right (green arrow).

Figure 23: Program enrolment information



Note: Changing the dropdown from 'Everyone' to the child's name prevents enroling both child and parent-carer(s).

- Contact ETO Support if both are accidentally enrolled.
- To check that the enrolment has been successful:
  - Click the search button in the quick search bar (check the 'Participant and entity dashboards' section for more information)
  - Confirm only the child's name is displayed.

Tip: *If the Parent/carer name appears, contact ETO Support to fix.*

6.2 Enroling a new family with two HIPPY children

For families with twins or multiple eligible children, the Coordinator uses the following variations

6.2.1 Completing the enrolment form

For each child, complete:

- Pages 1-2: 'Your child's information' & 'Household information' sections
- Pages 6-9: Enrolment journey
- Page 10: Privacy/evaluation section (include both HIPPY children's names).

6.2.2 Adding the family to ETO

Follow the steps in 6.14 'Adding a new HIPPY Family to ETO', with the following variations:

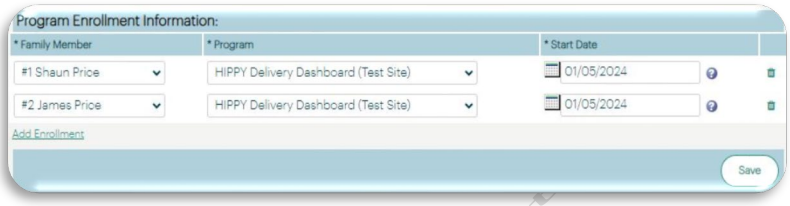
- "Click to Add Family Member by family relationship", select 'HIPPY child', and enter the first HIPPY child's information

- “Click to Add Family Member by family relationship”, select ‘HIPPY child’ and enter the second HIPPY child’s information
- “Click to Add Family Member by family relationship”, select ‘Parent-carer’, and enter the parent/carer’s information

You are now ready to complete the ‘Program enrolment information’ in ETO.

Navigate to Program Enrolment Information and follow the steps below.

Figure 24: Image of program enrolment information section



6.2.2.1 Program enrolment information

1. Select the first HIPPY child’s name and enter the start date (the date on which the privacy/evaluation section was signed)
2. Underneath the name of the first HIPPY child’s name, click ‘Add enrolment’ for the second HIPPY child and enter the same start date
3. Click ‘Save’
4. Submit an enrolment journey for each HIPPY child
5. Assign each child to the same Tutor

Click to see a video of this process

6.3 Enroling a family that has started HIPPY before

A previously enrolled family may want to do HIPPY with a different child. This occurs when the family needed to exit for some reason the first time they enrolled and want to try again with another child.

Tip: *A family with a child that has previously graduated does not count towards your Priority of Access target.*

6.3.1 Completing the enrolment form

For a previously enrolled family, only complete the following sections:

- Pages 1-2: 'Your child's information' & 'Household information' sections
- Pages 6-9: Enrolment journey
- Page 8: Privacy/evaluation section

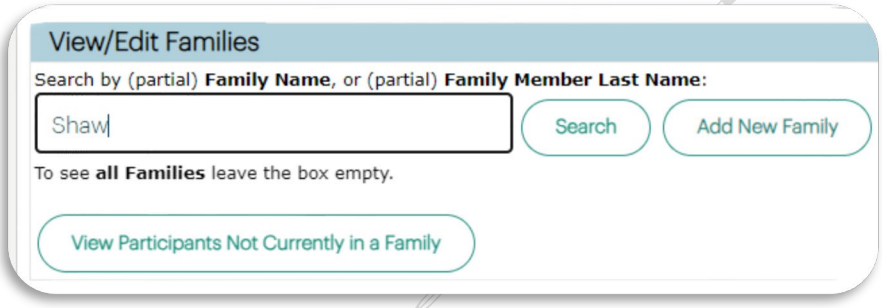
6.3.2 Adding the new HIPPY child to ETO

Since the family unit is already in ETO, edit the family unit by adding the HIPPY child:

1. Go to Join HIPPY > Update family unit

2. Enter the child's last name and click 'Search'

Figure 25: Search by family name

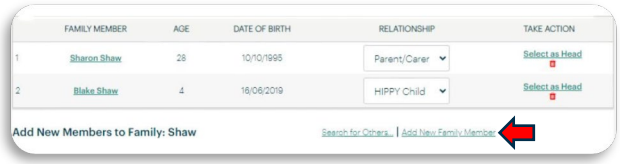


3. From the list of families in the results, locate the correct family unit. If multiple family units are listed, use the plus sign (+) to the left of the family name to expand the list and view the names of the family members in that family unit. Once you have located the correct family unit, select the family name.

Figure 26: List of matching family units

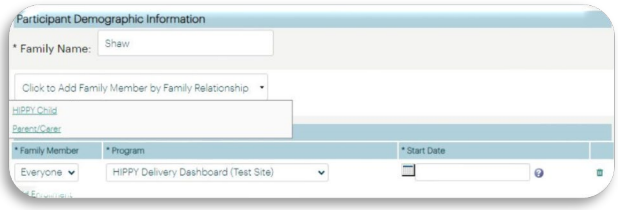
4. On the next screen, at the bottom of the 'Family Members' table, select "Add new family member".

Figure 27: Add new family member



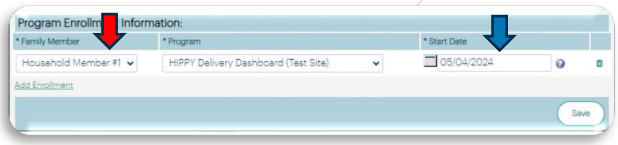
5. Use the “Click to add family member by relationship” dropdown > HIPPY child

Figure 28: Select HIPPY child



6. Enter the information from pages 1 and 2 of the enrolment form (including the privacy/evaluation section)

Figure 29: Program enrolment information



7. At the bottom of the screen, change the family member to Household Member #1 (red arrow) and enter the date on which the privacy/evaluation section was signed (blue arrow).

8. Click save

9. Submit the enrolment journey and assign the child to a Tutor

6.3.3 Submitting the enrolment journey

On the main dashboard menu, select ‘Join HIPPY’ > ‘Enrolment journey’.

Submit the enrolment journey for the HIPPY child

Figure 30: Enrolment journey

6.3.4 Assigning the child to a Tutor

Use this touchpoint to allocate the Tutor who will work with this family. You can record a second tutor if the family will work with two tutors.

Go to the main 'Dashboard menu', select 'Join HIPPY' > Tutor caseload.

Note: If a Tutor is not listed in the drop-down option, they need to be added to ETO first

6.4 Other family processes

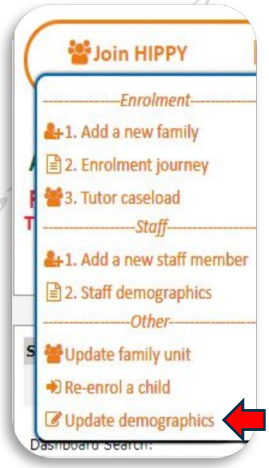
The following processes are not common, however, are useful to know. They are not used routinely and are likely to be performed only occasionally.

6.4.1 Updating a HIPPY child's demographics

Sometimes, a HIPPY child's demographics need updating, for example, when they change their address or phone number.

To update a demographic field, select Join HIPPY > Update demographics

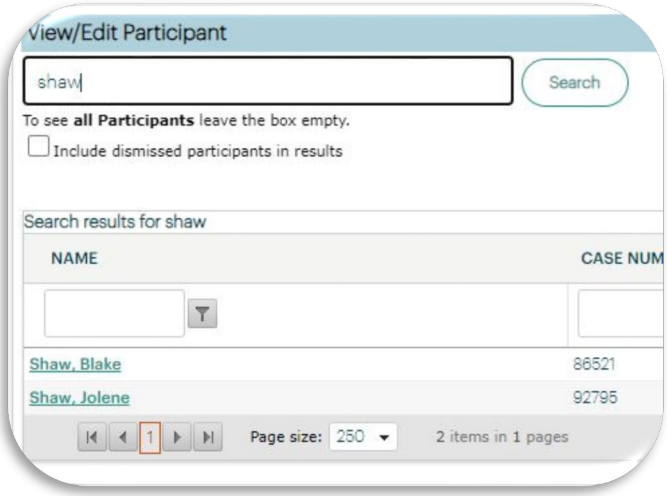
Figure 31: Update demographics



Type the HIPPY child's last name into the search bar and click search. From the list of matching results, click the name you wish to update.

On the next screen, edit the field that requires updating and click save.

Figure 32: Search for a family member



6.4.2 Re-enroling a HIPPY child

If a HIPPY child has been exited and the family wishes to resume delivery, you can easily re-enrol the child and make them active again.

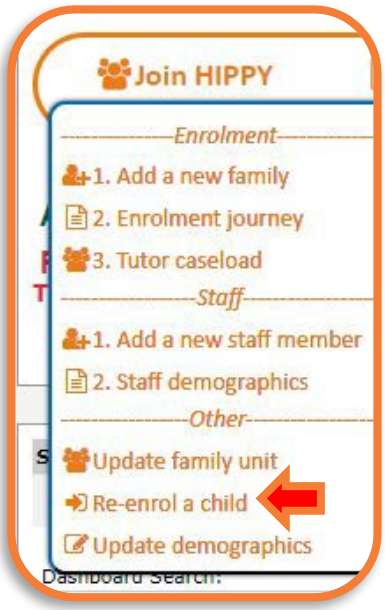
Step 1: From the HIPPY Delivery Dashboard menu, select Join HIPPY > Re-enrol a HIPPY child.

Step 2: Type in the last name of the HIPPY child and click search. A table of search results will appear.

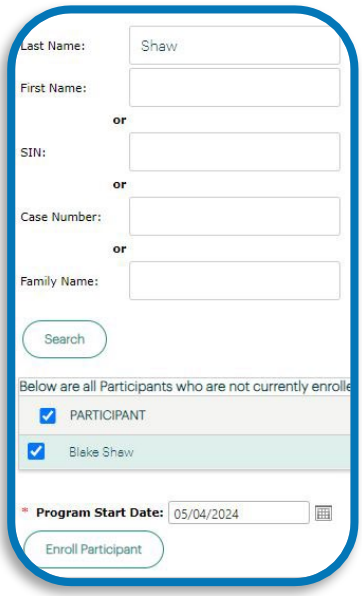
Step 3: Find the child's name in the list and enter their start date at the bottom of the table. This is the date the family decided to resume delivery.

Step 4: Then click enrol.

Re-enrol child



Search and enrol child



SECTION 7: HIPPY DELIVERY FORMS

7. HIPPY Delivery Forms

Forms in this section are used to record all the family engagement and program delivery processes. These forms are entered into ETO using the HIPPY Delivery option in the HIPPY Delivery Dashboard.

7.1 Pack delivery form

The pack delivery form collects information about pack delivery during a home visit or at an alternate community location. This form is completed by the Tutor after each delivery to record single or multiple pack deliveries.

If two packs were delivered at this home visit and/or the last one, record details in the following ways, depending on the situation.

Two packs delivered at both visits

	Pack 1	Pack 2
Form	Record on form 1 Record review details of the first pack that was delivered last time Record the details of the first pack that was delivered this time Record the details of any referral that was provided Record any comments relating to the entire home visit	Record on form 2 Record review details of the second pack that was delivered last time Record the details of the second pack that was delivered this time Do not record any referrals Do not record any comments
Touchpoint	Record on touchpoint 1	Record on touchpoint 2

One pack delivered at the last visit, and two packs delivered this visit

	Pack 1	Pack 2
Form	Record on form 1 Record review details of the pack that was delivered last time Record the details of the first pack that was delivered this time Record the details of any referral that was provided Record any comments relating to the entire home visit	Record on form 2 Leave review section blank Record the details of the second pack that was delivered this time Do not record any referrals Do not record any comments
Touchpoint	Record on touchpoint 1	Record on touchpoint 2

Two packs delivered at the last visit, and one pack delivered this visit

	Pack 1	Pack 2
Form	Record on form 1 Pick one of the packs that were delivered last time and record review details Record the details of the pack that was delivered this time Record the details of any referral that was provided Record any comments relating to the entire home visit including any feedback related to the second pack	No second form is used
Touchpoint	Record on touchpoint 1	No second touchpoint is used

Do NOT use this form for:

- Attempted deliveries without pack role-play with the family. In this case, a family support form should be completed.
- Recording delivery at HIPPY Gatherings (use the Gathering enrichment form)
- Recording delivery for a Tutor's child who is a current HIPPY participant (use the Tutor training form).

7.1.1 Collecting Pack delivery information

To ensure high-quality and accurate pack delivery data

- Instruct Tutors on the importance of completing every field correctly (such as time spent on delivery), as accurate information will support Coordinators and Tutors to understand and support delivery to individual families
- Train Tutors on correct form completion, including asking about family engagement and recording comments
- Review forms and provide feedback to Tutors before ETO data entry

7.1.2 Submitting the form on ETO

This form can be submitted on ETO against one or multiple HIPPY children. It is useful for families with two children of the same age in HIPPY.

