

NDIS Participant Outcomes

Appendix E

Participants starting school to age 14

June 2019

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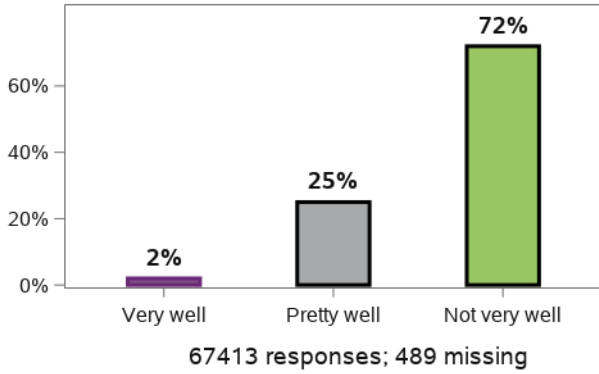
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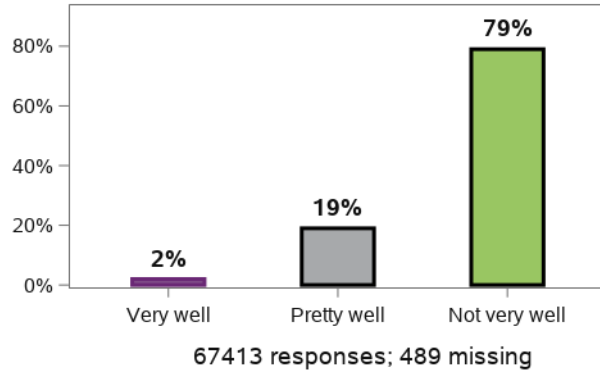
Appendix E.1 - Baseline indicators for SF and LF - aggregate

Appendix E.1.1 - Daily living

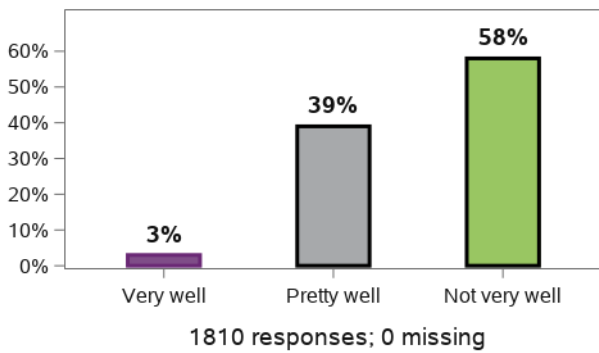
My child is developing functional, learning and coping skills that are appropriate to his/her ability and circumstances



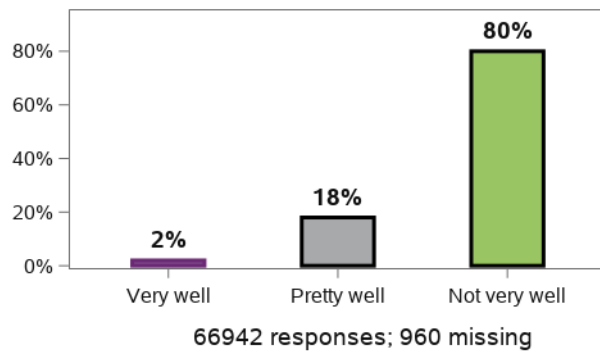
Most of the time my child manages his/her emotions



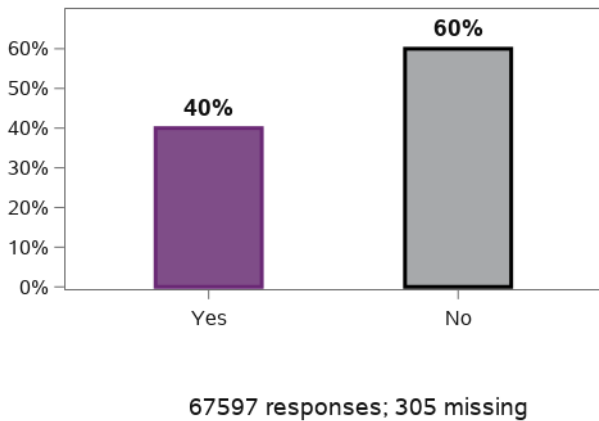
Most of the time my child manages the demands of his/her world



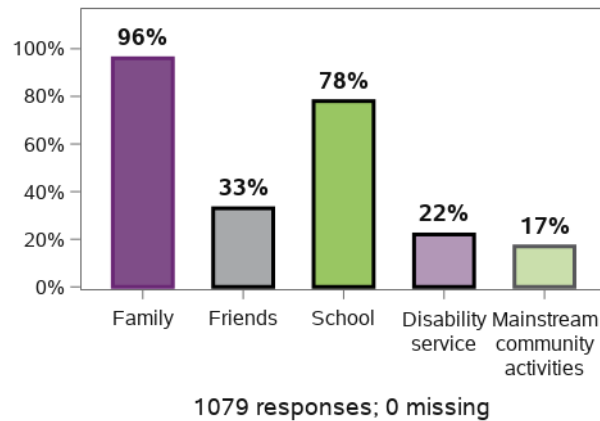
Most of the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do



My child is becoming more independent

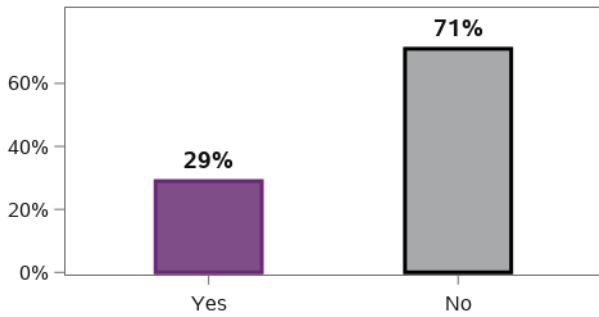


Encouragement to become more independent comes from



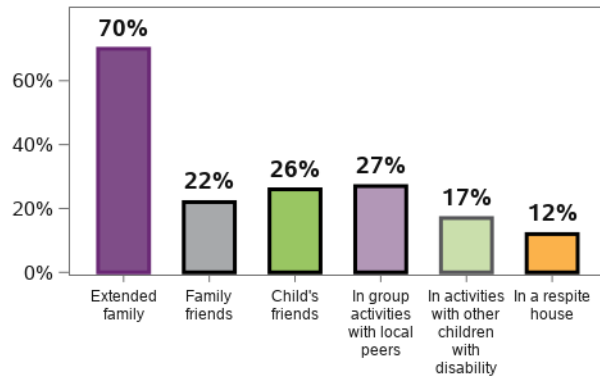
Appendix E.1.1 - Daily living (continued)

My child spends time away from us (his parents) other than at school



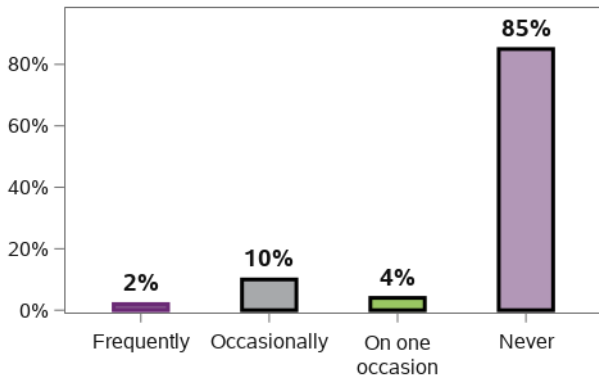
67572 responses; 330 missing

When our child spends time away from us, he/she spends time with



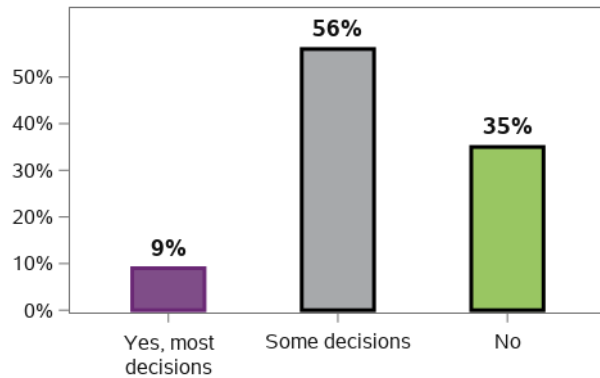
19536 responses; 0 missing

My child spends time with friends without an adult present



67133 responses; 769 missing

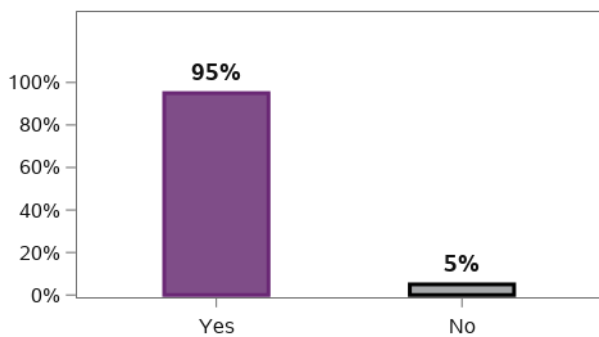
My child has a genuine say in decisions about him/her



67047 responses; 855 missing

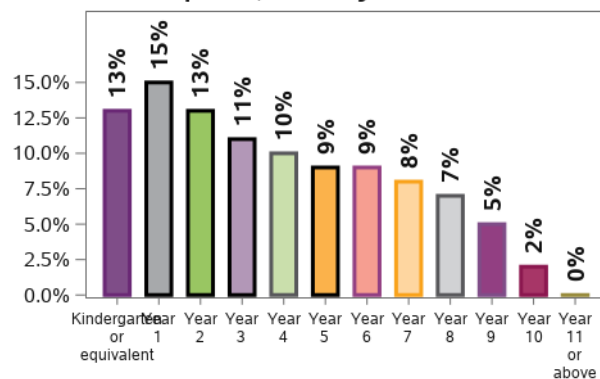
Appendix E.1.2 - Lifelong learning

My child attends school



67569 responses; 333 missing

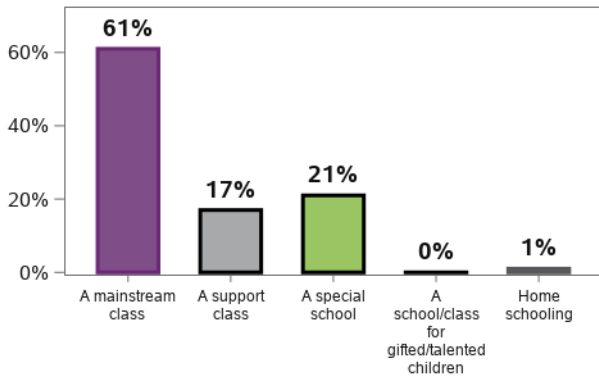
My child's current (or most recently completed) school year is



63796 responses; 670 missing

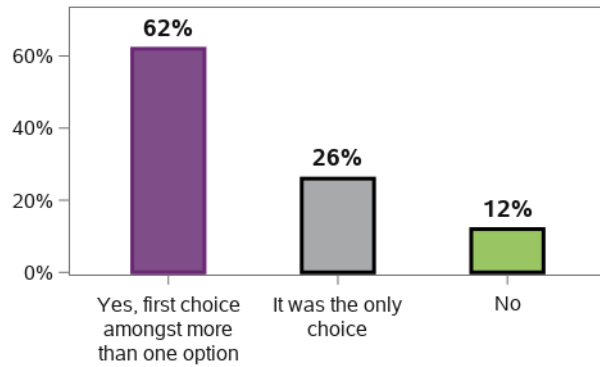
Appendix E.1.2 - Lifelong learning (continued)

My child is enrolled in



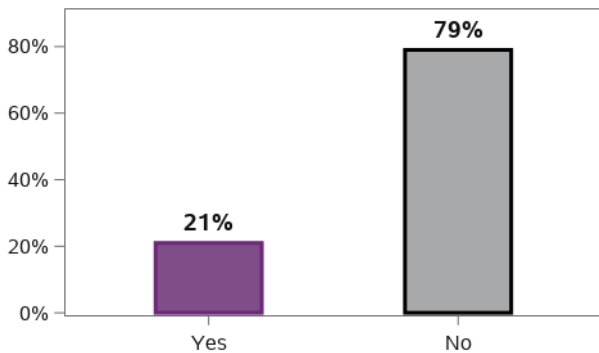
64188 responses; 278 missing

My child's school is my school of first choice



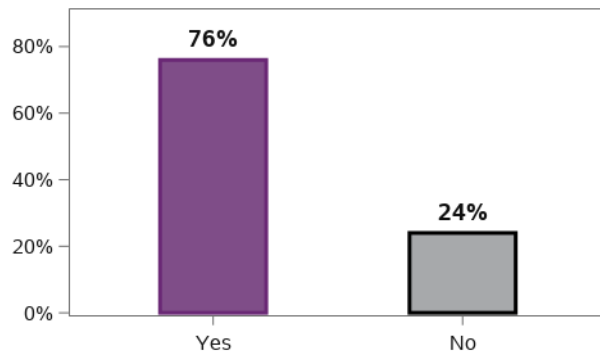
1735 responses; 0 missing

Have you had pressure to place your child in a particular class or school?



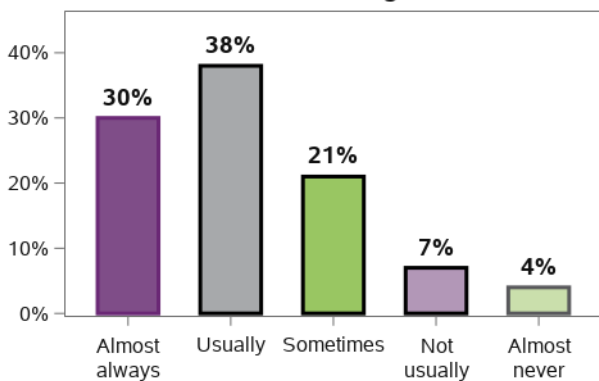
1735 responses; 0 missing

Do you know your child's goals at school?



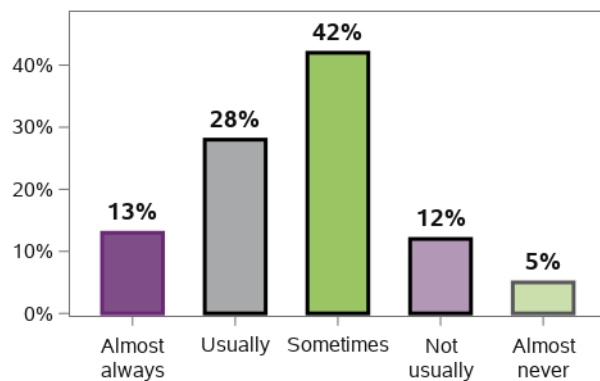
1734 responses; 1 missing

Do you think that your child's education is matched to those goals?



1323 responses; 0 missing

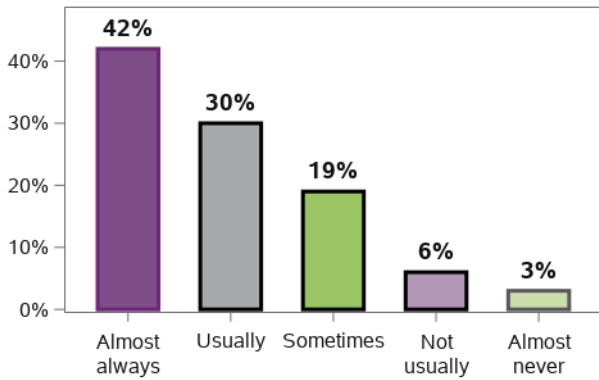
I think that my child is learning at school



64014 responses; 452 missing

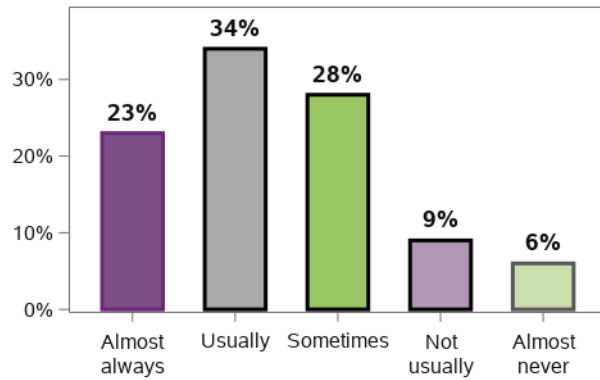
Appendix E.1.2 - Lifelong learning (continued)

I think my child is genuinely included at school?



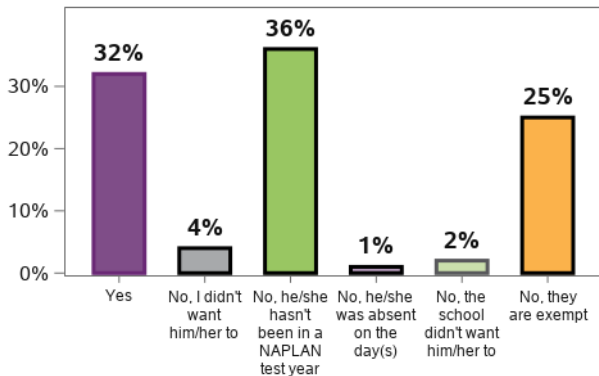
1734 responses; 1 missing

I think that my child is happy at school



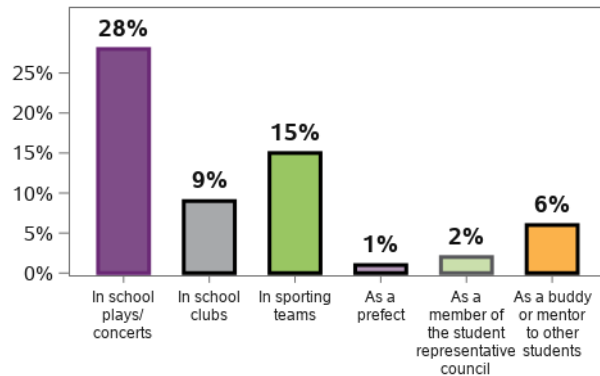
63609 responses; 857 missing

Has your child ever sat a NAPLAN test?



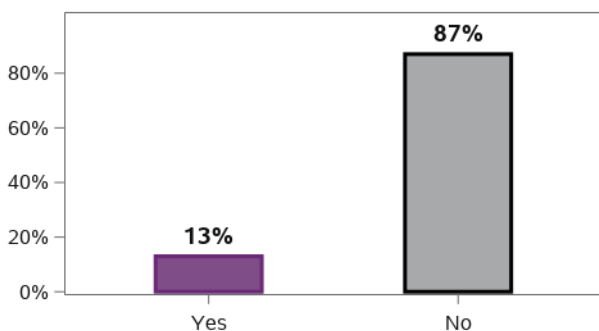
1734 responses; 1 missing

Has your child been in these co-curricular activities at school?



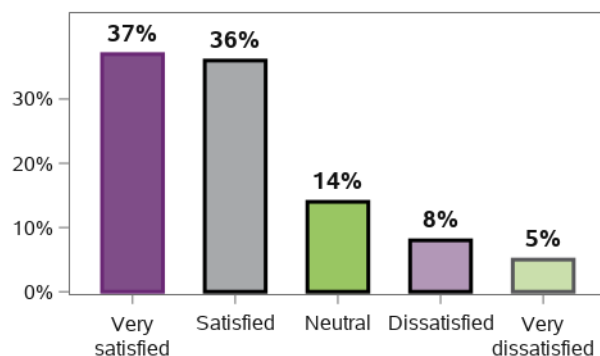
64466 responses; 0 missing

Has your child ever been suspended from school?



63986 responses; 480 missing

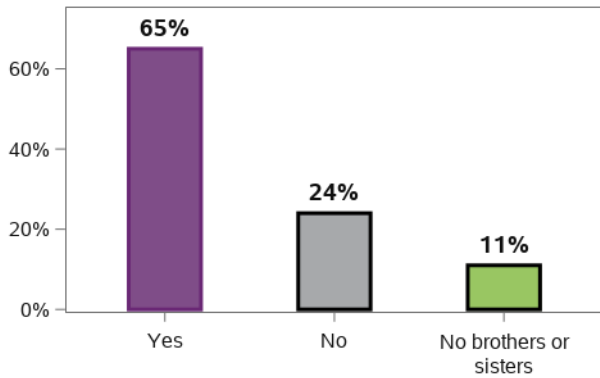
I am satisfied that my child's school listens to me in relation to my child's education



1719 responses; 0 missing

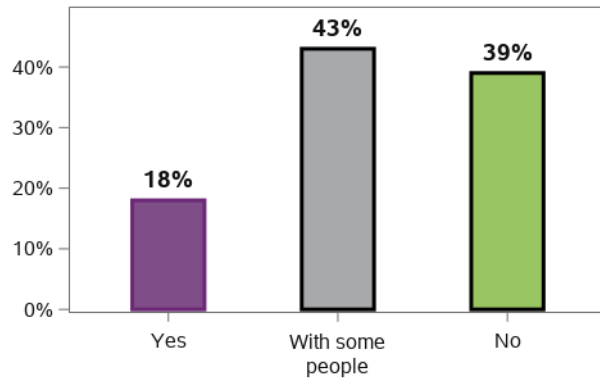
Appendix E.1.3 - Relationships

My child gets along well with his/her brother (s)/sister(s)



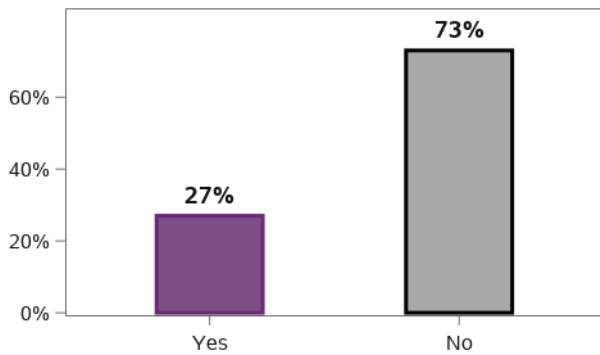
67229 responses; 673 missing

My child can make friends with people outside the family



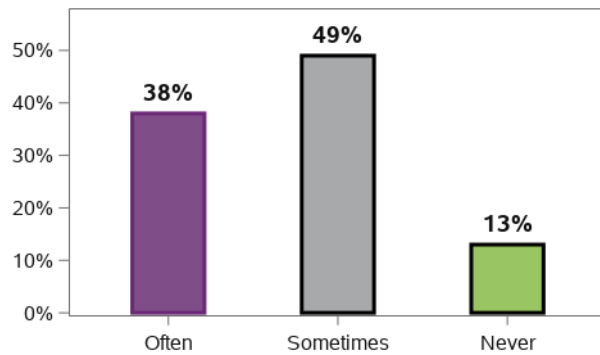
67212 responses; 690 missing

There is enough time each week for all members of my family to get their needs met



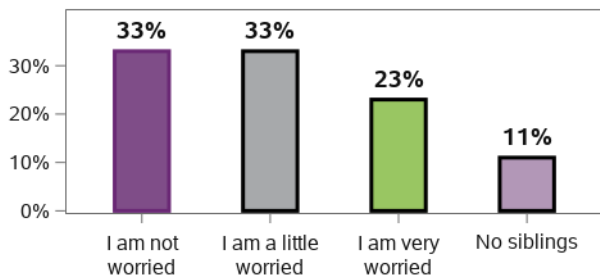
66939 responses; 963 missing

My child fits well into the everyday life of the family



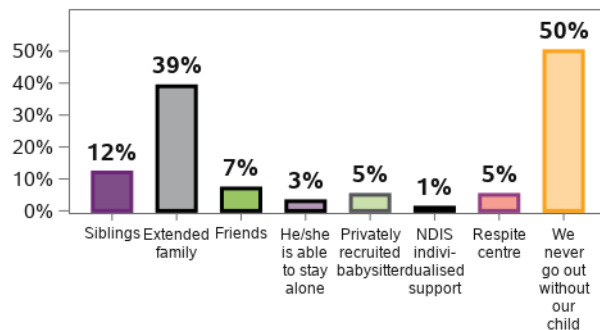
67007 responses; 895 missing

I am worried about the effect of having a sibling with disability on my other children now and in the future



1808 responses; 2 missing

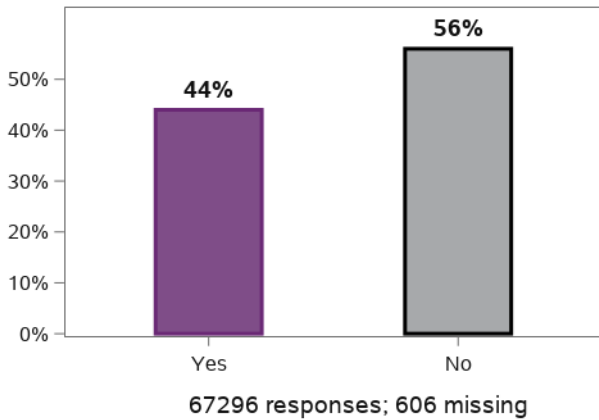
When you need to go out, which of the following options do you use to look after your child?



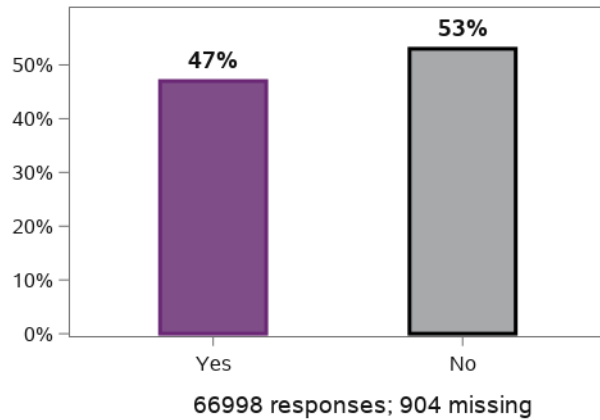
67902 responses; 0 missing

Appendix E.1.3 - Relationships (continued)

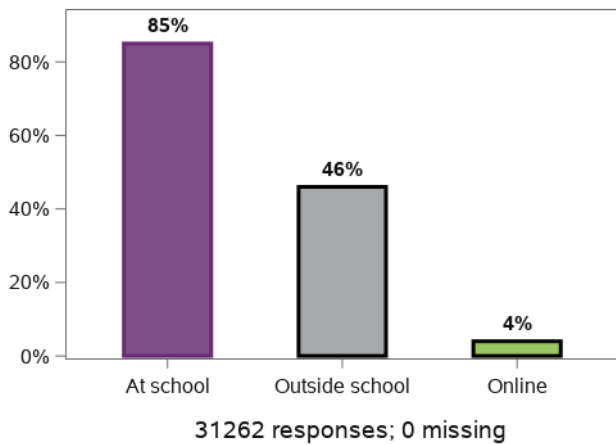
Are you happy with that arrangement?



My child has friends that he/she enjoys spending time with

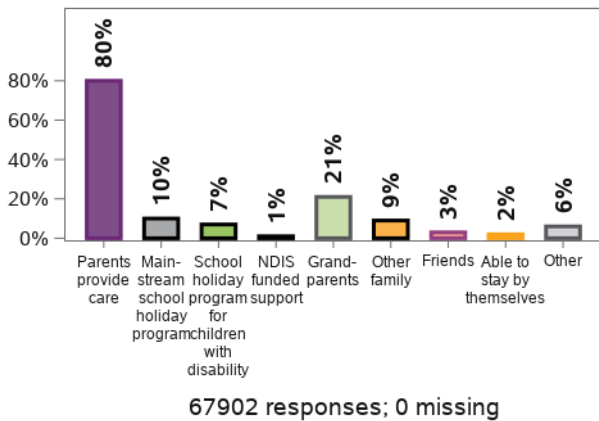


The friends are

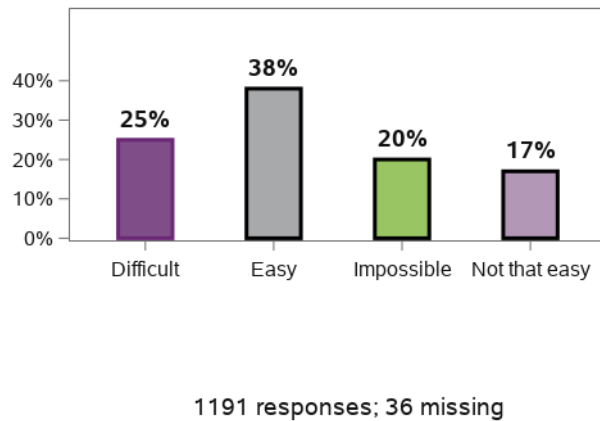


Appendix E.1.4 - Social, community and civic participation

During school holidays I use the following holiday care

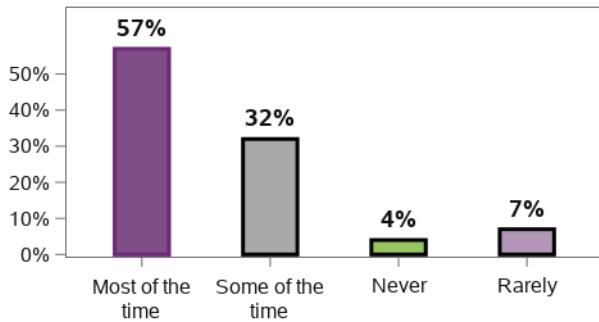


Finding vacation care that welcomes my child is



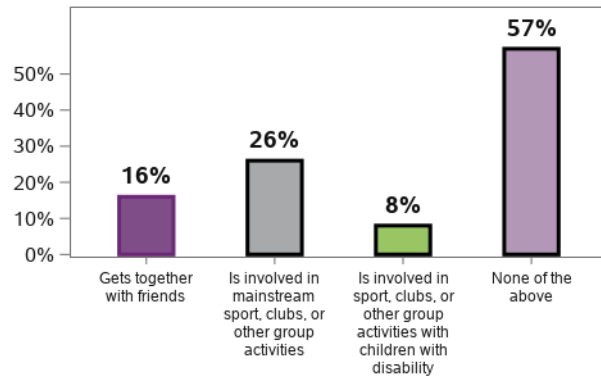
Appendix E.1.4 - Social, community and civic participation (continued)

My child is happy with this choice/ these choices



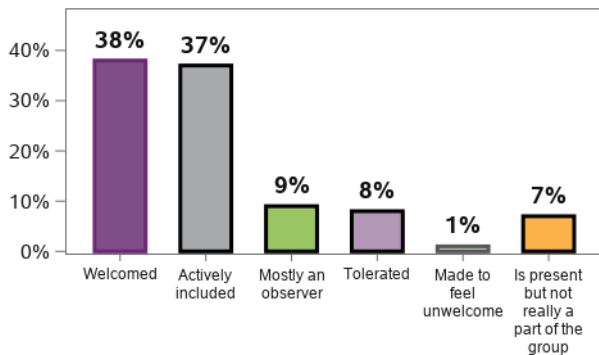
65476 responses; 2426 missing

After school and on the weekend my child



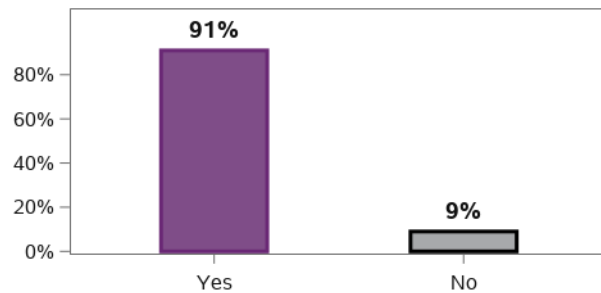
67902 responses; 0 missing

In these activities, I feel my child is:



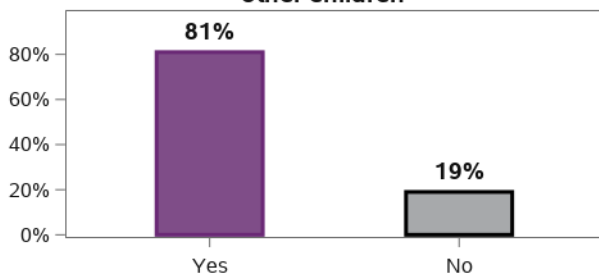
26498 responses; 2948 missing

In these activities I think that people ask my child to do tasks appropriate to his/her skills



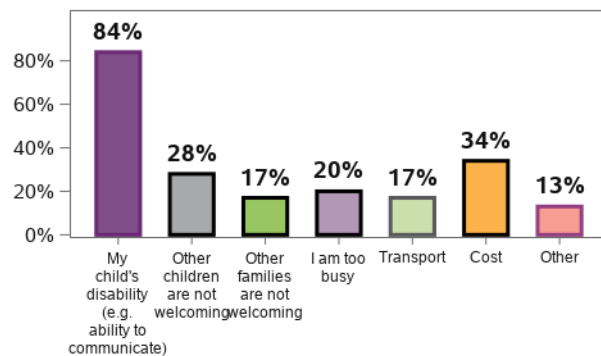
1003 responses; 0 missing

I would like my child to have more opportunity to be involved in activities with other children



