# Participant outcomes 30 June 2018: Executive summary

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## Slide 1: NDIS participant outcomes 30 June 2018: Executive summary

## Slide 2: Contents

The presentation will discuss the following topics:

### Participant goals and outcomes, and the NDIS outcomes framework

### Baseline versus progress

### Summary of results for participants aged from:

* Birth to before starting school
* Starting school to 14
* 15 to 24
* 25 and over

### For each of the above cohorts and for selected indicators, baseline outcomes, longitudinal change, and perceptions of whether the NDIS has helped are shown by selected characteristics of the participant and their plan.

### Results of “deep dives” into one or two areas of particular relevance for each age cohort are also summarised[[1]](#footnote-1).

## Slide 3: Outcomes framework

We use a lifespan approach to measure participants’ goals and outcomes across main life domains.

There are four types of outcomes questionnaires for participants, depending on participant age group (cohort). A diagram shows the age groups (cohorts) and domains for each group as follows:

### Participants birth to starting school

Domains:

1. Daily living
2. Choice and control
3. Relationships
4. Social, community and civic participation
5. Specialist services

### Participants from school to 14 years old

Domains:

1. Daily living
2. Lifelong learning
3. Relationships
4. Social, community and civic participation

### Participants aged 15 to 24 and participants aged 25 and over

The domains in the age 15 to 24 cohort and 25 and over are the same, namely:

Domains:

1. Choice and control
2. Daily living
3. Relationships
4. Home
5. Health and wellbeing
6. Lifelong learning
7. Work
8. Social, community and civic participation

While most domains overlap, goals and outcomes may differ depending on the age group.

This approach facilitates monitoring of participants’ progress over time, as well as benchmarking to Australians without disability and to other OECD countries.

## Slide 4: Outcomes Framework Questionnaires

There are two versions of the outcomes questionnaire: the short form and the long form. A table compares the two versions based on the following characteristics:

### Questions

* Short form: A standard set of questions by age cohort and life domain
* Long form: Same age cohorts, additional questions for each domain

### Participants

* Short form: All participants
* Long form: Baseline: a sample of participants. Review: participants who completed a long form questionnaire at baseline.

### Response collection

* Short form: During planning and review meetings
* Long form: Over the phone

### Participation rates

* Short form: Baseline: 99% of participants with an approved plan. Review: 70% of participants entering in 2016-17 who completed a SF questionnaire at baseline.
* Long form: Baseline: 60% of participants invited. Review: 71% of participants interviewed at baseline.

### Representativeness

* Short form: Almost all participants complete the SF, hence it is virtually a census.
* Long form: Some participant segments are under/over represented (page 31, Participant Outcomes Report 30 June 2018)

## Slide 5: Questionnaires Collected

**Baseline:** The NDIS Outcomes Report 30 June 2018 analyses the results of the outcomes framework questionnaires for people who entered the Scheme in financial years 2016-17 and 2017-18.

**First plan review:** The report looks at the progress made during one year in the Scheme for people who entered in 2016-17.

Two graphs display the number of collected questionnaires for the Short Form and the Long Form. Specifically:

### The Short Form

* 57,080 questionnaires were collected for 2016-17 baseline cohort.
* 84,558 questionnaires were collected for 2017-18 baseline cohort.
* 40,154 questionnaires were collected for the second time (at plan review) for 2016-17 baseline cohort.

### The Long Form

* 1,117 questionnaires were collected for 2016-17 baseline cohort.
* 2,446 questionnaires were collected for 2017-18 baseline cohort.
* 789 questionnaires were collected for the second time (after plan review) for 2016-17 cohort.

## Slide 6: Baseline Outcomes

Paths towards goals often depend on the starting point. Hence it is important to consider participants’ outcomes when they enter the Scheme (at baseline).

### Variability in baseline outcomes

At baseline, outcomes among participants vary greatly depending on a number of factors, e.g.

* nature and severity of their disability
* the extent of support they receive from family and friends
* how inclusive their community is
* their health and other personal traits

### Example

Participants with psychosocial disability tend to experience poorer outcomes at baseline. On the other hand, participants with deafness/hearing loss are more likely to experience better outcomes.

Three graphs compare outcomes for participants aged 15 to 24 with deafness/hearing loss/other sensory or speech disability with participants with a psychosocial disability. The graphs also include overall outcomes for the age group for benchmarking.

## Slide 7: Progression Towards Better Outcomes

### Short-term versus long-term goals

Whilst some of the outcomes should improve relatively quickly (for example, assistance with daily living), others are much more long-term in nature (for example, employment), and measurable progress may take some years to emerge.

The longitudinal data allows us to analyse the progress made over one year in the Scheme.

Although one year is not a lot of time to measure success, we can start the conversation on what factors are driving good outcomes.

Three graphs show baseline outcomes compared to review for participants aged 25 and over.