7.2 Gathering Enrichment form

The Gatherings enrichment form is used to record the details at HIPPY Gatherings. For Age 4 Gatherings where a pack was delivered, it is also used to record pack delivery.

7.2.1 Gathering enrichment touchpoint

The Gathering enrichment touchpoint is used to record touchpoints once for multiple HIPPY children in specific scenarios:

- All children at an Age 3 Gathering
- All children at an Age 4 Gathering, if all families had the same pack delivered
- For Gatherings where multiple packs were delivered, all children who received the same pack

7.2.2 Pack delivery touchpoint

The details of any pack delivery at a Gathering should be submitted using the pack delivery touchpoint. Selecting "Gathering" as the delivery setting will result in a change to the questions at the bottom of the Gathering enrichment form.

7.3 Family support form

The family support form is used to record important activities that support family engagement. This covers a wide range of activities:

- Addressing engagement barriers
- Building relationships with families
- Family-initiated cancelled home visit
- Attempted home visit with unsuccessful pack delivery
- Creating individual delivery plans
- Putting a family on hold (planned pause in delivery)

This form can be used to record various activities for the same purpose, including phone calls and face-to-face contact.

Do not use for referrals, recording reminders or incidental contact, as these should be recorded via the referral form.

7.4 Referral form

The referral form records referrals to services and organisations. Referrals can include programs and services delivered by your organisation as well as those provided by external organisations and government services.

Use this form for any referrals made outside of a home visit or if more than one referral was made during a home visit (as the pack delivery form has space to record each referral). Use separate forms for multiple referrals.

7.5 End of Age 3 Journey form

This form collects data on family achievements at the end of Age 3. It is used to compare the Enrolment journey data to measure change.

Similar to the enrolment journey form, one 'End of Age 3 Journey' form should be collected **per Age 3 child**.

Data is collected from all engaged families at the end of Age 3, even if the family has not completed all the Age 3 packs.

7.6 Leave HIPPY

All processes described in this section are found in the HIPPY Delivery Dashboard > Leave HIPPY menu.

7.7 Graduating a HIPPY Family

A HIPPY child graduates at the end of Age 4 when:

- The family completed most of the Age 4 packs (any of the emu packs), OR
- The family did not complete most Age 4 packs, but remained engaged (attending Gatherings, receiving delivery, or completing a graduation journey)

Graduating a family is a two-step process:

- Completing the graduation journey form
- Dismissing HIPPY child from ETO

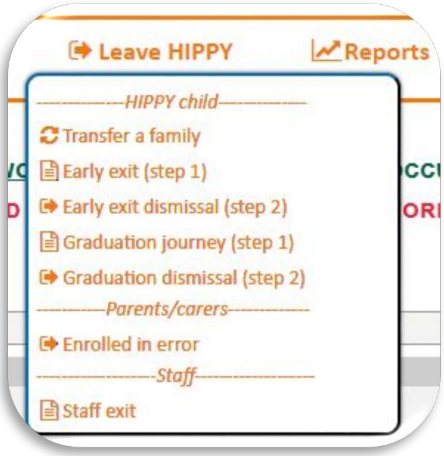
7.7.1 The graduation journey form

The graduation journey measures family achievements during their two years in HIPPY. It also collects program satisfaction data during the families' time in HIPPY. The graduation journey is submitted on ETO via the 'Graduation touchpoint'.

7.7.2 Dismissal of the HIPPY child

Once entered into the ETO database, HIPPY families are only dismissed for two purposes: they either have had to exit the program early and have had an Early Exit form entered, or they have graduated the program and a Graduation Journey has been entered.

Figure 33: HIPPY child dismissal



This step makes the HIPPY child inactive.

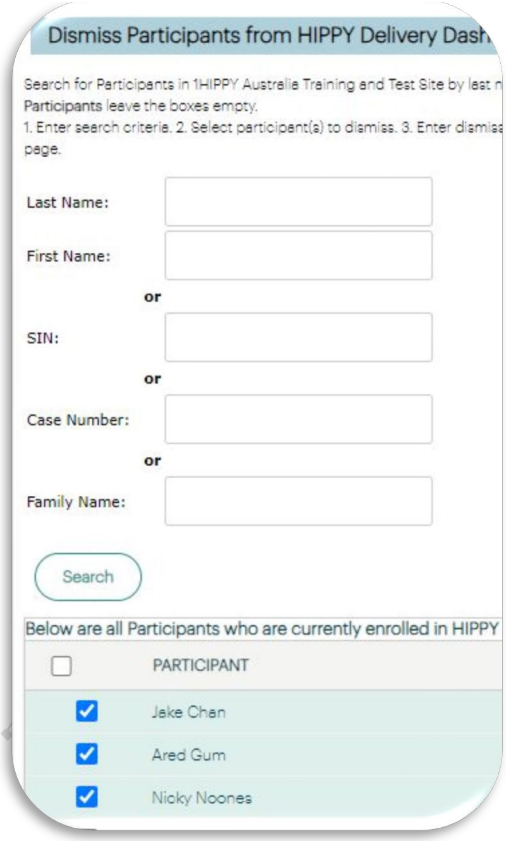
Follow the instructions below to dismiss multiple HIPPY children at once.

On the HIPPY Delivery Dashboard, select Leave HIPPY > Graduation dismissal (step 2).

On the next screen, leave all the boxes blank and click search.

- This lists all active HIPPY children.
- Tick names of graduating children.

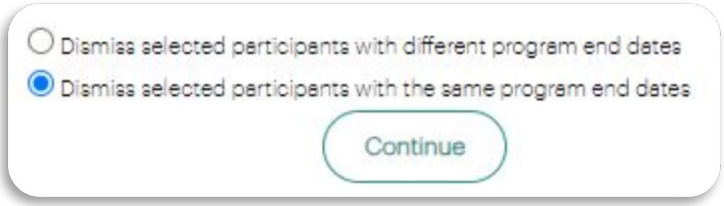
Figure 2: Dismiss participants search



Select "Dismiss selected participants with the same program end dates" below the table and click continue.

If you are graduating only one HIPPY child, you will not see this step and should continue with the rest of this process.

Figure 3: Dismiss with same end date



7.8 Exiting a HIPPY family

Exiting a family is done when a family leaves HIPPY before completing most of the packs over the two years. You should exit a child when:

- The family informs you they cannot continue the program
- The family is uncontactable for a period of time, and repeated reengagement attempts fail

__Tip:__ Exited families can be easily re-enrolled later (see "Re-enrolling a HIPPY child" above).

Exiting a HIPPY child is a two-step process:

- Completing the early exit form
- Dismissal of the HIPPY child

7.8.1 The early exit form

This form collects information on early exit reasons and support provided to help them stay engaged. If the family is willing, the form gathers service satisfaction information about their time in HIPPY.

In some cases, this information may be absent as the family may leave the program without informing the Coordinator. This form should be submitted even if no information was provided by the family.

7.8.2 Dismissal of the HIPPY child

This step involves making the HIPPY child inactive.

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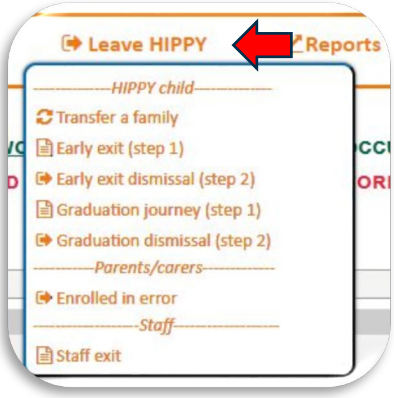
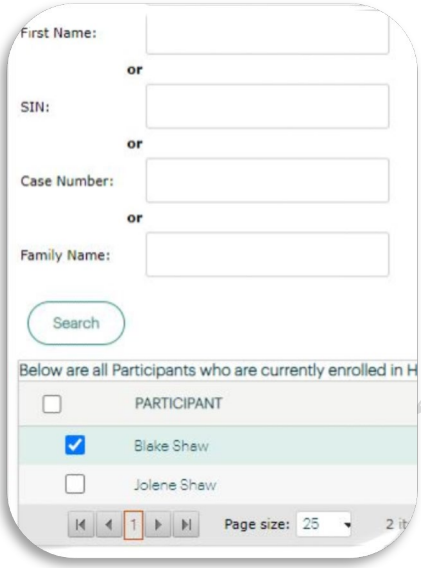
On the HIPPY Delivery Dashboard, select "Leave HIPPY" > Early exit dismissal (step 2).

Figure 36: Early exit step 2



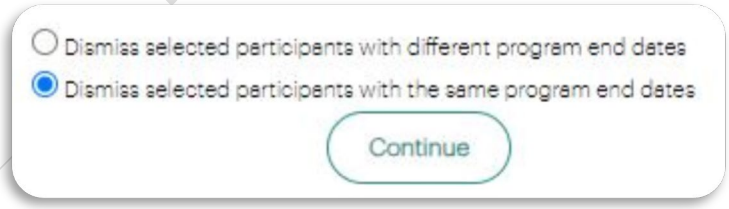
On the next screen, leave all the boxes blank and click search. This will bring up a list of all active HIPPY children. Tick the names of the exiting children. If you are exiting a family with multiple children, select all the names.

Figure 37: Search for participants



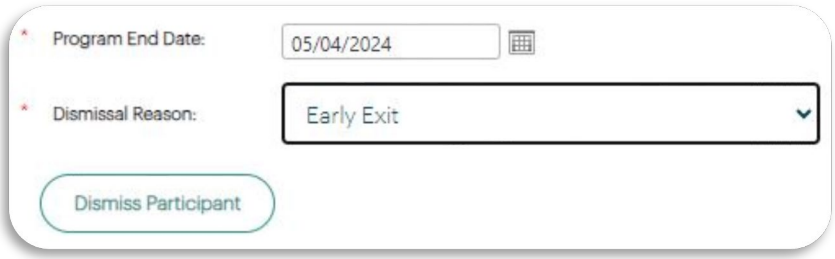
For multiple HIPPY children, select "Dismiss selected participants with the same program end dates" and click continue. Skip this step for the single child exit, and continue with the rest of this process.

Figure 38: Dismiss same end date



Enter the program end date (Exit date). From the dropdown, select "Early exit".

Figure 39: Early exit details



7.9 Transferring a HIPPY family

Use this process when a family moves to the catchment area of another site.

7.9.1 Confirming the transfer

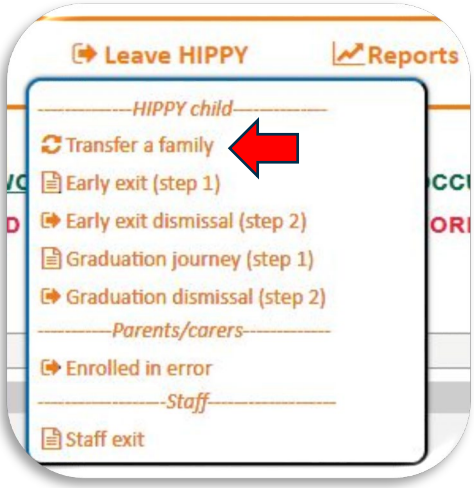
Before completing the "Transfer a family" touchpoint, confirm that a transfer is possible:

1. Check the HIPPY Australia website for program availability in the new area
2. Confirm the family's desire to continue with HIPPY
3. Contact the new site's Coordinator to confirm capacity. Site contact details can be found on the HIPPY Australia website
4. Complete the transfer touchpoint on ETO.

7.9.2 Completion of the transfer touchpoint

On the HIPPY Delivery Dashboard menu, select Leave HIPPY > Transfer a family.

Figure 40: Transfer a family



Complete the touchpoint, and once submitted, ETO Support will contact the new Site's Coordinator to confirm that the family has been engaged. The family may appear on your site list temporarily.

Once the transfer is complete, the HIPPY child will reflect as dismissed on your site list.

Transferring a family doesn't negatively impact your retention rate.

SECTION 8: JOIN HIPPY

8. Join HIPPY

Navigation Tip: *This section shows you how to add new staff members to ETO.*

8.1 Adding a new staff member

When a new Line Manager, Coordinator, or Tutor commences employment with HIPPY, the "*Add a staff member*" touchpoint is used to add the staff member to ETO. Unlike other touchpoints, it doesn't need to be recorded against a Family or other entities/outcomes.

In the HIPPY Delivery Dashboard menu, select Join HIPPY > Add a staff member.

Complete the touchpoint by entering the staff member's organisational email address and details of their compliance checks (Working with Children Check - WWCC/Nationally Coordinated Criminal History Check - **NCCHC**). If either compliance document is unavailable at the time of entry, delay submitting this touchpoint until both are ready for upload.

8.1.1 Staff member's email address

Each staff member must provide an organisation-provided email address. This is a requirement for ETO access (for Coordinators and Line Managers) and LMS access (for all staff).

A work email address ensures access termination when employment ceases.

8.1.2 Working with Children Checks and Nationally Coordinated Criminal History Check (NCCHC)

Every HIPPY staff member must provide evidence of an active WWCC and NCCHC. The following documents can be accepted:

- A clear photo of the person's Working with Children Check card,
- A letter from your State/Territory's statutory body confirming clearance to work, along with the reference number and expiry date, OR
- A copy of the person's NCCHC.