66419 responses; 1483 missing

The barriers to my child being more involved with other children are

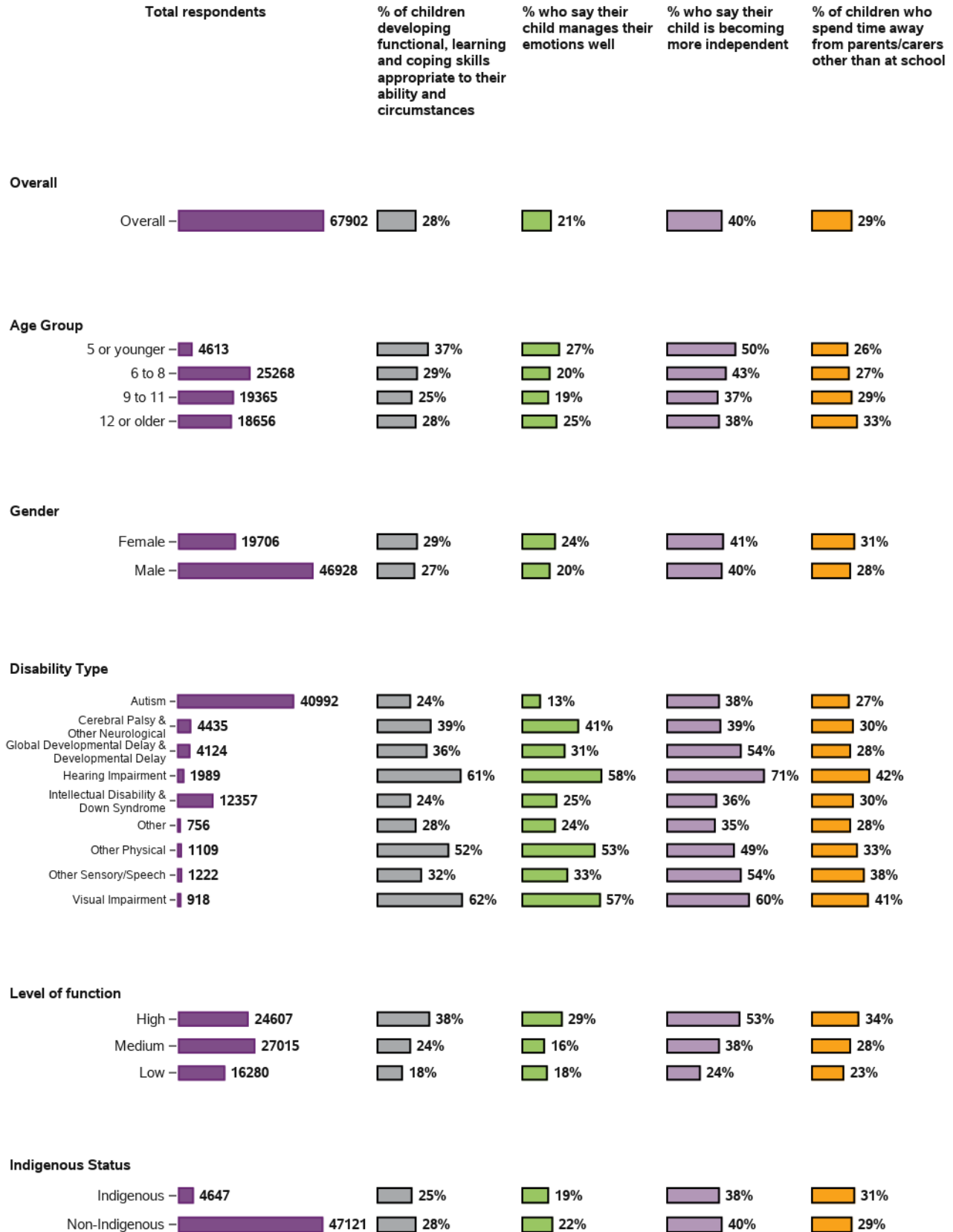


54025 responses; 0 missing

Appendix E.2 - Baseline indicators for SF and LF - participant characteristics

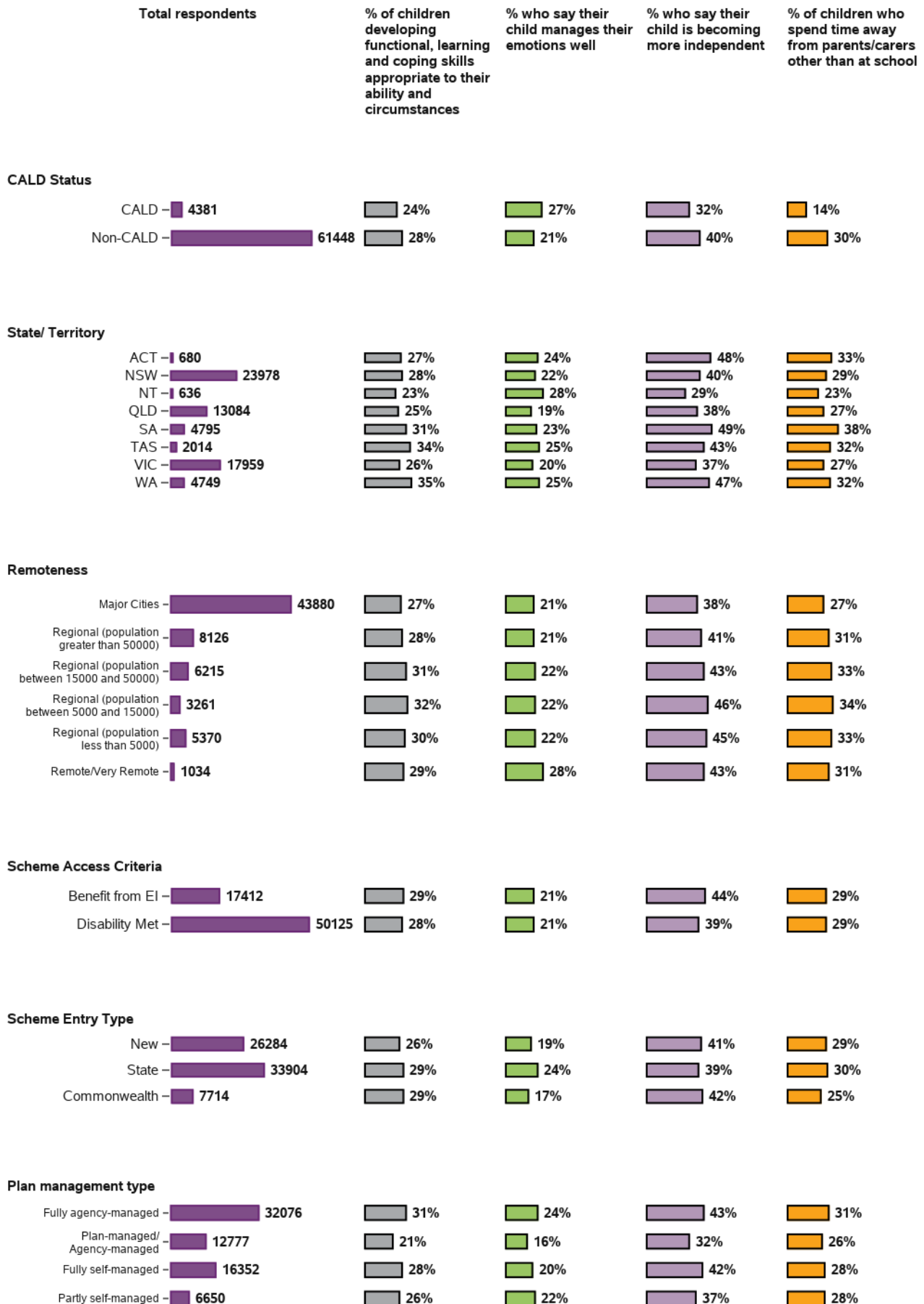
Appendix E.2.1 - Daily living

Baseline indicators for SF - participant characteristics



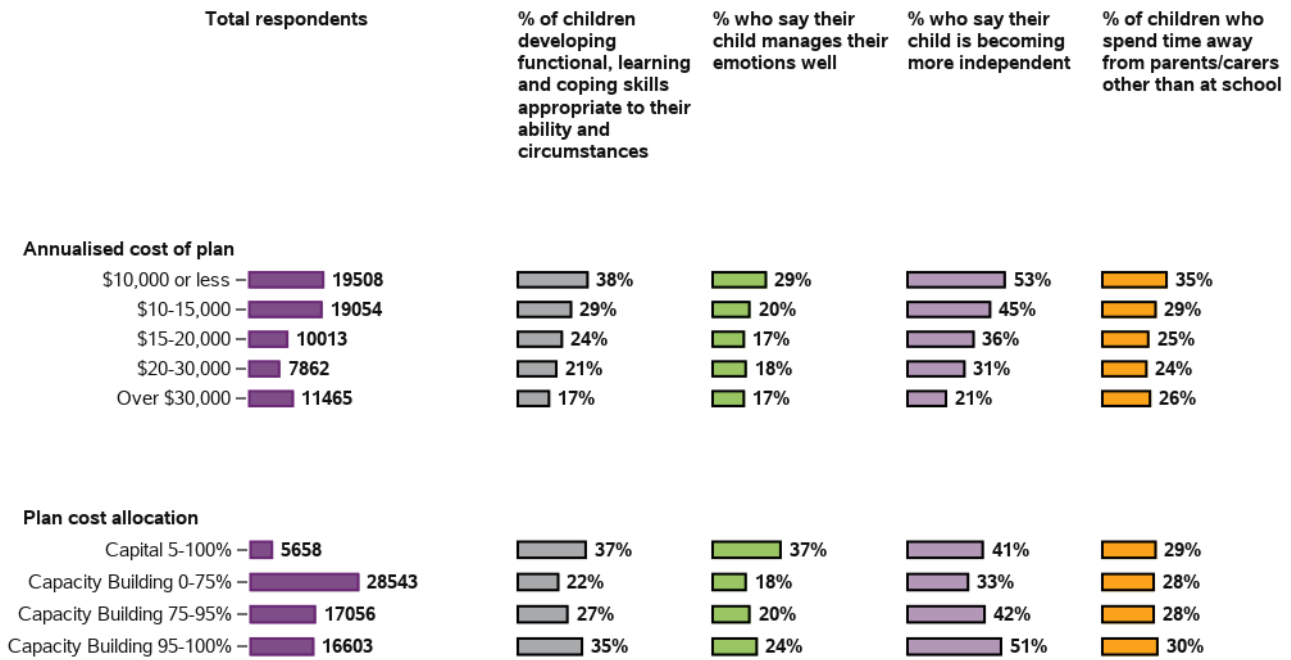
Appendix E.2.1 - Daily living

Baseline indicators for SF - participant characteristics (continued)



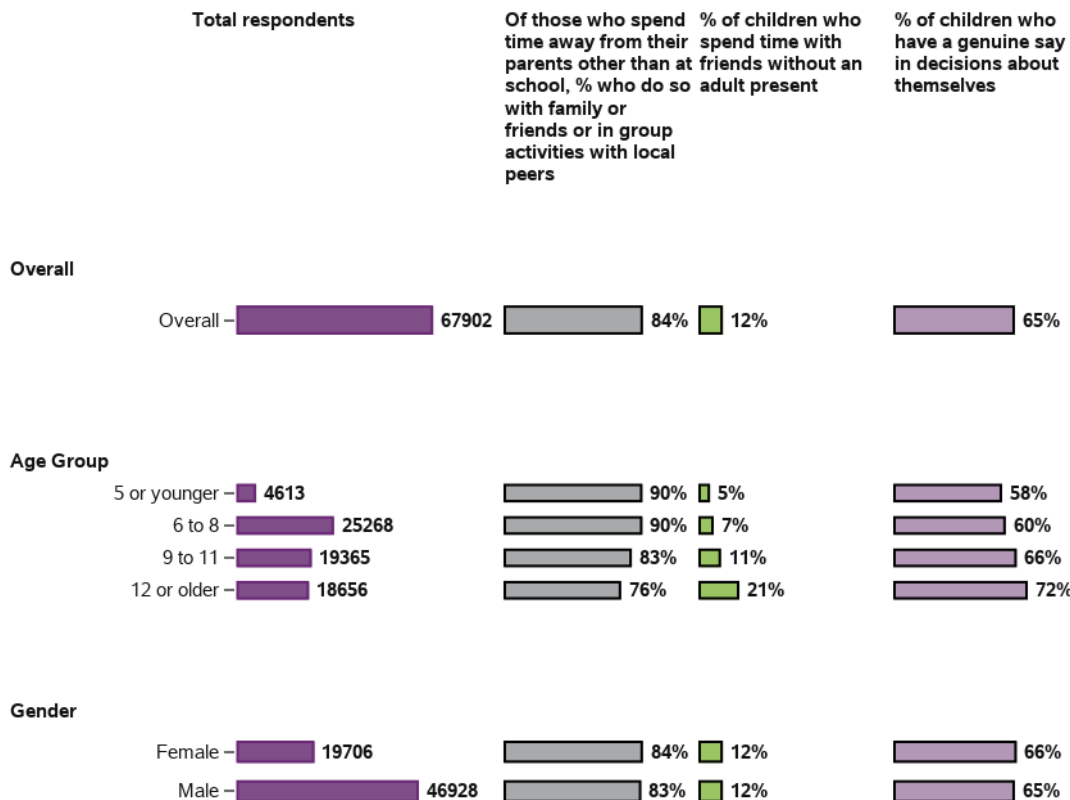
Appendix E.2.1 - Daily living

Baseline indicators for SF - participant characteristics (continued)



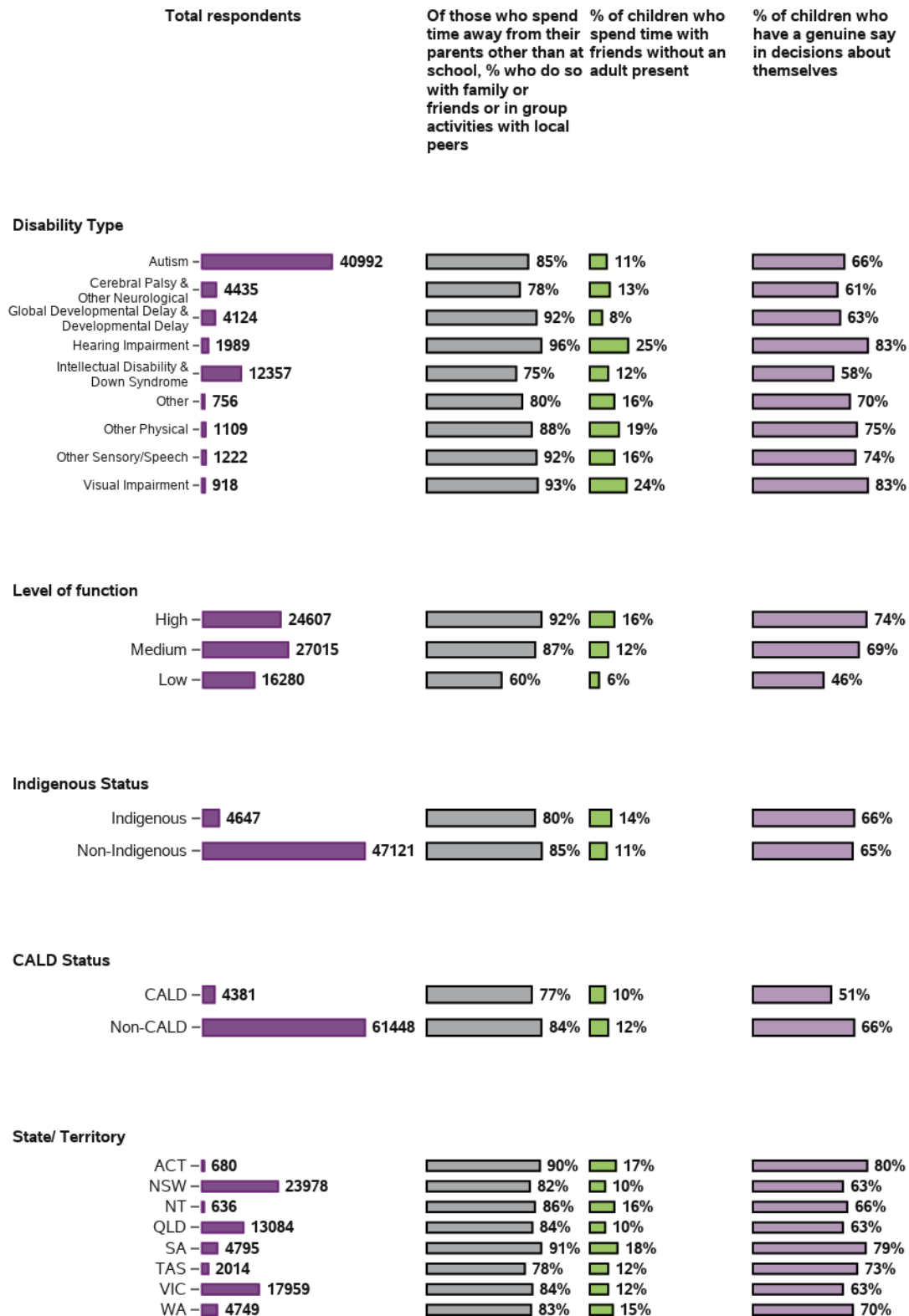
Appendix E.2.1 - Daily living

Baseline indicators for SF - participant characteristics (continued)



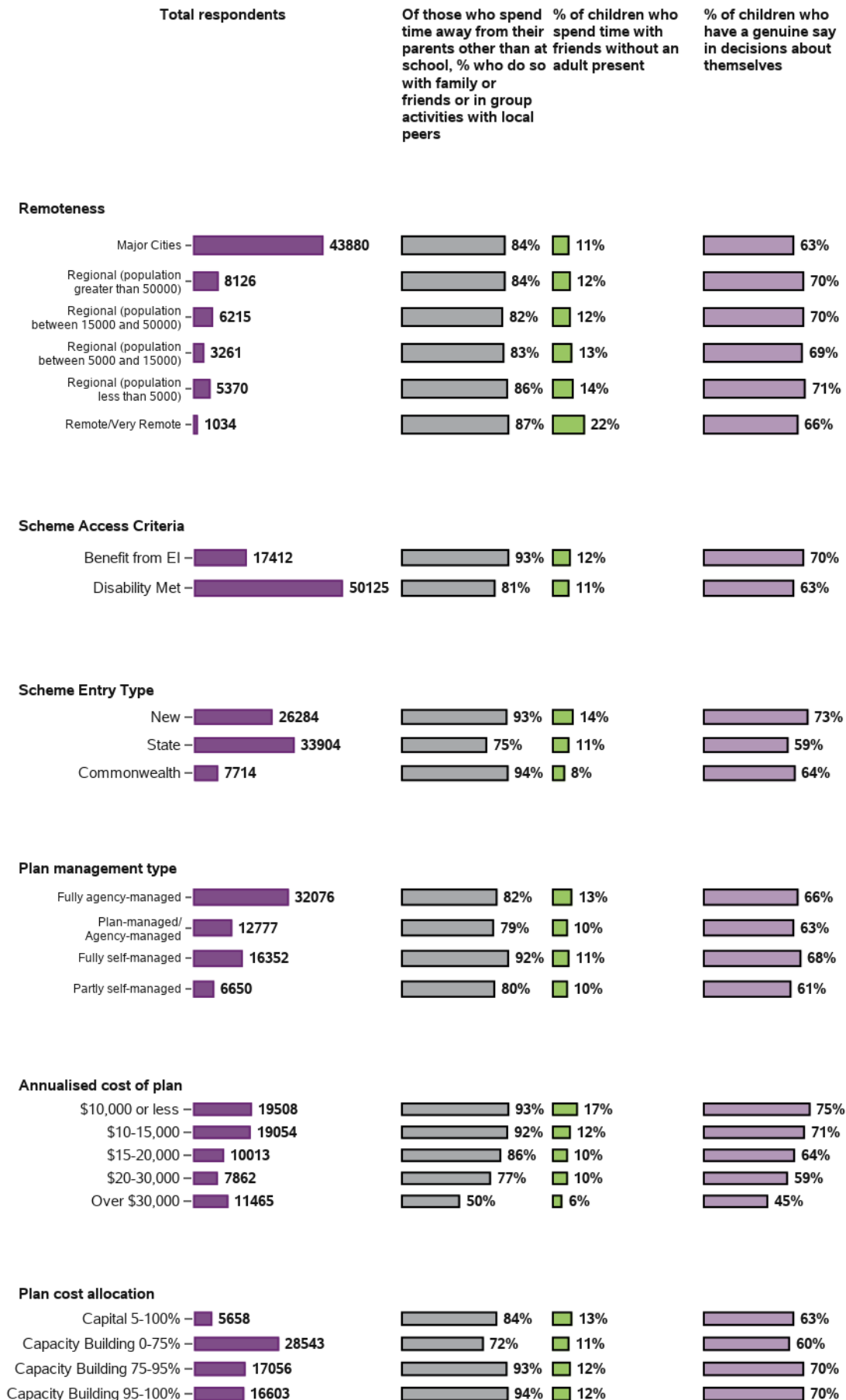
Appendix E.2.1 - Daily living

Baseline indicators for SF - participant characteristics (continued)



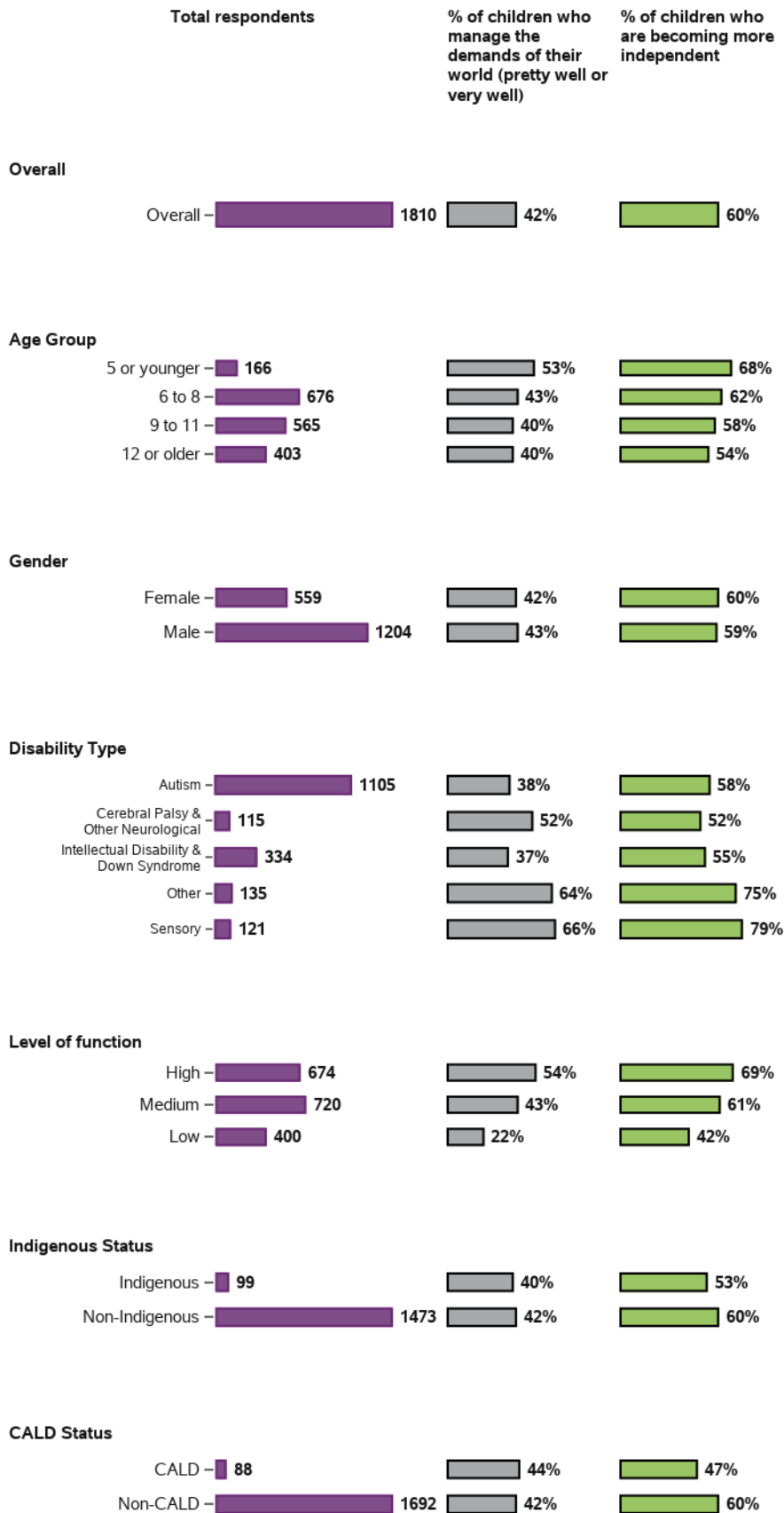
Appendix E.2.1 - Daily living

Baseline indicators for SF - participant characteristics (continued)



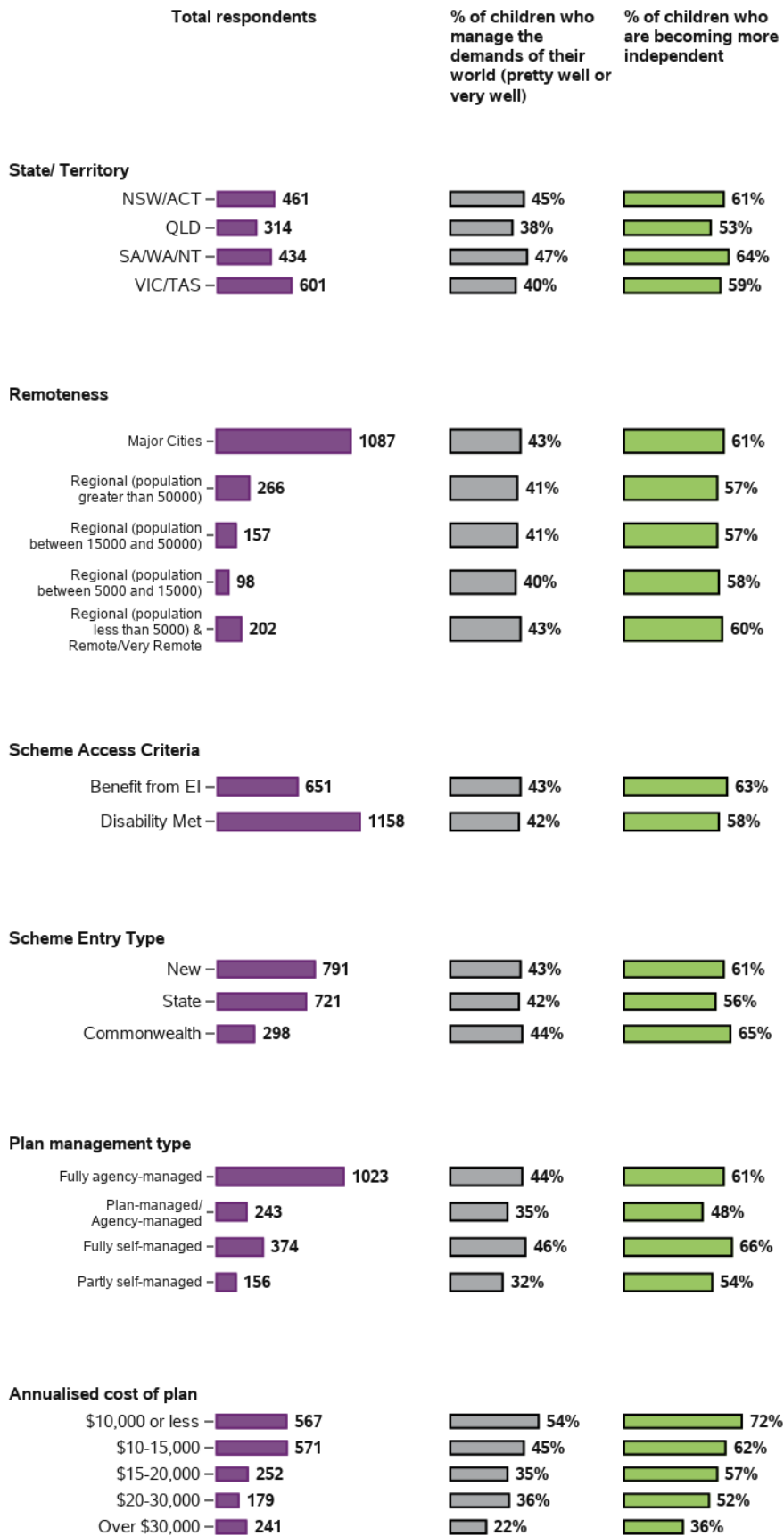
Appendix E.2.1 - Daily living

Baseline indicators for LF - participant characteristics



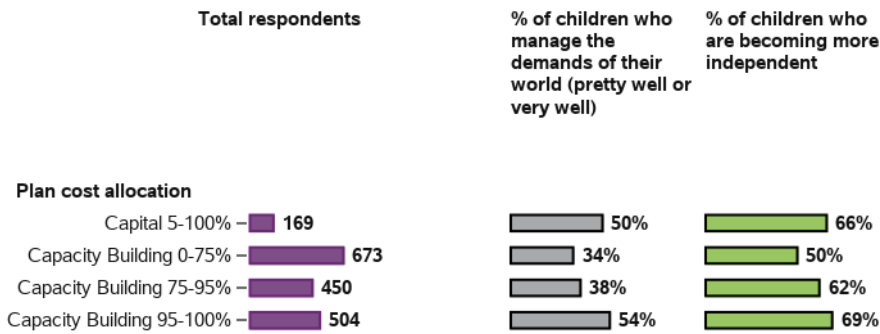
Appendix E.2.1 - Daily living

Baseline indicators for LF - participant characteristics (continued)



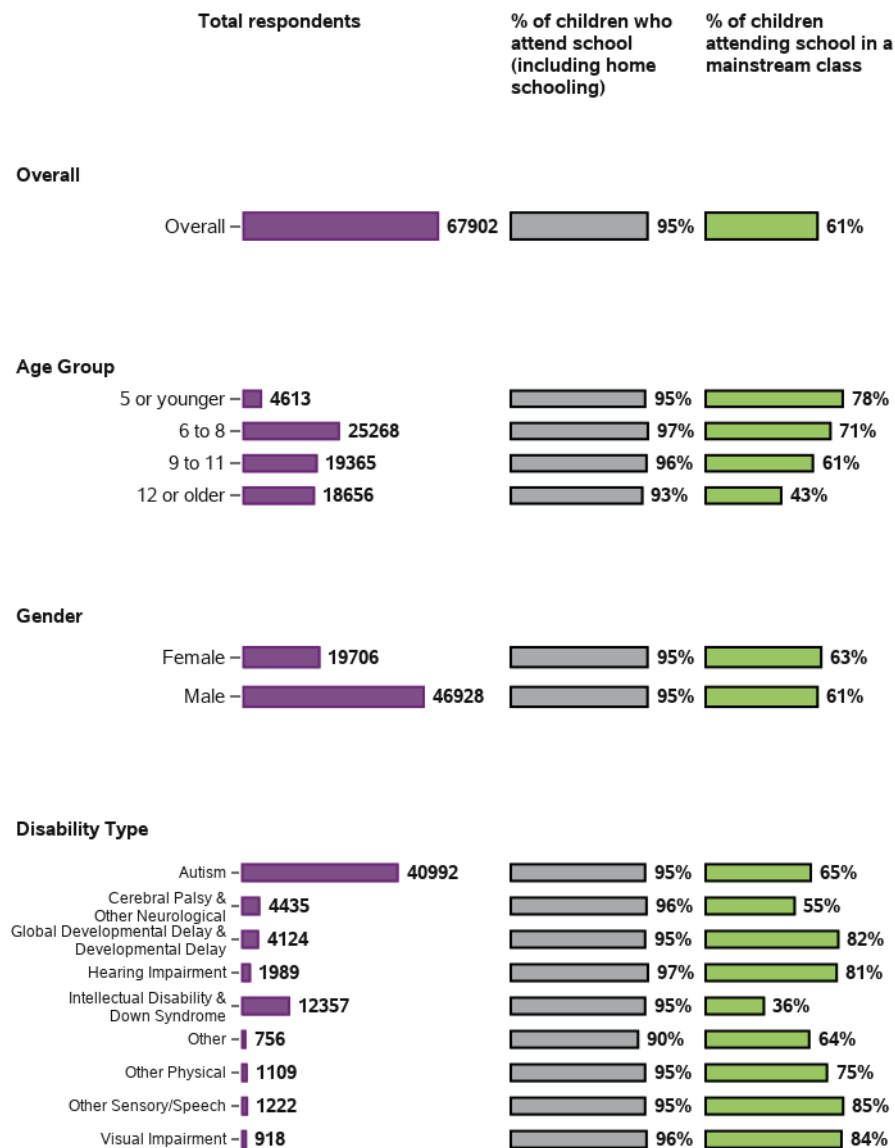
Appendix E.2.1 - Daily living

Baseline indicators for LF - participant characteristics (continued)



Appendix E.2.2 - Lifelong learning

Baseline indicators for SF - participant characteristics



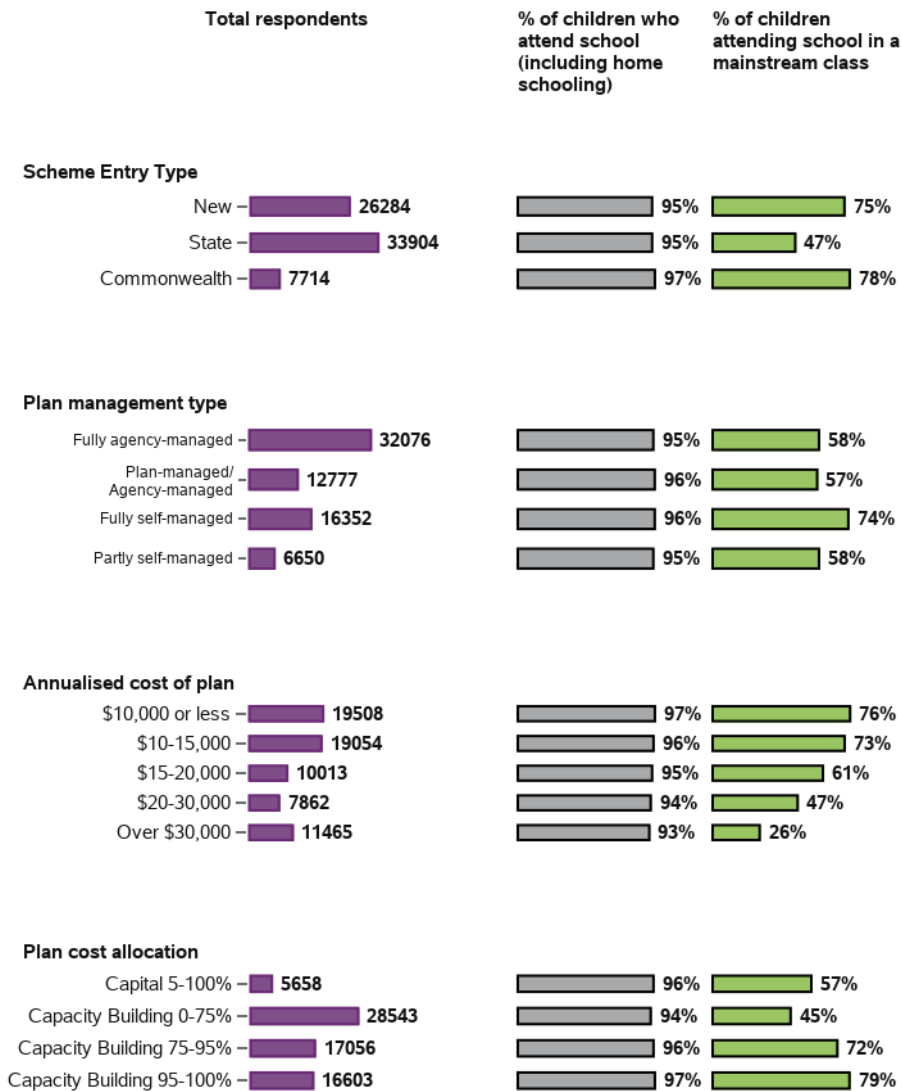
Appendix E.2.2 - Lifelong learning

Baseline indicators for SF - participant characteristics (continued)