## Slide 8: Results by cohort

In the remaining slides, results for each cohort are summarised by selected characteristics of the participant and their plans, showing key factors associated with:

* Baseline outcomes
* Longitudinal outcomes
* Perceptions of whether the NDIS has helped, for participants who have been in the scheme for one year or more.

Multiple logistic regression modelling is used to control for other factors that might differ between subgroups of participants, and the results shown adjust for these factors.

More in-depth analysis has been conducted into one or two areas of particular relevance for each age cohort, for example, school experiences for the school to 14 cohort, and employment and community participation for the adult cohorts.

## Slide 9: Participants from birth to before school

This next section is on participants from birth to starting school age.

## Slide 10: Participants from birth to before school: Roadmap

The following slides show:

### Selected baseline key indicators

### Longitudinal outcomes for selected key indicators

### Selected baseline and longitudinal outcomes by:

* Level of function
* Geography
* Indigenous status
* CALD status.

### Perceptions of whether the NDIS has helped: overall and trend by plan utilisation.

### Increasing concerns in developmental areas.

### Deep dives:

* Childcare: utilisation and experiences
* Specialist services: utilisation and satisfaction.

## Slide 11: Participants birth to starting school: Baseline indicators

For children in the pre-school age range, the outcomes framework seeks to measure the extent to which participants are:

* Gaining functional, developmental and coping skills appropriate to their ability and circumstances
* Showing evidence of autonomy in their everyday lives
* Participating meaningfully in family life
* Participating meaningfully in community life
* Using specialist services that assist them to be included in families and communities.

Four graphs show some of the key indicators at baseline.

The first graph shows that 66% of parents/carers have concerns in 6 or more areas of the child’s development.

The second group shows that 64% of children can make friends with people outside of the family.

The third graph shows 74% of parents/carers say that their child is able to tell them what they want.

The fourth graph shows that 55% of children participant in age appropriate community, cultural or religious activities.

## Slide 12: Participants birth to starting school: Longitudinal change

Significant improvements were observed across a number of indicators[[2]](#footnote-2), particularly in the areas of: communication, friendships, participation in family life, and participation in community activities.

Four graphs compare selected indicators from the abovementioned areas at baseline and review.

The first graph shows that 80% of parents/carers say their child is able to tell them what he/she wants, up from 70% at baseline.

The second graph shows that 73% of parents/carers say their child fits in with the everyday life of the family, up from 67%.

The third graph shows that 67% of children are able to make friends with people outside of the family, up from 62%.

The fourth graph shows that 70% of children participant in age appropriate community, cultural or religious activities, up from 64%.

## Slide 13: Participants birth to before school: Level of function

Baseline outcomes tend to be worse, and improvement tends to be less likely, for participants with lower level of function.

A figure shows probabilities[[3]](#footnote-3) of selected outcomes by level of function. Specifically,

### At baseline, the probability of a child being able to tell the parents/carers what he/she wants is

* high function: 88%
* medium function: 58%
* low function: 21%

### At baseline, the probability of participating in age-appropriate community, cultural or religious activities is

* high function: 65%
* medium function: 50%
* low function: 35%

### At review, the probability of a child showing an improvement in the ability to tell the parents/carers what he/she wants after one year in the Scheme.

* high function: 66%
* medium function: 42%
* low function: 21%

## Slide 14: Participants birth to before school: Geography

Participants from regional and remote locations, compared to those from major cities, show more positive results on some indicators – both at baseline and for longitudinal change.

A figure shows probabilities[[4]](#footnote-4) of selected outcomes by geography. Specifically:

### At baseline, the probability of having concerns in 6 or more areas of child’s development is

* major cities: 65%
* inner regional locations: 67%
* outer regional and remote locations: 59%

### At baseline, the probability of a child helping their parents/carers with tasks inside or outside home is

* major cities: 87%
* inner regional locations: 91%
* outer regional and remote locations: 93%

### At review, the probability of showing an improvement in the number of areas with concerns from 6 or more to 5 or less after one year in the Scheme is

* major cities: 8%
* inner regional locations: 12%
* outer regional and remote locations: 17%

## Slide 15: Participants birth to before school: Indigenous participants

Indigenous children tend to have slightly worse outcomes at baseline. For longitudinal change, small numbers make it difficult to identify differences.

A figure shows probabilities[[5]](#footnote-5) of selected outcomes for Indigenous participants compared with non-Indigenous participants. Specifically:

### At baseline, the probability of a child living with parents is

* Indigenous participants: 81%
* Non-Indigenous participants: 93%

### At baseline, the probability of a child living in a private home owned or rented from a private landlord is

* Indigenous participants: 67%
* Non-Indigenous participants: 91%

### At baseline, the probability of a child using specialist services is

* Indigenous participants: 67%
* Non-Indigenous participants: 76%

## Slide 16: Participants birth to before school: CALD background participants

Participants from a CALD background have less favourable outcomes on some of the relationship and participation indicators at baseline. For longitudinal change, small numbers make it difficult to identify differences.