Depending on individual organisational policy, these checks may be submitted in one of the following ways:

- Upload to "Add a staff member" touchpoint (these files will be deleted from ETO once processed, and are only accessible to ETO Support)
- For existing staff members who need to renew their compliance checks, Coordinators and Line managers can upload these items to the 'WWCC/NCCHC renewal' touchpoint (these checks will be deleted from ETO once processed and are only accessible to ETO Support)
- Upload to a designated secure portal by the Coordinator, Line Manager, your organisation's HR team, or the staff member

Once the touchpoint has been submitted and all checks have been received, ETO Support will create a staff entity. This enables data to be recorded against the staff member. For Coordinators and Line Managers, an ETO login will also be provided. All staff members will receive an email containing their LMS login details.

8.2 Staff demographic information form

The staff demographic information form acts like an enrolment form for Tutors and Coordinators. The form collects demographic information, such as cultural background and employment history. Similar to the family enrolment form, it includes a privacy acknowledgement that the staff member must sign off.

This signed privacy acknowledgement must be scanned and uploaded before ETO submission.

The ETO touchpoint cannot be saved without the uploaded privacy acknowledgement.

Navigation Tip: *On the HIPPY Delivery Dashboard menu, select Join HIPPY > Staff demographics*

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SECTION 9: HIPPY DELIVERY

9. HIPPY Delivery

This section describes the forms used for tutor training and professional development. All entries are via the HIPPY Delivery menu in the HIPPY Delivery Dashboard.

9.1 Tutor training form

The Tutor training form captures information about HIPPY activity packs training as well as any enrichment that is provided. A single copy of the form may be used to record Tutor training for all Tutors being trained.

For Tutors working with their own HIPPY child of the same age (e.g: An age 3 tutor delivering HIPPY with their three-year-old child), use the final section of the form to review their most recent pack.

When conducting combined Age 3/Age 4 training, complete separate forms for each age group.

9.1.1 Tutor training touchpoint

To submit, select HIPPY Delivery > Tutor training from the dashboard.

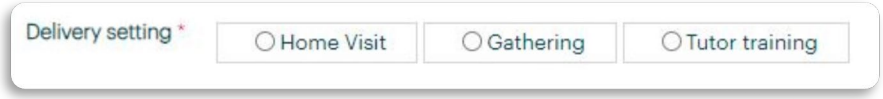
Use the Tutor training touchpoint to record pack training and enrichment for all Tutors of the same curriculum age. For Tutors with HIPPY children, submit an additional pack delivery touchpoint (HIPPY Delivery > Pack delivery), selecting "Tutor training" as the delivery setting.

9.1.2 Pack delivery touchpoint

On the HIPPY Delivery Dashboard menu, select HIPPY Delivery > Pack delivery.

For Tutors doing HIPPY with a child of the same curriculum age, a pack delivery touchpoint should also be submitted to record the information about the last pack delivered.

Figure 4: Delivery setting options



This touchpoint must be recorded against the Tutor's HIPPY child using the "Tutor training" as the delivery setting (pictured above).

The questions adjust automatically to reflect the questions on the Tutor training form.

9.2 Professional development form

The Professional development form records all professional development activities, including safeguarding training for the Tutors. Professional development activities may include:

- Internal training, such as induction,

- HIPPY-specific training, including LMS modules
- Short courses, such as First Aid, and
- Formal qualifications, such as certificate-level courses

Safeguarding training delivered through HIPPY LMS is recorded for all staff members, including Coordinators, Line Managers, admin staff, and Tutors.

Where multiple staff attend a professional development activity, one form can be used for all the participants. Some training, including pre-service Tutor training and safeguarding training, is mandatory and must be recorded for compliance purposes.

To submit, select HIPPY Delivery Dashboard menu > HIPPY Delivery > Professional development.

Tip: *The touchpoint can be recorded once for all staff.*

9.2.1 HIPPY pre-service Tutor training

All Tutors must undertake pre-service Tutor training before delivering HIPPY to families. There is a specific option available within the form.

9.2.2 HIPPY LMS safeguarding training

All staff must undertake the annual safeguarding training on the LMS. To record the training, select:

- HIPPY training/LMS as the type of qualification, and
- "Child safety/safeguarding," as the training topic.

Mandatory training, such as pre-service tutor training and safeguarding, must be recorded to maintain compliance.

9.3 P2P plan form

Tutors create a mandatory annual P2P plan using the P2P plan form. Different versions exist for first-year and second-year (& beyond) Tutors.

9.3.1 P2P plan touchpoint

Submit via HIPPY Delivery > P2P plan. Only some data fields (P2P area, skill, goal type, progress, and aim date) are entered into ETO. The available list of P2P areas will adjust automatically based on whether the plan is for a first- or second-year Tutor.

9.4 P2P review form

This form reviews goals created in the P2P plan. Submit this form via HIPPY Delivery > P2P review.

Similar to the P2P plan form, only some of the fields are entered onto ETO (goal progress and confidence level).

__Tip:__ The touchpoint auto-populates with information from the submitted P2P plan. Ensure the P2P plan has been entered first for accurate goal data population.

9.5 Supervised home visit form

The home visit form collects a Tutor's self-assessment of their capacity and the Coordinator's observation during a supervised home visit.

Submit via HIPPY Delivery Dashboard menu, select HIPPY Delivery > Supervised home visit. The reflection notes are not recorded on ETO.

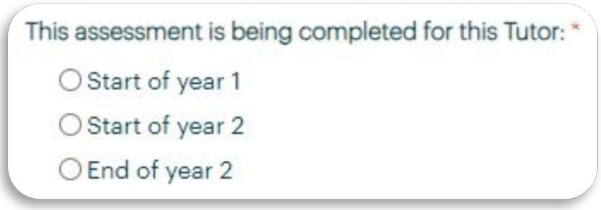
At the top of the form, indicate whether this is the Tutor's first supervised home visit in their employed role. For subsequent visits, and other Tutors, select 'No'.

9.6 Skill developmental activity form

The Skill development activity (SDA) form records Tutors' assessment of their capacity across various P2P areas. First-year Tutors rate core HIPPY Tutor skills, and second-year Tutors rate both their personal growth and professional development.

Figure 42: P2P SDA

Submit via the HIPPY Delivery Dashboard menu, select HIPPY Delivery > P2P SDA, selecting the appropriate year & stage (E.g: start of year 1, start of year 2, or end of year 2 (As pictured).



Columns relating to goal setting and reflection notes are not recorded in ETO.

SECTION 10: EXITING HIPPY

10. Exiting HIPPY

This section covers the forms used to remove staff members from ETO. All forms are accessed via the 'Leave HIPPY' menu in the HIPPY Delivery Dashboard.

10.1 Staff exit form

This form collects data on staff departures and outcomes data related to work and study.

Submit via the HIPPY Delivery Dashboard menu, select Leave HIPPY > Staff exit.

Once the form is submitted, ETO Support is notified to disable the staff member's account.

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SECTION 11: SUBLICENCE REPORTING

11. Sublicence reporting

Under the HIPPY Sublicence and Funding Agreement, each site must complete several reporting activities in line with due dates specified in the HIPPY Data Collection Guide.

All Sublicence reporting is submitted through the Quality and Sublicence Dashboard > Site Operations.

Coordinators' view of the site operations menu is as per Figure 43.

Figure 5: Quality & sublicence dashboard Coordinator menu

Figure 6: QSD LM menu

For Line Managers, the site operations menu will appear as per Figure 44.

To support completion, the following forms and templates are available on the LMS:

- Coordinator report form
- Line Manager report form
- Financial reporting template

11.1 Coordinator report

The coordinator report is completed by the site Coordinator twice a year.

It covers recruitment and retention, family delivery, and Tutor development. Some questions are specific to a particular reporting period.

HIPPY Australia uses this report to identify network trends and assist in explaining DEX data variances to DSS.

Submit this report via the HIPPY Delivery Dashboard menu, select Site Operation> Coordinator report.

Tip: *Use the LMS form to prepare responses in advance, then copy and paste into ETO to avoid the risk of ETO timing out and losing data.*

11.2 Line Manager report

The Line Manager report is completed by the Line Manager twice a year. A Line Manager responsible for multiple sites must complete one report per site.

This report provides data on site operations from a Line Manager's perspective.

Submit this report via the HIPPY Delivery Dashboard menu, select Site operation > Line Manager report.

Navigation Tip: *Use the LMS Line Manager report form to prepare responses for each question in advance. Then copy and paste directly into ETO to avoid the risk of ETO timing out and losing data.*

11.3 Financial reporting

Three types of financial reports are required each financial year. When preparing the financial reporting, provide the financial reporting template (available on LMS) to the organisation's finance team. The template is designed to be used as a stand-alone document.

The template includes several tabs:

- Instructions: providing guidance for specific line items and revenue cost-sharing formula
- Checklist: requirements for each financial report
- Biannual actuals
- Budget: to record the annual budget and staff remuneration information
- Annual financials: pre-populated template with data from the biannual actuals template
- Surplus proposal template: to record expenditure details of any surplus funding amounts approved to carry forward
- Dashboard: compares actual versus budgeted income and expenditure, as well as chart visualisations of expenditure

Follow the guidance on the instructions tab carefully. Contact ETO Support if needed. Line Managers are responsible for all financial report submissions.

11.3.1 Biannual actuals template

Records Site (actual) income and expenditure for a six-month period. Submit via the Quality and Sublicence Dashboard menu > Site Operations > Biannual actuals.

11.3.2 Budget template

Records anticipated income and expenditure for the financial year. It also collects the remuneration details of Coordinators, Line Managers, and Tutors. This information is submitted via the Quality and Sublicence Dashboard menu > Site Operations > Budget.

11.3.3 Annual financial report

A certified financial report for the financial year, auto-populated from the biannual actuals with the option to edit fields as required.

In some cases, HIPPY Australia may request an Auditor's Opinion to certify the report. In this situation, advance notification will be provided.

The template must be certified by the CEO (or equivalent) or Board member, and one of the following:

- CFO (or equivalent)
- An independent auditor

In order for the CFO or independent auditor to certify the report, they must be a member of one of the following bodies:

- Certified Practicing Accountant
- Institute of Public Accounts in Australia
- Institute of Chartered Accountants in Australia

HIPPY Australia may also request an Auditor's Opinion.

Save the report as a separate document before upload (preferably as a PDF). Submit via Quality and Sublicence Dashboard > Site Operations > Annual financial report.

In addition to entering the data for each line item, the Line Manager is required to upload the saved report template to ETO with certifier details. including Auditor's Opinion as required.

11.3.4 Surplus Proposal Template

The Surplus Proposal Template is only required if HIPPY Australia approves the carryover of surplus funds after the Annual Financial Report.

It needs to detail proposed expenditure information to inform HIPPY Australia how funds will support the program. This information will determine the extent of surplus allocation.

Submit the certified and signed template to HIPPY Australia within the required timeframe.

SECTION 12: HIPPY REPORTS

12. Introduction to using data in HIPPY ETO reports

HIPPY Australia understands the importance of sites being able to utilise the data collected in the ETO. Regular review and analysis of data enables sites to understand participant needs and demographics, program impact, and develop strategies for continuous service improvement.

ETO reports allow data to be collated and presented to:

- Assist with program delivery planning to inform discussions between Coordinators, Tutors, Line Managers, and HIPPY Australia
- Build stakeholder and community understanding of HIPPY and outcomes
- Identify and analyse trends and assess outcomes, impacts, and program success to key stakeholders
- Provide evidence for quality assurance and compliance.

Tip: *Refer to the Reports Guide for a quick reference on report usage.*

A full list of available reports is included in the appendix..

12.1 Accessing ETO reports

Use the reports menu in either the HIPPY Delivery Dashboard or the Quality and Sublicence Dashboard. Available reports differ depending on the specific dashboard and access level.

Follow these steps:

Click the reports menu and select report, or "All reports" available in that dashboard.

Figure 7: Reports menu

Click the “Refresh Report List” tab at the top of the page.

Below this button, you will see a list of report categories.

Click the plus sign (+) to the left of a category to expand categories.

Click the report name to open it

Figure 8: Refresh my reports

Note: Pop-ups must be enabled for ETO reports to load. Troubleshooting guidance is included in the appendix.

Tip: *Only Coordinators and Line Managers have access to ETO reports.*

12.2 ETO Report prompts

Many reports include prompts that allow filtering of data before running the report. In some cases, prompts will be pre-filled to ensure accuracy. Common prompts include:

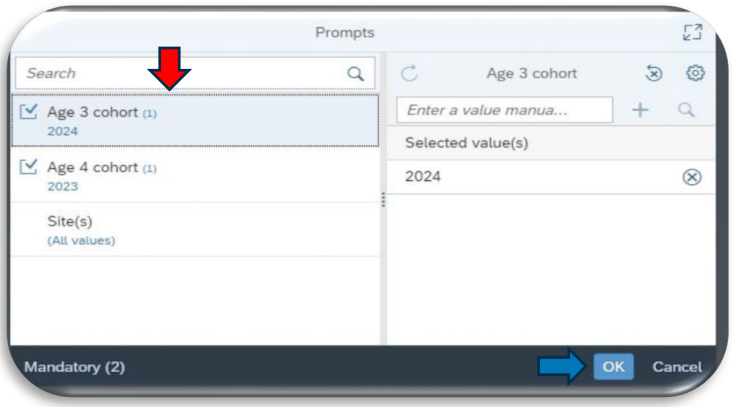
- Date
- Site name
- Cohort

For example here, a report may include two cohort prompts and one site prompt. The cohorts may be pre-filled, but the site may be empty.