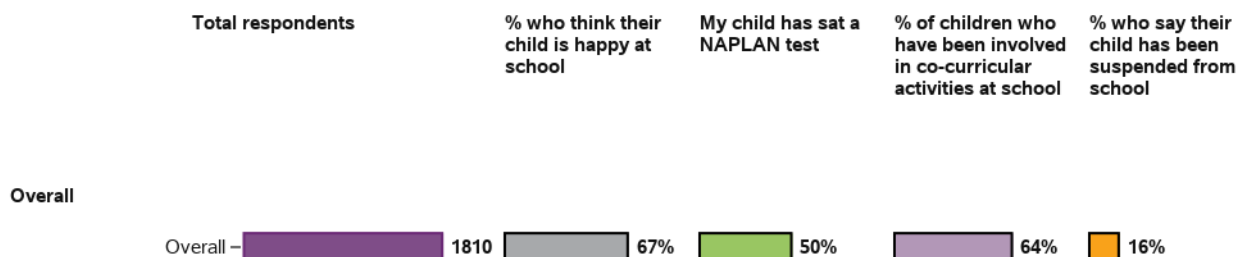
Appendix E.2.2 - Lifelong learning

Baseline indicators for SF - participant characteristics (continued)



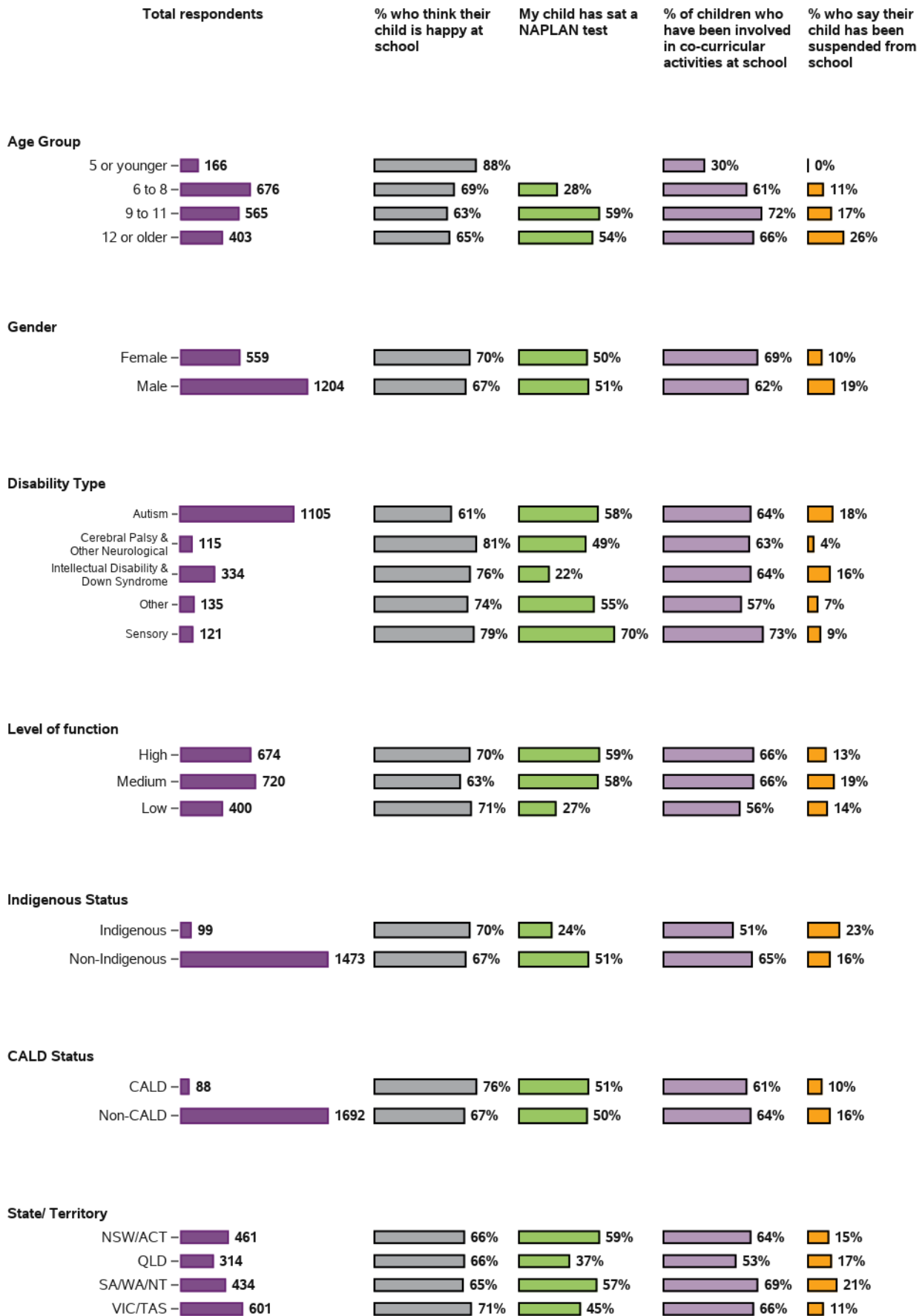
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics



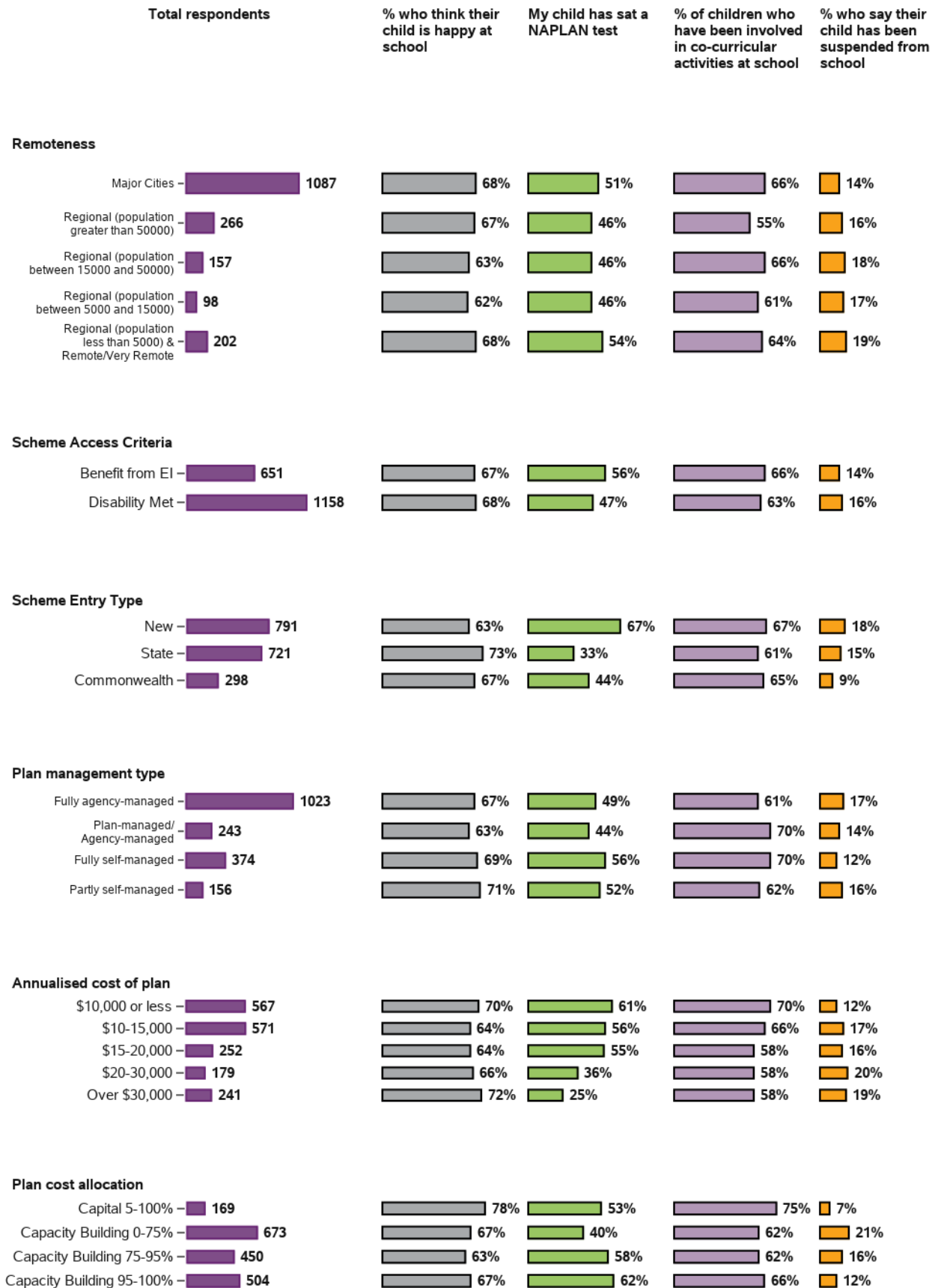
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



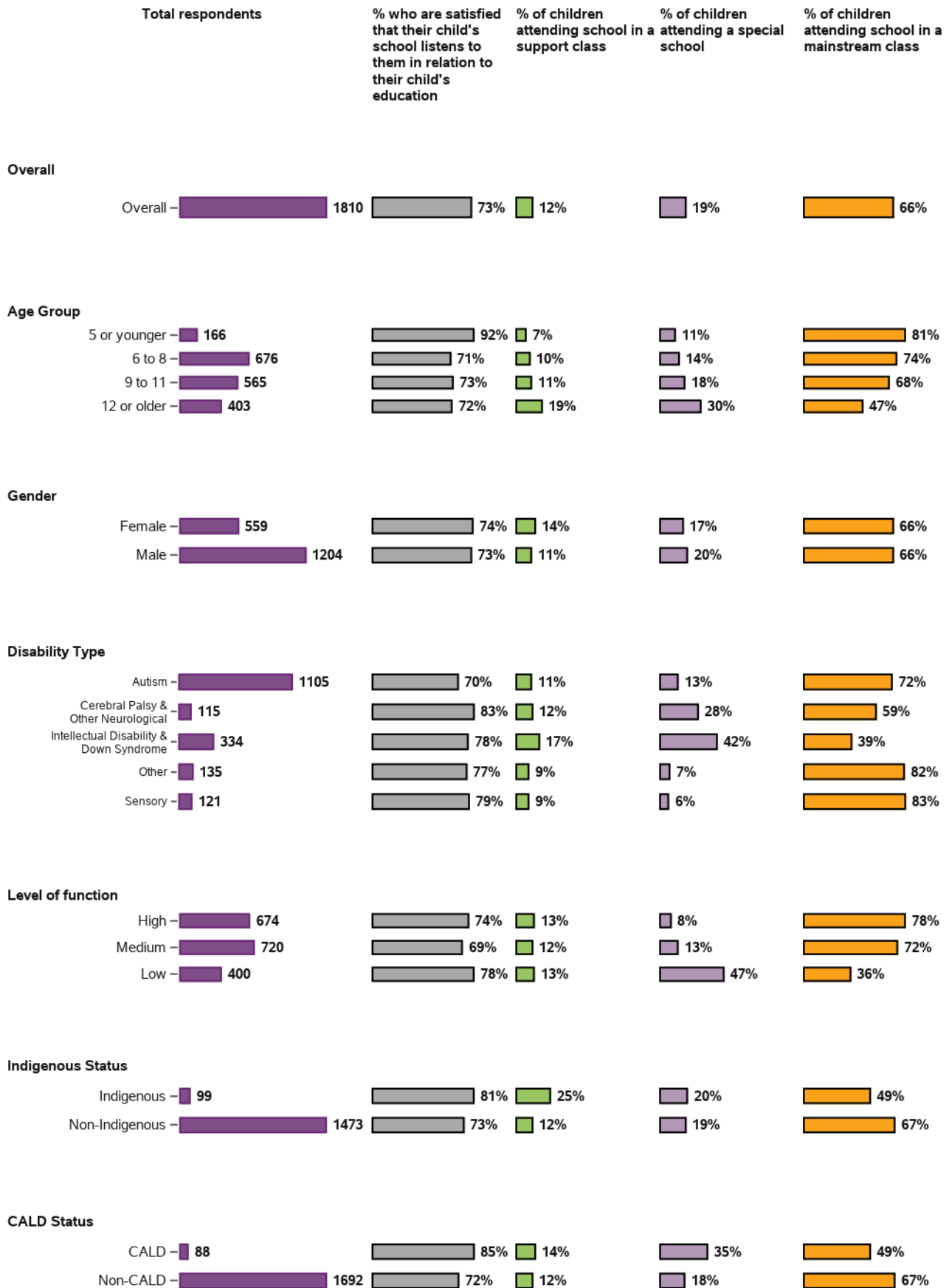
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



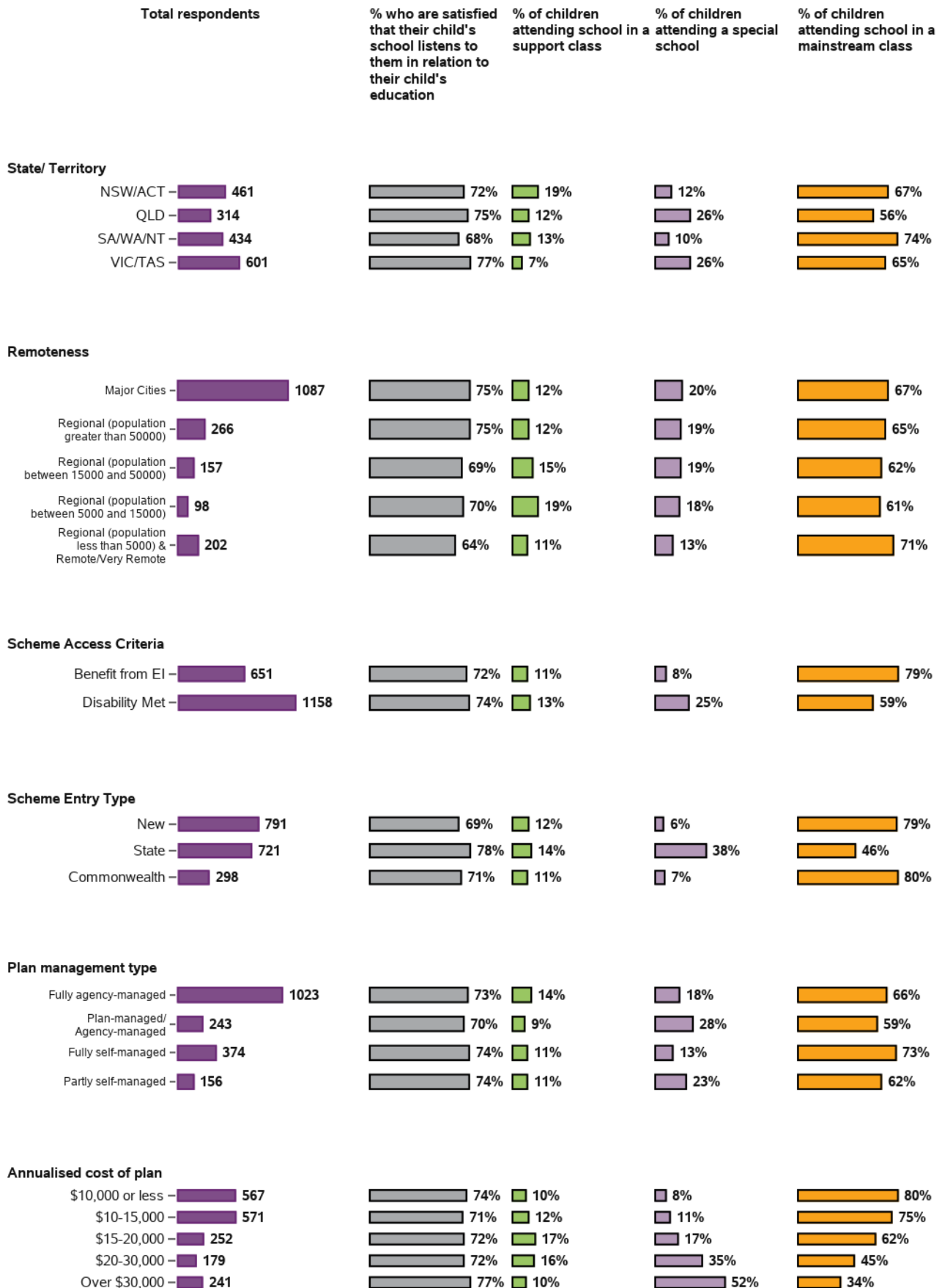
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



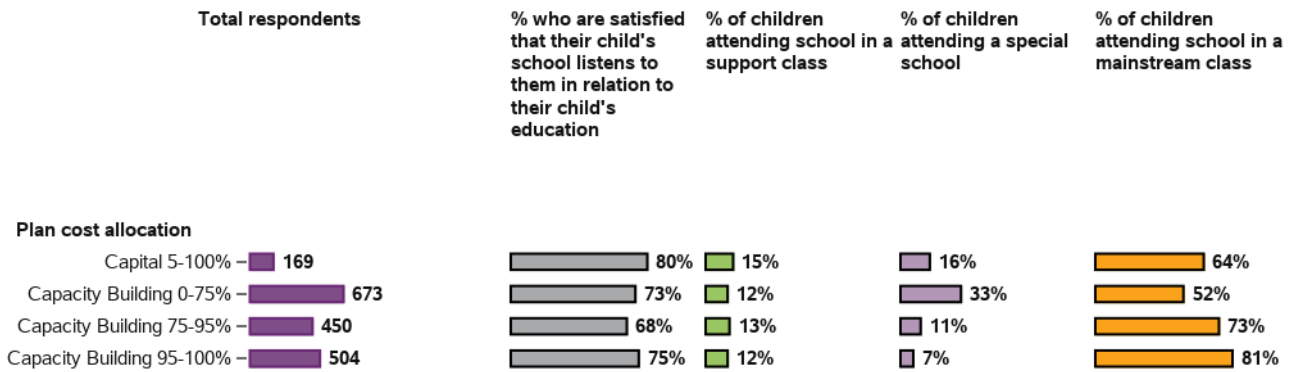
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



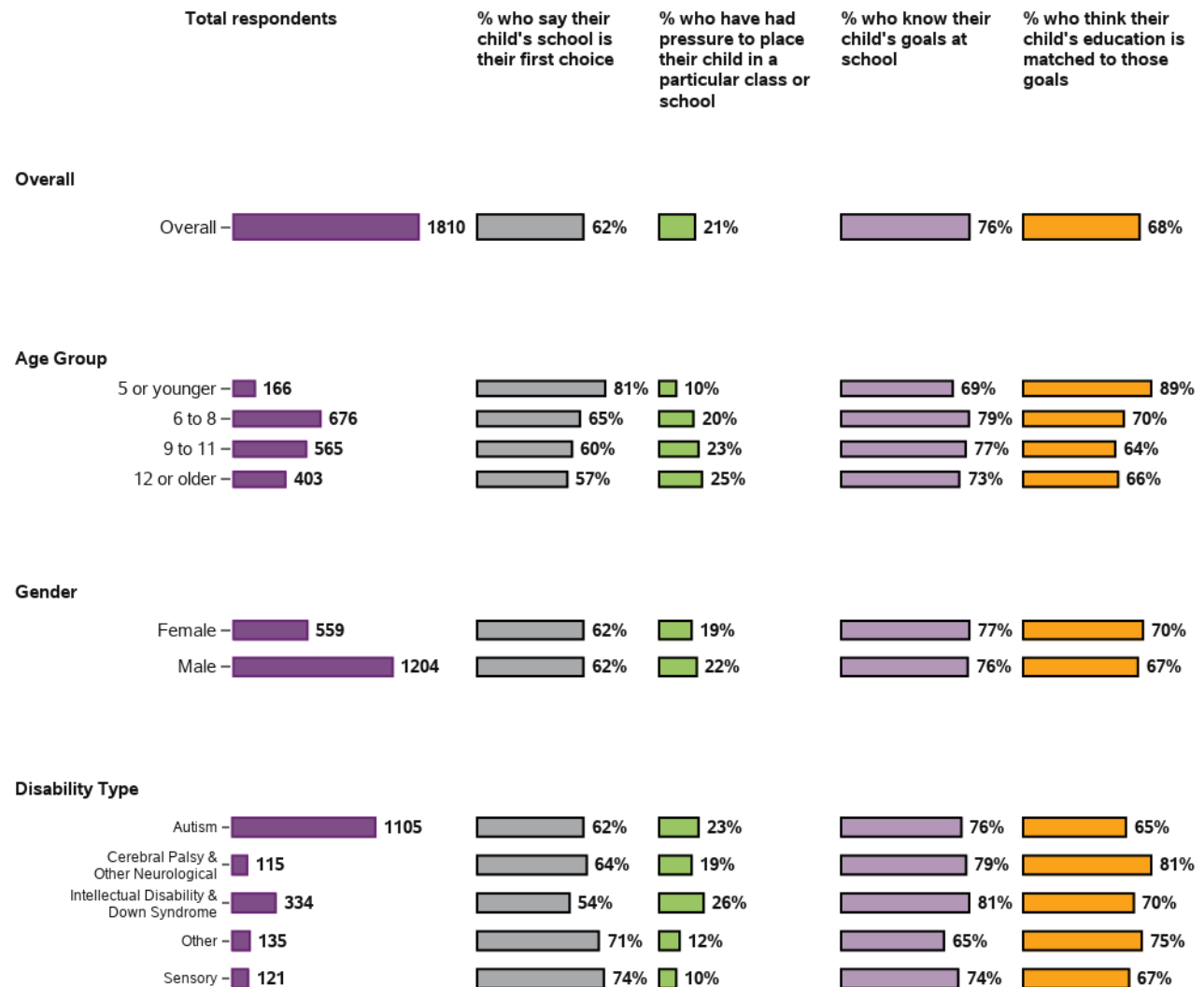
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



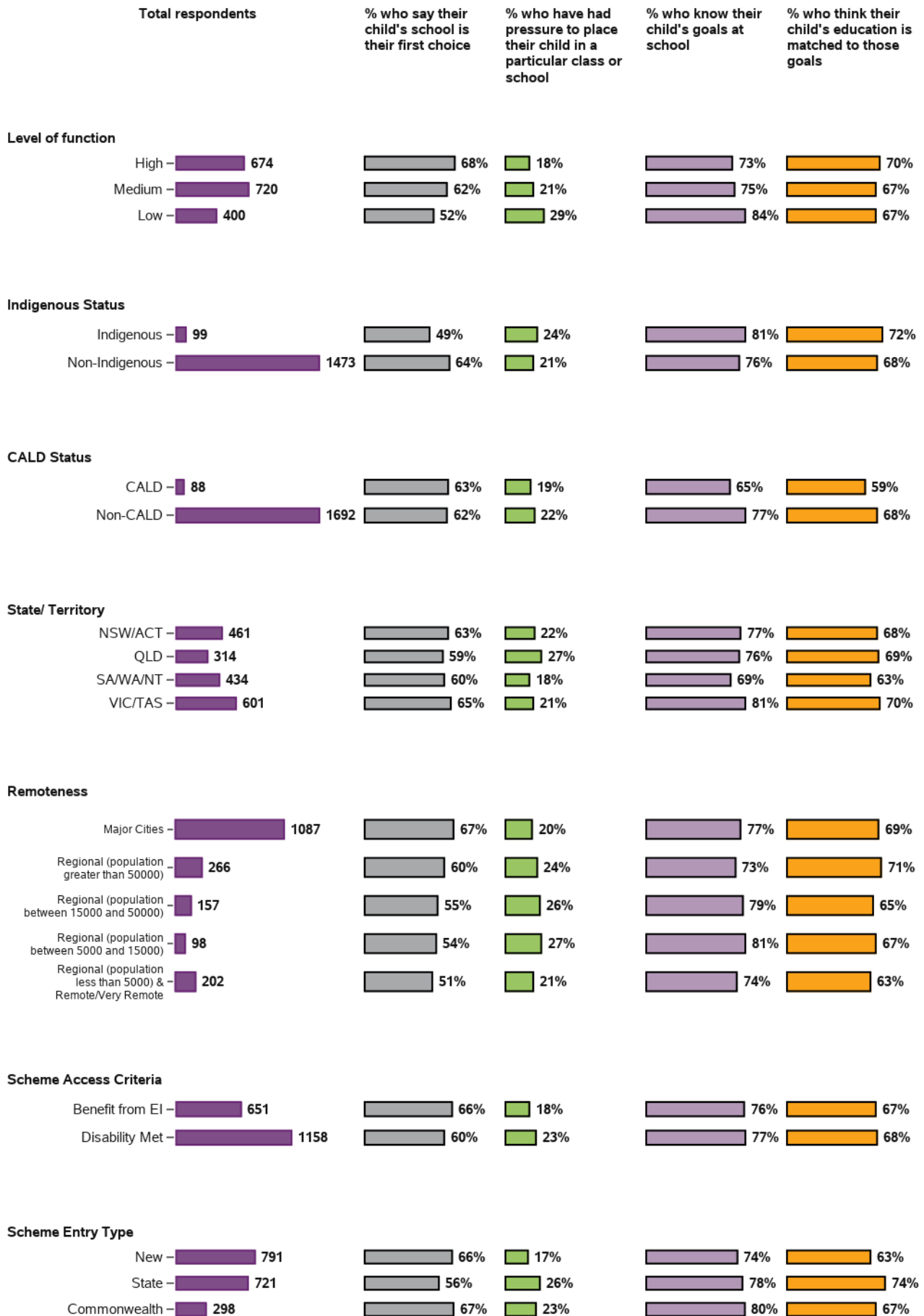
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



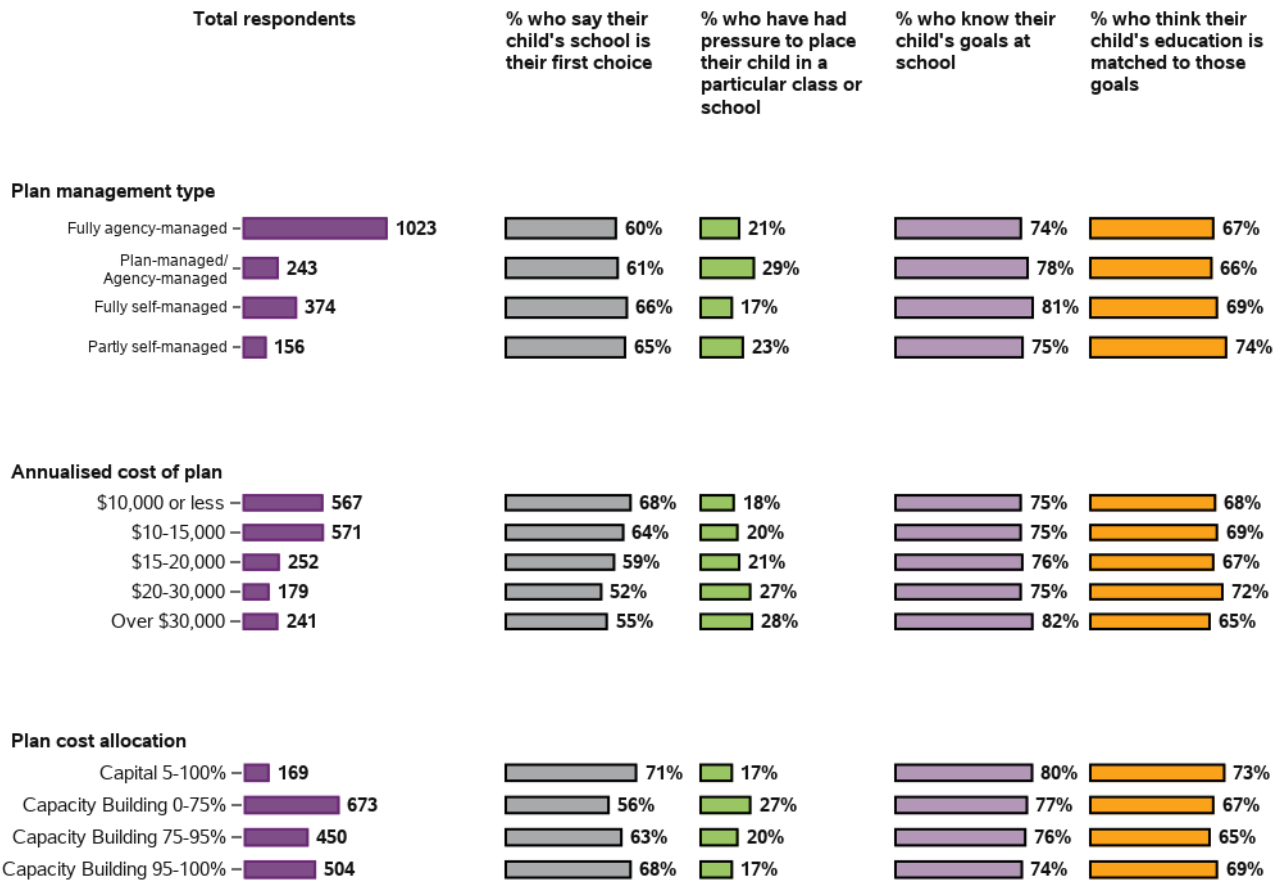
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



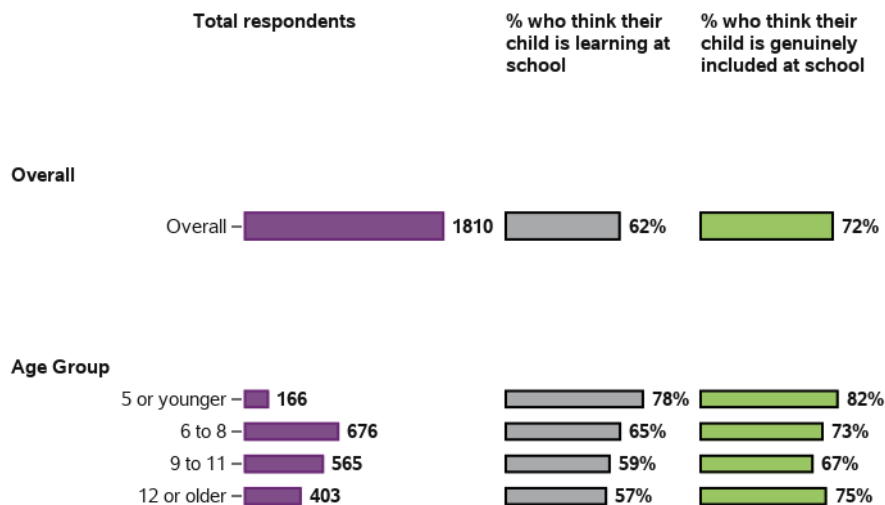
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



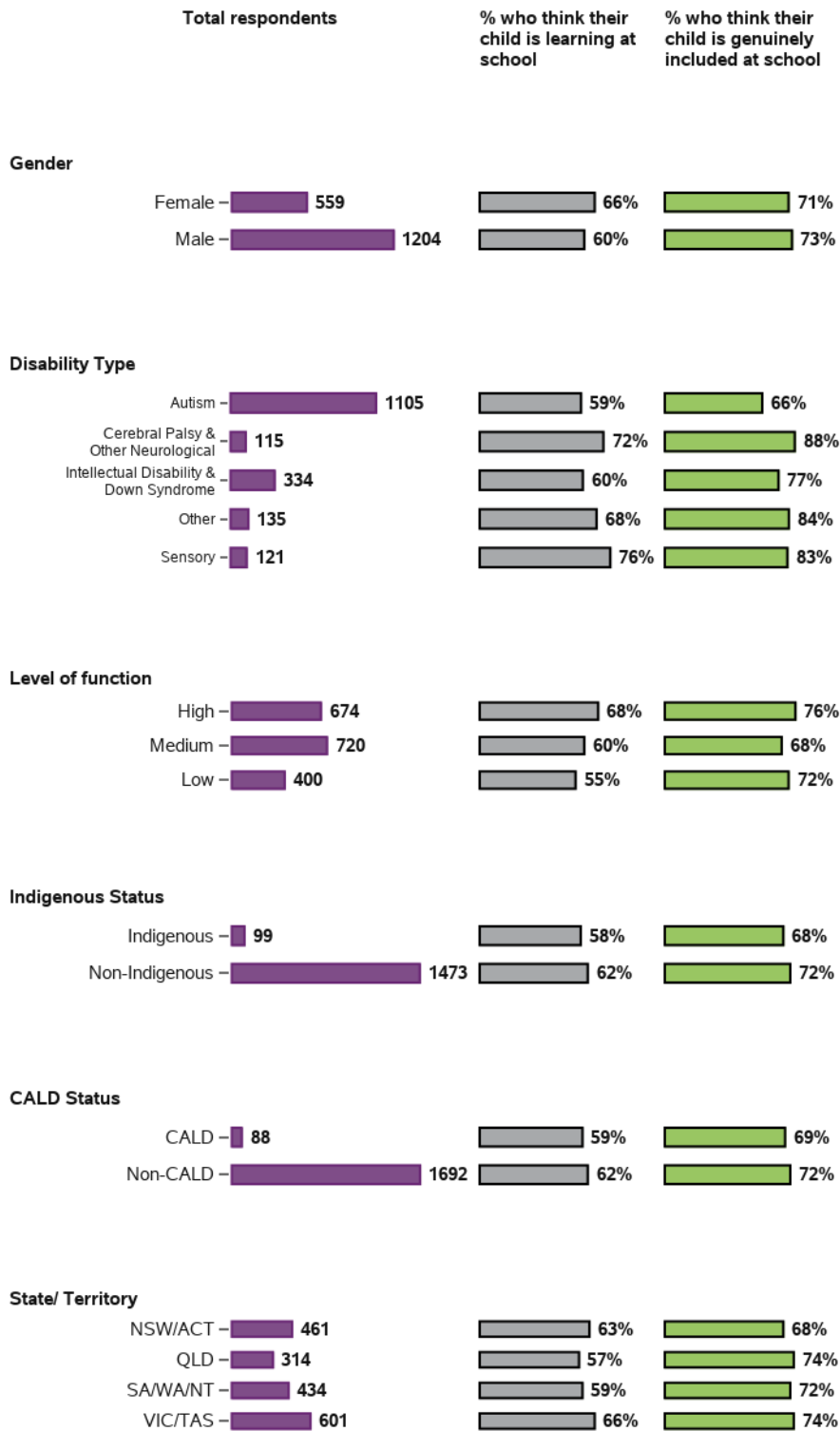
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



