

Standards and Indicators for HIPPY Outcome Areas

Outcome Area 1: Children

Children develop a love of learning early

Standard 1.1 HIPPY children learn with their family at home and in the community

Indicators

- HIPPY families consistently complete a minimum four out of five activities in each pack together
- HIPPY children spend time doing HIPPY activities and Everywhere Learning with their family at home or in community
- HIPPY children talk, play and learn together using everyday activities and routines

Standard 1.2 HIPPY children are confident, engaged and active in developing a love of learning

Indicators

HIPPY children:

- gain confidence in learning by 'having a go'
- are given the opportunity to make age-appropriate decisions
- share their thoughts and ideas on learning through HIPPY activities and storybooks
- develop a sense of who they are in their world by learning about family, community and culture
- are given the opportunity to provide feedback and express their experience of HIPPY

Standard 1.3 HIPPY children acquire new learning as they participate in HIPPY

Indicators

HIPPY children learn:

- communication skills such as listening and following instructions
- communication skills using new words and having conversations
- social skills such as sharing, waiting and taking turns.
- emotional skills such as identifying and talking about their feelings
- thinking and exploring skills such as solving problems and asking questions to build knowledge
- thinking and exploring skills such as focusing and concentrating
- about their family, and the community they live in
- about using their creativity and imagination with things such as drawing, painting, singing and pretend play

HIPPY children:

- are showing signs of improvement across developmental areas

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- provide feedback about the HIPPY curriculum

HIPPY families:

- are actively using Everywhere Learning activities to keep children interested while meeting the learning objectives

Outcome Area 2: Families

Families are empowered and engaged in their children's learning through building their own confidence, skills and knowledge

Standard 2.1 HIPPY families learn about how young children grow and develop

Indicators

HIPPY families learn about:

- child development including attachment, self-regulation and positive sense of identity
- child health and wellbeing including nutrition, exercise, sleep and hygiene
- their role as their child's first teacher
- the importance of a positive home learning environment
- how children learn by having a go and practicing play-based learning

Standard 2.2 HIPPY families learn how to teach their young children

Indicators

HIPPY families can:

- identify the purpose of each activity and make connections to previous learnings
- talk about and use the 3Cs to encourage their child's learning
- create opportunities for Everywhere Learning
- provide examples of behaviour-specific praise
- modify activities to meet their child's interests and learning styles
- reflect on the previous week's activities, Everywhere Learning opportunities, and share any insights regarding their child with their Tutor
- engage in free-play activities with their child (Age 3) at Gatherings

Standard 2.3 HIPPY families spend time interacting positively at home and in the community

Indicators

HIPPY families are:

- spending more time together doing activities
- using positive language to encourage their child's learning
- building confidence as their child's first teacher
- using the 3Cs and behaviour-specific praise with other activities beyond HIPPY
- developing family routines for regular reading and/or storytelling with HIPPY children

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Standard 2.4 HIPPY families engage with Early Childhood Education and Care (ECEC) and support transition to school

Indicators

HIPPY families learn about:

- opportunities to engage with early year's services and schools
- social and emotional independence and learning needs in the early years
- educational and school terminology
- information and communication technologies that will be a part of a child's life when they start school
- how to help their child and the whole family through the transition to school

Standard 2.5 HIPPY families develop confidence, knowledge and skills through learning opportunities

Indicators

HIPPY families are being offered learning opportunities that:

- develop family health, nutrition and wellbeing, knowledge and routines
- provide additional information in early childhood development, literacy and numeracy and parenting techniques
- develop resumes, job search and interview skills
- develop their computer skills, digital literacy and the online safety of their family

HIPPY families are:

- supported to recommend ideas for guest speakers for Gatherings and identify new skills to learn
- provided other opportunities for parents to consolidate their learning at home visits and Gatherings by providing handouts or presentations at home visit, using iPad/tablet or website etc)

Outcome Area 3: Tutors

HIPPY employs parents as Tutors; building capacity through training, goal setting and professional development

Standard 3.1 HIPPY Providers have strategies and processes for the employment and induction of Tutors

Indicators

- A process is in place to ensure there is an adequate number of Tutors recruited for the start of each cohort
- Relevant recruitment processes (e.g. Working with Children Checks (WWCC), Nationally Coordinated Criminal History Checks (NCCHCs), interview, verbal reference checking, onboarding) are in place so that the same process is followed for Tutors recruited at the site
- Induction process for both HIPPY and provider organisation are undertaken in a timely manner when Tutors start their roles
- There are processes in place for Tutors to receive Pre-service Tutor Training as an initial introduction to the Tutor position

Standard 3.2 Tutors are trained on how to deliver HIPPY at home visits and Gatherings