Always check the prompts before running the report to ensure the report loads correctly.

Click OK (blue arrow) to load.

Figure 9: Prompts



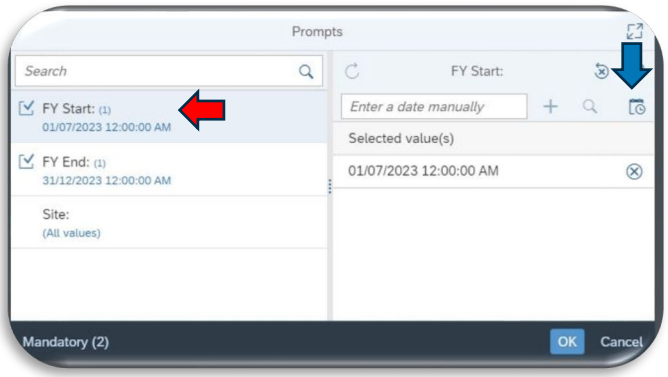
12.3 Date prompts

Date prompts are generally optional.

It is used to filter data for a specific date range.

Select the date prompt on the left (red arrow), use the calendar button (blue arrow) on the right, and click the OK button.

Figure 10: Date prompts



12.4 Site name prompts

Tip: *Use the site name prompt only if you have access to multiple sites.*

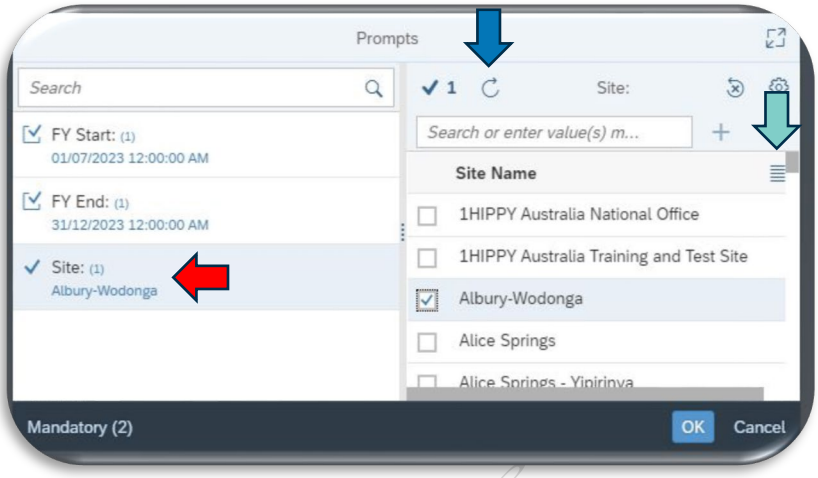
Leaving the field blank shows data for all accessible sites.

Select the site prompt field on the left (red arrow), click the refresh button at the top of the prompt (blue arrow) to list all accessible HIPPY sites.

Sort alphabetically if required using the sort button > sort ascending (green arrow).

Scroll to find the required site.

Figure 49: Site name prompt



Tip: *If you select a site you don't have access to, the report will not load correctly.*

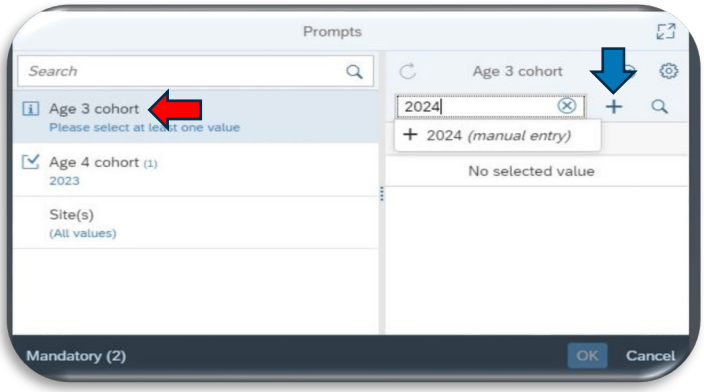
12.5 Cohort prompts

The cohort prompt is often prefilled.

If not, select the cohort prompt on the left (red arrow), type cohort into the text field on the right and click the plus (+) sign (blue arrow).

Enter one cohort at a time for multiple cohorts.

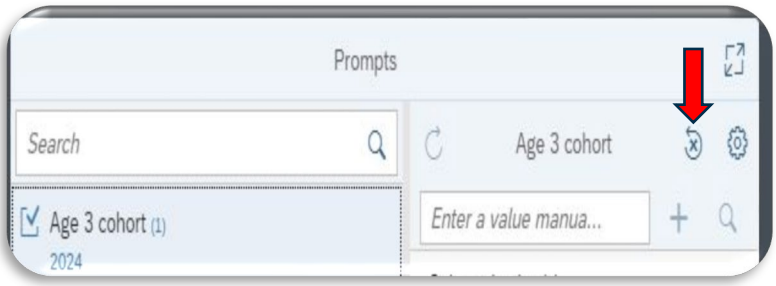
Figure 11: Cohort prompts



12.6 Resetting prompt values

To change an existing value in the prompt, select the prompt to clear on the left, click the reset button on the right (red arrow) and proceed to enter the required value.

Figure 12: Reset button



12.7 Mandatory and optional prompts

Mandatory prompts are marked with “Please select at least one value” (red arrows).

Figure 13: Mandatory and optional prompts

12.8 ETO Report interface

Once loaded, reports have additional features including tabs, export options, filters, and navigation tools.

12.8.1 Report tabs

Every report includes multiple tabs highlighting various kinds of information.

All reports also include an “Information” tab that highlights:

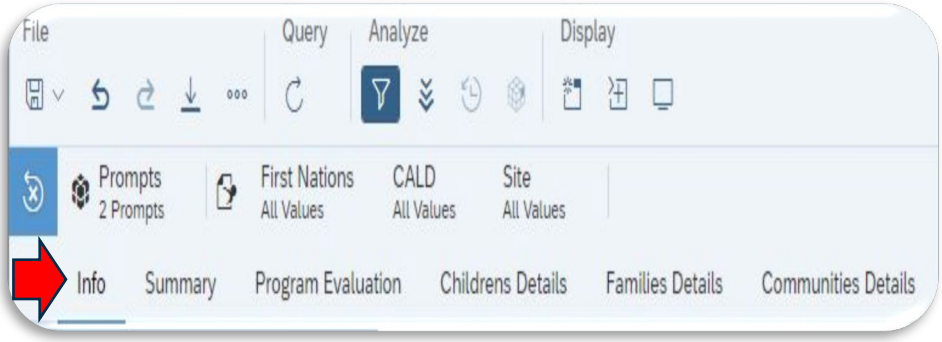
- Report name
- Purpose of the report

- Most suitable export format (PDF or Excel)
- Tab information, and
- The entered prompt values.

This assists users in interpreting the report and ensures clarity when exported. Click tab names to switch views.

Figure 14: Report tabs

To change between tabs, click on the name of the tab.



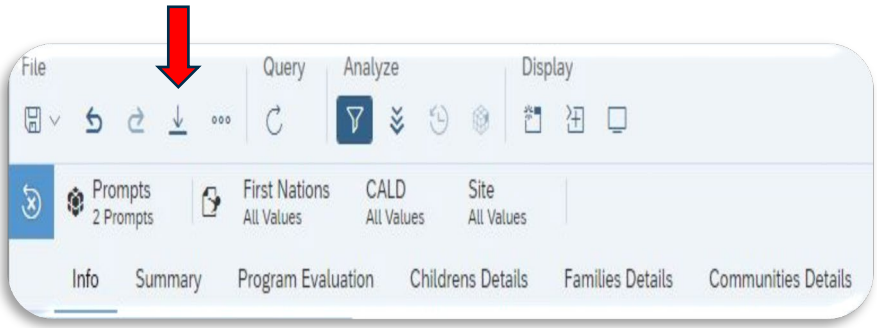
12.8.2 Exporting a report

Figure 15: Export button

Reports may be exported for later use. ETO Support generally recommends Excel export, though some reports are better suited to PDF (as indicated on the Information tab).

All exported reports may be printed.

To export a report, select the export button. A window with several options will appear.

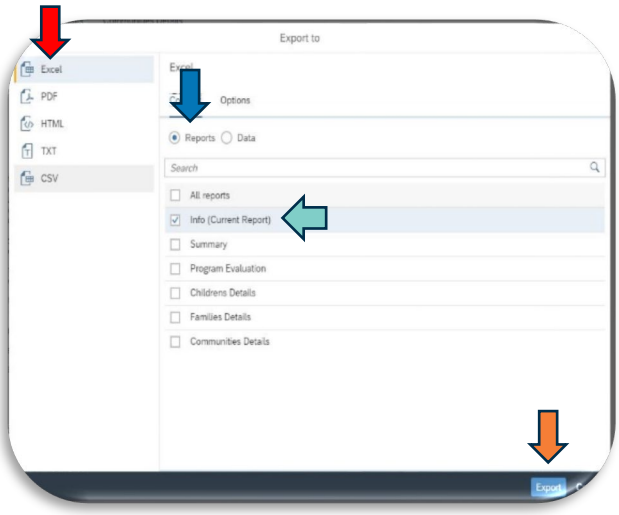


12.8.2.1 Exporting to Excel

- Excel format is selected by default (red arrow)
- Ensure the reports button is selected (blue arrow)
- By default, only the current report tab will be selected (green arrow). Select any additional tabs you want to export.
- In the options menu, ensure “prioritise easy data processing in Excel” is selected

Click export (orange arrow)

Figure 16: Export to excel



12.8.2.2 Exporting to PDF

- Change the format to PDF
- Select any additional tabs you want to export.
- Click export

12.8.3 Data security considerations

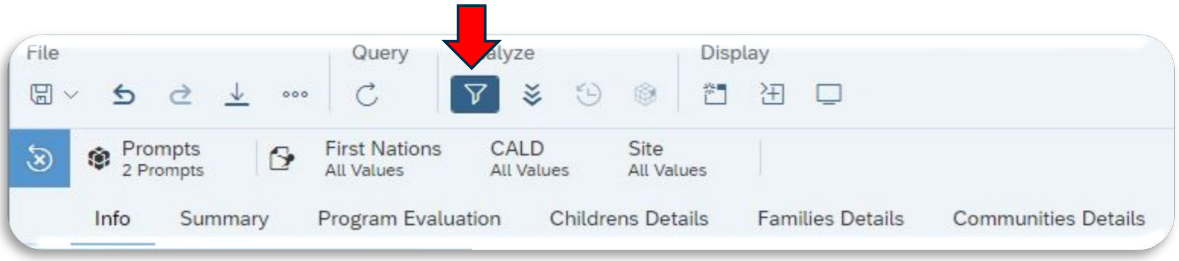
When downloading data, consider privacy issues:

- Ensure saved data is not stored on unsecured devices or storage mediums (Eg.: USB drives)
- Avoid accidentally emailing saved data to unintended recipients
- Keep printed reports in secure file cabinets when not in use

12.8.4 Filtering the data

Filters allow you to adjust the data on the report before exporting. For example, filters can be used to compare data for different cohorts.

Figure 17: Filter button

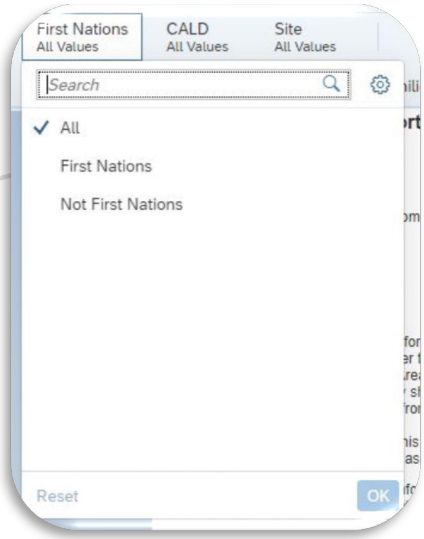


To check for available filters:

Select the filter button
Apply the filter to the entire report (All tabs) or just the current tab (as available)

Change the filter values, click on the filter, select the required values, and click ok.

Figure 18: Select filter values



12.8.5 Turning the page

For multi-page reports, navigation arrows will appear at the bottom of the window. Use these arrows to move between pages.
To navigate, move the mouse over the report interface to reveal the page tool at the bottom of the report window and use the arrows (red arrow) to move to the next page.

Figure 19: Page turning tool

12.9 Key ETO reports

This section introduces some of the most frequently used reports available via the reports menu of the HIPPY Delivery Dashboard. A complete list is included in the appendix.

12.9.1 Data quality summary

This report gives a snapshot of data quality issues across both family and staff data. It should be run monthly to maintain high standards.