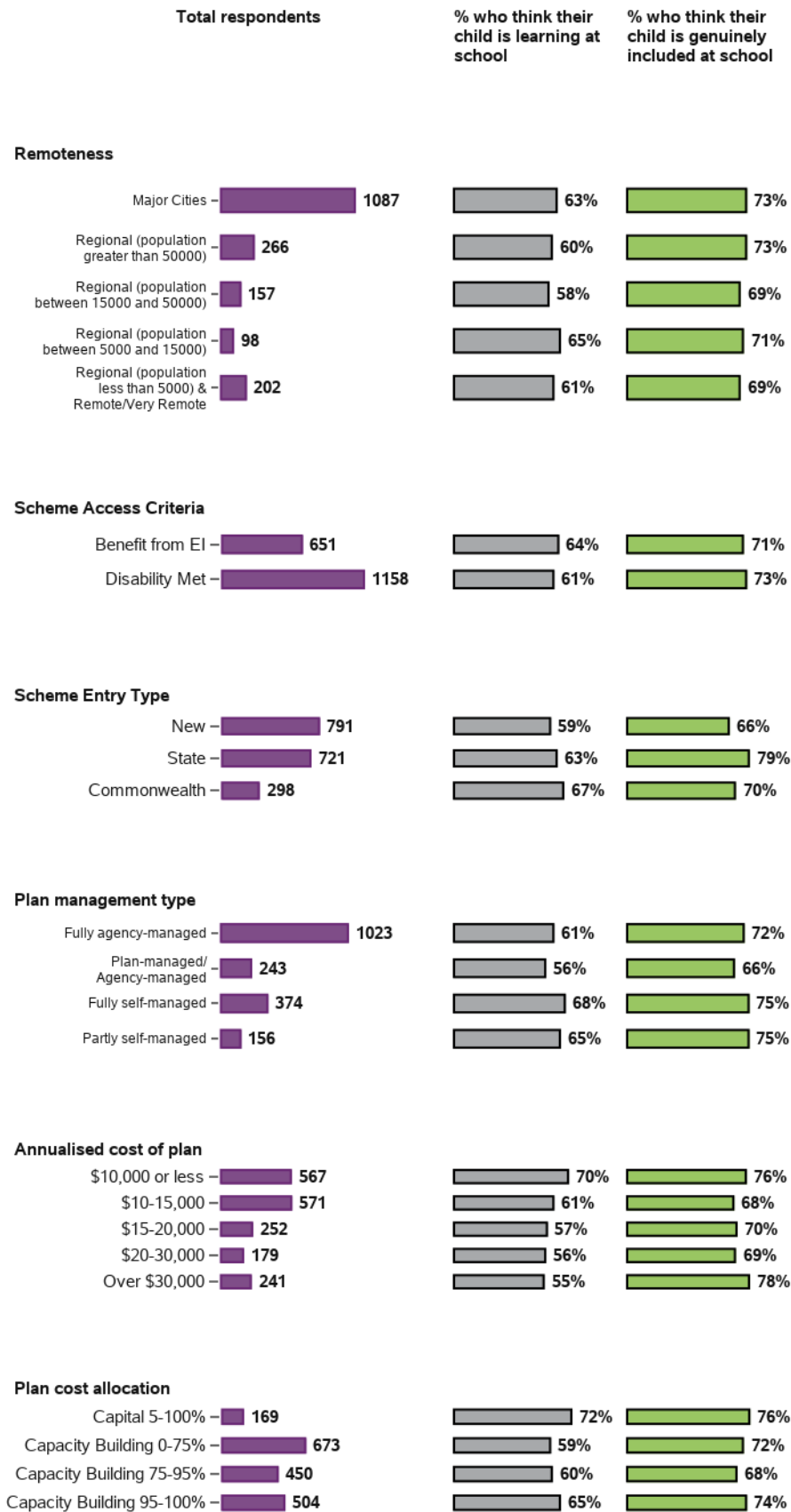
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



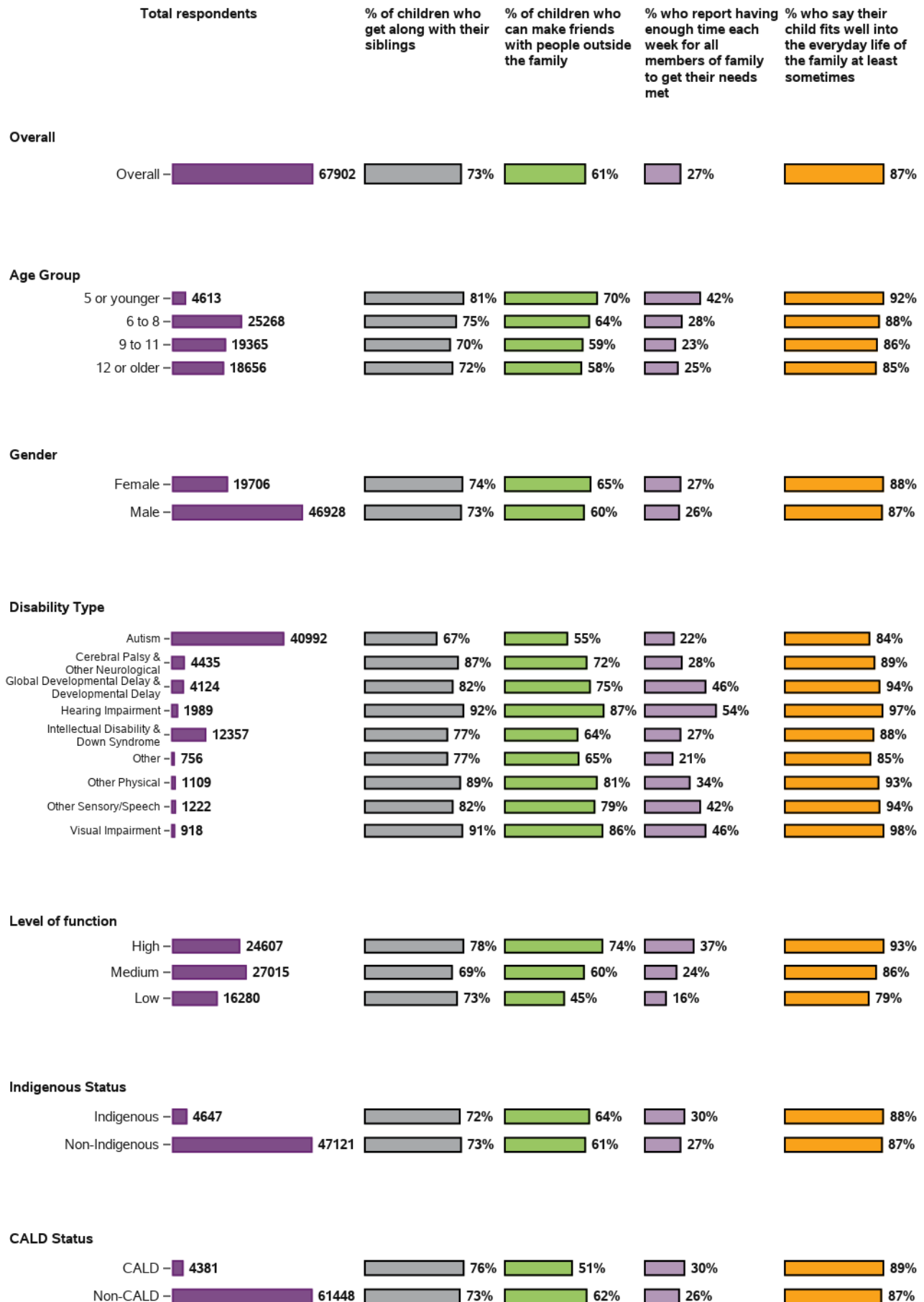
Appendix E.2.2 - Lifelong learning

Baseline indicators for LF - participant characteristics (continued)



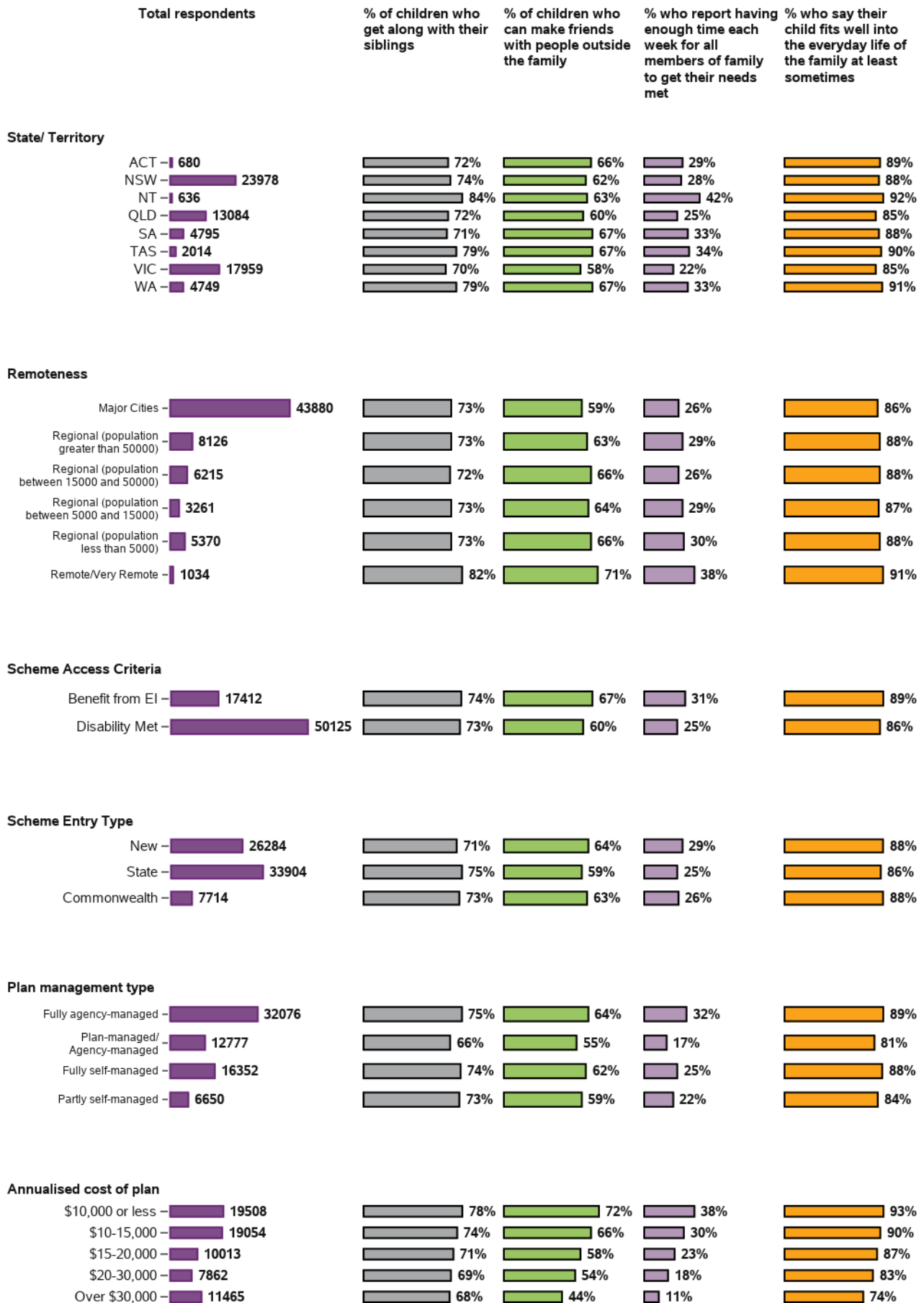
Appendix E.2.3 - Relationships

Baseline indicators for SF - participant characteristics



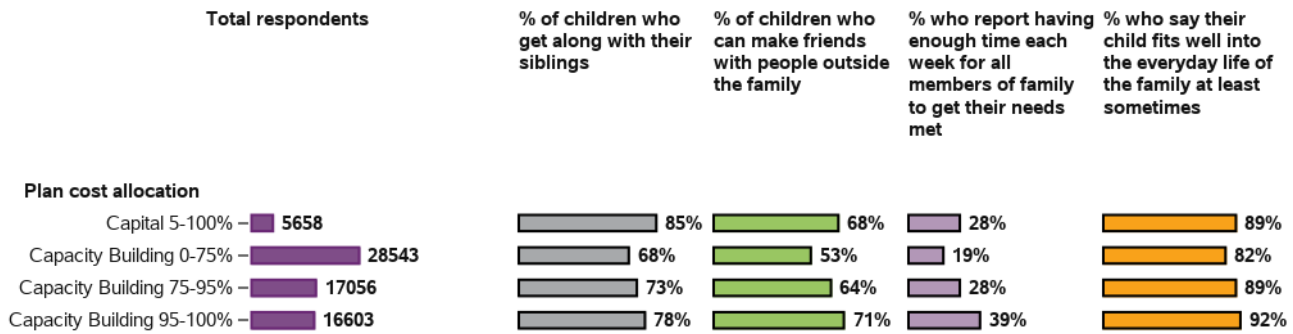
Appendix E.2.3 - Relationships

Baseline indicators for SF - participant characteristics (continued)



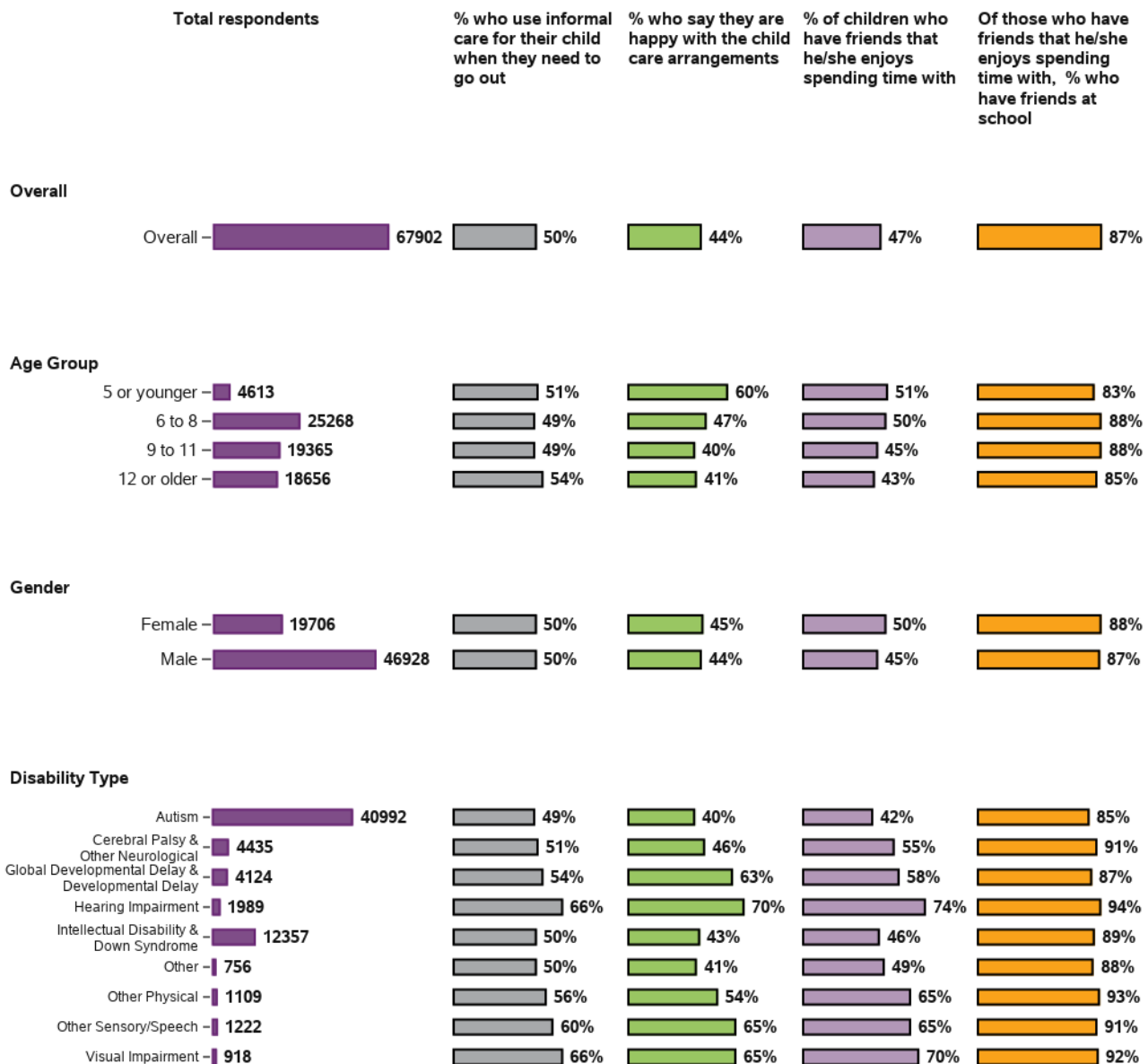
Appendix E.2.3 - Relationships

Baseline indicators for SF - participant characteristics (continued)



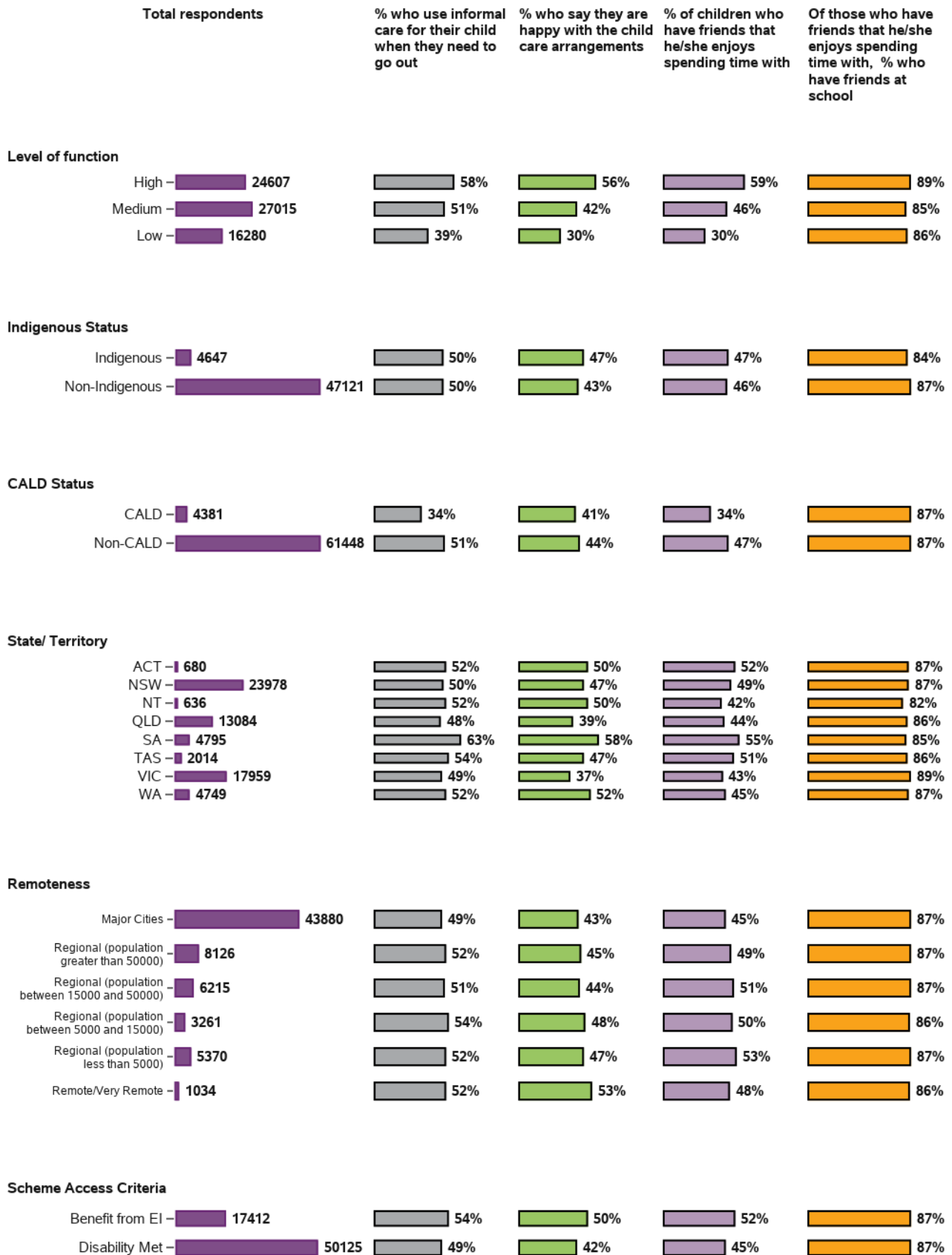
Appendix E.2.3 - Relationships

Baseline indicators for SF - participant characteristics (continued)



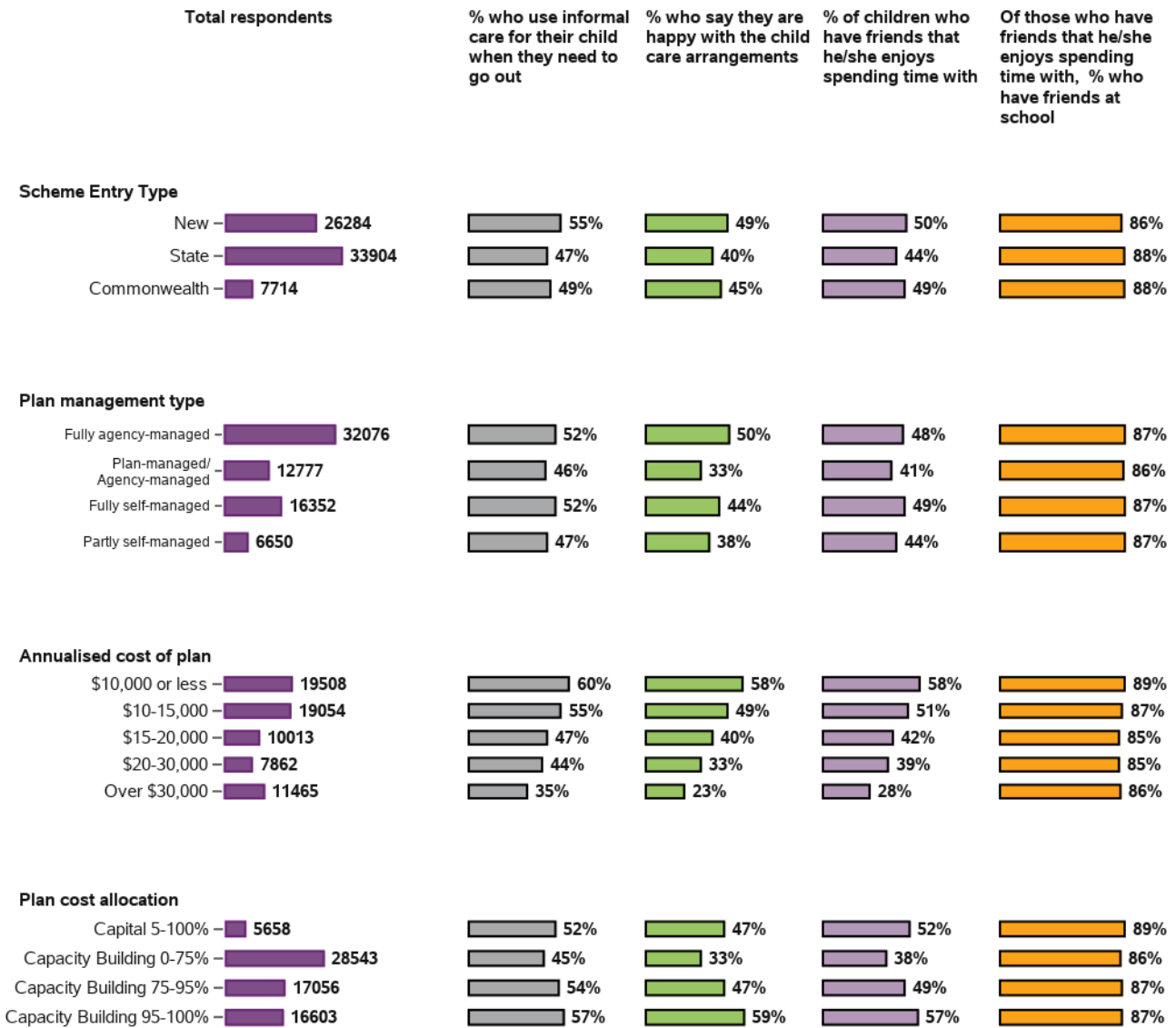
Appendix E.2.3 - Relationships

Baseline indicators for SF - participant characteristics (continued)



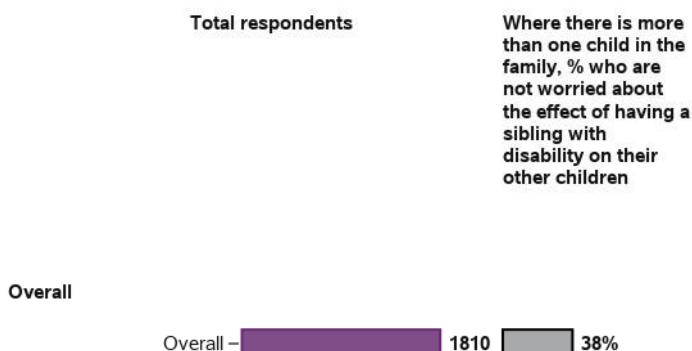
Appendix E.2.3 - Relationships

Baseline indicators for SF - participant characteristics (continued)



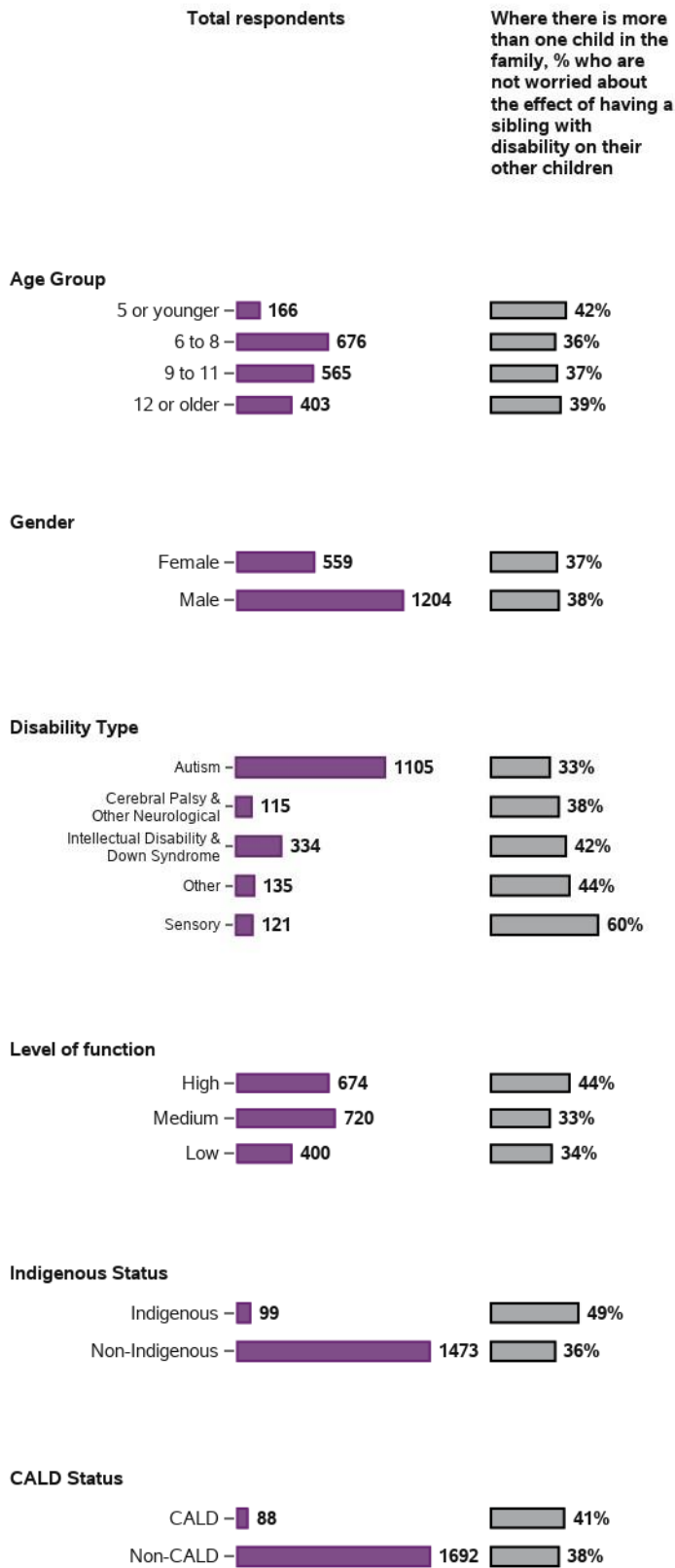
Appendix E.2.3 - Relationships

Baseline indicators for LF - participant characteristics



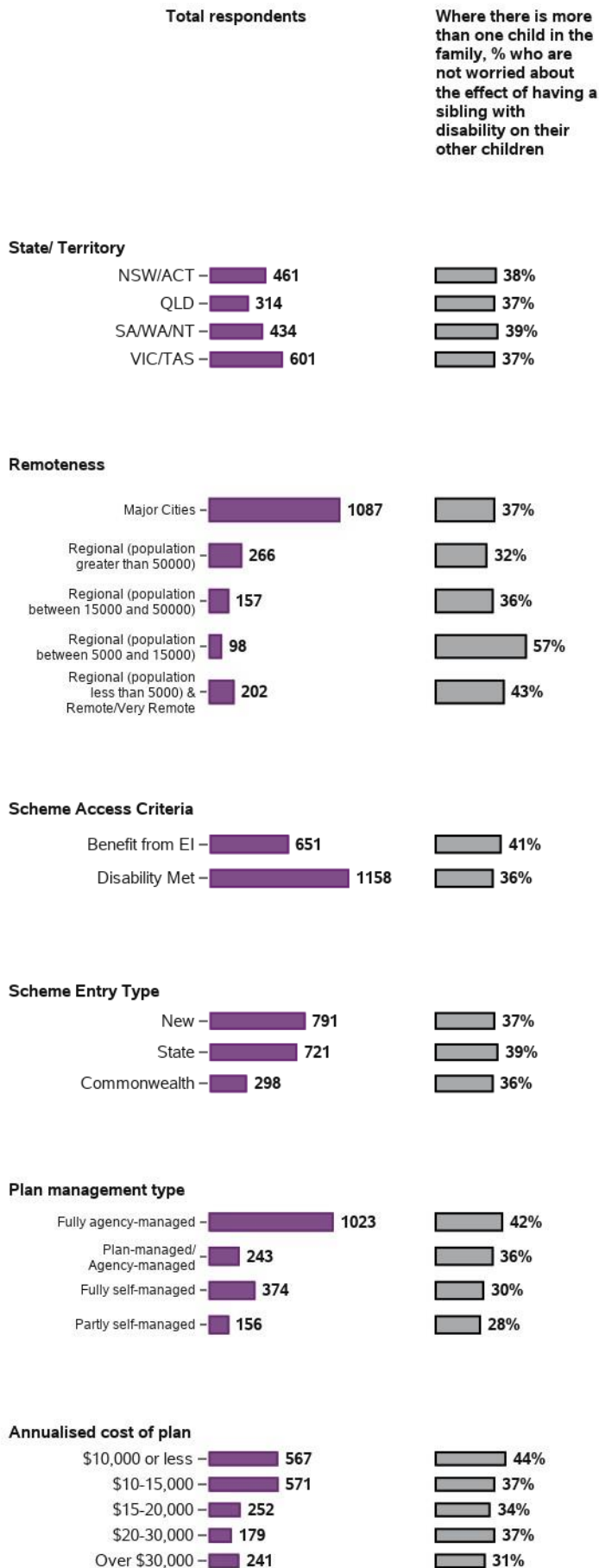
Appendix E.2.3 - Relationships

Baseline indicators for LF - participant characteristics (continued)



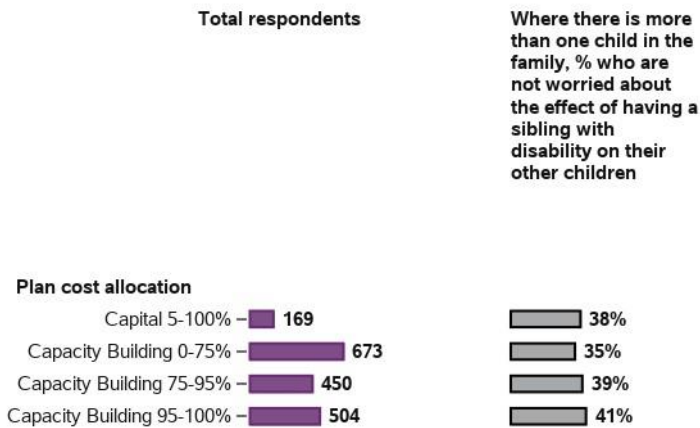
Appendix E.2.3 - Relationships

Baseline indicators for LF - participant characteristics (continued)