A figure shows probabilities[[6]](#footnote-6) of selected outcomes for participants from a CALD background compared with non-CALD participants. Specifically:

### At baseline, the probability of a child being able to tell their parents/carers what he/she wants is

* CALD participants: 62%
* Non-CALD participants: 75%

### At baseline, the probability of a child having friends that he/she enjoys playing with is

* CALD participants: 34%
* Non-CALD participants: 49%

### At baseline, the probability of a child using specialist services is

* CALD participants: 67%
* Non-CALD participants: 73%

## Slide 17: Participants birth to before school: Has the NDIS helped?

Opinions on whether the NDIS has helped seem to be positive for this cohort, in particular, in areas related to the child’s development (91%) and access to specialist services (89%). The probability of a positive response increases with plan utilisation rates.

There are two graphs. The graph on the left shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain.

The graph on the right shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain by baseline plan utilisation. As baseline plan utilisation increases, the percentage of participants saying the NDIS helped increases.

## Slide 18: Concerns in Areas of Child Development

The percentage of parents/carers who have concerns in 6 or more areas increased by 6.5% from 61% at baseline to 67% at review. A graph displays the percentage of parents/carers who have concern in 6 or more areas at baseline and at review.

Increase in the percentage of parents/carers who expressed concerns by areas of development:

* Fine motor skills by 7%, from 70% at baseline to 77% at review
* Self-care by 6%, from 71% at baseline to 77% at review
* Social interaction by 4%, from 83% at baseline to 87% at review
* Language/communication by 2%, from 93% at baseline to 95% at review
* Cognitive development by 4%, from 71% at baseline to 75% at review
* Sensory processing by 5%, from 72% at baseline to 77% at review

## Slide 19: Participants birth to starting school: Childcare: Outline

* Childcare utilisation
* Differences in utilisation by participant characteristics
* Feedback from families

## Slide 20: Participants birth to before school: Childcare: Utilisation

A figure shows childcare utilisation rates[[7]](#footnote-7) among parents/carers of children under 5. The utilisation rates are as follows

* NDIS Participants: 66%
* Australian population: 76%

A figure shows childcare utilisation rates while parents are not at work. The utilisation rates are as follows:

* NDIS Participants: 28%
* Australian population: 20%

Use of childcare among parents/carers of NDIS participants is significantly lower compared to general population[[8]](#footnote-8). However, families of NDIS participants are more likely to use childcare while not at work. This may be due to parents/carers using childcare as a form of respite care.

## Slide 21: Participants birth to before school: Childcare: Segmentation

The propensity to use childcare varies among some participant groups:

* Low for children with high/complex support requirements: Families of participants with high/complex needs are less likely to attend childcare
* High for children who participate in community activities
* High for children who are able to make friends

Participation in community and the ability to make friends are associated with increased use of childcare among NDIS participants: these attributes could be either a driver of childcare use (parents/carers feel more comfortable sending their child to childcare once they have the necessary social skills) or an outcome of using childcare (use of childcare fosters social skills).

## Slide 22: Participants birth to before school: Childcare: Experiences

Families’ experiences at childcare were generally positive. The majority of respondents agreed with the following statements:

* Other children and families are welcoming (94% agreed).
* Participant is asked to do tasks at an appropriate level (90% agreed).
* Families feel that their cultural heritage is respected, where applicable (97% agreed).

## Slide 23: Participants birth to starting school: Specialist Services: Outline

* Specialist services utilisation
* Differences in utilisation by participant characteristics
* Feedback from families

## Slide 24: Participants birth to before school: Specialist Services: Utilisation

The number of participants who use specialist services has increased by 25%.

A graph shows the percentage of families/carers using specialist services at baseline and review: 72% and 90%.

299 new participants and 72 existing access participants started using specialist services during the first year in the Scheme. Two graphs display the percentage of families/carers using specialist services for new access and existing access participants at baseline and review. Specifically,

* New access participants: 64% used specialist services at baseline and 87% at review.
* Existing access participants: 85% used specialist services at baseline and 94% at review.

## Slide 25: Participants birth to before school: Specialist Services: Segmentation

The propensity to use specialist services is

* Higher for Early Intervention participants.Specialist services can be viewed as an effective early intervention support for children with a disability.
* Lower for participants with developmental delay.
* Lower for participants in South Australia
* Lower for participants living in high unemployment LGA

## Slide 26: Participants birth to before school: Specialist Services: Experiences

The feedback from parents/carers of participants has been positive. Two graph display the percentage of respondents who agree that specialist services are

* Assisting with learning and development: 87% at baseline and 95% at review, resulting in an 8% increase
* Helping parents/carers support their child: 88% at baseline and 96% at review, resulting in an 8% increase

## Slide 27: Participants from school to age 14

This next section is on participants from school age to 14 years old.

## Slide 28: Participants from school to age 14: Roadmap

The following slides show:

### Selected baseline key indicators

### Longitudinal outcomes for selected key indicators

### Selected baseline and longitudinal outcomes by:

* Level of function
* Geography
* Indigenous status
* CALD status.

