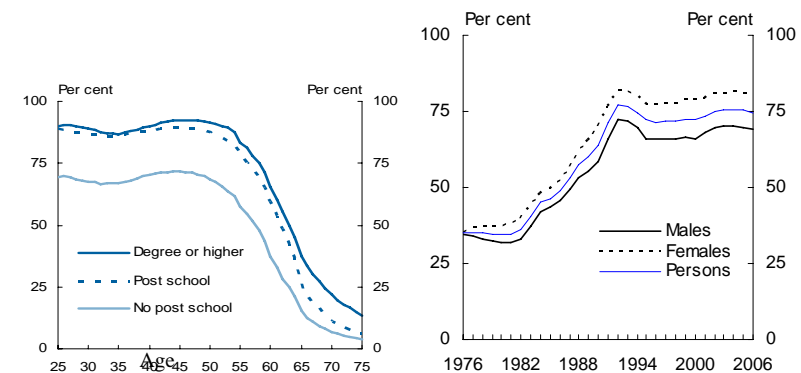


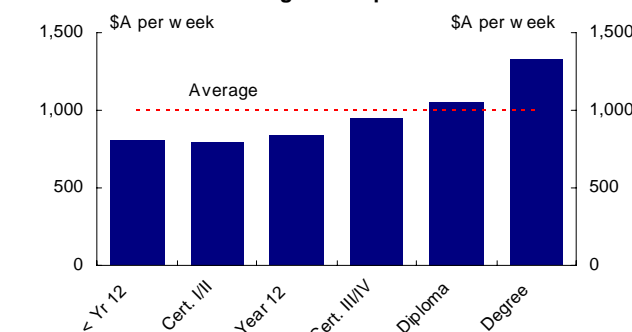
Participation is highest for those with post-school qualifications.....

... but Yr 12 retention has stagnated



Early childhood, education, skills and workforce development policies could boost participation by 0.7 percentage points, and productivity by up to 1.2 per cent by 2030 (PC 2006). This corresponds to an increase in GDP of around 2.2 per cent, or around \$25 billion in today's dollars.

Average earnings are highest for those with high-level qualifications



Participation & Productivity

Early Childhood Development

That children are born healthy and have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents.

Schooling

That all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

Skills and Workforce Development

- All working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market.
- Individuals are assisted to overcome barriers to education, training and employment, and are motivated to acquire and utilise new skills.
- Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce.

Children are born healthy ¹	Children acquire the basic skills for life and learning	Children will benefit from better social inclusion and reduced disadvantage, especially Indigenous children	All children have access to affordable, quality early childhood education in the year before formal schooling ¹	Quality early childhood education and care supports the workforce participation choices of parents with children in the years before formal schooling
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All children are engaged in and benefiting from schooling	Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children	Australian students excel by international standards	Young people make a successful transition from school to work and further study
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The working age population have gaps in foundation skills levels reduced to enable effective educational, labour market and social participation	The working age population has the depth and breadth of skills and capabilities required for the 21 st century labour market	The supply of skills provided by the national training system responds to meet changing labour market demand	Skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital
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Proportion of children born of low birth weight ¹	Proportion of children with basic skills for life and learning, and who are vulnerable, as identified by the Australian Early Development Index	Proportion of four year olds accessing quality early childhood education	Proportion of parents who can access the quality early childhood education and care services required for their preferred labour force participation
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Proportion of children enrolled in and attending school	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing	Proportion of students in the bottom and top levels of performance in international testing (eg. PISA, TIMMS)	Proportion of the 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II ²	Proportion of young people participating in post-school education or training six months after school	Proportion of 18-24 year olds engaged in full-time employment, education or training at or above Certificate III
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Literacy and numeracy achievement of working age people in national and international testing	Proportion of 20-64 year olds with or working towards the post school qualifications in: <ul style="list-style-type: none"> Cert III & Cert IV Diploma & Advanced Diploma 	Level and proportion of total investment in structured (including nationally recognised) training by industry, individuals, businesses and governments	Extent of skills shortages, recruitment difficulties and labour market vacancies	Proportion of people employed at or above the level of their qualification
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- Universal access to early learning for all four year olds by 2013
- Halving the gap in mortality rates for Indigenous children under five years old within a decade¹
- In five years all Indigenous four year olds in remote Indigenous communities will have access to a quality early childhood education program¹

- Lift the Year 12 or equivalent attainment rate to 90 per cent by 2020
- Halve the gap for Indigenous students in reading, writing and numeracy within a decade
- At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020

- halve the proportion of Australians ages 20-64 without qualifications at Certificate III level and above by 50% between 2009 and 2020
- double the number of higher qualification completions (diploma and advanced diploma) between 2009 and 2020

- Universal Access to a quality early childhood education program for children in the year before formal schooling, for 15 hours per week, 40 weeks per year
- National rollout of the Australian Early Development Index
- Early childhood workforce strategies: 1500 new university places, HECS remission for early childhood teachers working in areas of high need; and removal of TAFE fees for child care trainees
- National Quality standards for child care and preschool
- A National Early Years Learning Framework
- Streamlined quality assurance and regulatory arrangements
- Up to 260 new child care and early learning centres on school grounds and other community land

- All Year 9-12 students have access to a computer and teachers are trained appropriately
- All secondary schools have access to Trades Training Centres delivering high quality industry recognised training at Certificate III
- National Curriculum supports world-class teaching in all Australian schools from Kindergarten to Year 12, including literacy and numeracy standards
- Asian Languages — Increase the number of qualified language teachers and develop national curriculum for advanced students

- Integration of Australian Technical Colleges into broader trade training arrangements
- 450,000 additional training places over the next four years:
 - Over 90% at Certificate III or above
 - Establish Skills Australia to advise the Government
 - Greater involvement of Industry Skills Councils

- Policy directions:
- Improving antenatal care¹
 - Strengthen the health, development and learning of 0-5 year olds
 - Improving the quality and sustainability of the early years workforce
 - Enhancing and integrating the provision of Early Childhood Education and Care services
 - Boosting the participation of parents in the learning and development of their children

- Policy directions:
- Improving teacher and school leader quality
 - High standards and expectations
 - Greater accountability and better directed resources
 - Modern, world class teaching and learning environments including ICT
 - Integrated strategies for low SES school communities
 - Boosting parental engagement

- Policy directions include:
- Placing clients (individuals and businesses) at the centre of the system
 - Reforming training products, services, information systems and regulation to meet a more demand and client driven system
 - Driving further competition in current training arrangements and strengthening capacity of providers and businesses to build the foundation and deeper and broader skills required by the 21st century labour market
 - Creating an investment environment and settings that optimises investment from all sources (governments, individuals, businesses and industry) including funding for delivery, tax policy, employment programs and incentives
 - Renewal of governance framework to reinforce the role of industry and maximise effectiveness and efficiency in intergovernmental relations
 - Ensuring that skills are fully utilised and wastage of human capital is reduced

ASPIRATIONS
OUTCOMES
INDICATIVE PROGRESS MEASURES³
COAG TARGETS
ELECTION COMMITMENTS
POLICY DIRECTIONS

¹ The Productivity Agenda Working Group will work in partnership with Indigenous and Health COAG Working Groups ² The target and related progress measures need to be consistent ³ All measures will be disaggregated by Indigenous and socio-economic status