Indicators

Coordinators:

- plan Tutor training with intentional consideration of all aspects of delivery to families
- use Tutor training resources to plan and deliver training
- ensure Tutor learning is enhanced through relevant enrichment which links back to delivery to families
- unpack learning language and support Tutors to share this information with families
- encourage Tutors to use their own words and examples to describe learning in activities
- help Tutors to understand and make links between previous and new learnings

Coordinators and Tutors:

- review the previous week including discussion of successes and challenges
- link activities back to the curriculum learning areas, threads and elements
- introduce activities by making connections to past and future learning
- use role play, swap roles and clearly mark when role play starts and finishes
- use 3Cs and behaviour-specific praise without prompting
- review each activity after role play
- discuss the purpose of Everywhere Learning and ways of tailoring activities

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Standard 3.3 Tutors deliver to families at home visits and Gatherings**Indicators**

Tutors:

- are organised for home visits and Gatherings
- consider the needs of each family (e.g. cultural, meeting arrangements)
- review and familiarise themselves with the pack about to be delivered
- discuss the previous pack with families including the experience of both parent and child
- review Everywhere Learning with families from the previous pack
- explain learning in packs in their own words with examples
- check for family's understanding of learning and activities
- help families learn through role play, including swapping roles
- model the 3Cs and build families' confidence with using the 3Cs by making purposeful mistakes
- encourage families to identify and record Everywhere Learning ideas
- encourage families to tune in to their children's learning styles and interests
- have a positive rapport and working relationship with their HIPPY family
- reflect on learnings and observations after home visits and Gatherings with their Coordinator

Standard 3.4 Tutors develop core skills for the role**Indicators**

- Coordinators are aware of each Tutor's confidence levels with the core HIPPY skills as a result of completing SDA and regular supervised home visits
- Supervision is planned, scheduled and occurring regularly
- 11 Core HIPPY Tutor Skills (core skills, and home visit skills) are being regularly discussed and practiced during Tutor training, P2P and supervision
- Tutors complete mandatory LMS online learning modules within specified timeline, and are engaged with other modules as part of self-paced online learning
- Tutors are developing communication, organisational planning, time management and digital literacy skills, and other enrichment topics are incorporated during regular Tutor training
- Tutors are provided the opportunity to provide feedback about their employment experience
- Tutors report having a quality HIPPY employment and training experience

Standard 3.5 Tutors set goals for professional development and are supported with growth and learning opportunities**Indicators**

- Tutors complete Skill Development Activity (SDA) within four weeks of starting delivery
- Tutors use their initial SDA to create their P2P plan and set goals, which is regularly discussed, reviewed and monitored

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- Tutors are provided with relevant formal, informal and/or accredited training opportunities that supports individual learning and development in line with P2P goals
- Coordinators support Tutors to plan for transition after HIPPY employment
- Coordinator identifies, sources and facilitates professional development opportunities (both internal and external)
- SDA is undertaken at the end of year one
- SDA is undertaken at end of Tutor employment to see how much Tutor confidence has grown

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Outcome Area 4: Communities

HIPPY and their families are engaged in their local community

Standard 4.1 HIPPY families connect with other families in their local community

Indicators

- Interaction between families through Gatherings and/or other events is frequent to allow connections to be built
- HIPPY families feel comfortable to share expertise, knowledge and experiences with each other and learn from each other
- First Nations culture is recognised and celebrated including Acknowledgement of Country/Welcome to Country at start of Gathering
- Diversity within the community is celebrated respectfully and all families feel welcome, included and encouraged to share their culture, expertise and experiences with one another

Standard 4.2 HIPPY families know about local venues, activities, and events

Indicators

HIPPY families learn about:

- events in their local community
- activities for families in their local community such as playgroups or story time at the library
- local facilities and venues that families can use such as playgrounds, parks or leisure centres
- how to source information about their community independently

Standard 4.3 HIPPY families know about services that support families

Indicators

- HIPPY families are provided with information about local services that support families and how to access them, such as Maternal, Child and Family Health Services
- Coordinator organises regular guest speakers from local services that support families and learn about how to access them
- HIPPY families know about online and phone services and how to access them, such as the Raising Children's Network and Kidsafe
- HIPPY families know about learning opportunities that support families and parenting
- Sites have referral pathways and processes in place

Standard 4.4 HIPPY programs are connected with local community partners

Indicators

Providers:

- are connected to early years/ECEC networks and collaborate with local services
- are engaged with local First Nations groups/Elders, community cultural bodies, relevant advisory groups, and guest speakers/presenters are invited to Gatherings

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- share opportunities for HIPPY families to learn about local services and online supports
- build partnerships that create opportunities for families (venue access, joint events, referrals)

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