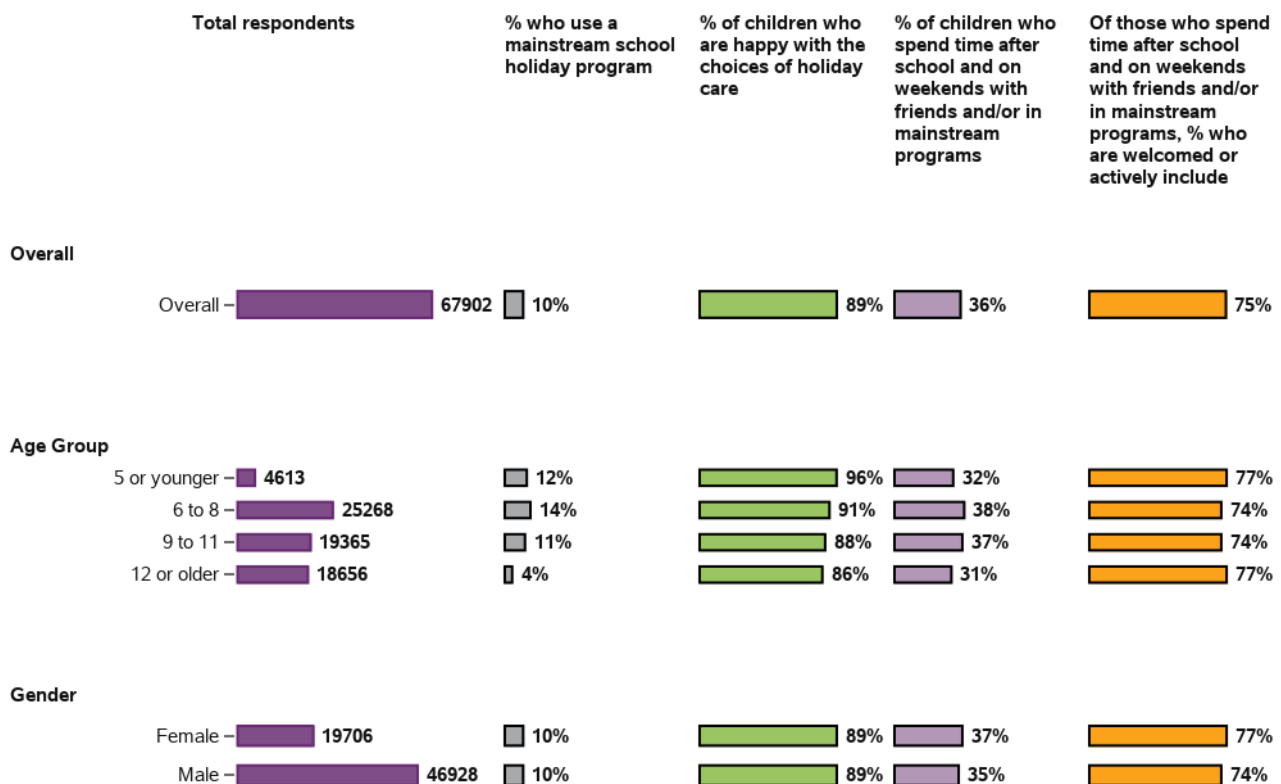
Appendix E.2.3 - Relationships

Baseline indicators for LF - participant characteristics (continued)



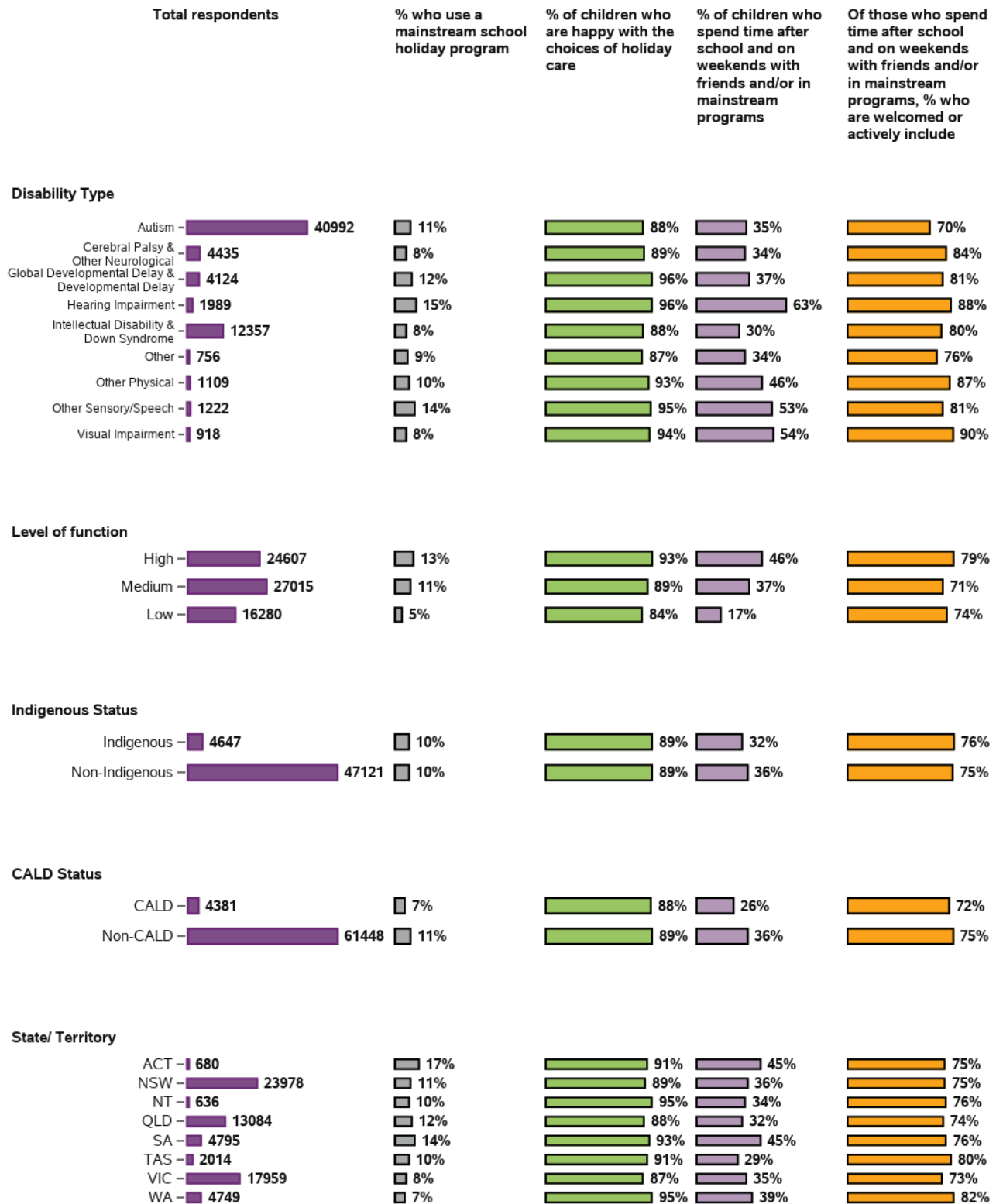
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for SF - participant characteristics



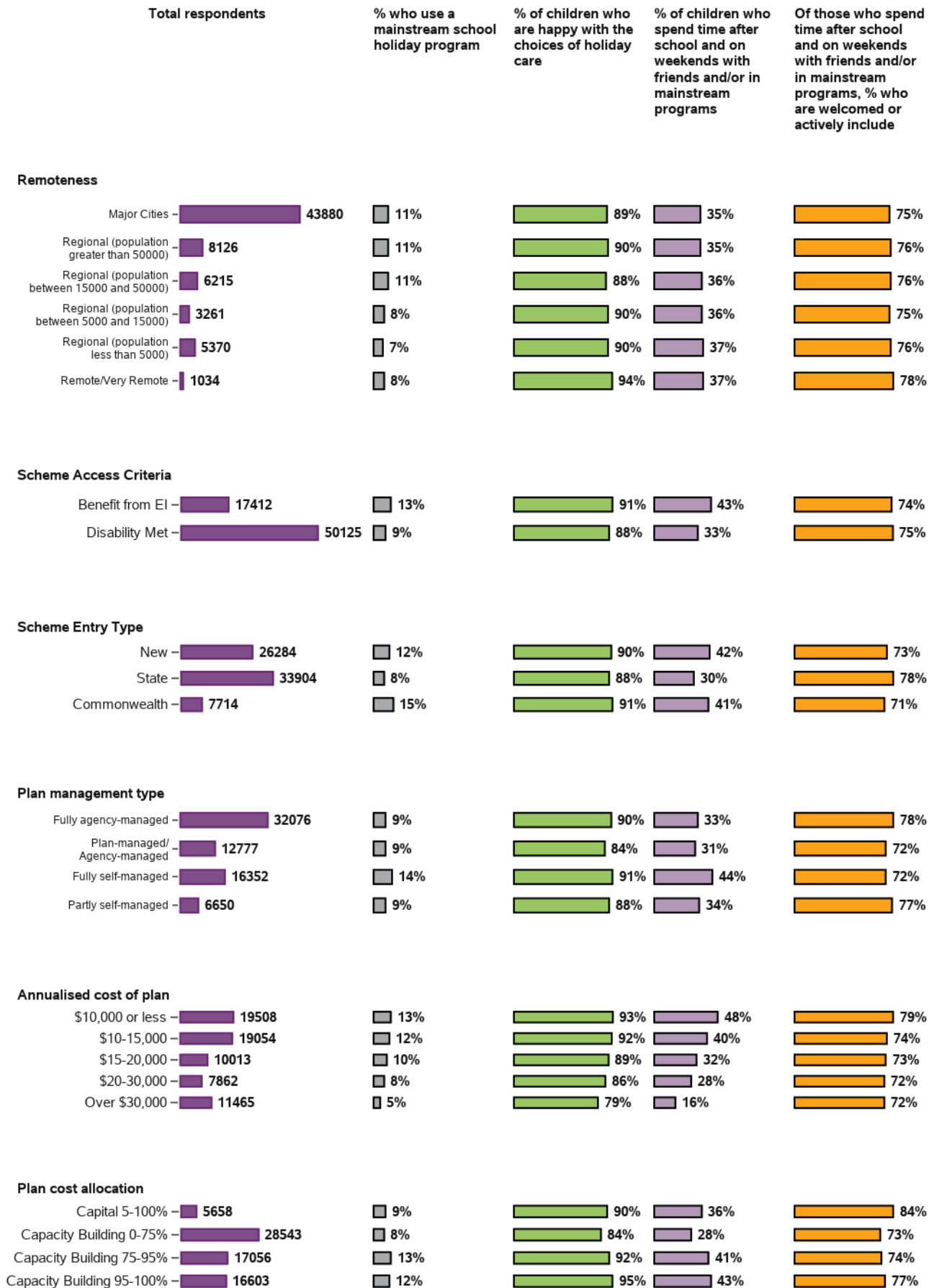
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for SF - participant characteristics (continued)



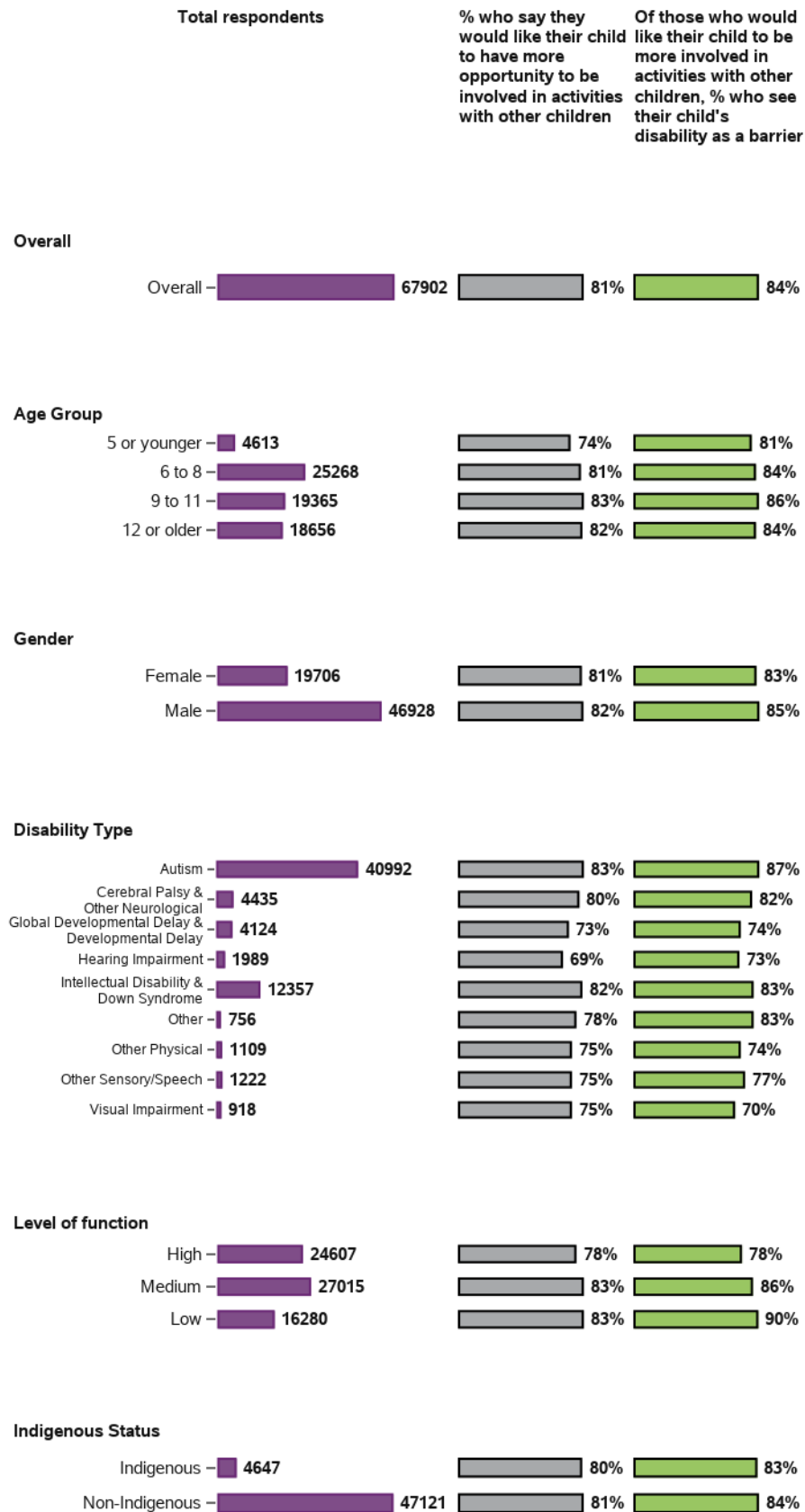
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for SF - participant characteristics (continued)



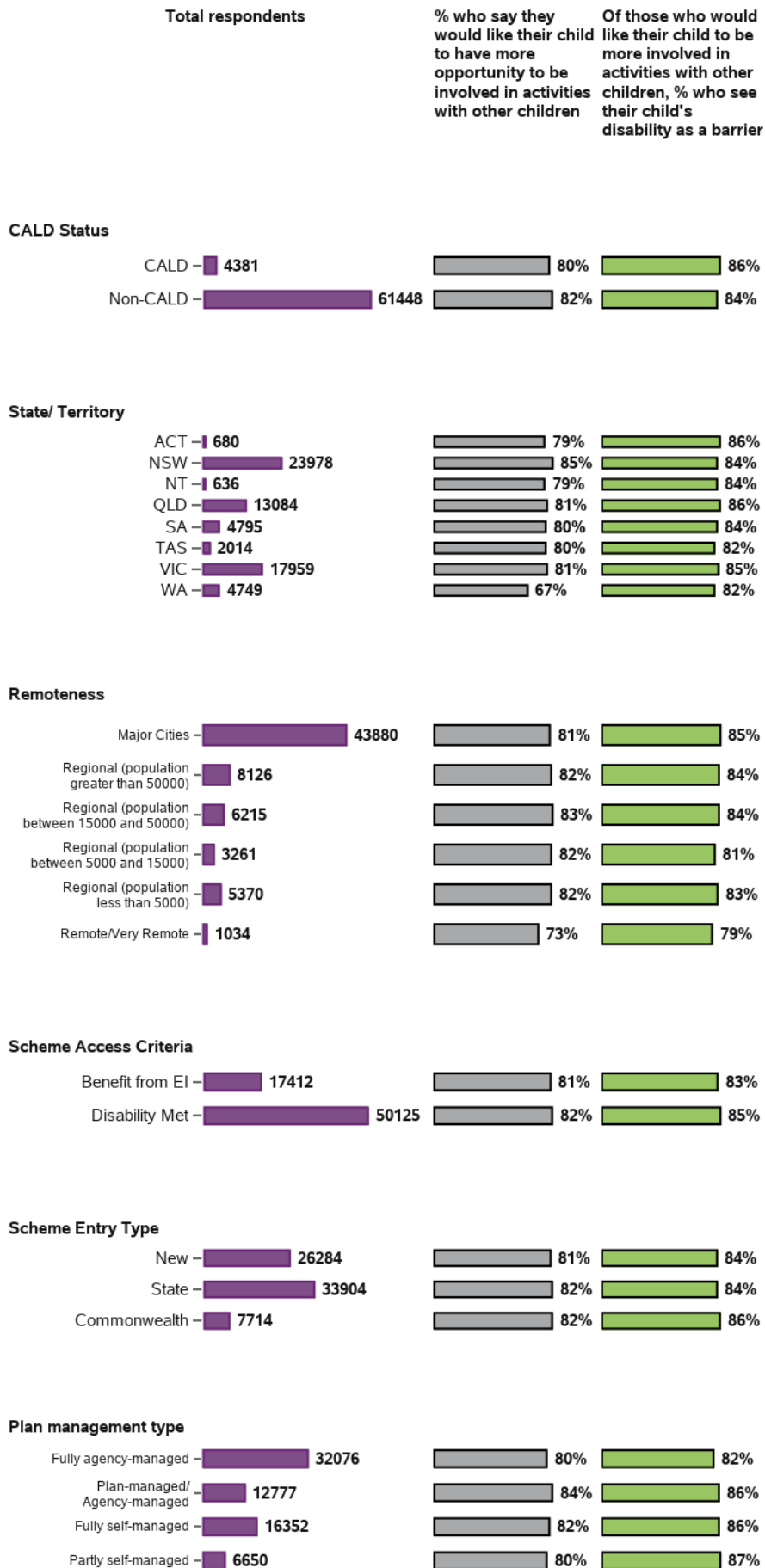
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for SF - participant characteristics (continued)



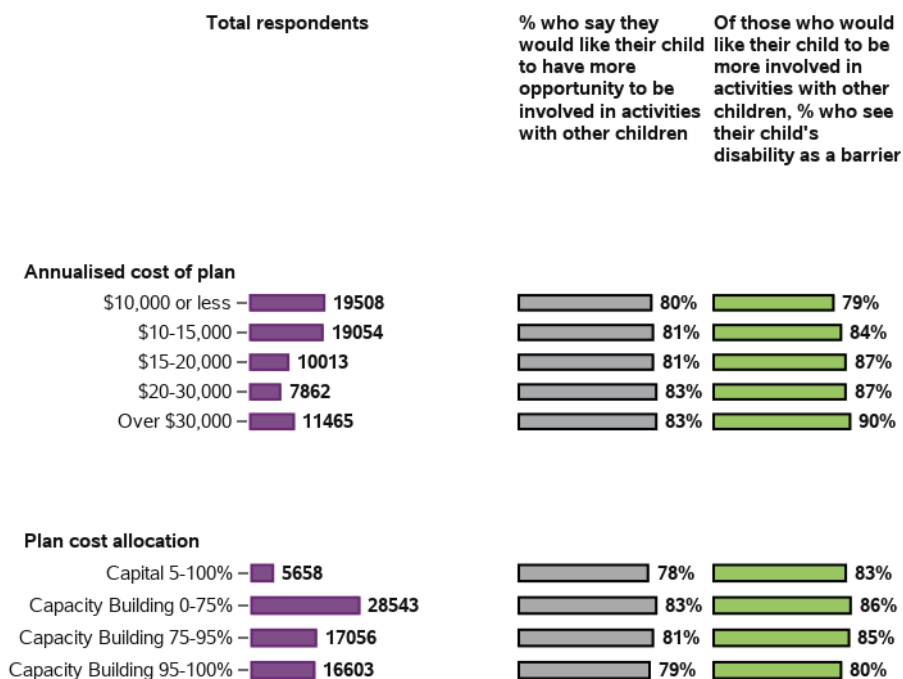
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for SF - participant characteristics (continued)



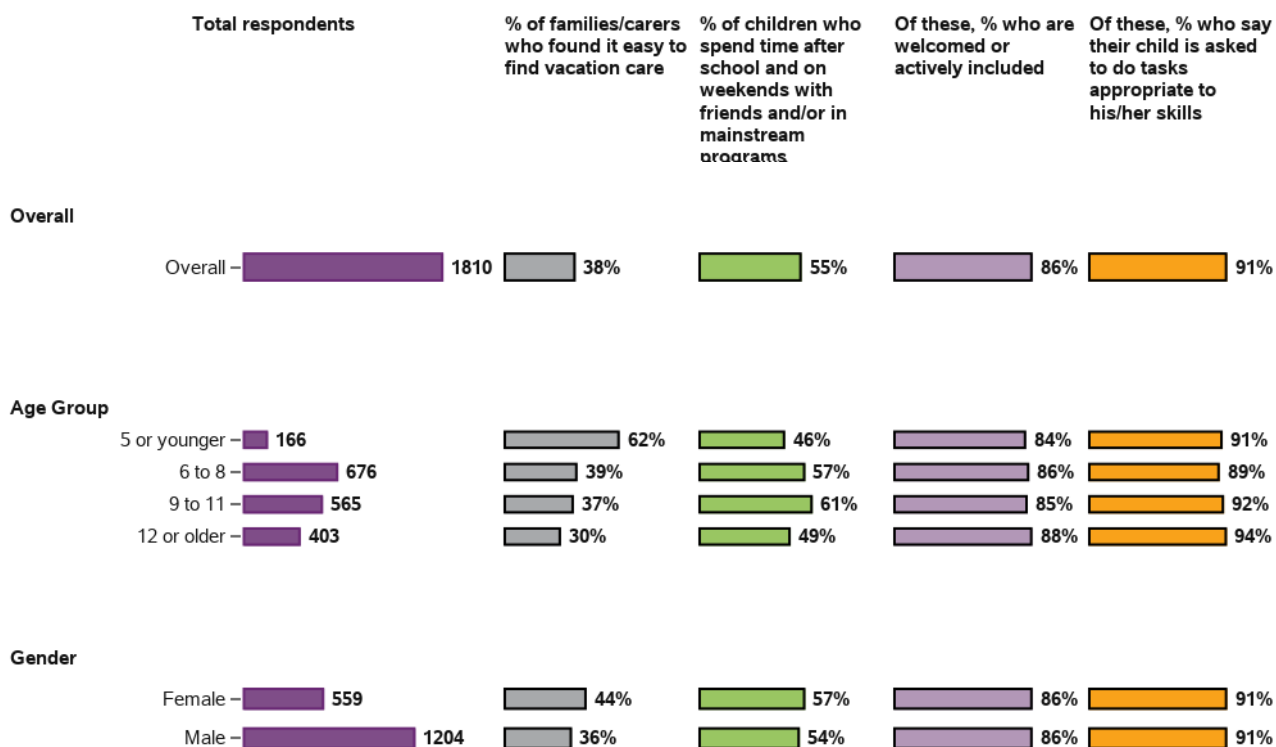
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for SF - participant characteristics (continued)



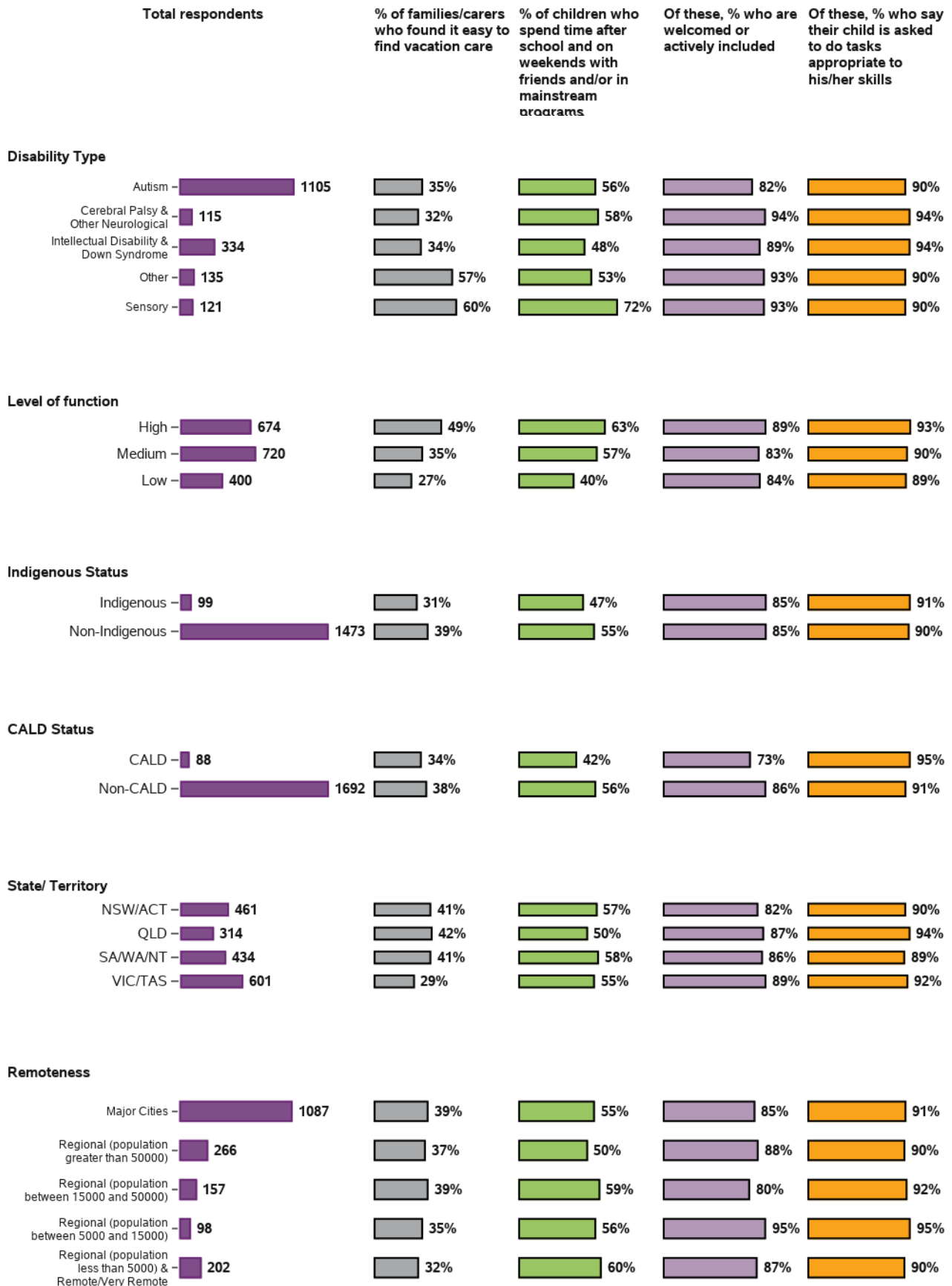
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for LF - participant characteristics



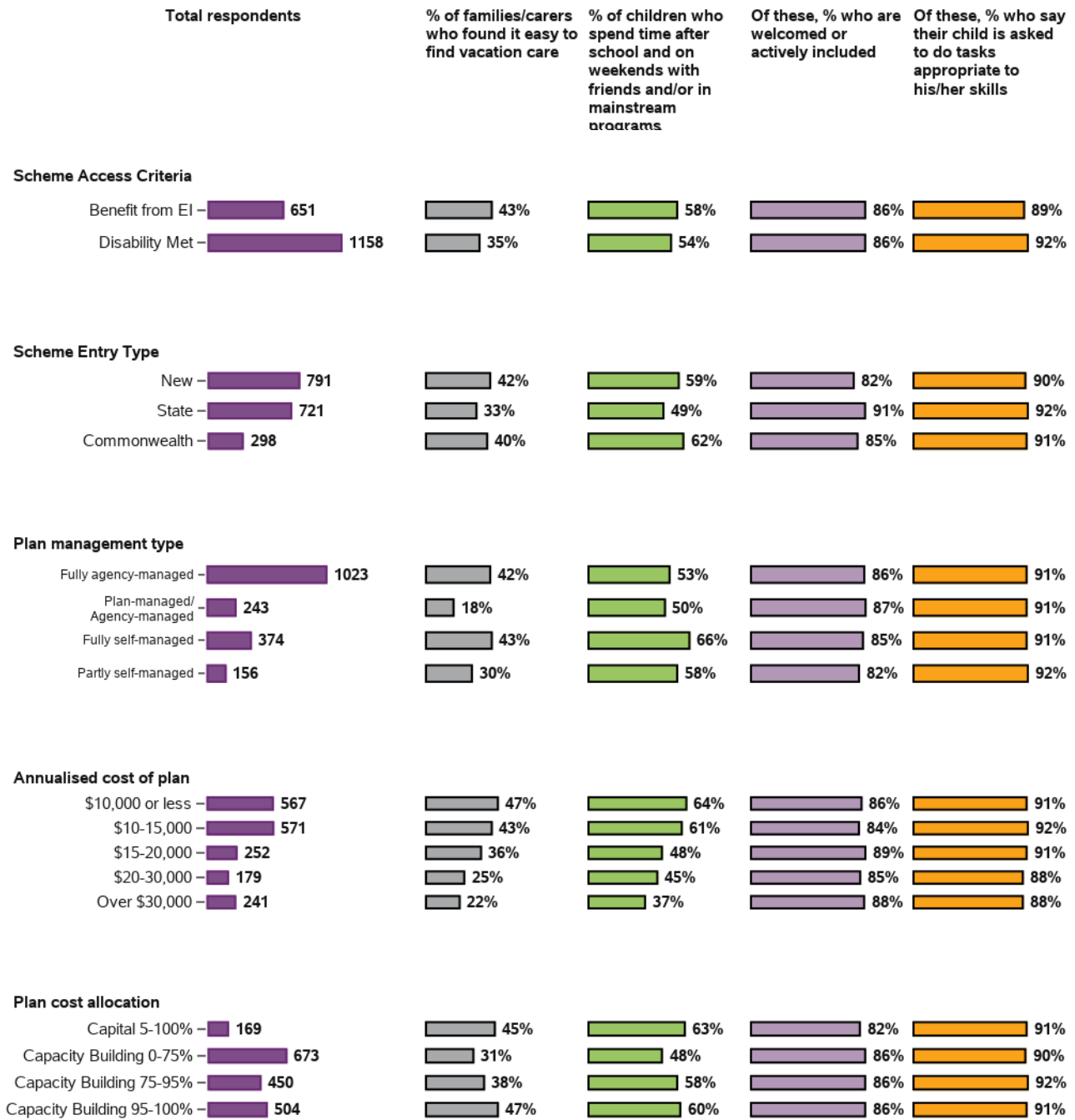
Appendix E.2.4 - Social, community and civic participation

Baseline indicators for LF - participant characteristics (continued)



Appendix E.2.4 - Social, community and civic participation

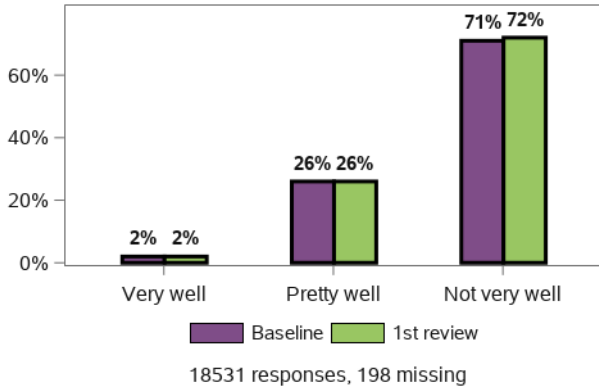
Baseline indicators for LF - participant characteristics (continued)



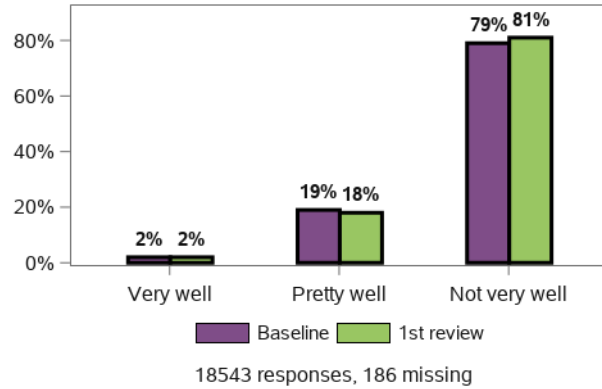
Appendix E.3 - Longitudinal indicators from baseline to 1st review for SF and LF - aggregate

Appendix E.3.1 - Daily living

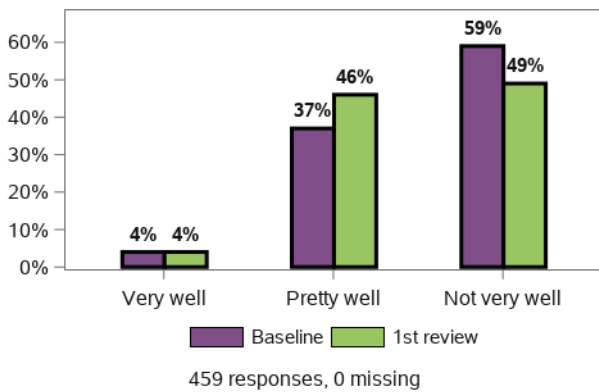
My child is developing functional, learning and coping skills that are appropriate to his/her ability and circumstances



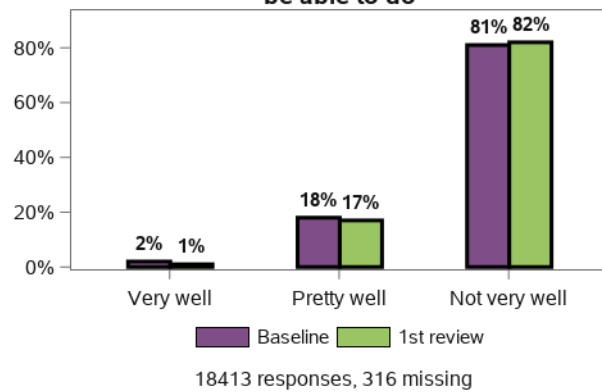
Most of the time my child manages his/her emotions



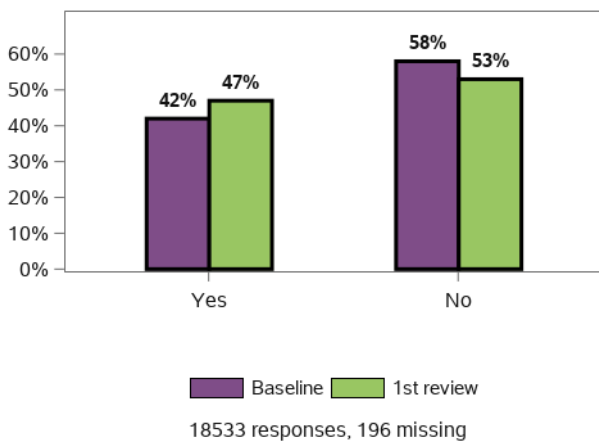
Most of the time my child manages the demands of his/her world