12.9.1.1 How to use this report

The report highlights various data quality issues, some with numbers indicating affected individuals (HIPPY children, parent/carers, or staff members).

For example, three children in the 2024 cohort and two in the 2023 cohort have had no delivery in the past month. Possible reasons highlighted:

- Family delivery started recently, and some families are yet to receive the year's first delivery
- Family delivery has started, and pack deliveries are pending on account of pending entries
- Family disengagement and may need to be exited
- The families may be on hold and are not currently receiving delivery
- School holidays, or end-of-year pause on deliveries

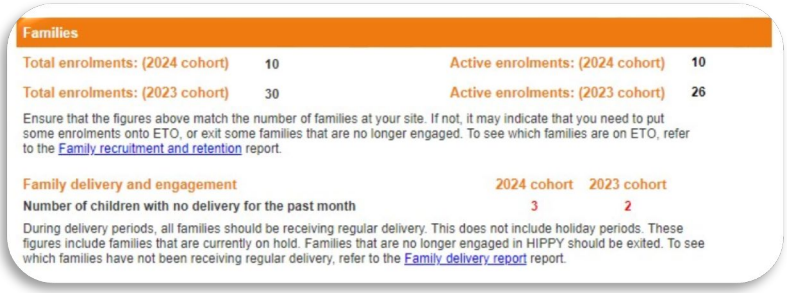
In order to address the issues, coordinators need to explore each issue (or set of issues) for more information on its real meaning and possible rectification steps.

Use the provided link to access detailed reports and pay close attention to the person named in relation to the report.

Take further action based on the detailed report:

- Submit pack delivery touchpoints
- Exit families
- No action required

Figure 59: Data quality summary report



Families

Total enrolments: (2024 cohort)	10	Active enrolments: (2024 cohort)	10
Total enrolments: (2023 cohort)	30	Active enrolments: (2023 cohort)	26

Ensure that the figures above match the number of families at your site. If not, it may indicate that you need to put some enrolments onto ETO, or exit some families that are no longer engaged. To see which families are on ETO, refer to the Family recruitment and retention report.

Family delivery and engagement	2024 cohort	2023 cohort
Number of children with no delivery for the past month	3	2

During delivery periods, all families should be receiving regular delivery. This does not include holiday periods. These figures include families that are currently on hold. Families that are no longer engaged in HIPPY should be exited. To see which families have not been receiving regular delivery, refer to the Family delivery report report.

12.10 Family recruitment and retention

This report provides information on family recruitment, retention, and Priority of Access criteria compliance.

12.10.1 How to use this report

12.10.1.1 Summary tab

The report highlights site-level information:

- Number of HIPPY children recruited, active, exited (including children re-enrolled), and graduated
- Proportion of HIPPY children retained
- Proportion of HIPPY children meeting Priority of Access criteria (both recruited and retained)

Use this data to assess if recruitment, retention, and Priority of Access (PoA) targets are being met.

Figure 20: Family R&R summary tab

Site	Target range	Total recruited	Total active	Total exited	Total graduated	Retention percentage	Proportion meeting PoA (recruited)	Proportion meeting PoA (retained)
Site name	30-35	31	31	0	0	100%	74%	100%

12.10.1.2 Details tab

The details tab provides information on each child's Priority of Access, date of birth, and suburb.

Use this tab to understand why your PoA rate may be lower than expected, confirm children are old enough to start HIPPY, and verify children live within your site's catchment area.

Children who are too young to start HIPPY or living out of catchment:

Children too young for HIPPY will have their date of birth shown in red.

Report these children, and those outside the catchment, to ETO Support. If not uploaded to DEX, ETO Support can remove the family without affecting retention. If uploaded to DEX, the family must be exited, which will reduce your retention rate.

The example here shows details of each child, focusing on age eligibility and PoA criteria compliance.

You may remember from the summary tab that 100% of families met the PoA criteria, so in that instance, you may not want to see these details.

Figure 21: Family R&R details tab

										Child			Household		Parent/Carer	
Child	Cohort	Enrolled	Date exited or graduated	Current status	DOB	Current age	Suburb	Meets Priority of Access	First time family	First Nations	Has a disability (including ASD)	Lives with one parent, a carer or lives in out-of-home care	Health care card	No income or receives government support payment	Has a disability	Main language not English
Chan, Jaie	2024	18/01/24		Active	1/01/21	3.3	Fakeville	Yes	Yes	No	Yes	Yes	No	No	No	No
Noones, Nicky	2024	14/03/24		Active	1/01/21	3.3	Faketown	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
Shaw, Jolene	2024	14/03/24		Active	1/01/21	3.3	Faketown	Yes	Yes	No	No	Yes	Yes	No	No	No

12.11 Family delivery

This comprehensive report displays family delivery and engagement information at both a high level (progress and quality tabs) and at a granular level (delivery and engagement tabs).

Tip: *Use the Tutor filter to compare data between Tutors.*

12.11.1.1 Progress Tabs (Age 3 and Age 4)

These two tabs visually indicate each child's delivery progress and engagement:

- Days since the last delivery
- Date of the most recent family support, referral and gathering

Families currently on hold (child's name in italics)

- Families with Individual Delivery Plans (child's name in bold)

For example,

The first table shows that most families progressed to Echidna 3.

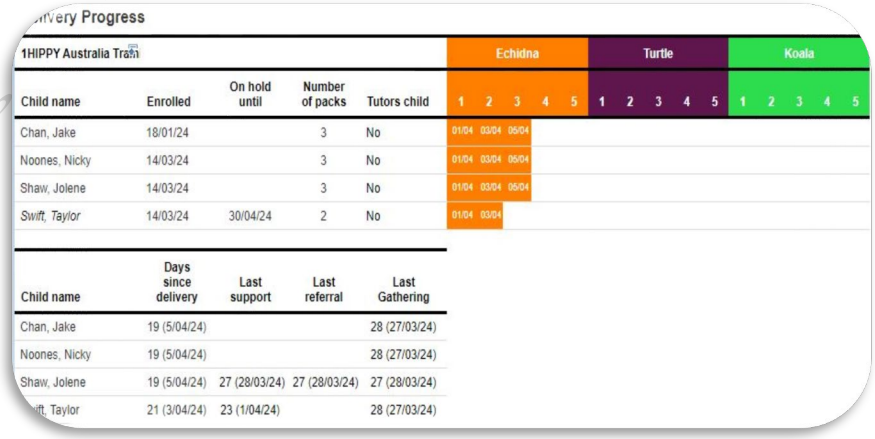
The dates in the coloured squares are the dates on which the delivery occurred.

One child (Taylor Swift) is on hold with lesser progress.

The second half of the table shows the duration since the last delivery or Gathering.

Two of the families have received recent support, and one of these has also had a referral.

Figure 22: Family delivery progress tab



ivery Progress

1HIPPY Australia Tram

Child name	Enrolled	On hold until	Number of packs	Tutors child	Echidna 1	Echidna 2	Echidna 3	Echidna 4	Echidna 5	Turtle 1	Turtle 2	Turtle 3	Turtle 4	Turtle 5	Koala 1	Koala 2	Koala 3	Koala 4	Koala 5
Chan, Jake	18/01/24		3	No	01/04	03/04	05/04												
Noones, Nicky	14/03/24		3	No	01/04	03/04	05/04												
Shaw, Jolene	14/03/24		3	No	01/04	03/04	05/04												
Swift, Taylor	14/03/24	30/04/24	2	No	01/04	03/04													

Child name	Days since delivery	Last support	Last referral	Last Gathering
Chan, Jake	19 (5/04/24)			28 (27/03/24)
Noones, Nicky	19 (5/04/24)			28 (27/03/24)
Shaw, Jolene	19 (5/04/24)	27 (28/03/24)	27 (28/03/24)	27 (28/03/24)
ift, Taylor	21 (3/04/24)	23 (1/04/24)		28 (27/03/24)

This information helps you see overall family progress and engagement and identify families who may need extra support. You can then review the delivery tab for more detailed insights

12.11.1.2 Delivery Tabs (Age 3 and Age 4)

These tabs focus on home visit delivery aspects (and not the review of the last pack), showing:

- Tutor role-playing of all five activities with their families

- Time spent on each delivery
- Issues requiring attention or ways in which a delivery was adapted for the family (in the comments)

For example,

The adjacent table highlights sufficient delivery length and a high level of family engagement as they cover each activity in the pack.

This can also be seen in the comments.

Figure 23: Family delivery tab

Delivery of new pack (Age 3)

1HIPPY Australia Train

Child name	Date	Mode/ setting of delivery	Main Tutor	Pack	Duration	Number of activities role-played	HIPPY tools	Comments
Chan, Jake	1/04/24	Face-to-face Home Visit	Sadie Adler	Echidna 1	60	5	3Cs, Behaviour-specific praise, Everywhere Learning,	Mum was anxious at first but became more confident
Chan, Jake	3/04/24	Face-to-face Home Visit	Sadie Adler	Echidna 2	60	5	3Cs, Behaviour-specific praise, Everywhere Learning,	Family are enjoying doing HIPPY

Engagement Tabs (Age 3 and Age 4)

These tabs show family engagement during home visits. Similar to the delivery tabs, information recorded includes:

- Parent/carers' completion stage of activities with their child
- Family reflections

The example here demonstrates high engagement levels.

Figure 24: Family delivery engagement tab

Engagement with last pack (Age 3)

1HIPPY Australia Train			Review of last pack		Parent enjoyment	Child enjoyment					
Child name	Date	Current Pack	Last Pack	Number activities completed	Rating	Thinking & exploring	Communication	Social & emotional	Creativity	Family & community	Comments
Chan, Jake	1/04/24	Echidna 1	First pack delivery	—	—	—	—	—	—	—	Mum was anxious at first but became more confident
Chan, Jake	3/04/24	Echidna 2	Echidna 1	5	Yes	Like	Like	Like	Like	Like	Family are enjoying doing HIPPY
Chan, Jake	5/04/24	Echidna 3	Echidna 2	4	Yes	Like	Like	Like	Like	—	Family is enjoying activities
Noonan, Nicky	1/04/24	Echidna 1	First pack delivery	—	—	—	—	—	—	—	Mum was anxious at first but became more confident
Noonan, Nicky	3/04/24	Echidna 2	Echidna 1	5	Yes	Like	Like	Like	Like	Like	Family are enjoying doing HIPPY

12.11.1.3 Quality Tab

This tab summarises delivery quality for both Age 3 and Age 4 home visits. The tab shows site-level trends such as:

- Average delivery duration
- Proportion of deliveries where Everywhere Learning, 3Cs, and Behaviour-Specific Praise was discussed
- Average number of packs delivered per home visit
- Proportion of non-English deliveries
- Proportion of deliveries with all five activities completed by the family

In the example below, according to the first table:

- Most are single-pack deliveries
- Deliveries average around 45 minutes, although with significant variance

- Significant Everywhere Learning discussion
- Limited 3Cs or Behaviour-Specific Praise discussion
- All deliveries are done in English.

Figure 25: Family delivery quality tab

	Average number of packs per home visit	Average/ range of deliveries per family	Average/ range duration of deliveries	Everywhere Learning: proportion of deliveries	Behaviour-specific praise: proportion of deliveries	3Cs: proportion of deliveries	Proportion of deliveries not in English	Proportion of deliveries where all activities completed	Single-pack delivery percentage
Age 3	1.0	2 (1-3)	46.95 (20-65)	90%	0%	2%	0%	15%	98%
Age 4	1.0	4 (2-6)	44.75 (20-70)	97%	27%	19%	0%	28%	100%

		Parent enjoyment	Child enjoyment (Proportion that liked each activity)				
Pack	Responses	Proportion that said they enjoyed it (Yes)	Thinking and exploring	Communication	Social and emotional	Creativity	Family and community
Echidna 1	16	94%	75%	75%	50%	81%	56%
Echidna 2	4	50%	50%	50%	25%	75%	75%

12.12 Family support and referral summary

This report shows information about family support activities and referrals. Tabs include:

12.12.1 Support Summary Tab

This tab shows a proportion of support types provided.

For example, the most common type of support activity might be when a family cancels a home visit, followed by instances where a pack delivery couldn't occur during a scheduled home visit.

This information helps identify the most frequent support activities.

Figure 26: Family support summary tab

Summary of Family Support

Purpose of Support	Count	Percentage
Attempted Pack Delivery (family not home)	25	17%
Development of Individual Delivery Plan	4	3%
Family-initiated Pack Delivery cancellation	108	72%
Planned break from delivery (on hold)	6	4%
Provide assistance/support	5	3%
Relationship building (planned)	6	4%
Total Responses:	**150**	

12.12.1.1 Support details tab

This tab shows the details of each family support activity, including:

- HIPPY child whose family was supported
- Type of support
- Reason for placing the HIPPY child on hold and the expected delivery resumption date (if applicable)
- Additional information provided in the comments

Example, you can see a couple of support activities that have occurred.

In one instance, a home visit had been planned, but support was required instead due to the issues affecting the parent/carer. Therefore, a family support form was used instead of completing a pack delivery form.

In the other instance, the family was put on hold due to experiencing significant challenges.