### Perceptions of whether the NDIS has helped: overall and trend by plan utilisation.

### Deep dive:

* Education experiences.

## Slide 29: Participants from school to age 14: Baseline indicators

Typically these years are characterised by increasing independence and development of relationships inside and outside the family. Hence the outcomes framework seeks to measure the extent to which participants:

* Grow in independence;
* Form friendships with peers and have positive relationships with family;
* Are welcomed and educated in their local school;
* Participate in local social and recreational activities.

Four graphs show selected baseline key indicators.

The first graph shows that 30% of children are developing functional, learning and coping skills appropriate to their ability and circumstances.

The second graph shows that 63% of children are able to make friends with people outside of the family.

The third graph shows that 64% of children have a genuine say in decisions about themselves.

The fourth graph shows that 36% of children spend time after school and on weekends with friends and/or in mainstream programs.

## Slide 30: Participants from school to age 14: Longitudinal change

Results are mixed, with improvements in the areas related to independence and friendships, and deterioration in the areas related to family and community.

Four graphs show selected key indicators at baseline and review.

The first graph shows that 46% of parents / carers are able to say their child is becoming more independent at review, up from 44% at baseline.

The second graph shows that 49% of children have friends that they enjoy spending time with, up from 46%.

The third graph shows that 26% of parents/carers report having enough time each week for all members of family to get their needs met, down from 28%.

The fourth graph shows that 89% of those who would like their child to be more involved in activities with other children see their child’s disablilty as a barrier, up from 83%.

## Slide 31: Participants from school to age 14: Level of function

As for the younger cohort, baseline outcomes tend to be worse, and improvement tends to be less likely, for participants with lower level of function.

A figure shows probabilities[[9]](#footnote-9) of selected outcomes by level of function. Specifically:

### At baseline, the probability of a child becoming more independent is

* high function: 63%
* medium function: 35%
* low function: 14%

### At baseline, the probability of having friends that the child enjoys spending time with is

* high function: 68%
* medium function: 44%
* low function: 23%

### At review, for children who did not have a genuine say in decisions at baseline, the probability of a child having a genuine say in decisions about themselves after one year in the Scheme is

* high function: 31%
* medium function: 14%
* low function: 6%

## Slide 32: Participants from school to age 14: Geography

As for the younger cohort, participants from regional and remote locations, compared to those from major cities, tend to have more positive outcomes – both at baseline and for longitudinal change.

A figure shows probabilities[[10]](#footnote-10) of selected outcomes by geography. Specifically:

### At baseline, the probability of a child having a genuine say in decisions about themselves is

* major cities: 71%
* inner regional location: 77%
* outer regional and remote locations: 77%

### At baseline, the probability of a child attending school in a mainstream class is

* major cities: 64%
* inner regional location: 72%
* outer regional and remote locations: 76%

### For children who could not make friends with people outside the family at baseline, the probability of a child making friendships after one year in the Scheme is

* major cities: 17%
* inner regional location: 22%
* outer regional and remote locations: 30%

## Slide 33: Participants from school to age 14: Indigenous participants

Indigenous children are less likely to live with their parents and show slightly worse outcomes related to schooling based on baseline indicators. For longitudinal change, small numbers make it difficult to identify differences.

A figure shows probabilities[[11]](#footnote-11) of selected outcomes for Indigenous and non-Indigenous participants. Specifically:

### At baseline, the probability of a child living with parents at baseline is

* Indigenous participants: 68%
* non-Indigenous participants: 88%

### At baseline, the probability of a child attending school in a mainstream class is

* Indigenous participants: 64%
* non-Indigenous participants: 68%

## Slide 34: Participants from school to age 14: CALD background participants

Participants from a CALD background have worse outcomes on most baseline indicators with the exception of family-related indicators.

A figure shows probabilities[[12]](#footnote-12) of selected outcomes for participants from a CALD background compared with non-CALD participants. Specifically:

### At baseline, the probability of a child living with parents is

* CALD participants: 93%
* non-CALD participants: 86%

### At baseline, the probability of a child spending time away from parents other than at school is

* CALD participants:19%
* non-CALD participants: 35%

### At baseline, the probability of a child attending school in a mainstream class is

* CALD participants: 52%
* non-CALD participants: 69%

### At baseline, the probability of a child having friends that he/she enjoys spending time with is

* CALD participants: 43%
* non-CALD participants: 55%

## Slide 35: Participants from school to age 14: Has the NDIS helped?

Opinions on whether the NDIS has helped vary by domain, with the percentage responding positively ranging from 33% for education to 51% for independence. The probability of a positive response increases with plan utilisation rates.

There are two graphs. The graph on the left shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain.

The graph on the right shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain by baseline plan utilisation. There is an increasing trend.

## Slide 36: Participants from school to age 14: Education: Outline

* School types
* Differences by participant characteristics
* School experiences
* Model for transition out of a mainstream class

## Slide 37: Participants from school to age 14: Education: school types

The majority of participants (57%) attended school in a mainstream class.