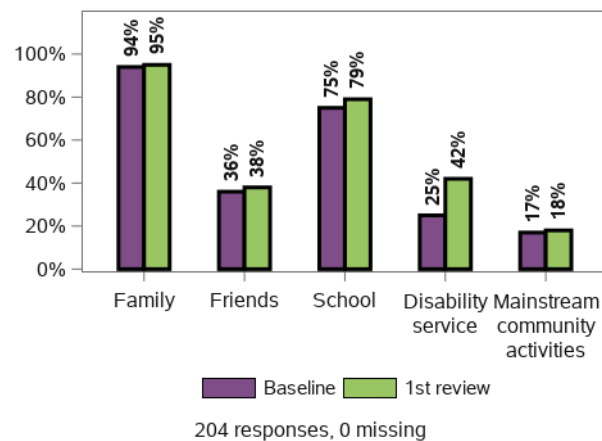
Most of the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do



My child is becoming more independent

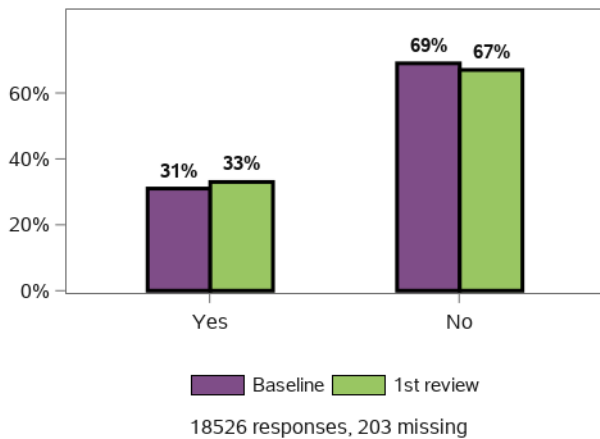


Encouragement to become more independent comes from

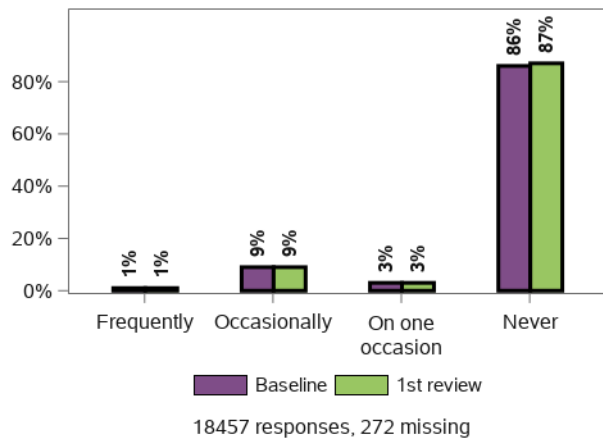


Appendix E.3.1 - Daily living (continued)

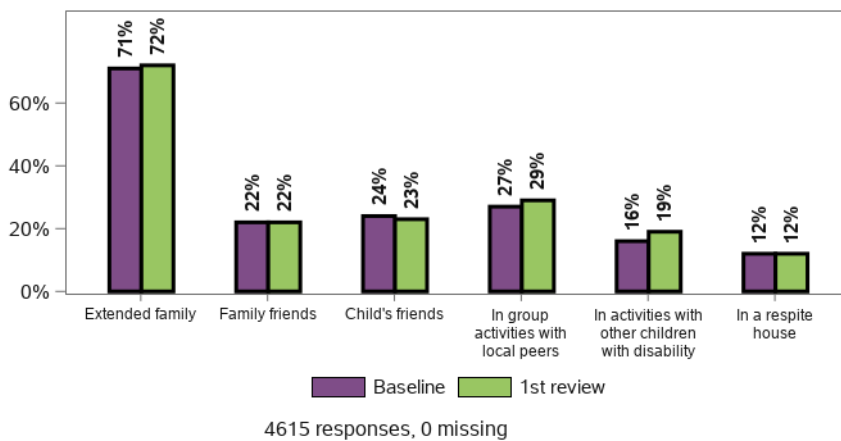
My child spends time away from us (his parents) other than at school



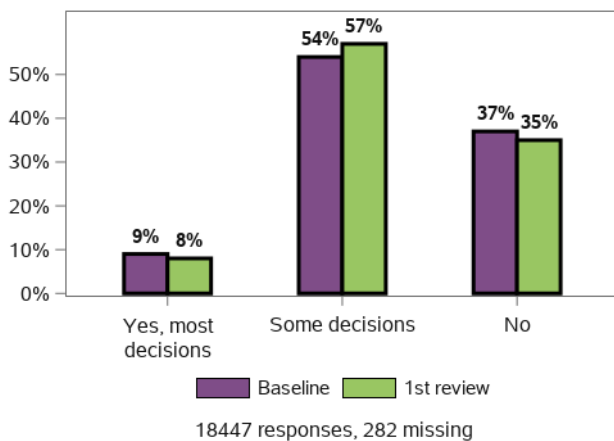
My child spends time with friends without an adult present



When our child spends time away from us, he/she spends time with

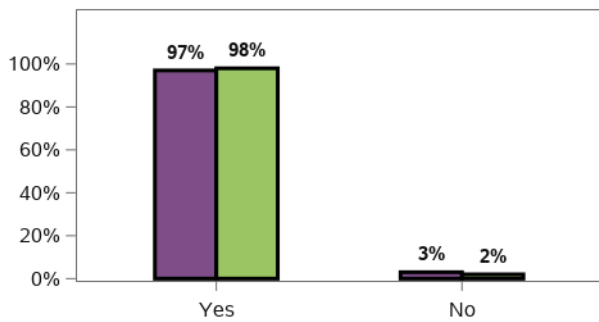


My child has a genuine say in decisions about him/her



Appendix E.3.2 - Lifelong learning

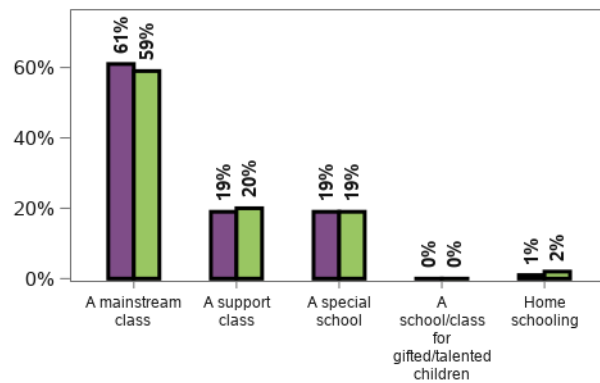
My child attends school



Baseline 1st review

18557 responses, 172 missing

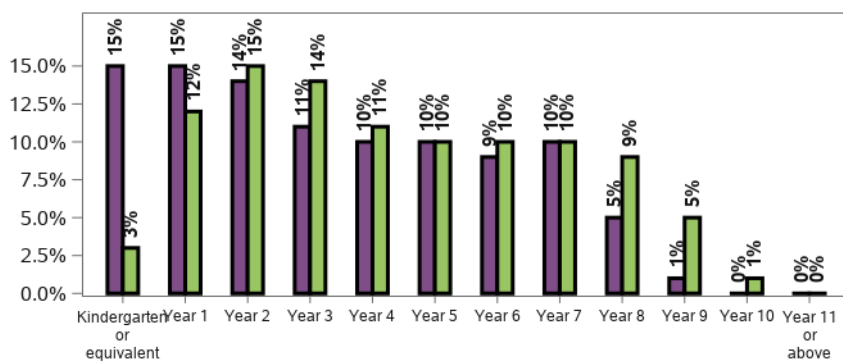
My child is enrolled in



Baseline 1st review

17782 responses, 111 missing

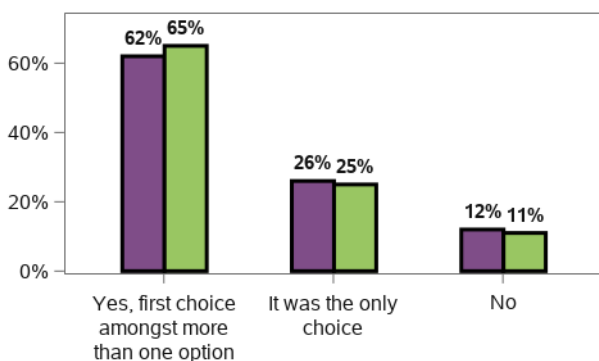
My child's current (or most recently completed) school year is



Baseline 1st review

17693 responses, 200 missing

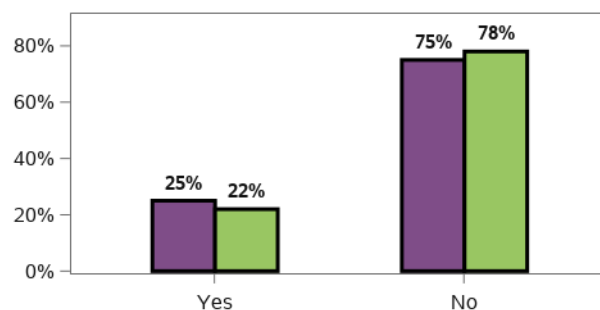
My child's school is my school of first choice



Baseline 1st review

434 responses, 0 missing

Have you had pressure to place your child in a particular class or school?

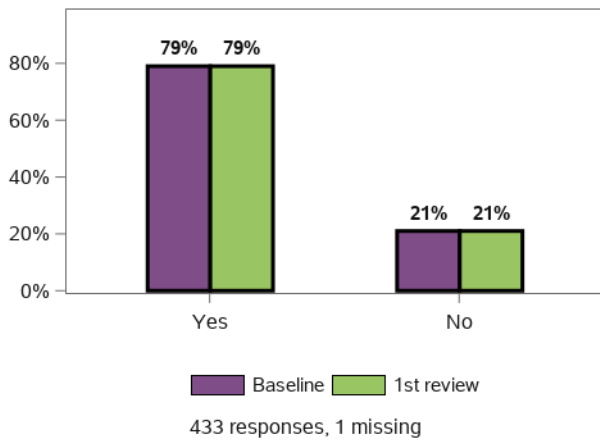


Baseline 1st review

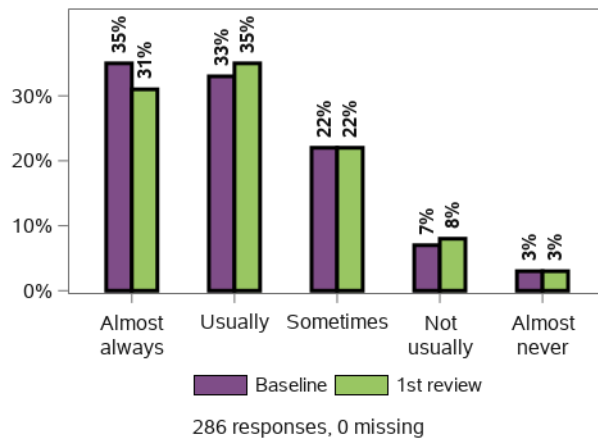
434 responses, 0 missing

Appendix E.3.2 - Lifelong learning (continued)

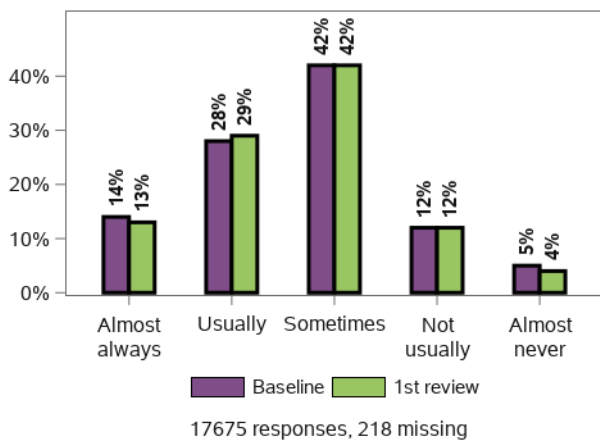
Do you know your child's goals at school?



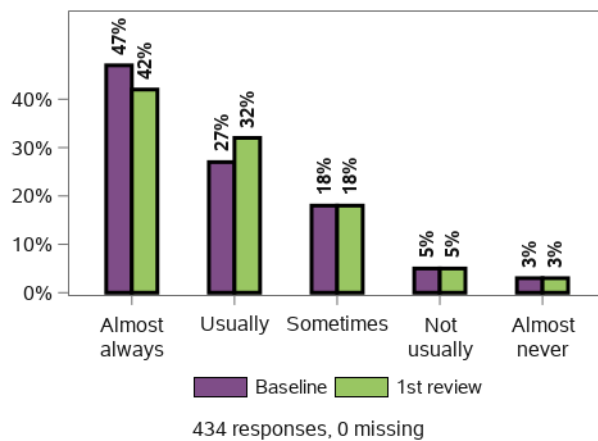
Do you think that your child's education is matched to those goals?



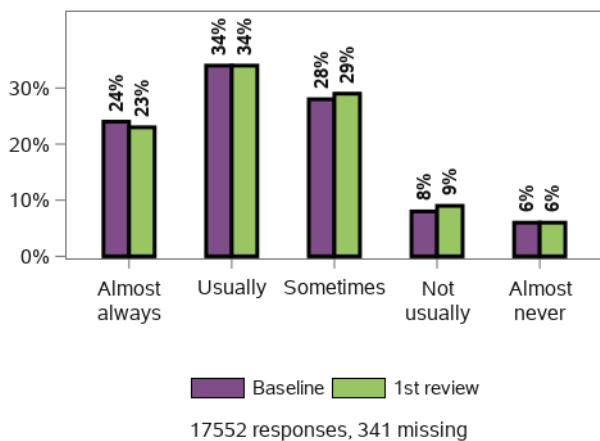
I think that my child is learning at school



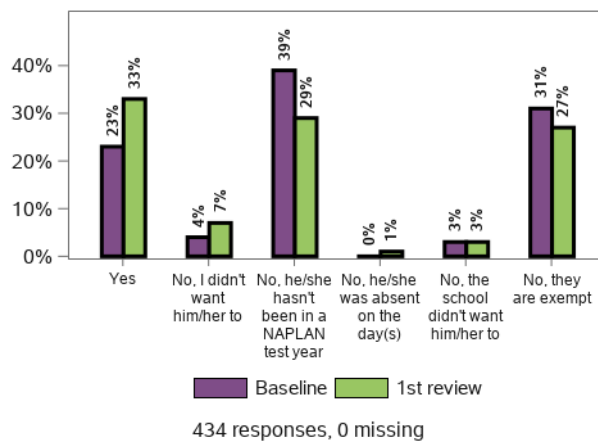
I think my child is genuinely included at school?



I think that my child is happy at school

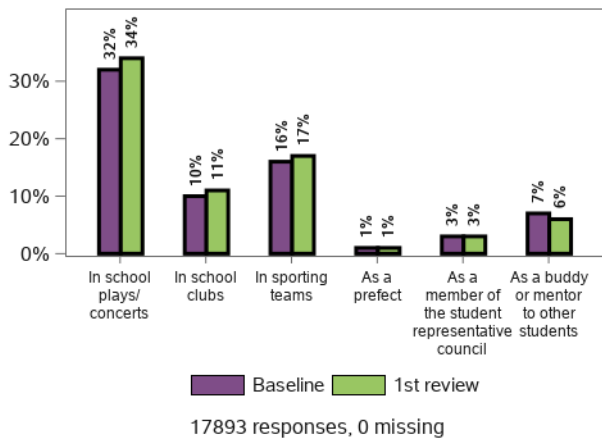


Has your child ever sat a NAPLAN test?

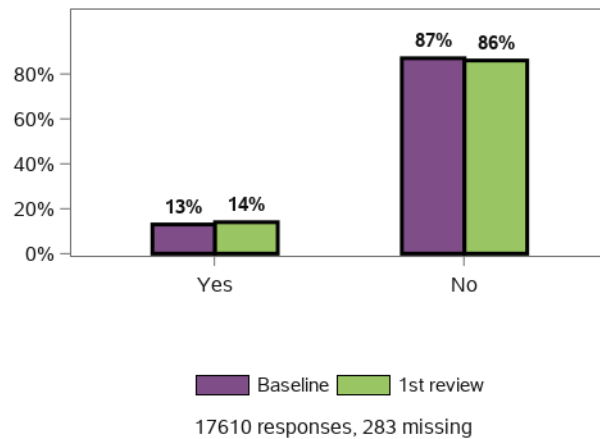


Appendix E.3.2 - Lifelong learning (continued)

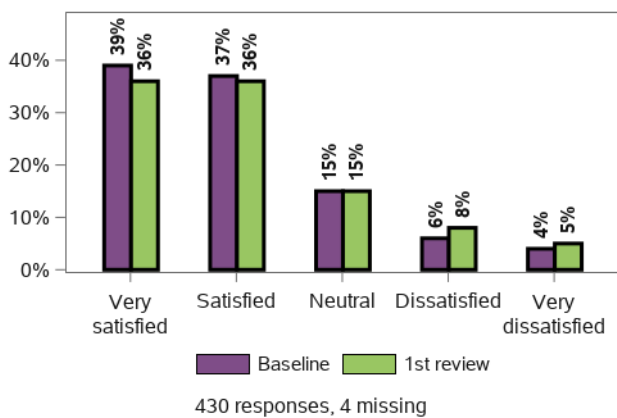
Has your child been in these co-curricular activities at school?



Has your child ever been suspended from school?

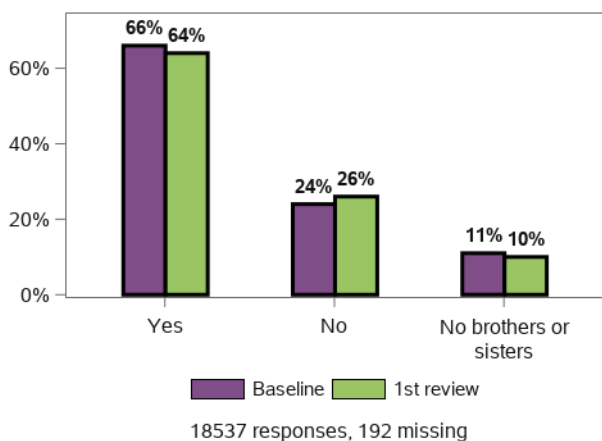


I am satisfied that my child's school listens to me in relation to my child's education

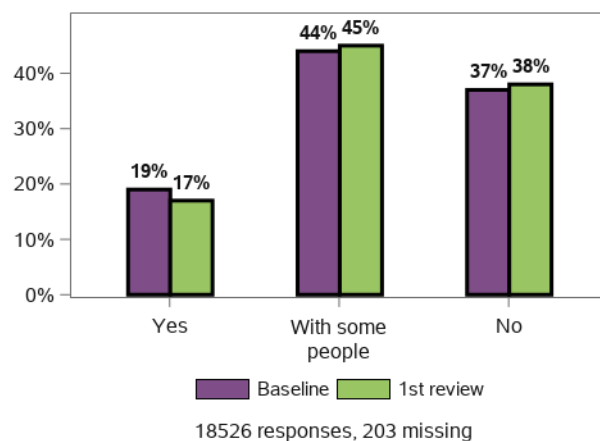


Appendix E.3.3 - Relationships

My child gets along well with his/her brother (s)/sister(s)

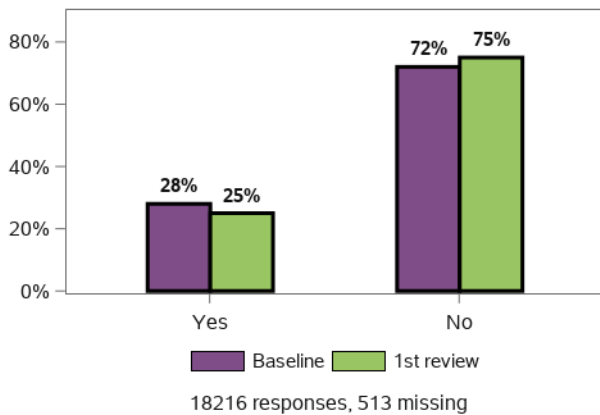


My child can make friends with people outside the family

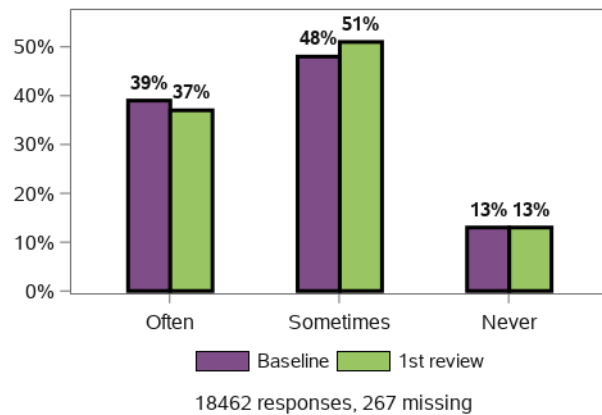


Appendix E.3.3 - Relationships (continued)

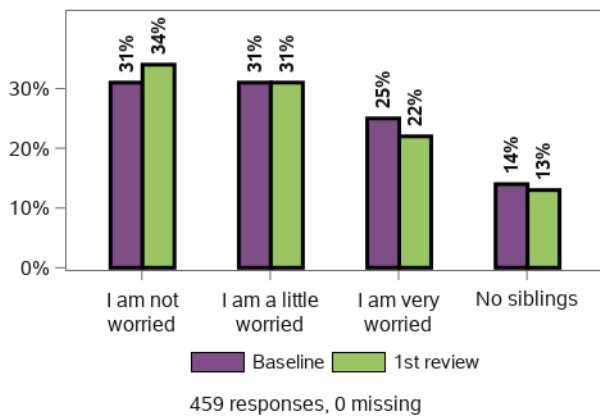
There is enough time each week for all members of my family to get their needs met



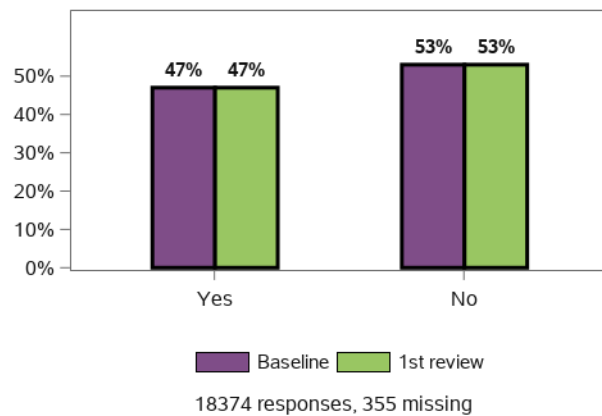
My child fits well into the everyday life of the family



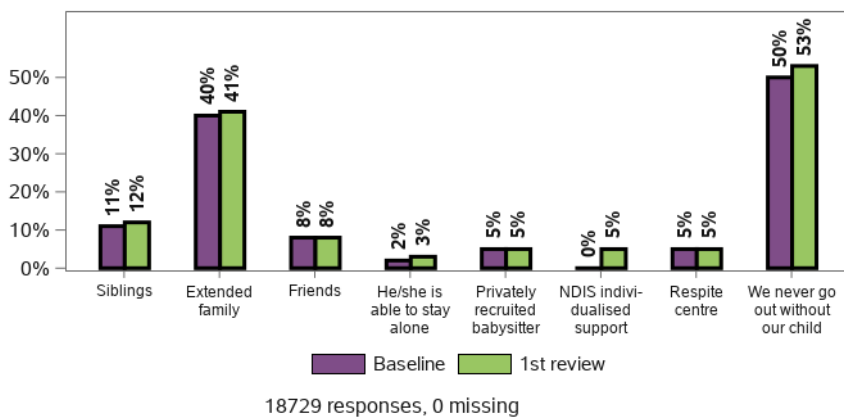
I am worried about the effect of having a sibling with disability on my other children now and in the future



Are you happy with that arrangement?

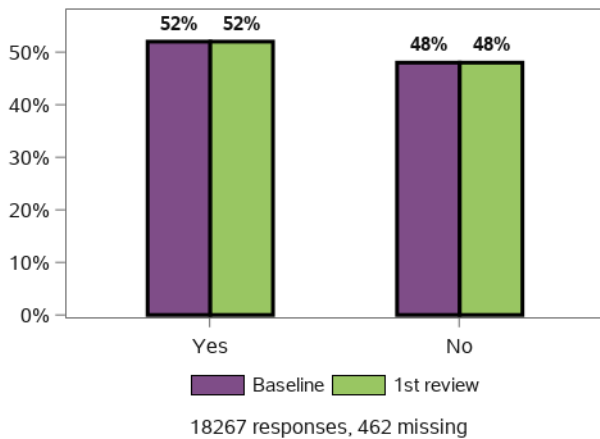


When you need to go out, which of the following options do you use to look after your child?

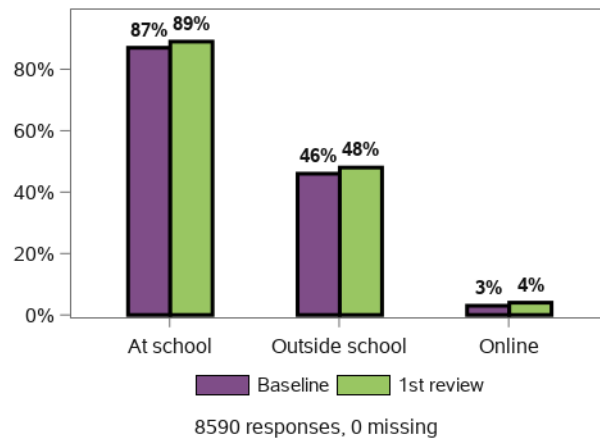


Appendix E.3.3 - Relationships (continued)

My child has friends that he/she enjoys spending time with

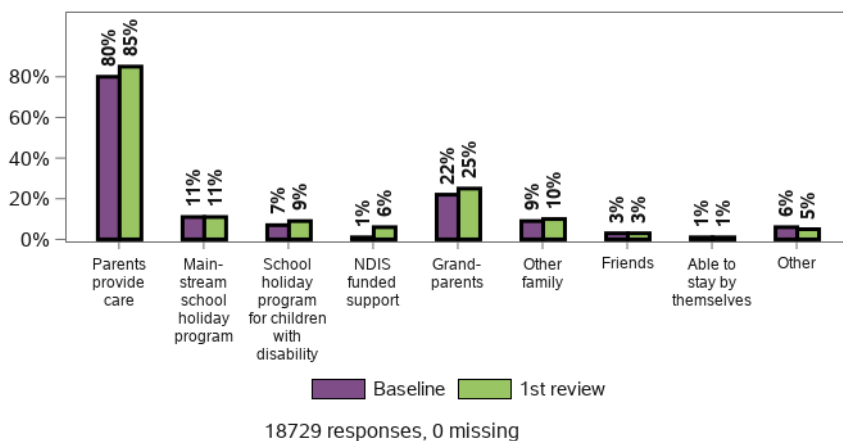


The friends are

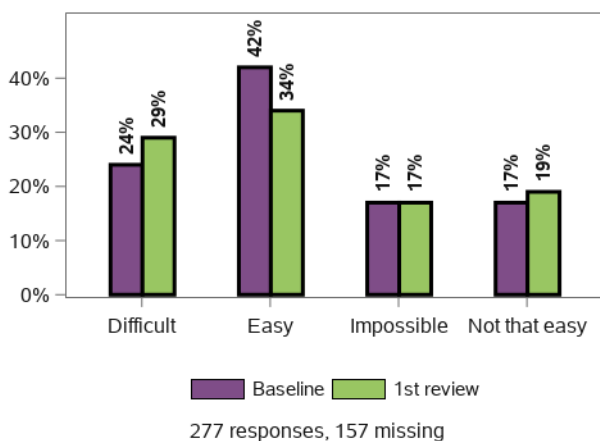


Appendix E.3.4 - Social, community and civic participation

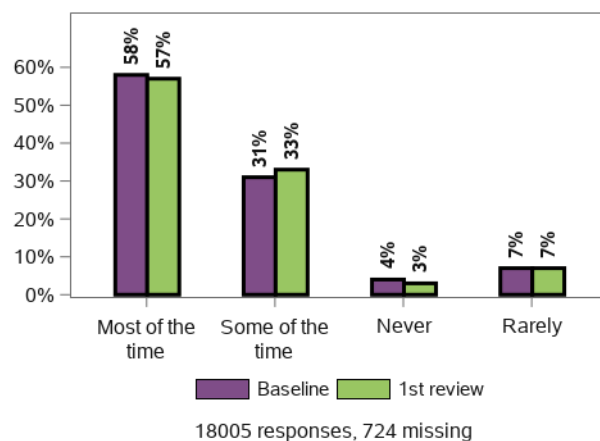
During school holidays I use the following holiday care



Finding vacation care that welcomes my child is

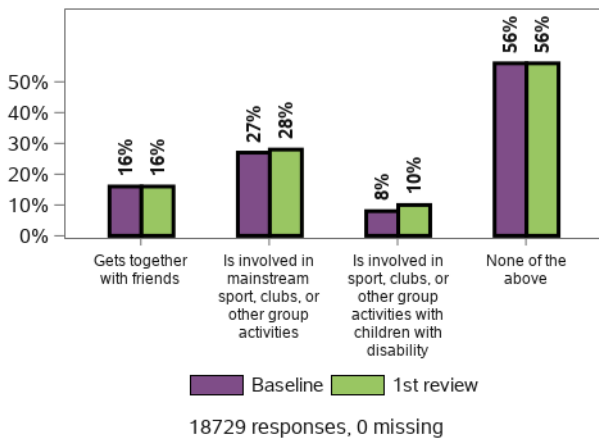


My child is happy with this choice/ these choices

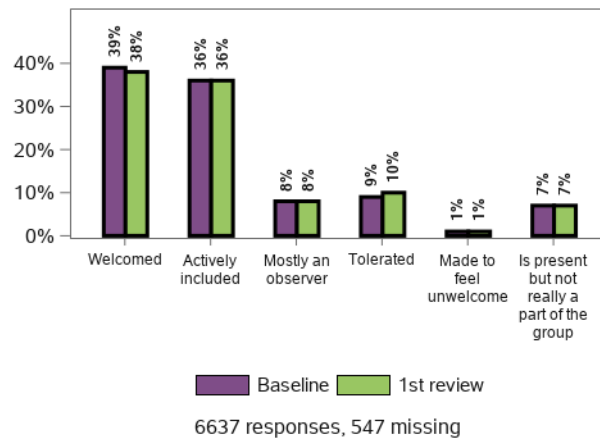


Appendix E.3.4 - Social, community and civic participation (continued)

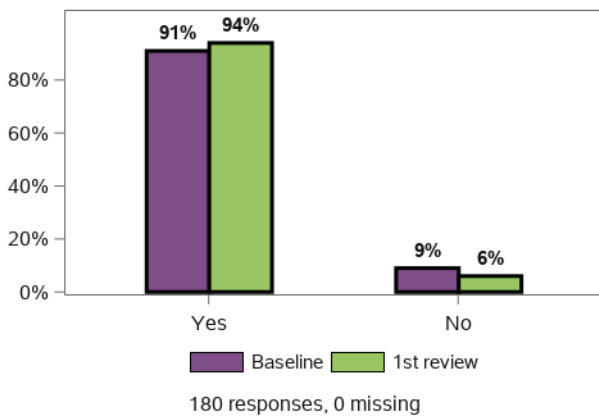
After school and on the weekend my child



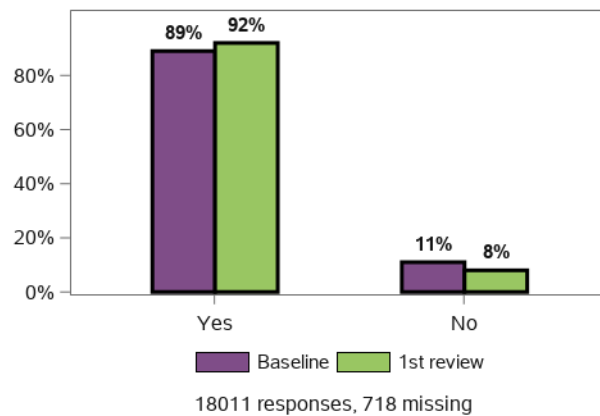
In these activities, I feel my child is:



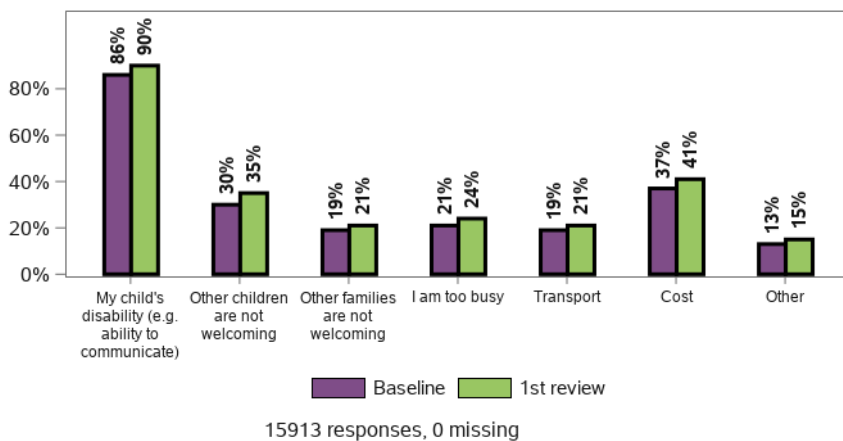
In these activities I think that people ask my child to do tasks appropriate to his/her skills



I would like my child to have more opportunity to be involved in activities with other children