Figure 27: Family support details tab

Family Support Details

Child	Date	Purpose of Support	Time (mins)	Reason for Placing on Hold	Resume Date	Details
Shaw, Jolene	28/03/24	Provide assistance/support,	30			Tutor arrived at the family's home for home visit, but parent was upset. Spent time providing emotional support. Provided information for mental health services.
Swift, Taylor	1/04/24	Planned break from delivery (on hold),	60	Significant disruption to family life,	30/04/24	Family has been experiencing significant challenges so we have agreed to pause delivery

12.12.1.2 Referral Summary Tab

This tab displays the types of services families were referred to and how they were supported in engaging with these services.

The first table illustrates that families were referred to a range of services, including child care, financial assistance, and utilities assistance.

The second part of the table outlines the types of support provided as part of the referral process, with contacting the service on behalf of the family being the most common form of assistance.

Figure 28: Referrals summary tab

Summary of Family Referrals

Type of Service	Count	Percentage
Advocacy	3	17%
Child care	2	11%
Early childhood support	2	11%
Employment	1	6%
Financial assistance	1	6%
Food bank	3	17%
Other	1	6%
Speech and language	1	6%
Training or skills development	1	6%
Training or Skills development	1	6%
Utilities assistance	2	11%
Total Responses:	**18**	

Types of Assistance	Count	Percentage
Contacted service on family's behalf	8	89%
Attended appointment with family	1	11%
Discussed and provided service information		
Other assistance	2	22%
No assistance		
Total Responses:	**9**	

12.12.1.3 Referral Details Tab

This tab provides more detailed information on each referral made, including:

- The HIPPY child whose family was referred
- The type of service referred to

- The type of assistance provided
- Whether the referral was an internal or external referral
- Any additional details provided in the comments

In this example, you can see the details of a referral for a family to a mental health support service.

Figure 69: Referral details tab

Family Referral Details

Child	Date	Type of Service	Assistance Provided	Internal Referral	Time (mins)	Details
Shaw, Jolene	28/03/24	Mental health support	Discussed and provided service information|	Yes	30	Provided information for provider mental health service.

12.13 Gathering summary

This report provides details on gathering attendance and enrichment.

12.13.1.1 Summary Tab

This tab displays a summary of each gathering's attendance, enrichment, and other details, which can help identify more successful gatherings.

The example below shows a series of Age 3 and Age 4 Gatherings held over time. Key points include:

- Attendance is typically less than 10 families per gathering
- Gatherings involve a range of dedicated and integrated enrichment activities

Enrichment topics focus on various aspects of early childhood development

Based on this information,

- If the number of families in the program is high, efforts may be needed to increase the Gathering attendance.
- It may be worthwhile exploring whether families would prefer different types of enrichment activities, given the focus on early childhood development.

Figure 29: Gathering summary tab

Date Taken	Age Group	Families attending	Enrichment topic	Guest speaker	Format
03/04/23	Age 3	7	Events, field trips and excursions	None	Dedicated
15/05/23	Age 3	10	Early childhood development	None	Integrated
26/06/23	Age 3	7	Events, field trips and excursions	None	Integrated
07/08/23	Age 3	6	Early childhood development	None	Integrated
11/09/23	Age 3	9	Creative activities for the family	None	Integrated
30/10/23	Age 3	6	Early childhood development	None	Integrated
07/12/23	Age 3	8	Events, field trips and excursions	None	Integrated
08/02/24	Age 4	7	Other	None	Dedicated
21/02/24	Age 4	8	Early childhood development	None	Dedicated
06/03/24	Age 4	6	Early childhood development	None	Dedicated
20/03/24	Age 4	8	Early childhood development	None	Dedicated

12.13.1.2 Family Attendance Tab

This tab shows the number of gatherings each family attended (Identified by listing the child's name). This information helps assess family engagement (in terms of gathering attendance).

Figure 30: Family attendance tab

In this example, most families have attended one Gathering, while one family has attended two.

Hence, the information can be used to:

- Identify highly engaged families
- Target families with low attendance for additional support or encouragement

Child's name	Gatherings attended
Chan, Jake	1
Noones, Nicky	1
Shaw, Jolene	2
Swift, Taylor	1

12.13.1.3 Monthly Attendance Tab

Figure 31: Monthly attendance tab

This tab shows the number of family attendances by month.

In the example, attendance appears to be somewhat higher in the first half of the year but reduces afterwards.

This may be due to families disengaging over time, or the enrichment activities offered to families in the later months being less relevant.

Month	Total attendances
February	15
March	14
April	7
May	10
June	7
August	6
September	9
October	6
December	8

12.14 Family outcomes

This report shows the outcomes for families over their two years of HIPPY. It is most useful for graduated cohorts but can provide valuable information for ongoing cohorts.

- The report can be used for:
- Promoting the program locally
- Building relationships with services
- Advocacy at all levels of government
- Identify areas for improvement

12.14.1.1 Summary Tab

This tab is designed for those less confident with using data, as it provides:

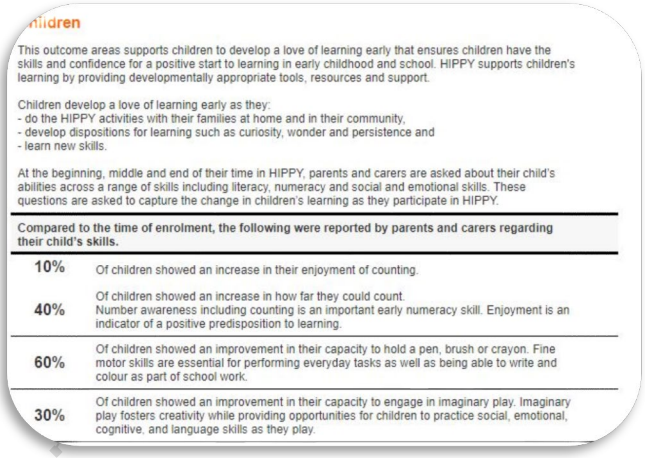
- Explanations of each outcome area
- Percentages for each outcome measured on journeys, and
- Descriptions of indicator meanings

For example,

After a year of HIPPY, over half of the children show an improvement in holding a pencil or crayon correctly.

This information, in combination with some of the other outcomes shown on this page, could demonstrate HIPPY's benefits to potential families.

Figure 32: Family outcomes summary tab



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This outcome areas supports children to develop a love of learning early that ensures children have the skills and confidence for a positive start to learning in early childhood and school. HIPPY supports children's learning by providing developmentally appropriate tools, resources and support.

Children develop a love of learning early as they:
- do the HIPPY activities with their families at home and in their community,
- develop dispositions for learning such as curiosity, wonder and persistence and
- learn new skills.

At the beginning, middle and end of their time in HIPPY, parents and carers are asked about their child's abilities across a range of skills including literacy, numeracy and social and emotional skills. These questions are asked to capture the change in children's learning as they participate in HIPPY.

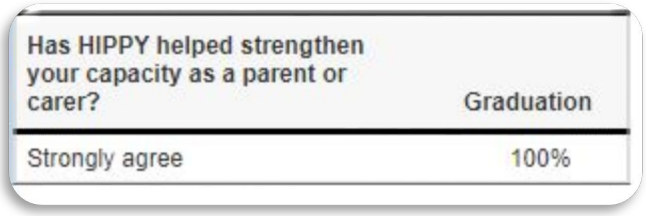
Compared to the time of enrolment, the following were reported by parents and carers regarding their child's skills.	
10%	Of children showed an increase in their enjoyment of counting.
40%	Of children showed an increase in how far they could count. Number awareness including counting is an important early numeracy skill. Enjoyment is an indicator of a positive predisposition to learning.
60%	Of children showed an improvement in their capacity to hold a pen, brush or crayon. Fine motor skills are essential for performing everyday tasks as well as being able to write and colour as part of school work.
30%	Of children showed an improvement in their capacity to engage in imaginary play. Imaginary play fosters creativity while providing opportunities for children to practice social, emotional, cognitive, and language skills as they play.

12.14.1.2 Program Evaluation Tab

This tab shows information for a cohort that has completed HIPPY, thereby summarising families' experiences from the graduation journey. This information is powerful when demonstrating HIPPY's benefits to potential families and referral services.

This tab will only show data towards the end of 2024 once graduation journeys have been entered. The image below is an example of the type of data viewable.

Figure 33: Family outcomes program eval tab



Has HIPPY helped strengthen your capacity as a parent or carer?	Graduation
Strongly agree	100%

12.14.1.3 Children's, Families', and Communities' Details Tabs

These tabs provide more detailed outcome data. They allow you to create your own narrative based on granular information about each outcome area.

Example: The pencil-holding outcome shows that by the end of Age 3, no children rarely or never held a pencil correctly, compared to 27% at enrolment.

The percentage of children holding a pencil correctly most or all of the time increased from 23% at enrolment, to 50% by the end of Age 3.

Figure 34: Family outcomes details tabs

How often does your child hold a pen, crayon or paint brush properly?	Enrolment	End of Age 3
Rarely or never	27%	
Sometimes	50%	50%
Most or all of the time	23%	50%

12.15 Staff recruitment and caseload

This report shows key information about staff onboarding and information on Tutor employment in the HIPPY program.

12.15.1.1 Compliance Tab

- This tab helps ensure compliance with safeguarding requirements in the HIPPY Sublicence and Funding Agreement. In particular:
- Current Working with Children Checks for all staff
- Nationally Coordinated Criminal History Check - **NCCHC**, within the last three years, for all staff
- Annual safeguarding training completion for all Tutors

Although ETO Support will send you a reminder for expiry dates on staff members' checks, this information is useful to take action ahead of time.

If the report lists Tutors who have not undertaken safeguarding training, submit this information via the Tutor Professional Development touchpoint (this includes the HIPPY LMS safeguarding training).

The example here shows all staff members have current Working with Children's Checks and NCCHC, with three out of four having completed Safeguarding training.

Figure 76: Compliance tab

Staff Member	HIPPY Role	NPC Reference	NPC Issue	NPC Renewal	WWCC Reference	WWCC Expiry	Safeguarding Training
Adler, Sadie	Tutor	48483651587	26/04/24	26 Apr 2027	4564615354	1/07/25	Submitted 17/04/24
Marston, John	Tutor	764131565	29/04/24	29 Apr 2027	157486456	25/07/24	Submitted 17/04/24
McFarlane, Bonnie	Tutor	2567568797	30/04/24	30 Apr 2027	64861354	15/08/24	Not submitted
White, Betty	Coordinator	46512354	24/04/24	24 Apr 2027	46184533	13/06/24	Submitted 17/04/24

12.15.1.2 Staff Info Tab

This tab displays information about each staff member's employment, including start date, type of employment and HIPPY parent/carer status & pre-service Tutor training submission.

The example indicates the Coordinator and one Tutor have had staff demographic info touchpoints, while two Tutors haven't.

All Tutors have completed Pre-Service Tutor Training.

Figure 35: Staff recruitment and caseload staff info tab

Name	HIPPY Role	Submission of Staff Demographics	Privacy Acknowledgement	Employment Date	Employment Type	Number of Hours	Year Started as HIPPY Parent	Pre-Service Tutor Training
White, Betty	Coordinator	Submitted	Submitted	22/01/2019	Full time (1.0 FTE)	N/A	N/A	N/A
Adler, Sadie	Tutor	Not submitted	Please upload		hrs			Submitted 11/01/23
McFarlane, Bonnie	Tutor	Not submitted	Please upload		hrs			Submitted 11/01/23
Marston, John	Tutor	Submitted	Submitted	01/02/2023	Casual 15hrs	15	2018	Submitted 11/01/23

12.15.1.3 Caseload Tab

This tab shows which HIPPY children are assigned to each Tutor, as well as details of unassigned HIPPY children.

The example displays one Tutor's caseload and several unassigned children, possibly due to recent enrolment.

Children of Tutors should be assigned to the Coordinator's caseload.

Figure 36: Staff recruitment and caseload tab

Tutor	Cohort	Child
Sadie Adler	2023	Gum, Ared
	2023	Read, Abookta
	2023	Simpson, Maggie
	2024	Chan, Jake
	2024	Shaw, Jolene
Total		5

No Tutor	Cohort	Child
	2024	Swift, Taylor
	2024	Noones, Nicky
Total		2

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12.16 Tutor training and development

This report provides information on Tutor training, Peer-to-Peer (P2P) activities, and professional development.

12.16.1.1 Progress Tab

Displays training progression for both the Age 3 and Age 4 Tutors.

The example shows that two Tutors have been trained up to Turtle 3, while one has been trained up to Turtle 2.

Figure 79: TT&D progress tab

Age 3				Echidna					Turtle					Koala				
Tutor	Tutor cohort	First Tutor training	Days since Tutor training	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adler, Sadie	2023	2/01/23	5 (24/04/24)	02/01	06/01	09/01	13/01	19/01	16/02	24/04								
McFarlane, Bonnie	2023	2/01/23	5 (24/04/24)	02/01	06/01	09/01	13/01	19/01	16/02	05/04	24/04							
Marston, John	2023	2/01/23	5 (24/04/24)	02/01	06/01	09/01	13/01	19/01	16/02	05/04	24/04							

12.16.1.2 Details Tab

Shows specific information for each Tutor training session in the family delivery report (engagement tab).