The percentage in a mainstream class declines with school year.

There are two graphs. The graph on the left shows the proportions of each school type: mainstream class (57%), support class (21%) and special school (22%).

The graph on the right displays the distribution of participants by school type and school year.

## Slide 38: Participants from school to age 14: Education: segmentation

The proportion of participants in a mainstream class varies considerably by disability, and declines with decreasing level of function.

There are two graphs. The graph on the left displays the distribution of school type and disability group.

The graph on the right shows the distribution of school type and level of function.

## Slide 39: Participants from school to age 14: Education: experiences

Educational experiences of children attending a special school are better in many respects than the experiences of children in a mainstream or support class.

However, children enrolled in a support class or special school are less likely to be developing independence or making friendships.

Four graphs display the percentages of students who are happy at school, genuinely included at school, becoming more independent and have friends they enjoy playing with by school type.

## Slide 40: Participants from school to age 14: Education: longitudinal change

The percentage of children attending school in a mainstream class has declined from 54.4% at baseline to 52.5% at review.

The propensity to move out of a mainstream class was

* Higher for participants with a lower level of function
* Higher for older children
* Higher for children with intellectual disability
* Higher for children living in public housing
* Lower for outer regional and remote locations
* Lower for children who have more positive experiences at school, such as learning an being more involved in co-curricular activities

## Slide 41: Participants from age 15 to 24

This next section is on participants from 15 to 24 years old.

## Slide 42: Participants from age 15 to 24: Roadmap

The following slides show:

### Selected baseline key indicators

### Longitudinal outcomes for selected key indicators

### Selected baseline and longitudinal outcomes by:

* Level of function
* Geography
* Indigenous status
* CALD status.

### Perceptions of whether the NDIS has helped: overall and trend by plan utilisation.

## Slide 43: Participants from age 15 to 24: Baseline indicators

Typically the young adult cohort is characterised by increasing levels of independence and participation in community, with individuals moving out of the family home, and transitioning from school to employment or further study.

Four graphs display selected key indicators in the areas of choice and control, home, community participation, and volunteering.

## Slide 44: Participants from age 15 to 24: Longitudinal change

Significant improvements were observed across a number of indicators, including the percentage in a paid job and the percentage participating in a community group in the last 12 months. More participants expressed a desire for greater choice and control.

Four graphs show selected key indicators in the areas of choice and control, health, employment, and community participation.

## Slide 45: Participants from age 15 to 24: Level of function

As for the younger cohorts, baseline outcomes tend to be worse, and improvement tends to be less likely, for participants with lower level of function.

A figure shows probabilities[[13]](#footnote-13) for selected outcomes by level of function. Specifically:

### At baseline, the probability of a participant choosing who supports them is

* high function: 70%
* medium function: 28%
* low function: 13%

### At baseline, the probability of a participant making most decisions in their life is

* high function: 72%
* medium function: 22%
* low function: 8%

### For participants not in a paid job at baseline, the probability of finding a paid job after one year in the Scheme is

* high function: 25%
* medium function: 6%
* low function: 3%

## Slide 46: Participants from age 15 to 24: Geography

Participants from regional and remote locations, compared to those from major cities, have more positive outcomes on most indicators, at baseline and for longitudinal change, with a notable exception of the indicator related to access to health services.

A figure shows probabilities[[14]](#footnote-14) for selected outcomes by geography. Specifically:

### At baseline, the probability of a participant knowing people in their community is

* major cities: 56%
* inner regional locations: 70%
* outer regional and remote location: 75%

### At baseline, the probability of a participant having difficulties accessing health services is

* major cities: 24%
* inner regional locations: 27%
* outer regional and remote location: 31%

### For participants who did not choose who supported them at baseline, the probability of a participant choosing who supports them after one year in the Scheme is

* major cities: 10%
* inner regional locations: 18%
* outer regional and remote location: 18%

## Slide 47: Participants from age 15 to 24: Indigenous participants

Indigenous participants tend to have better baseline outcomes related to choice and control, but worse outcomes on home and health related indicators.

A figure shows probabilities[[15]](#footnote-15) for selected outcomes for Indigenous and non-Indigenous participants. Specifically:

### At baseline, the probability of a participant making most decisions in their life is

* Indigenous participants: 60%
* non-Indigenous participants: 49%

### At baseline, the probability of a participant being happy with the home they live in is

* Indigenous participants: 71%
* non-Indigenous participants: 83%

### At baseline, the probability of a participant having difficulties accessing health services is

* Indigenous participants: 32%
* non-Indigenous participants: 26%

## Slide 48: Participants from age 15 to 24: CALD background participants

Participants from a CALD background tend to have worse outcomes on indicators related to choice and control, employment and community participation.

