

**Halve the gap in mortality rates for Indigenous children under five within a decade**  
**Halve the gap for Indigenous students in reading, writing and numeracy within a decade**  
**All Indigenous four year olds have access to quality early childhood education within five years, including Indigenous children living in remote areas**

**1. Indigenous children are born healthy (PAWG)**

**2. Indigenous children have the same health outcomes as other Australian children (HAWG)**

**3. Indigenous children's living environments are healthy and safe (WGIR)**

**4. Indigenous children and families are safe and protected from violence and neglect in their homes and communities (WGIR)**

**5. Indigenous children acquire the basic skills for life and learning (PAWG)**

**6. Indigenous children have access to affordable, quality early childhood education in the year before formal schooling as a minimum (PAWG)**

**7. Indigenous children meet basic literacy and numeracy standards, and overall levels of literacy and numeracy standards are improving (PAWG)**

**8. All Indigenous children are engaged in and benefiting from schooling (PAWG)**

**Performance indicators**

1. Mortality rate of 0-4 year olds
2. **Proportion of Indigenous pregnancies with an antenatal contact in the first trimester**
3. Proportion of children born of low birth weight
4. **Extent of substance use during pregnancy**
5. Proportion of hospital admissions of Indigenous children 0-4 years

Black indicators: Existing evidence base  
 Red indicators: Pending development of evidence base

**Performance indicators**

1. Number of children who were the subject of notifications, investigations and substantiations
2. **Proportion of Indigenous children living in overcrowded houses**
3. Proportion of Indigenous children with hearing loss i.e. otitis media
4. Proportion of hospitalisation of Indigenous children 0-4 years for injury and poisoning
5. Proportion of dwellings not connected to a)water, b)sewerage and c) electricity that meet appropriate regulatory standards

**Performance indicators**

1. Proportion of Indigenous 3 year olds participating in quality early childhood education
2. Proportion of Indigenous 4 year olds participating in quality early childhood education
3. **Proportion of Indigenous children who have received all developmental checks**
4. Proportion of Indigenous children participating in formal early childhood education and care services

**Performance indicators**

1. Proportion of Indigenous children enrolled in and attending school
2. **Proportion of Indigenous children with basic skills for life and learning, as identified by the Australian Early Development Index**
3. Literacy and numeracy achievement of Year 3 Indigenous students in national testing

**Possible policy directions**

- Improve the sexual and reproductive health of Aboriginal and Torres Strait Islander women, particularly young women
- Increase access to antenatal care
- Reduce major risk factors such nutrition, smoking, alcohol, substance misuse
- Increase access to universal early childhood health and development services
- Build the evidence base for effective interventions to reduce risk factors for children and mothers eg smoking, alcohol and substance use
- Develop a culturally competent Indigenous and non-Indigenous workforce to support all COAG Reform Options
- Ensure all services are delivered in an integrated, culturally competent way

**Possible policy directions**

- Improve health and safety aspects of home environments
- Build the capacity of Indigenous parents and families to provide a safe nurturing home and community environment
- Improve the effectiveness of child protection arrangements across jurisdictions
- Increase the supply of rental housing and increase Indigenous home ownership
- Develop a culturally competent Indigenous and non-Indigenous workforce to support all COAG Reform Options
- Ensure all services are delivered in an integrated, culturally competent way

**Possible policy directions**

- Increase access to and use of culturally competent universal early childhood care and education services
- Increase levels of family literacy and numeracy
- Develop a culturally competent Indigenous and non-Indigenous workforce to support all COAG Reform Options
- Ensure all services are delivered in an integrated, culturally competent way

**Possible policy directions**

- Increase levels of family literacy and numeracy
- Foster family participation in children's early learning and development
- Develop a culturally competent Indigenous and non-Indigenous workforce to support all COAG Reform Options
- Ensure all services are delivered in an integrated, culturally competent way

**Priority Reform Areas**

1. Pre-pregnancy and teenage sexual health
2. Antenatal, Child and Maternal Health
3. Parent and family support and engagement
5. Integrated, sustainable universal and targeted services
6. Development of a sustainable Indigenous workforce and a culturally competent non-Indigenous workforce

**Priority Reform Areas**

2. Antenatal, Child and Maternal Health
3. Parent and family support and engagement
5. Integrated, sustainable universal and targeted services
6. Development of a sustainable Indigenous and non-Indigenous workforce that is culturally competent

**Priority Reform Areas**

3. Parent and family support and engagement
4. Quality early learning and childcare
5. Integrated, sustainable universal and targeted services
6. Development of a sustainable Indigenous workforce and a culturally competent non-Indigenous workforce

**Priority Reform Areas**

3. Parent and family support and engagement (*including literacy and numeracy*)
5. Integrated, sustainable universal and targeted services
6. Development of a sustainable Indigenous workforce and a culturally competent non-Indigenous workforce

COAG TARGETS

OUTCOMES

PRIORITY PERFORMANCE INDICATORS

POSSIBLE POLICY DIRECTIONS

PRIORITY REFORM AREAS