The example highlights details available for each Tutor training session, including the duration, pack, HIPPY skills, and type of enrichment.

Figure 37: TT&D details tab

Tutor	Date	Curriculum	Duration (mins)	Pack	Tutor skills	Enrichment
Adler, Sadie	2/01/23	Age 3	180	Echidna 1	3Cs, Relationship building, Everywhere learning, Behaviour specific praise,	Building relationships with HIPPY families
Adler, Sadie	6/01/23	Age 3	180	Echidna 2	Organisation, Community knowledge, Cultural knowledge,	HIPPY Outcomes, Guiding Principles and Essential features
Adler, Sadie	9/01/23	Age 3	120	Echidna 3	Parents as first teachers, Reviewing, Behaviour specific praise,	Induction & policies
Adler, Sadie	13/01/23	Age 3	180	Echidna 4	Relationship building, Everywhere learning, Role play frequency,	Role play & 3Cs: engaging families

12.16.1.3 Quality Tab

Presents aggregated data for Age 3 and Age 4 Tutor training, including tracking average time spent on training (too brief, or if one or more of the key HIPPY skills require frequent discussion).

The example indicates better quality of Age 4 training is better than Age 3, with each of the HIPPY skills (3Cs, Behaviour-Specific Praise, and Everywhere Learning) being discussed more frequently for Age 4 training.

Figure 38: TT&D quality tab

Curriculum	Average duration (mins)	Proportion where 3Cs discussed	Proportion where BSP discussed	Proportion where Everywhere Learning discussed	Proportion with enrichment
Age 3	172	48%	48%	57%	100%
Age 4	180	100%	100%	100%	100%

12.16.1.4 Journey Tab

This tab serves as a dashboard summary of individual Tutor requirements, including:

- Pre-service Tutor training
- Annual activities (safeguarding training and supervised home visits)
- Year 1 P2P activities (2024 onwards)
- Year 2 P2P activities (2024 onwards)
- End of employment activities (staff exit)

The example here highlights one Tutor is in their second year (by looking at the Tutor's cohort), while the other two are in their first year.

Additional points of interest are:

- One Tutor has not had their annual safeguarding training recorded on ETO (red arrow)
- The Tutor in their second year did not have their review of their year 1 P2P plan recorded on ETO (orange arrow)

Figure 39: TT&D journey tab

1HIPPY Australia Trai		Start of employment	Annual Activities		Year 1 Activities				Year 2 Activities			End of employment
Tutor	Tutor cohort	Preservice Tutor training	Most recent safeguarding training	Most recent supervised home visit	Initial Skill Development Activity	P2P Plan	P2P Review	Year 1 Skill Development Activity	P2P Plan	P2P Review	Final Skill Development Activity	Staff Exit
Adler, Sadie	2024	11/01/23	17/04/24	24/04/24	3/04/24	2024						
McFarlane, Bonnie	2023	11/01/23		29/03/24	15/03/23	2023		15/03/24	2024	24/04/24		
Marston, John	2024	11/01/23	17/04/24	3/04/24	24/04/24	2024						

***Tip:** This tab is designed for Tutors who are only employed for two years; hence, Tutors who have been employed for a third year may not display correctly.*

12.16.1.5 Supervised Home Visit Tab

This tab displays details of the most recent supervised home visit, and a list of dates it was conducted on for each Tutor. At the end of each year, first-year Tutors should have three supervised home visits, and second-year (and beyond) Tutors should have two.

The information in this tab can be used to review both Coordinator and Tutor ratings of core HIPPY Tutor skills and to confirm that supervised home visits are being conducted throughout the year. In the example, the Tutor has had two supervised home visits to date.

Both the self-assessment on the various skills needed to be a Tutor, as well as the Coordinator rating for the Tutor, are available.

Figure 40: TT&D SHV tab

Adler, Sadie	Date: 24/04/24	
Skill	**Tutor rating**	**Coordinator rating**
CORE SKILLS		
Organisation	Capable	Developing
Time Management	Capable	Capable
Using Technology	Capable	Capable
Supporting Parents	Capable	Capable
HOME VISIT SKILLS		
Reviewing	Capable	Capable
Role Playing	Capable	Capable
Everywhere Learning	Capable	Capable
Recording Home Visits	Capable	Capable
3Cs	Developing	Capable
haviour-Specific Praise	Developing	Capable

Supervised Home Visit Dates
6/03/24
24/04/24

12.16.1.6 Skill Development Activity Tab

This tab illustrates Tutors' skill progression over time, with self-ratings on core HIPPY Tutor skills, personal development, and professional development skills.

Initially, Tutors only rate themselves on core HIPPY Tutor skills, and later on rate themselves on all skills.

In the example, the Tutor has rated themselves on each of the P2P skills at the start and the end of year 1.

They self-rate as more capable for many of the skills as they progress, often rating themselves as 'beginning' initially, and later rating themselves as 'capable'.

Figure 41: TT&D SDA tab

	McFarlane, Bonnie			
	Tutor rating	**Start of Year 1**	**End of Year 1**	**End of Year 2**
Learning Area 1: Core HIPPY Tutor Skills	Organisation	Beginning	Capable	
	Time Management	Beginning	Capable	
	Using Technology	Beginning	Capable	
	Supporting Parent	Developing	Capable	
	Asking for Help	Beginning	Capable	
	Reviewing	Developing	Capable	
	Role Playing	Beginning	Capable	
	Everywhere Learning	Beginning -	Capable	
	3Cs	Beginning	Capable	
	Behaviour-Specific Praise	Beginning	Capable	
	Home Visit Form Reporting	Developing	Capable	
Learning Area 2: Personal Development	Health and Wellbeing		Capable	
	Work Life Balance		Capable	
	Support Networks		Capable	
Learning Area 3: Professional Development	Leadership		Capable	
	Professional Relationships		Capable	
	Teamwork		Capable	
	Studying		Capable	
	Career Planning		Capable	
	Job Search		Capable	
	Interview Skills		Capable	

12.16.1.7 P2P Tab

This tab presents goals from each Tutor's most recent P2P plan and its review details.
If no reviews have been submitted, the review columns will be blank.

In the example, the Tutor has set a plan for the year and also done one review.
There seems to have been some progress on most of the goals, and the confidence with most goals has been rated as 'developing'.

Figure 42: TT&D P2P tab

Tutor	McFarlane, Bonnie	Goal Setting			Goal Review (24/04/24) 1 review(s)	
	Goal Area	Goal	New/ existing	Completion	Progress	Confidence
Goal 1	Core HIPPY Tutor Skills	Home Visit Form Reporing	Existing	8/10/24	Noticeable progress	Developing
Goal 2	Personal Growth	Work-life balance	New	12/10/24	Unsure	Developing
Goal 3	Professional Development	Leadership	New	18/07/24	Some progress	Developing
Goal 4	Personal Growth	Support networks	New	17/07/24	Some progress	Developing
Goal 5	Core HIPPY Tutor skills	Supporting parents	Existing	16/08/24	Some progress	Capable

12.16.1.8 Prof Development Tab

This tab lists all the professional development activities undertaken by Tutors.
In the example, the Tutors have undertaken pre-service Tutor training, and one Tutor has done safeguarding training on the Learning Management System (LMS).

Figure 43: TT&D prof dev tab

Tutor	Start date	End date	Type of activity	Field	P2P goal	Provider
Adler, Sadie	11/01/23	13/01/23	Internal training	HIPPY pre-service Tutor training	No	Preservice tutor training
Adler, Sadie	17/04/24	18/04/24	HIPPY training/LMS	Child safety/Safeguarding	No	KJHKJH
McFarlane, Bonnie	11/01/23	13/01/23	Internal training	HIPPY pre-service Tutor training	No	Preservice tutor training
Marston, John	11/01/23	13/01/23	Internal training	HIPPY pre-service Tutor training	No	Preservice tutor training

SECTION 13: ETO REPORT FAQS

13. ETO Reports FAQs

13.1 Family FAQs (HIPPY Delivery Dashboard)

How do I find out…?	Report
my recruitment numbers and retention percentage	Family recruitment and retention
what percentage of my recruited families meet Priority of Access criteria	Family recruitment and retention
which families need a particular Journey form (Enrolment, End of Age 3, Graduation)	HIPPY journey review
what activity pack each family is up to	Family delivery
the details of recent Gatherings (attendance, enrichment)	Gathering summary
the meaningful contact each family has received through referrals or family support	Family support and referral summary
what families have achieved by doing HIPPY	Family outcomes
demographic summaries of my families	Family demographics
The history of recruitment and retention at my site	Recruitment and retention trends

13.2 Staff FAQs (HIPPY Delivery Dashboard)

How do I find out…?	Report
if all staff have valid suitability checks and have received Preservice Tutor Training and Safeguarding training	Staff recruitment and caseload
the caseloads of my Tutors	Staff recruitment and caseload
how many Pathways to Possibilities (P2P) forms have been entered for tutors	Staff recruitment and caseload
what packs each Tutor has been trained in	Tutor training and development

13.3 Sublicence Reporting FAQs (Quality and Sublicence Dashboard)

How do I find out…?	Report
some HIPPY Stories that have been submitted	HIPPY story
if I have submitted my Coordinator report	Coordinator report tracker

SECTION 14: FREQUENTLY ACCESSED INFORMATION AT A GLANCE

14. At a glance – Frequently accessed information

14.1 ETO Login Page

https://secure.etosoftwareau.com/

14.2 Quick Guides and websites – Summaries of key information

Coordinator Quick Guide: Helps Coordinators understand the required activities for families and staff.

Line Manager Quick Guide: Assists Line Managers in monitoring the program, supporting their Coordinator, and managing reporting obligations.

Data Entry Quick Guide: Offers handy tips for streamlining data entry and helps keep it up-to-date.

Report Quick Guide: Explains which ETO reports to run in order to find specific types of information.

Enrolment form guide: Provides comprehensive information on using the enrolment form and understanding why specific questions are asked.

HIPPY Australia website: Useful for checking if a particular suburb falls within a site's catchment area.

14.3 LMS Training

A module called "Efforts to Outcomes (ETO)" has been created on the Learning Management System (LMS) to help HIPPY staff understand the purpose of data collection and use. The module includes:

- Introduction to ETO for Line Managers and Coordinators
- The HIPPY Delivery Dashboard: Data in for Line Managers and Coordinators
- The Quality and Sublicence Dashboard: Data in for Line Managers and Coordinators
- Introduction to ETO and basic data entry for Tutors
- Line Managers and Coordinators will be enrolled in the ETO course (all modules).
- Tutors with ETO access will be enrolled in the Tutor-specific module. Additional reporting modules for Line Managers and Coordinators are currently being developed.

14.4 ETO forms

ETO - Top tips

All forms can be found on the LMS:
https://bsl.instructure.com/courses/132/pages/eto-information-and-forms?module_item_id=771

Collect forms from Tutors during their supervision or training, and /or identify and complete missing forms.

Set aside time each week to enter data into ETO to ensure:

- you have access to the most current data for monitoring delivery to families and Tutors
- you do not miss the DEX quarterly cut-off dates

Save ETO as a browser 'Favourite'

Regularly save your work as a ‘draft’ as ETO times out after 60 minutes.

Wait for a confirmation message to appear after saving your work and before navigating away from the page to ensure you don’t lose it.

Print the ‘quick guides’ listed in this manual for easy reference.

Enable browser pop-ups for ETO so that reports open.

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SECTION 15: APPENDICES

Appendix A: Technical requirements

ETO is a browser-based system; no additional software installation is required. However, specific hardware and software tools are required for optimal functionality and data entry. Providers must meet these hardware and software specifications to enable ETO to function as intended..

Your organisation's ICT team must ensure these requirements are met and troubleshoot any issues, as ETO Support cannot assist with these matters.

A.1 Hardware

Computer system: A PC or laptop with adequate speed and storage, running Windows 7 or higher Operating System & software tools listed below

Internet connection: A stable internet connection, ideally 25Mbps up/12Mbps down

Printer: Required for printing forms

Scanner: Required for scanning privacy acknowledgements for families and staff

A.2 Software

Browser: Google Chrome is recommended, though other browsers may work

PDF Reader (Eg., Adobe Acrobat): For downloading reports from ETO in PDF format

Microsoft Word and Excel: For accessing ETO forms and reports

A.3 Changing your ETO password

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Regularly change your password to prevent privacy breaches or security threats.