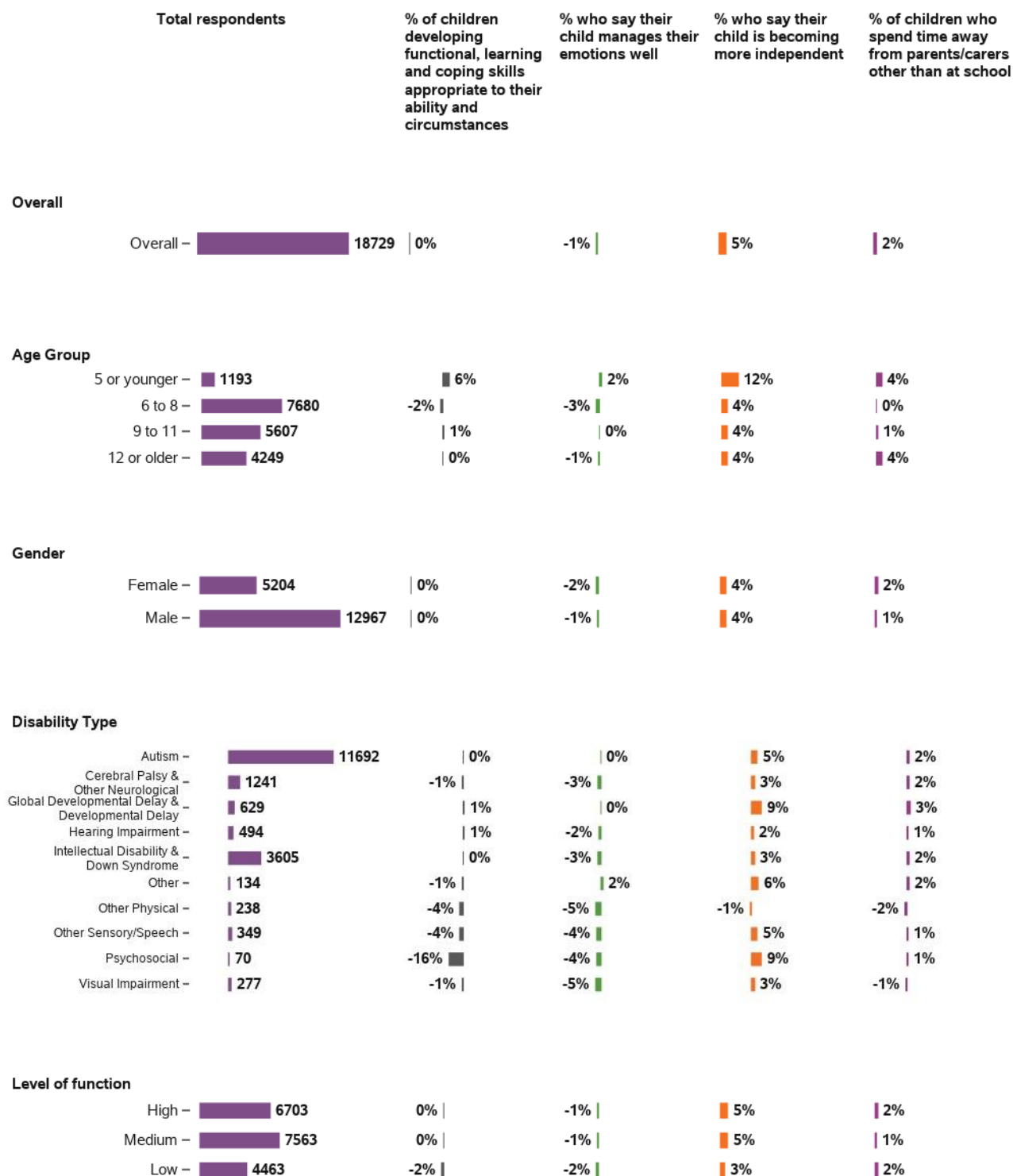
The barriers to my child being more involved with other children are



Appendix E.4 - Longitudinal change in indicators from baseline to 1st review for SF and LF - participant characteristics

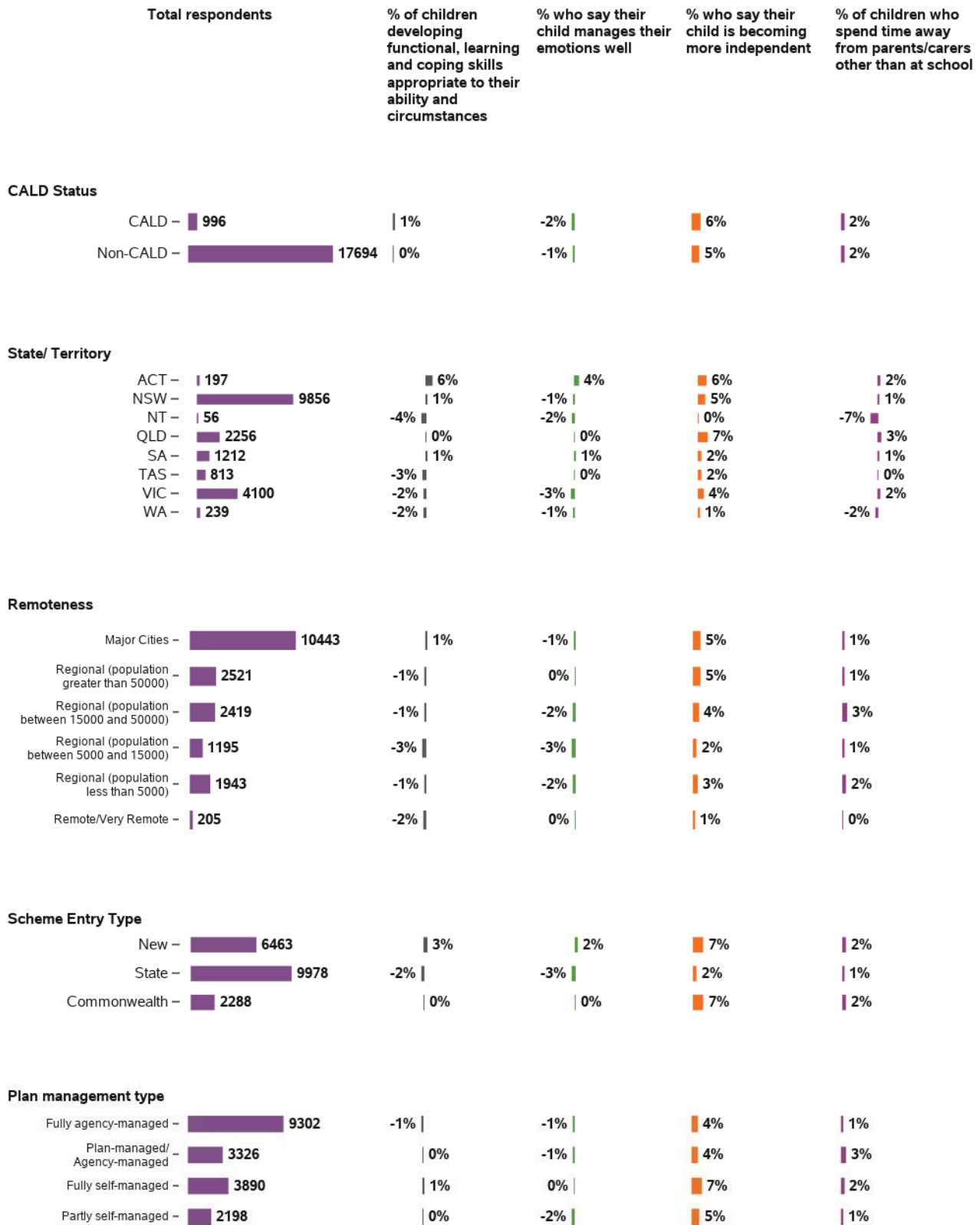
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics



Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

Total respondents	% of children developing functional, learning and coping skills appropriate to their ability and circumstances	% who say their child manages their emotions well	% who say their child is becoming more independent	% of children who spend time away from parents/carers other than at school
Annualised cost of plan				
\$10,000 or less – 5908	-1%	-1%	4%	1%
\$10-15,000 – 5356	0%	-2%	5%	1%
\$15-20,000 – 2512	1%	-1%	6%	1%
\$20-30,000 – 2029	0%	-1%	5%	3%
Over \$30,000 – 2924	0%	-1%	4%	5%
Plan cost allocation				
Capital 5-100% – 1768	2%	-1%	5%	4%
Capacity Building 0-75% – 7556	-1%	-2%	3%	3%
Capacity Building 75-95% – 4431	0%	0%	5%	1%
Capacity Building 95-100% – 4962	0%	-1%	6%	0%
Plan utilisation				
below 20% – 2355	0%	0%	2%	1%
20 - 40% – 2911	1%	-1%	4%	1%
40 - 60% – 4253	0%	-1%	5%	1%
60 - 80% – 4470	-1%	-2%	5%	3%
80% and over – 4728	-1%	-2%	5%	1%

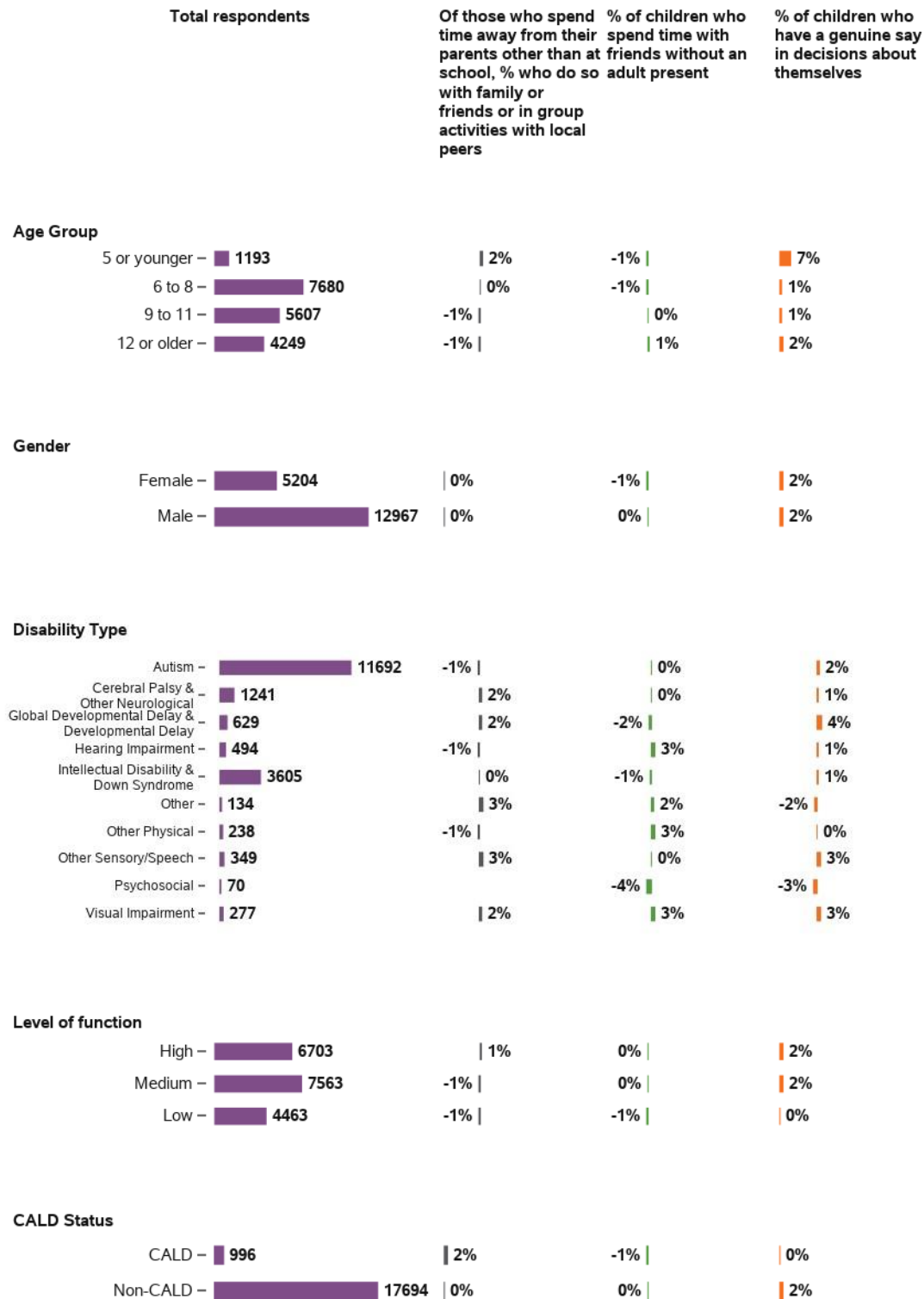
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

Total respondents	Of those who spend time away from their parents other than at school, % who do so with family or friends or in group activities with local peers	% of children who spend time with friends without an adult present	% of children who have a genuine say in decisions about themselves
Overall			
Overall – 18729	0%	0%	2%

Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



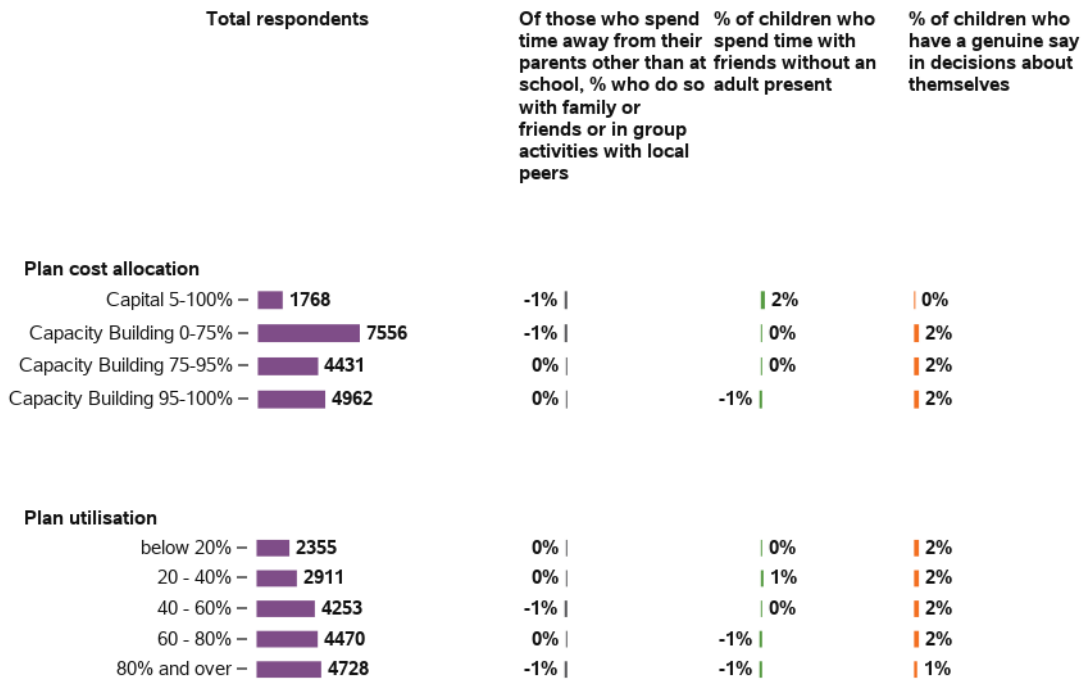
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

	Total respondents	Of those who spend time away from their parents other than at school, % who do so with family or friends or in group activities with local peers	% of children who spend time with friends without an adult present	% of children who have a genuine say in decisions about themselves
State/ Territory				
ACT	197	4%	2%	2%
NSW	9856	0%	0%	2%
NT	56		2%	0%
QLD	2256	1%	-1%	2%
SA	1212	-3%	-1%	4%
TAS	813	-1%	0%	0%
VIC	4100	-1%	0%	1%
WA	239	-3%	-3%	0%
Remoteness				
Major Cities	10443	0%	0%	2%
Regional (population greater than 50000)	2521	0%	0%	2%
Regional (population between 15000 and 50000)	2419	0%	0%	3%
Regional (population between 5000 and 15000)	1195	-1%	-2%	2%
Regional (population less than 5000)	1943	0%	0%	2%
Remote/Very Remote	205	0%	3%	0%
Scheme Entry Type				
New	6463	-1%	1%	3%
State	9978	0%	0%	1%
Commonwealth	2288	-1%	-1%	2%
Plan management type				
Fully agency-managed	9302	0%	0%	2%
Plan-managed/ Agency-managed	3326	-1%	0%	2%
Fully self-managed	3890	0%	0%	3%
Partly self-managed	2198	-1%	1%	1%
Annualised cost of plan				
\$10,000 or less	5908	0%	0%	2%
\$10-15,000	5356	0%	0%	2%
\$15-20,000	2512	-1%	0%	2%
\$20-30,000	2029	-3%	0%	1%
Over \$30,000	2924	2%	0%	1%

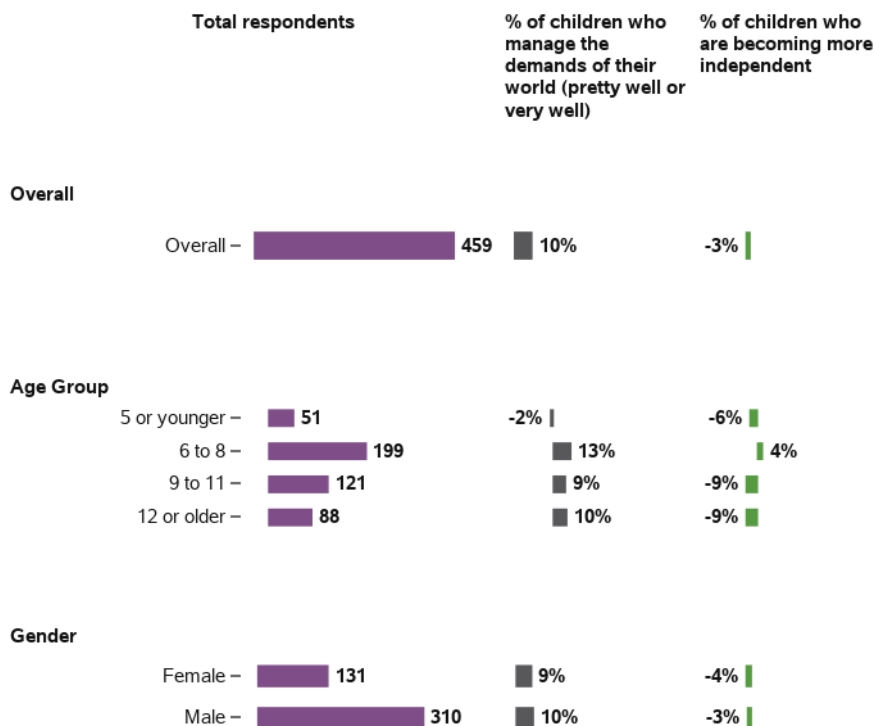
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



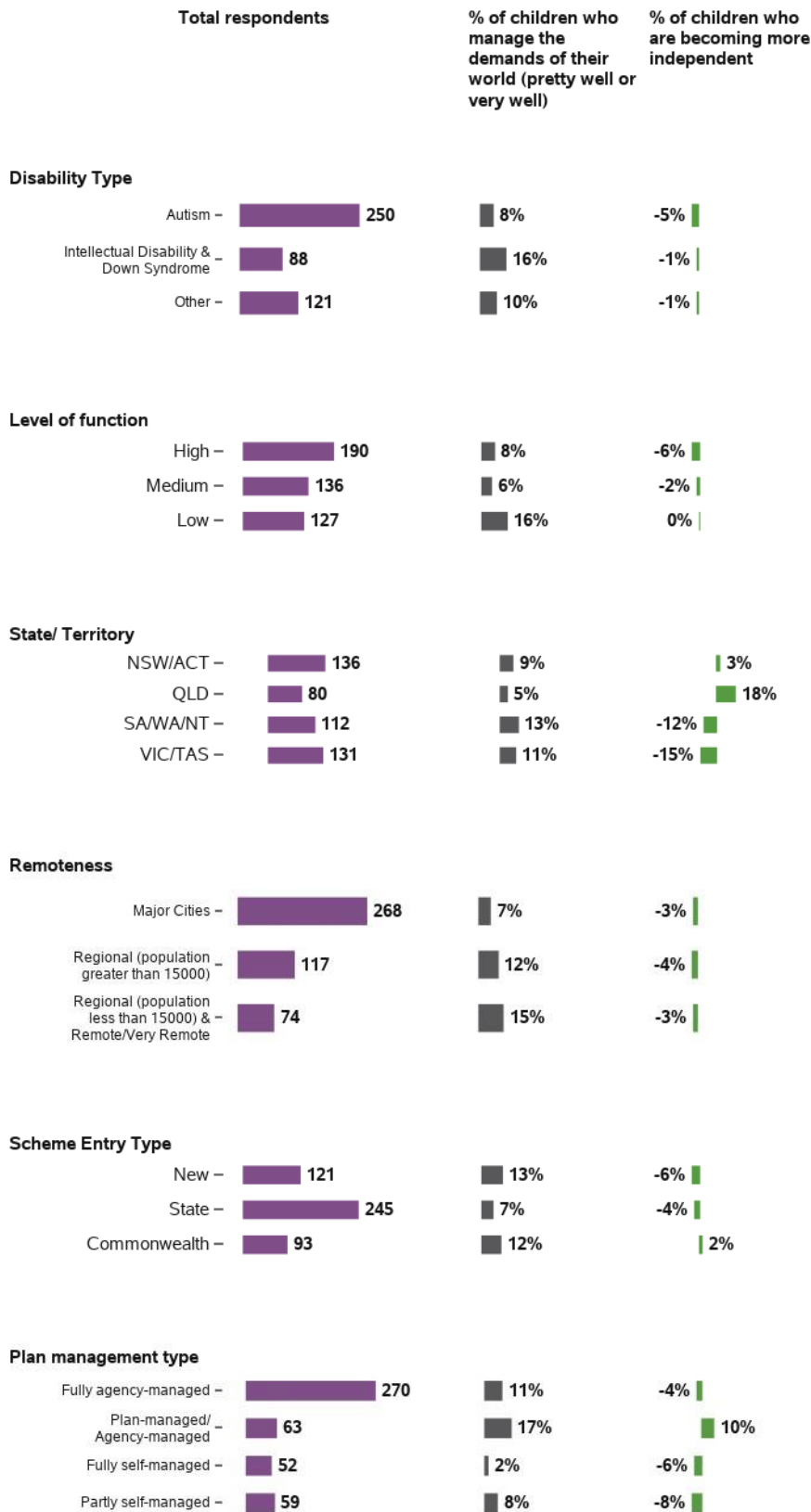
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics



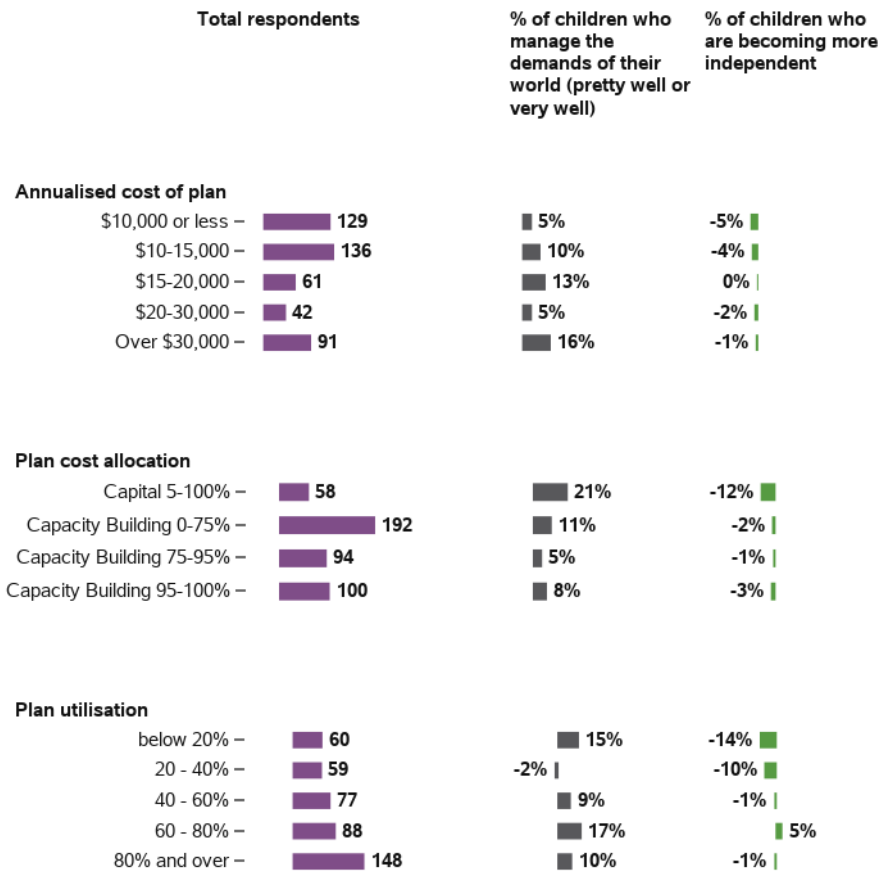
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



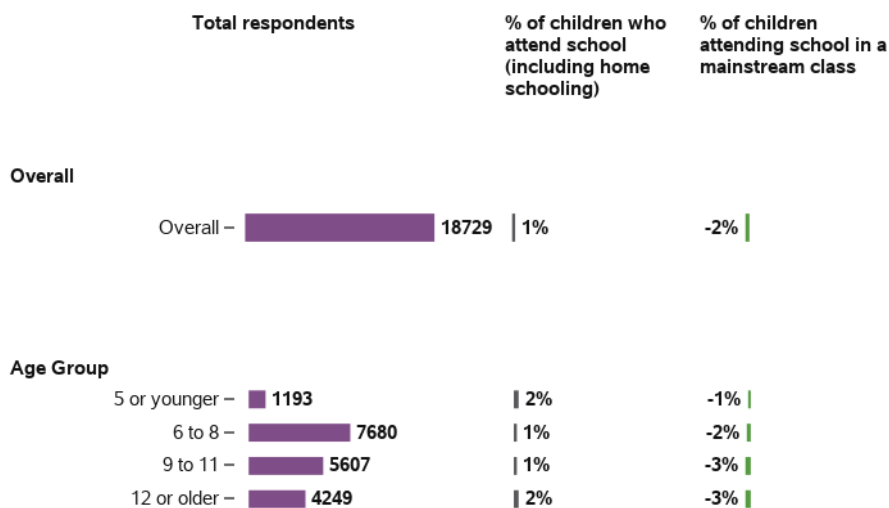
Appendix E.4.1 - Daily living

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



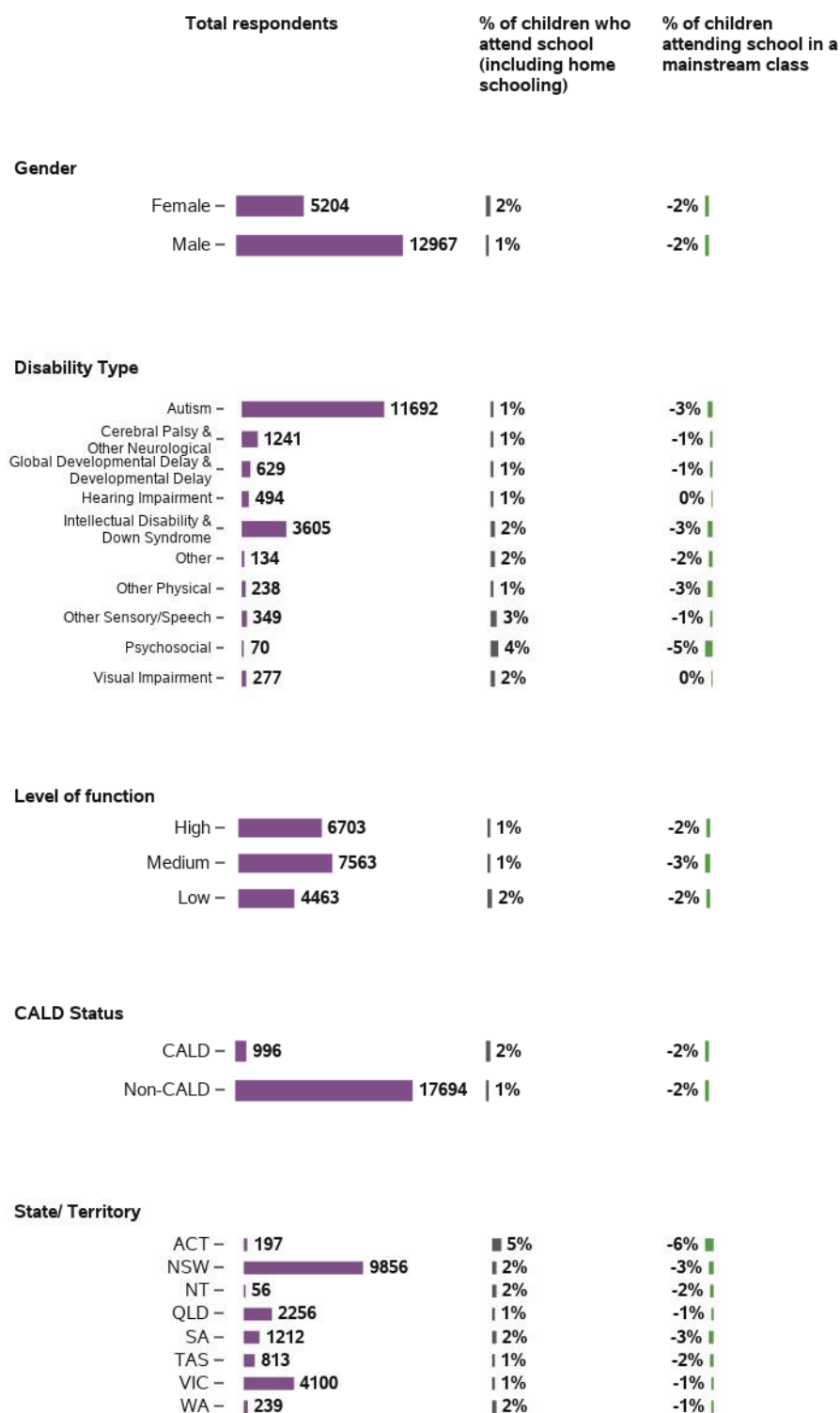
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics



Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



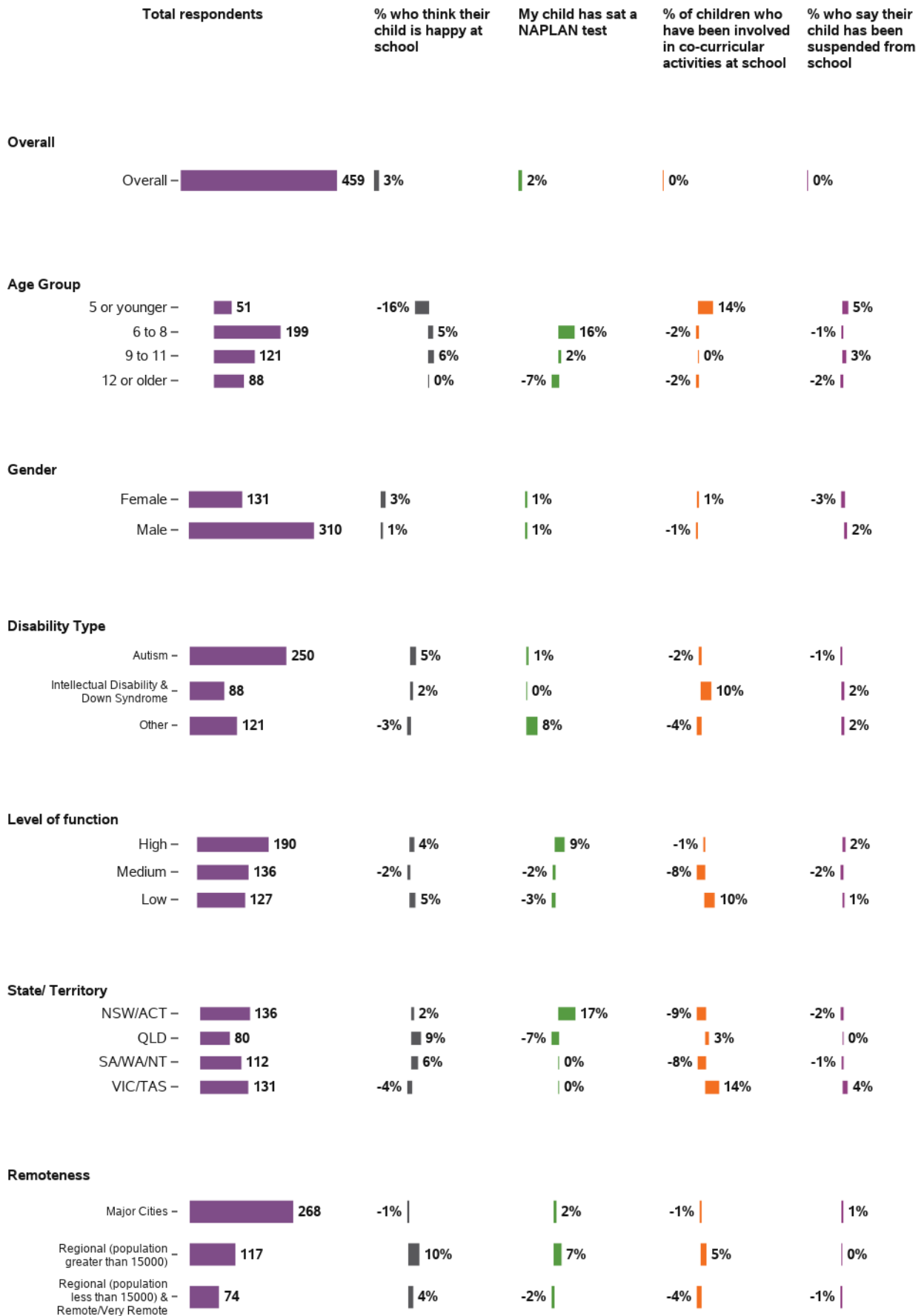
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Remoteness			
Major Cities –	10443	1%	-3%
Regional (population greater than 50000) –	2521	1%	-3%
Regional (population between 15000 and 50000) –	2419	1%	-3%
Regional (population between 5000 and 15000) –	1195	2%	-1%
Regional (population less than 5000) –	1943	2%	-1%
Remote/Very Remote –	205	3%	2%
Scheme Entry Type			
New –	6463	2%	-3%
State –	9978	1%	-2%
Commonwealth –	2288	1%	-2%
Plan management type			
Fully agency-managed –	9302	2%	-3%
Plan-managed/ Agency-managed –	3326	1%	-2%
Fully self-managed –	3890	1%	-2%
Partly self-managed –	2198	2%	-2%
Annualised cost of plan			
\$10,000 or less –	5908	1%	-2%
\$10-15,000 –	5356	1%	-2%
\$15-20,000 –	2512	2%	-3%
\$20-30,000 –	2029	2%	-2%
Over \$30,000 –	2924	2%	-2%
Plan cost allocation			
Capital 5-100% –	1768	1%	-2%
Capacity Building 0-75% –	7556	2%	-2%
Capacity Building 75-95% –	4431	1%	-3%
Capacity Building 95-100% –	4962	1%	-3%
Plan utilisation			
below 20% –	2355	2%	-1%
20 - 40% –	2911	1%	-3%
40 - 60% –	4253	1%	-2%
60 - 80% –	4470	1%	-3%
80% and over –	4728	1%	-3%