A figure shows probabilities[[16]](#footnote-16) for selected outcomes for participants from a CALD background and non-CALD participants. Specifically:

### At baseline, the probability of a participant making most decisions in their life is

* CALD participants: 38%
* non-CALD participants: 50%

### At baseline, the probability of a participant knowing people in the community is

* CALD participants: 51%
* non-CALD participants: 63%

### For participants who did not choose who supported them at baseline, the probability of a participant choosing who supports them after one year in the Scheme is

* CALD participants: 4%
* non-CALD participants: 13%

## Slide 49: Participants from age 15 to 24: Has the NDIS helped?

Opinions on whether the NDIS has helped vary considerably by domain, being lowest for work (21%) and home (24%), and highest for choice and control (61%) and daily activities (59%). The probability of a positive response increases with plan utilisation rates.

There are two graphs. The graph on the left shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain.

The graph on the right shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain by baseline plan utilisation. There is an increasing trend.

## Slide 50: Participants aged 25 or over

This next section is on participants aged 25 years or older.

## Slide 51: Participants aged 25 or over: Roadmap

The following slides show:

### Selected baseline key indicators

### Longitudinal outcomes for selected key indicators

### Selected baseline and longitudinal outcomes by:

* Level of function
* Geography
* Indigenous status
* CALD status.

### Perceptions of whether the NDIS has helped: overall and trend by plan utilisation.

### Deep dive[[17]](#footnote-17):

* Social, community and civic participation
* Employment experiences.

## Slide 52: Participants aged 25 or over: Baseline indicators

Employment is an important area for the older adult cohort, with the older members of this cohort also starting to transition to retirement. In addition, choice and control is a normal part of everyday life.

Four graphs display selected baseline outcomes in the areas of choice and control, advocacy, employment and community participation.

## Slide 53: Participants aged 25 or over: Longitudinal change

Significant improvements were observed across a number of indicators, including the percentage participating in a community group in the last 12 months. A number of other participation indicators have improved significantly. More participants expressed a desire for greater choice and control. However, the percentage in a paid job has not changed significantly, being 26.6% at baseline and 26.2% at review.

Four graphs display selected outcomes at baseline and review in the areas of choice and control, employment, education and training, and community participation.

## Slide 54: Participants aged 25 or over: Level of function

As for the younger cohorts, baseline outcomes tend to be worse, and improvement tends to be less likely, for participants with lower level of function.

A figure shows probabilities[[18]](#footnote-18) for selected indicators by level of function. Namely:

### At baseline, the probability of a participant choosing who supports them is

* high function: 85%
* medium function: 48%
* low function: 25%

### At baseline, the probability of a participant not having any difficulties accessing health services is

* high function: 76%
* medium function: 63%
* low function: 55%

### For participants who were working or looking for work at baseline, the probability of a participant not working and not looking for work after one year in the Scheme is

* high function: 4%
* medium function: 11%
* low function: 18%

## Slide 55: Participants aged 25 or over: Geography

Participants from regional and remote locations, compared to those from major cities, have more positive outcomes on indicators related to choice and control and community participation, but slightly less positive outcomes on indicators related to employment.

A figure shows probabilities[[19]](#footnote-19) for selected indicators by geography. Specifically:

### At baseline, the probability of a participant knowing people in their community is

* major cities: 54%
* inner regional locations: 66%
* outer regional and remote locations: 71%

### At baseline, the probability of a participant being a volunteer is

* major cities: 9%
* inner regional locations: 13%
* outer regional and remote locations: 14%

### At baseline, the probability of a participant working in a paid job is

* major cities: 21%
* inner regional locations: 19%
* outer regional and remote locations: 18%

### For participants who did not choose who supported them at baseline, the probability of choosing who supports them after one year in the Scheme is

* major cities: 7%
* inner regional locations: 10%
* outer regional and remote locations: 13%.

## Slide 56: Participants aged 25 or over: Indigenous participants

Indigenous participants tend to have worse baseline outcomes related to choice and control, and worse outcomes on home and health related indicators.

A figure shows probabilities[[20]](#footnote-20) for selected outcomes for Indigenous and non-Indigenous participants. Namely:

### At baseline, the probability of a participant living in a private home owned or rented from private landlord is

* Indigenous participants: 26%
* non-Indigenous participants: 53%

### At baseline, the probability of a participant having difficulties accessing health services

* Indigenous participants: 44%
* non-Indigenous participants: 36%

### At baseline, the probability of a participant providing care for others.

* Indigenous participants: 17%
* non-Indigenous participants: 14%

### At baseline, the probability of a participant currently working in a paid job.

* Indigenous participants: 10%
* non-Indigenous participants: 21%

## Slide 57: Participants aged 25 or over: CALD background participants

Participants from a CALD background tend to have worse outcomes on some indicators related to choice and control, relationships and health.

A figure shows probabilities[[21]](#footnote-21) for selected outcomes for participants from a CALD background and non-CALD participants. Namely:

### At baseline, the probability of a participant being able to advocate (stand up) for themselves is

* CALD participants: 38%
* non-CALD participants: 45%

### At baseline, the probability of a participant having friends other than family or paid staff is

* CALD participants: 61%
* non-CALD participants: 70%

### At baseline, the probability of a participant rating their health as excellent, very good or good is

* CALD participants: 38%
* non-CALD participants: 44%

### For participants who did not know people in the community at baseline, the probability of getting to know people after one year in the Scheme.