If someone knows/learns your password, update it immediately.
Steps to change your password:

- Log into ETO
- Click on your name in the top-right corner of the screen and select “Change my password and security questions (red arrow)”
- Enter your old password as well as a new password (twice for confirmation)
- Select three security questions and provide answers, if not already done
- Click save to finish

Figure 44: Change ETO password

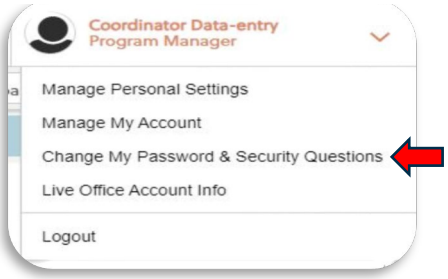
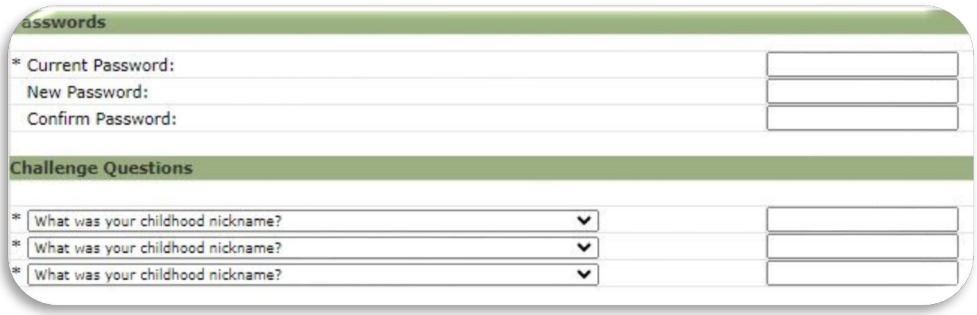


Figure 88: Change ETO password



Tip: *Your new password must be at least six characters long, including a number.*

A.4 Logging in for the first time

The login screen contains two fields:

- Username: Your work email address
- Password: Provided by HIPPY Australia

After entering your credentials for the first time, you will be prompted to change your password. The new password must contain both numbers and letters and be at least 6 characters long.

Reminder: *Passwords are case sensitive.*

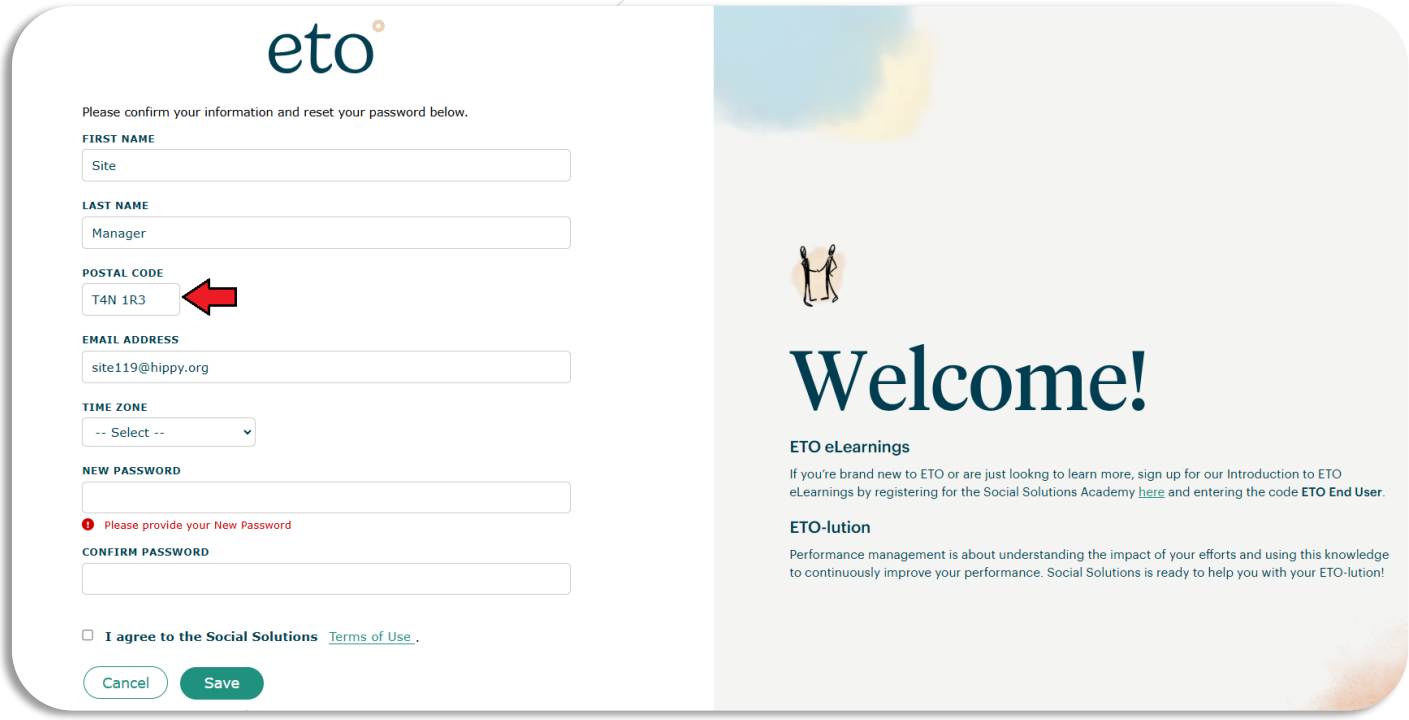
Next, you will see a short list of questions on the Profile Information screen, which appears only during the first login.

Complete the required fields and choose your password.

Note: The ETO system requires a special postal code **T4N 1R3** to be used, as shown in the image below by the red arrow.

Click "Save" to return to the main dashboard.

Figure 89: Special Postal Code field



A.5 Site access screen

This screen will appear for users with access to multiple sites.

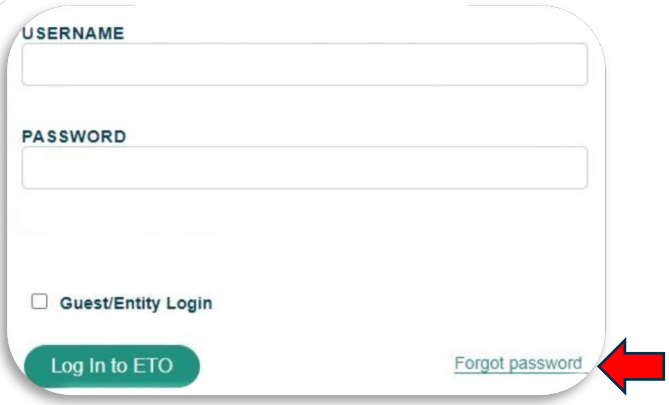
Click on the desired site name to proceed to the main dashboard.

Figure 90: Site access screen

A.6 Resetting your password

- Click on “Forgot your Password” link on the login screen
- An email containing a temporary password will be issued to your registered email address
- If the email does not arrive within a few minutes, check your junk mail folder

Figure 45: Login screen



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Appendix B: Troubleshooting common issues

I clicked on a report name, the report window did not load.

You need to enable pop-ups in your browser. Consult with your ICT team for assistance.

I'm on the "All Reports Page" and some reports are missing.

Ensure you are in the correct category. Check the list of current reports to confirm. Click the "refresh reports list" button at the top of the screen to view all available reports.

I've just entered a touchpoint and it's not showing up in my report.

Depending on the report, data may sometimes take time to appear in reports. Wait an hour before re-running the report. If the issue still persists, contact ETO Support for data quality assistance.

I can't submit a journey for a specific child because the box is unavailable.

Each journey is submitted once per child, to avoid duplicate data entry. If no journey was entered, it may have been entered against an incorrect child. Contact ETO Support for help.

The pack delivery or Tutor training touchpoint says a particular pack has already been entered and won't let me save the touchpoint.

Each pack is submitted once per child or Tutor. You may have already submitted this touchpoint, or selected the wrong pack (for example, the review of the last pack and the new pack being delivered are the same). Edit the previous touchpoint to change the pack if needed, and try saving the touchpoint.

I can't log into ETO.

- Ensure your full email address is used in the username field (without spaces and including the part after the @, especially when copying the email address from somewhere)
- Verify the password is being typed in correctly (it is case-sensitive)
- Confirm you are accessing the correct *ETO site* version (there are different versions with slightly different URLs)
- Contact ETO Support if login issues persist

I have just entered a new family on ETO, and they are not showing up in any ETO reports.

ETO data can take up to one hour to appear in ETO reports. Check again later, or on the following day.

B.1 Common data quality issues

I added a new family to ETO and now the parent/carer appears in the quick search results.

The program enrollment information requires to be changed to only enroll the HIPPY child. Dismiss the parent/carer using "enrolled in error" as the dismissal reason.

My Tutors have completed their pre-service Tutor training and annual safeguarding information, but the staff recruitment and caseload report is showing it as missing.

Pre-service Tutor training and annual safeguarding information appear in the staff recruitment and caseload report when submitted via the professional development touchpoint.

Appendix C: List of current reports

Report Category	Report Name	Description
Data quality	Data quality summary	Provides a summary overview of issues with family compliance around entering journey forms and regular delivery as well as staff compliance checks
	Family exit review	Shows where errors have been made with the exit process or where no early exit Touchpoint has been taken for an early exit
	Family structure	Shows any family unit where there is no HIPPY child or at least one parent/carer
	HIPPY journey review	Tracks the submission of journey forms. Run to know if a family has had a journey form entered.
Families	Birthday list	This report lists the birth dates by month for all active HIPPY children in a site
	Family contact list	Lists the Tutor, cohort, DOB and phone number for each child
	Family delivery	Tracks the progress of pack delivery for all families, allows the monitoring of the quality of delivery to those families, and identify data entry errors
	Family demographics	General summary of each type of demographic for HIPPY children, their household and their parent/carers. This report looks at all families enrolled, not just families that are currently active.
	Family outcomes	Shows the results of family outcomes across the Outcome Areas Children, Families, and Community
	Family recruitment and retention	To see recruitment and retention numbers and percentages, along with Priority of Access for families
	Family support and referral summary	Shows data from the family support and referral touchpoints
	Gathering summary	A summary of the attendance, enrichment topics, and guest speaker details of HIPPY gatherings
	Recruitment and retention trends	Shows the enrolment data for one or more sites on a month-by-month basis
	Speedy email list	Quick list of email addresses for your site
Staff	Staff outcomes summary	Breakdown of outcomes data from the Staff Exit Touchpoint
	Staff recruitment and caseload	Shows the status of staff suitability checks, employment information and Tutor caseloads.
	Tutor and Coordinator demographics	Breakdown of demographic data from the Staff Demographic Info Touchpoint
	Tutor training and development	Used to track the progress of training for all tutors, monitor the quality of training to those tutors and identify data entry errors
Tools for sites	Financial year program activity summary	Summary of site activity that has occurred for a financial year
	Print touchpoint	This report is designed to show you the data on an individual Touchpoint response so that you can print off a copy for your records in PDF format
	Program activity summary	Summary of site activity that has occurred during a period
	Touchpoint data download	Enables Touchpoint data to be downloaded in raw Excel format

ETO GLOSSARY

ETO Glossary

Term	Definition
Family unit	A family unit in ETO contains the HIPPY child and the person doing HIPPY with them (known as the 'parent/carer'). A family unit must consist of at least one HIPPY child and one parent/carer. In some cases, a family unit will consist of more than one HIPPY child (for example, twins) and/or multiple parent/carers.
HIPPY Child	For the purposes of ETO, the HIPPY child is the main recipient of HIPPY's service. While the family unit can contain many family members, the HIPPY child is recognised as the primary 'participant' that is enrolled, and against whom information is recorded via touchpoints.
Parent/carer	Parent/carer refers to the person (or people) doing HIPPY with the child. In ETO, the parent/carer is not 'active' and therefore no touchpoints are recorded against them.
Participant	In ETO, a participant is either a HIPPY child or a parent/carer.
Active child	A HIPPY child who is actively enrolled and engaged in HIPPY. Only HIPPY children are 'enrolled' in ETO, and therefore will appear as 'active'.
Active entity	In most cases, is used to refer to a currently employed staff member.
Dismissed child and/or dismissed parent/carer	The term 'dismissed' refers to a HIPPY child who is no longer actively enrolled in the program. For example: A child who exits the program early A child who graduated A child who transfers to another site (they will be listed as 'dismissed' in the original site but 'active' in the new site) Parents/carers.
Cohort	'Cohort' refers to the year that HIPPY children commence (or would have commenced) Age 3. For example, a child from the '2024 cohort' commenced the two-year program in 2024 and will graduate in 2025.
Entity	In ETO, 'entities' are created for Provider staff members and the HIPPY site itself. These allow non-family data such as Tutor training or a HIPPY story to be recorded.
Dashboard	A 'dashboard' is a landing page in ETO. Each time you login to ETO, you will start from the main dashboard. From there, you can submit data, run ETO reports, and access resources using the links in the menu. You can also access the touchpoints you have recently submitted.
ETO Report	HIPPY Australia builds reports that measure deliverables and other metrics that reflect the needs of the program. These reports help sites and the HIPPY Australia national office analyse and understand key information about HIPPY and those involved. Report types include 'program management', 'demographics', 'data quality', and 'outcome reports'.
Form	HIPPY Australia has created paper-based versions of most information that must be recorded on ETO. These forms can be found on the LMS.
Touchpoint	'Touchpoints' are how information is captured in ETO. Touchpoints can be thought of as the electronic versions of the HIPPY forms.

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HIPPY Australia acknowledges Elders and Traditional Owners of the lands and seas across Australia.

HIPPY acknowledges artist Lena Smith for the use of her artworks in our new curriculum, and promotional materials.

Lena Smith is a Kamilaroi Yinar woman from Moree, NSW.

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