* CALD participants: 14%
* non-CALD participants: 20%

## Slide 58: Participants aged 25 or over: Has the NDIS helped?

Opinions on whether the NDIS has helped vary considerably by domain, being lowest for work (20%) and home (30%), and highest for daily activities (71%) and choice and control (67%). The probability of a positive response increases with plan utilisation rates.

There are two graphs. The graph on the left shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain.

The graph on the right shows the percentages of positive responses to the “Has the NDIS helped?” questions for each domain by baseline plan utilisation.

## Slide 59: Participants aged 15 or over: Community participation: Outline

### Community participation rates

### Feeling safe in the community

### Having a say on important issues

### Longitudinal change:

* overall
* by the type of community group
* by participant disability

## Slide 60: Participants aged 15 to 24: Community participation: overview

Social, community and civic participation has many potential benefits for people with disability, including improved well-being, lower long-term costs of care and support and increased employment opportunities.

Three graphs show the distribution of answers to the following questions related to community participation: (1) Are you currently a volunteer? (2) Have you been involved in a community, cultural or religious group in the last 12 months? (3) Do you know people in the community?

## Slide 61: Participants aged 25 or over: Community participation: overview

Community participation results for the older adult cohort are generally similar to those of the younger adult cohort. However, participants aged 25 and over are more likely to know people in the community (62% vs 56%), and are slightly less likely to be interested in volunteering (36% vs 39%).

Three graphs show the distribution of answers to the following questions related to community participation: (1) Are you currently a volunteer? (2) Have you been involved in a community, cultural or religious group in the last 12 months? (3) Do you know people in the community?

## Slide 62: Participants aged 15 and over: Community participation: safety

Compared with the general population, NDIS participants are less likely to feel safe walking alone after dark. The results for participants age 25 and over are slightly better than for participants age 15 to 24.

Six graphs show the distribution of answers to the question, “How safe or unsafe do you feel walking alone in your local area after dark?” by age group, and in comparison with the general population.

## Slide 63: Participants aged 15 and over: Community participation: being heard

Compared with the general population, NDIS participants are less likely to feel able to have a say within the community on important issues.

There are six graphs. The four graphs on the left show the distribution of answers to the question, “How often do you feel you are able to have a say within the general community on issues that are important to you?” by age group, compared to the general population.

The two graphs on the right display the distribution of answers to the question, “How often do you feel you are able to have a say with the services that provide support for you?” by age group.

## Slide 64: Participants aged 15 and over: Community participation: longitudinal change

The percentage of participants who say they have been actively involved in a community, cultural or religious group in the last 12 months has increased significantly for both 15 to 24 year olds and those aged 25 or over.

Two graphs show the percentages of participants actively involved in a community, cultural or religious group in the last 12 months at baseline and review, by age group.

The key drivers of either attaining (for those not involved at baseline) or maintaining (for those involved at baseline) involvement in a community, cultural or religious group at review are:

* Volunteering
* Being employed in a paid job
* Participants with Down syndrome have consistently higher levels of involvement in groups for people with disability

## Slide 65: Participants aged 15 and over: Community participation: longitudinal change

Two graphs display the distribution of answers to the question, “Have you been actively involved in a community, cultural or religious group in the last 12 months?” at baseline and review, by age group. Namely:

### Participants aged 15 to 24

* Yes, a general community group: baseline – 22%, review – 24%
* Yes, a group for people with disability: baseline – 9%, review – 14%
* No, but I would like to be: baseline – 24%, review – 25%
* No, and I don’t want to be: baseline – 45%, review – 37%

### Participants aged 25 and over

* Yes, a general community group: baseline – 25%, review – 27%
* Yes, a group for people with disability: baseline – 11%, review – 15%
* No, but I would like to be: baseline – 23%, review – 24%
* No, and I don’t want to be: baseline – 41%, review – 34%

Participation in a general community group was more common than participation in a group for people with disability. Whilst participation increased for both types of groups, there was a slightly higher increase for groups for people with a disability.

## Slide 66: Participants aged 15 and over: Community participation: longitudinal change by disability type

A graph displays the longitudinal change in the percentages of participants who participate in the community by type of group (i.e. a general community group and a group for people with disability) and disability type.

For participants who did not participate at baseline, the percentage who did so one year later was much higher overall for participants with Down syndrome. However, this result is associated with a greater proportion of participants with Down syndrome being involved in groups for people with disabilities rather than mainstream community groups.

## Slide 67: Participants aged 15 and over: Employment: outline

* Employment experience of NDIS participants: baseline
* Employment experience of NDIS participants: trend
* Key drivers of employment outcomes for NDIS participants

## Slide 68: Participants aged 15 to 24: Employment experiences at baseline

17% of 15 to 24 year olds said they were working in a paid job. Of those, 55% were employed in the open employment market and 35% at an ADE.

There are two graphs. The graph on the left shows the distribution of responses to the question, “Are you currently working in a paid job?”

The graph on the right displays the distribution of employment type (e.g. open market with full award wages, ADE, self-employed, etc.) among participants in a paid job.

## Slide 69: Participants aged 25 and over: Employment experiences at baseline

25% of those aged 25 and over said they were working in a paid job. Of those who are working, 43% were employed in the open employment market and 49% at an ADE.

There are two graphs. The graph on the left the distribution of responses to the question, “Are you currently working in a paid job?”

The graph on the right displays the distribution of employment type (e.g. open market with full award wages, ADE, self-employed, etc.) among participants in a paid job.

## Slide 70: Participants aged 15 to 24: Employment status transition rates

A table summarises employment status transition rates between baseline and review.

**Job seekers at baseline (middle row)**

12% of 15 to 24 year olds in this category were in a paid job at review.

**In a paid job at baseline (top row)**

81% of 15 to 24 year olds in this category were in a paid job at review.

**Not participating at baseline (bottom row)**

80% of 15 to 24 year olds in this category remained there at review.

This is higher compared to the older adult cohort, possibly due to younger participants finishing school.

## Slide 71: Participants aged 25 and over: Employment status transition rates

A table summarises employment status transition rates between baseline and review.

### Job seekers at baseline (middle row)

7% of those 25 and over in this category were in a paid job at review.

### In a paid job at baseline (top row)

91% of those 25 and over in this category were in a paid job at review. The percentage is higher compared to younger adults, possibly be due to ADE employment.

### Not participating at baseline (bottom row)

95% of those 25 and over in this category remained there at review.

## Slide 72: Participants aged 15 to 24: key drivers of employment success

**Positively associated with having a paid job at review:**

* Highest education level
* Lives in QLD
* Number of daily living activities where the participant requires support improves by two or more between baseline and review
* Started, left or continued to be involved in a general community group at review
* Left an unpaid job between baseline and review (i.e. participant was in an unpaid job at baseline but not at review)
* Participant’s ability to choose what they do each day improves between baseline and review
* Participant has got to know people in the community at review

## Slide 73: Participants aged 15 to 24: key drivers of employment success

**Negatively associated with having a paid job at review:**

* Number of daily living activities where the participant requires support **at baseline**
* Streaming type is intensive or super intensive
* High unemployment rate in participant’s LGA (8% or higher)
* Increase of two or more in the number of daily living activities where the participant requires support between baseline and review
* Participant was in an unpaid job at both baseline and review, or started volunteering (i.e. did not volunteer at baseline but did volunteer at review)

## Slide 74: Participants aged 25 and over: key drivers of employment success

**Positively associated with having a paid job at review:**

* Has university qualification
* Left study during plan period
* Has intellectual disability
* Lives with partner and children
* Lives in VIC
* Participant has work goal in their plan
* Participant has NDIS employment funding in their plan
* Participant’s self-assessment of their health has improved
* Started or left an unpaid job

## Slide 75: Participants aged 25 and over: key drivers of employment success

**Negatively associated with having a paid job at review:**

* Number of daily living activities where the participant requires support **at baseline**
* Lower level of function (success rate decreases as severity score (1 to 15) increases)
* Culturally and linguistically diverse (CALD) background
* Entry age is between 55 and 59
* Participant doesn’t know people in the community at baseline and review

## Slide 76: NDIS [www.ndis.gov.au](http://www.ndis.gov.au)

1. Deep dives for participants aged 15 to 24 and 25 and over are presented together after the slide on perceptions of whether the NDIS has helped for the 25 and over cohort. [↑](#footnote-ref-1)
2. Note that at least some of the observed change may be attributable to normal age-related development, since the children will be one year older at the second time point. [↑](#footnote-ref-2)
3. Probabilities are adjusted for the confounding effects of age. [↑](#footnote-ref-3)
4. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-4)
5. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-5)
6. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-6)
7. including all forms of childcare (formal and informal) and while the parents/carers are at work or while they are not at work. [↑](#footnote-ref-7)
8. population benchmark is estimated using the Household, Income and Labour Dynamics in Australia (HILDA) survey. [↑](#footnote-ref-8)
9. Probabilities are adjusted for the confounding effects of age. [↑](#footnote-ref-9)
10. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-10)
11. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-11)
12. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-12)
13. Probabilities are adjusted for the confounding effects of age. [↑](#footnote-ref-13)
14. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-14)
15. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-15)
16. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-16)
17. Analyses combine results for two participant cohorts: age 15 to 24 and 25 and over. [↑](#footnote-ref-17)
18. Probabilities are adjusted for the confounding effects of age. [↑](#footnote-ref-18)
19. Probabilities are adjusted for the confounding effects of age and level of function.

 [↑](#footnote-ref-19)
20. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-20)
21. Probabilities are adjusted for the confounding effects of age and level of function. [↑](#footnote-ref-21)