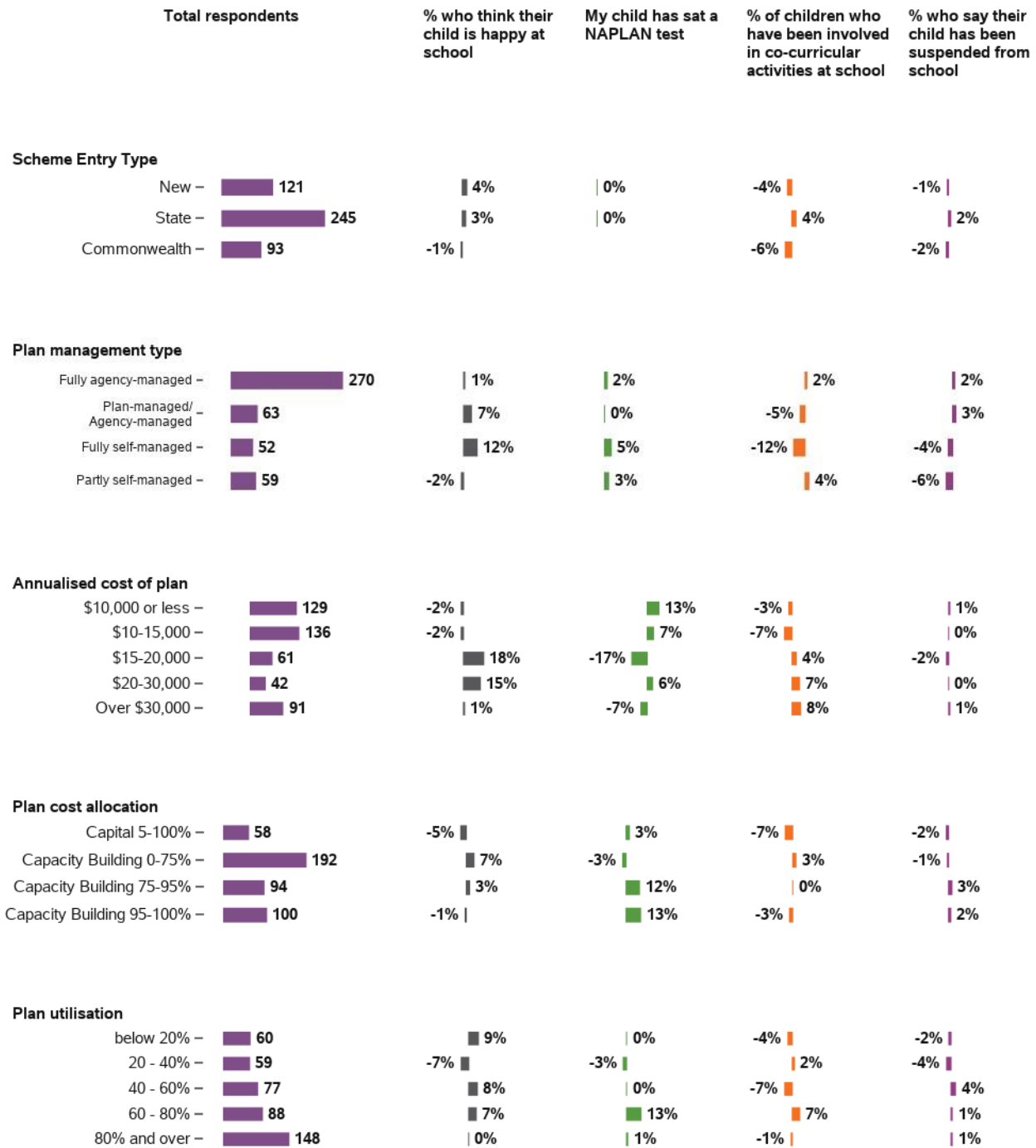
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics



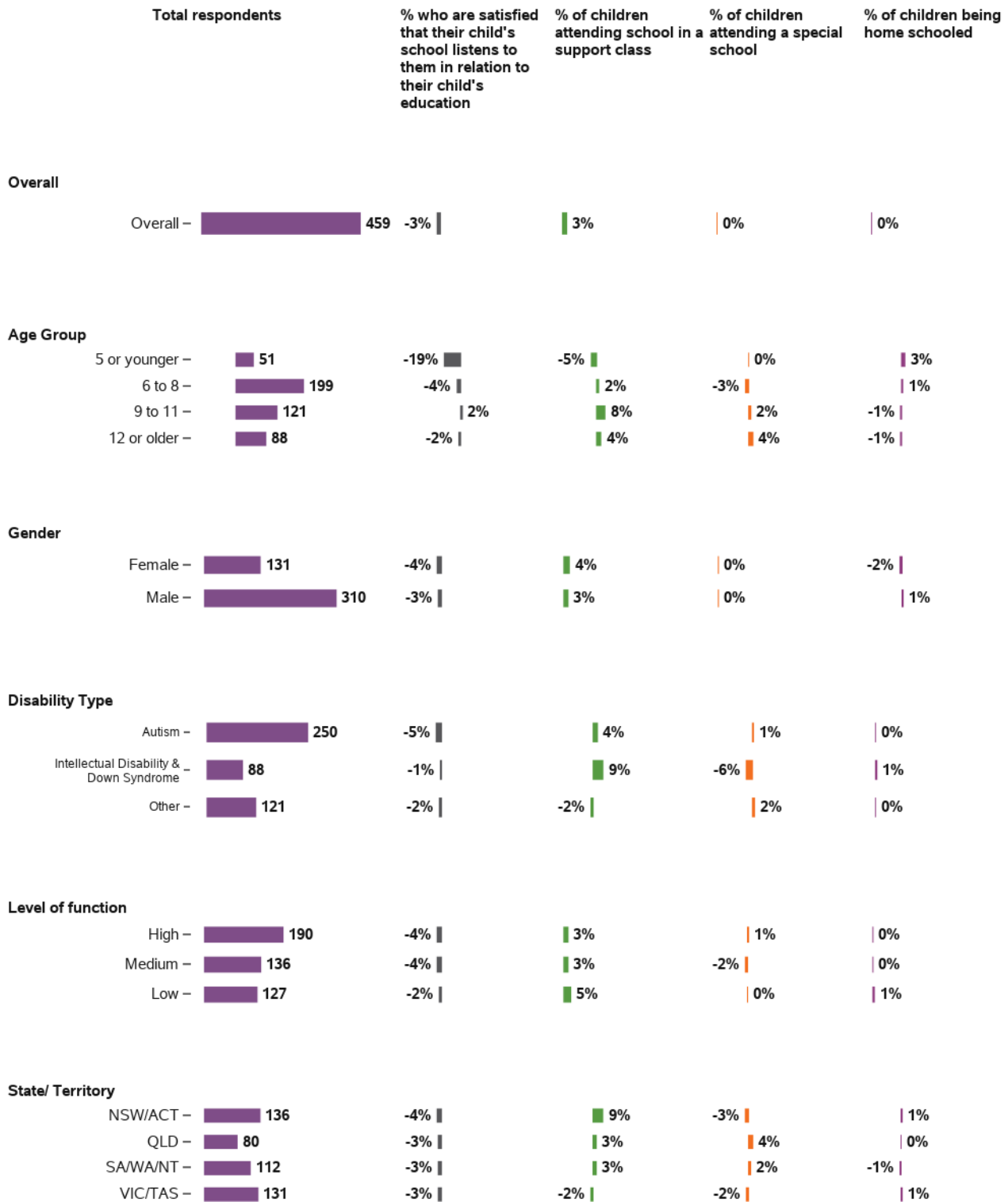
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



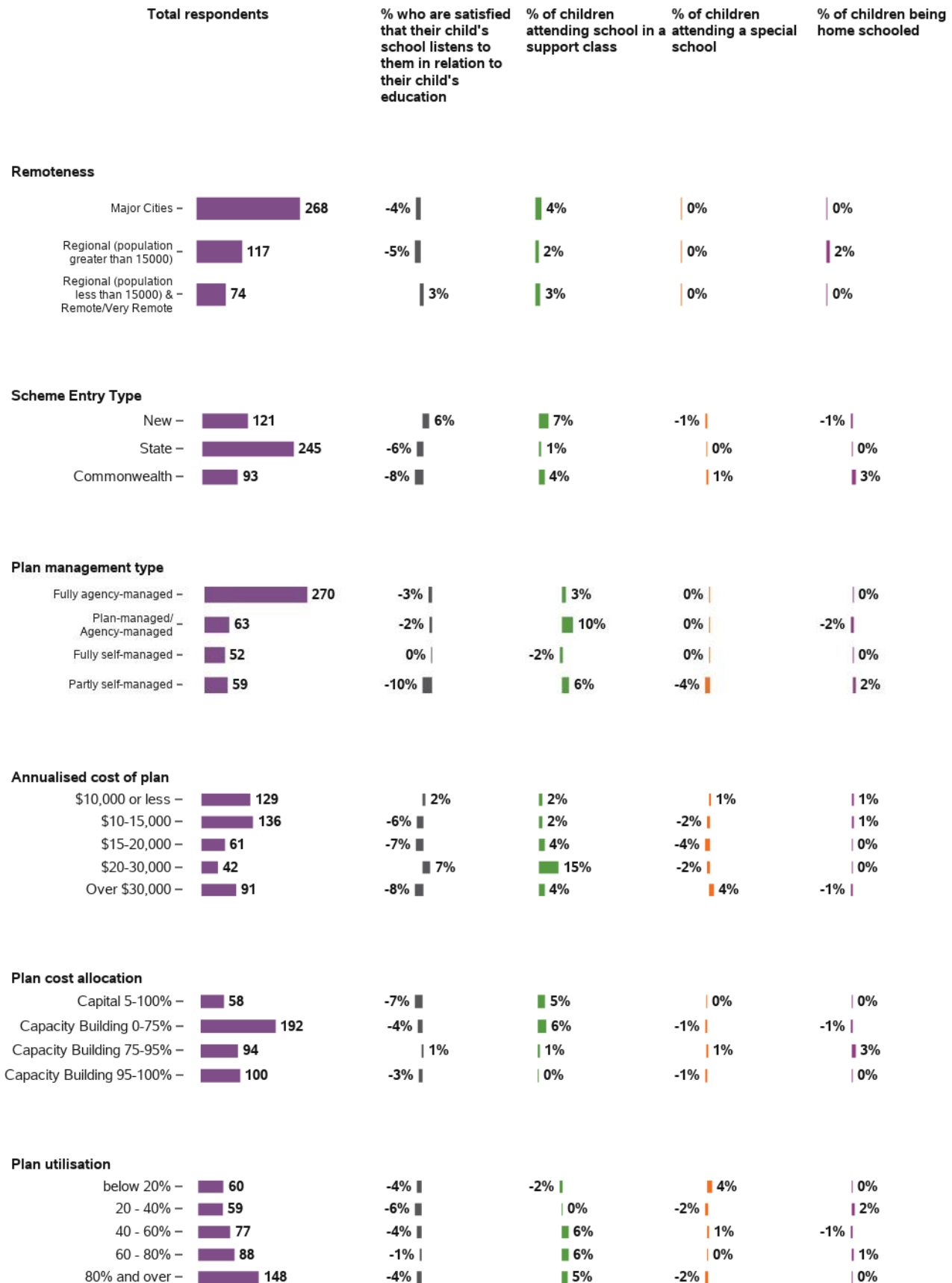
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



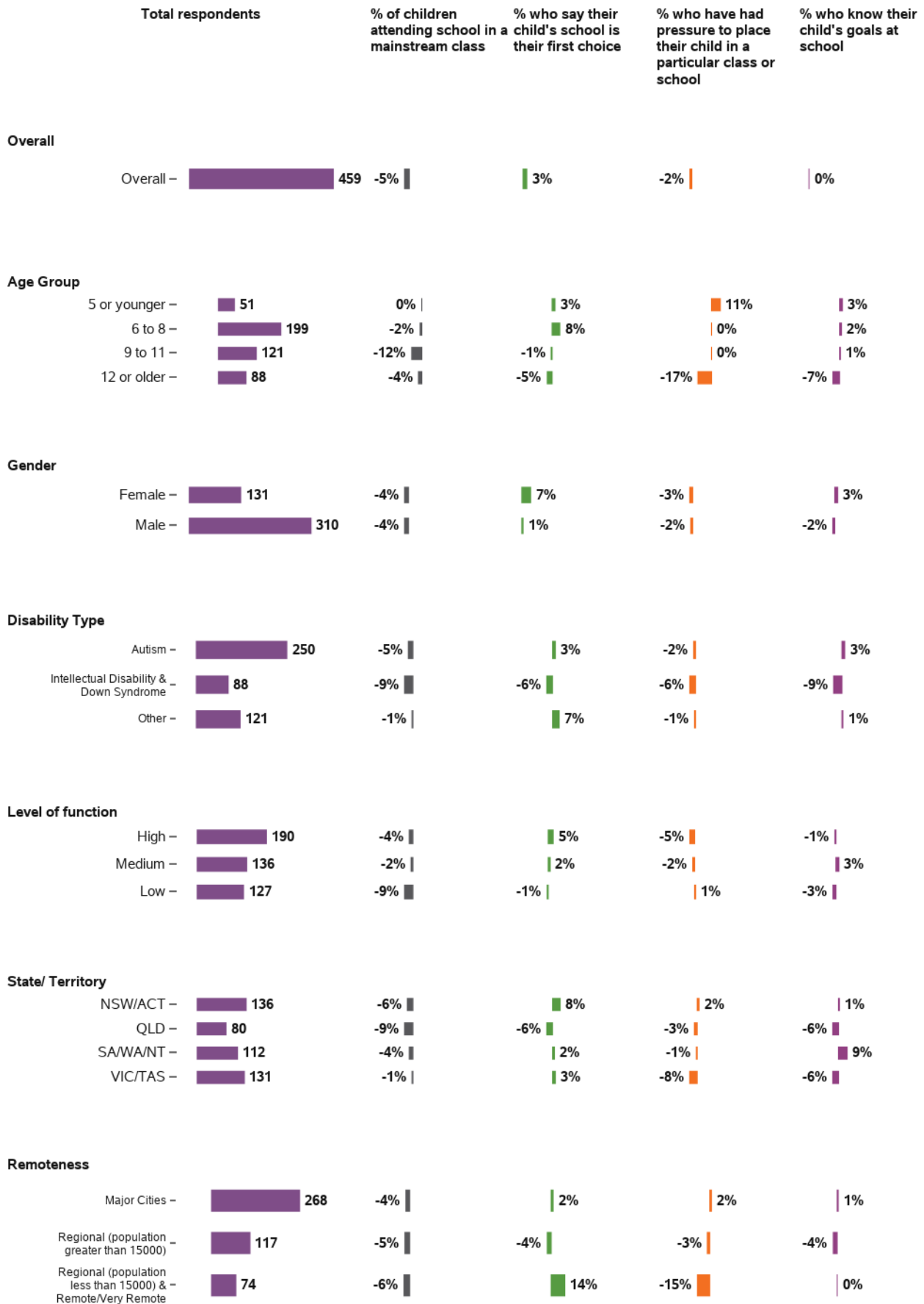
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



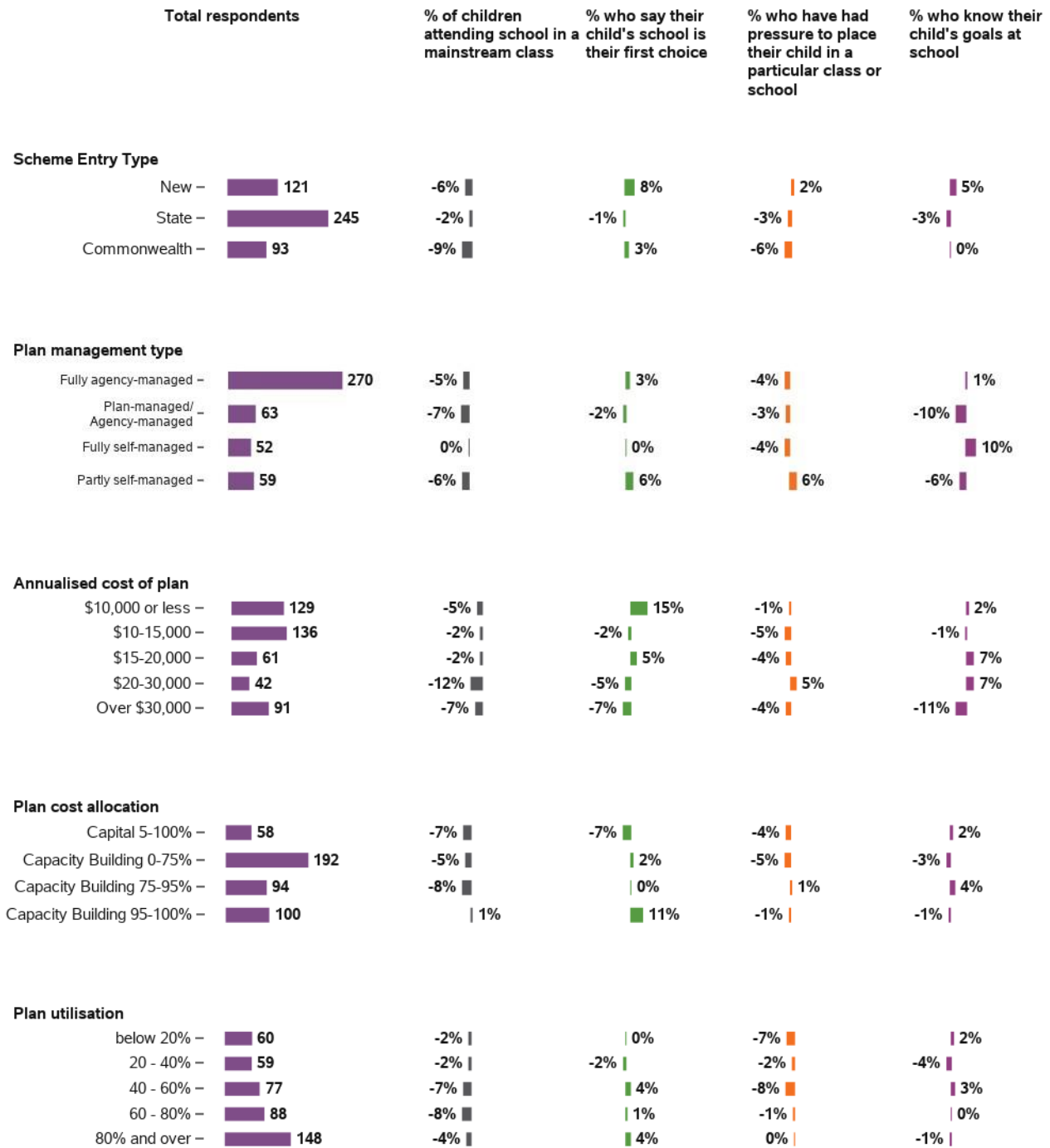
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



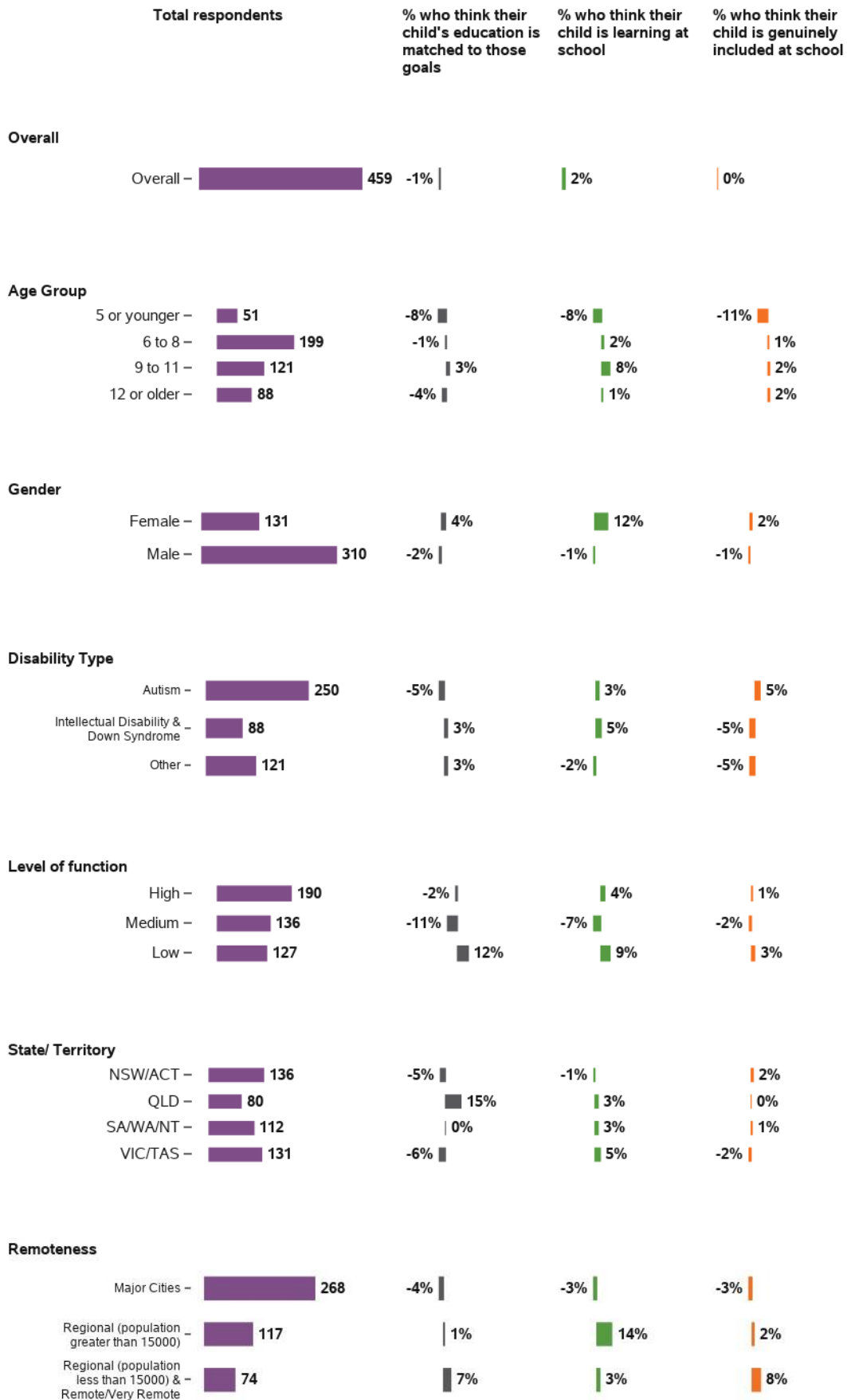
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



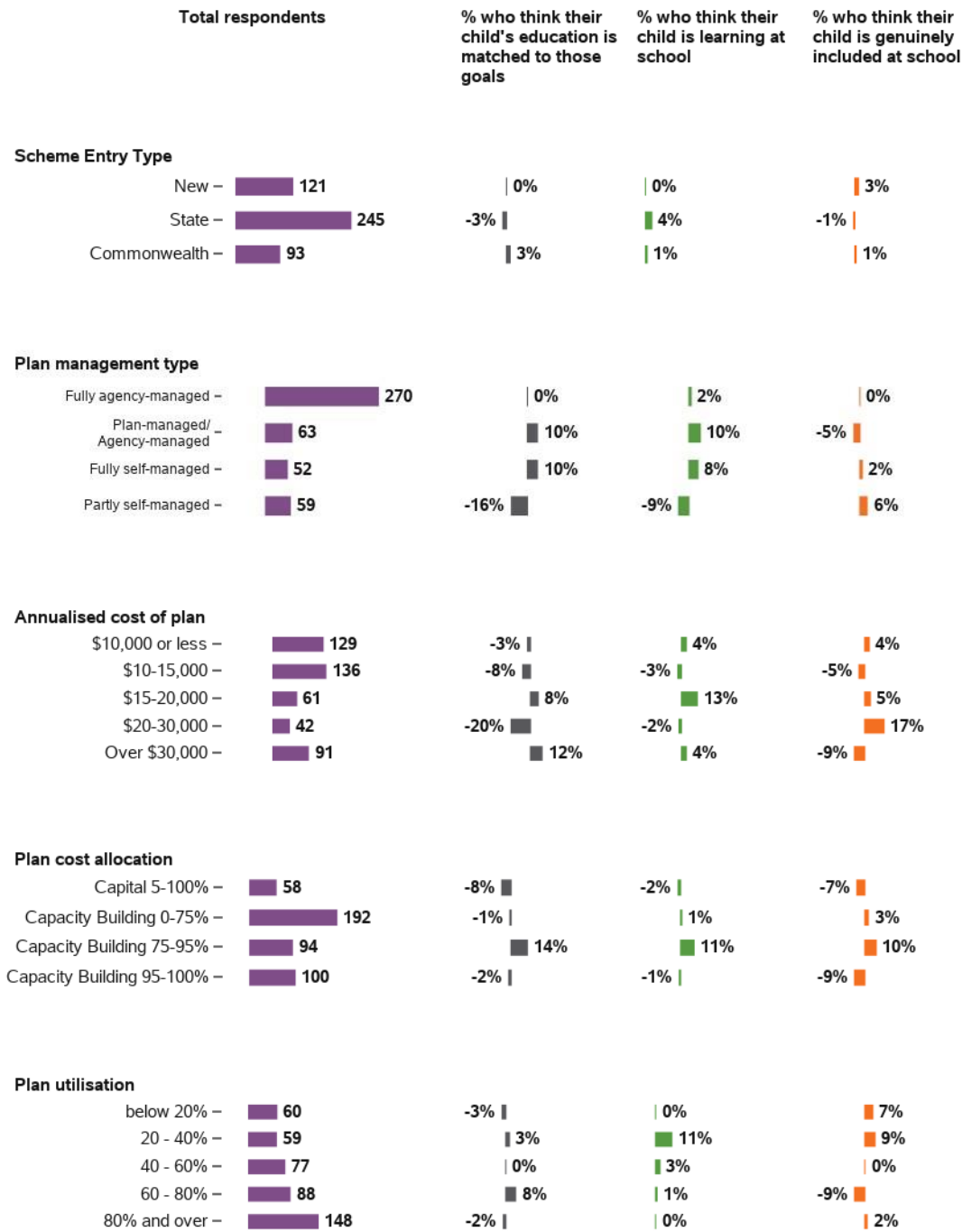
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



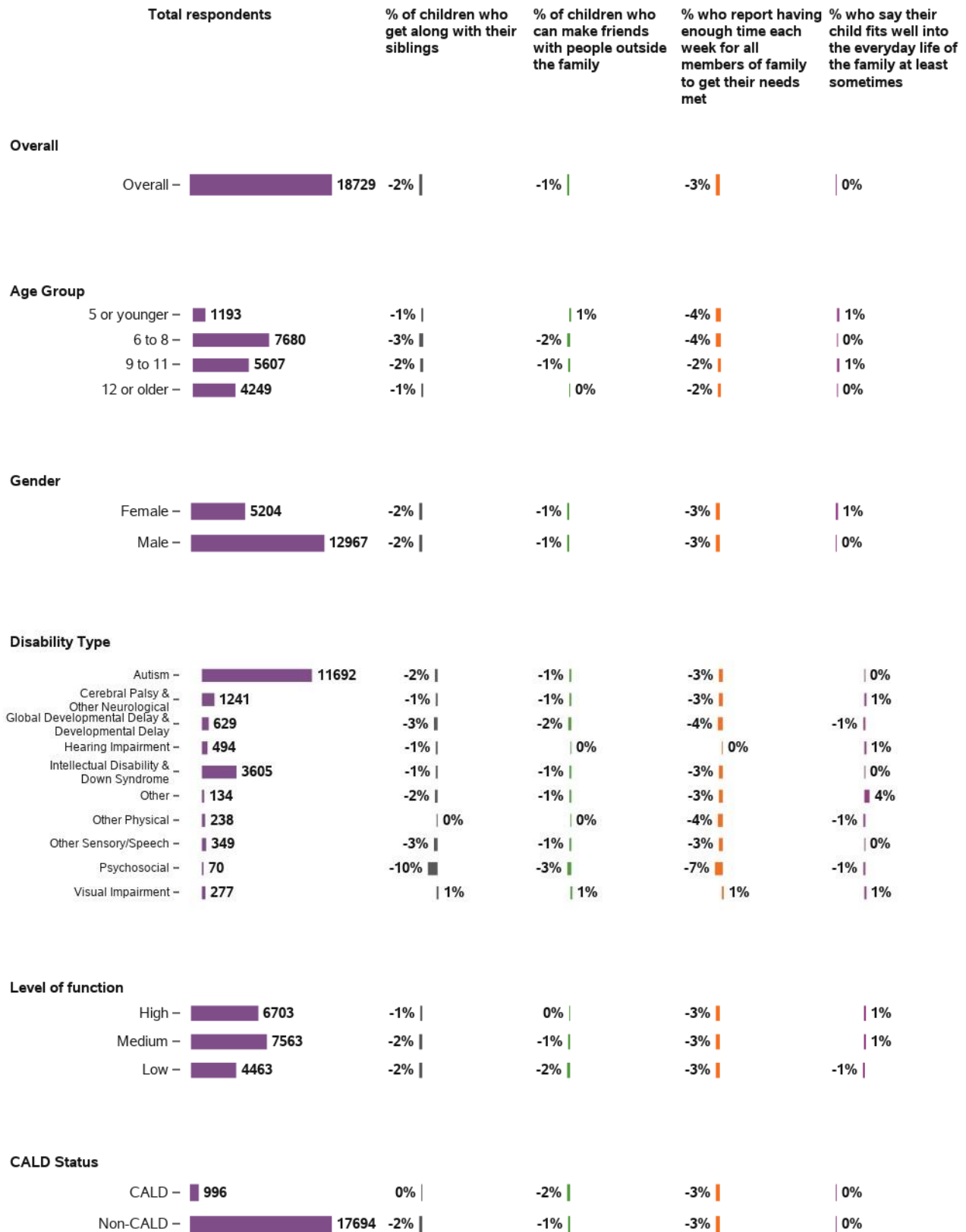
Appendix E.4.2 - Lifelong learning

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



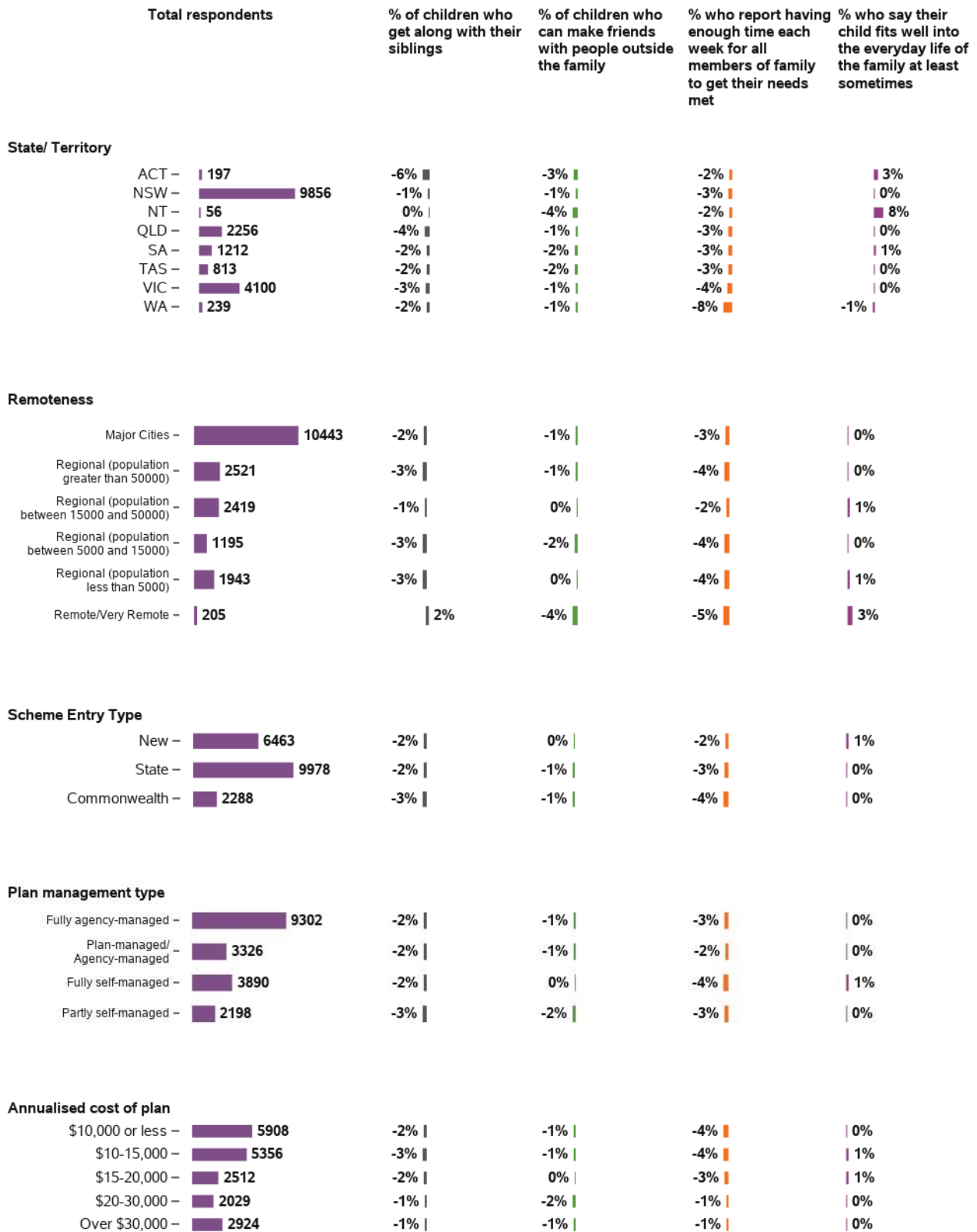
Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics



Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

Total respondents	% of children who get along with their siblings	% of children who can make friends with people outside the family	% who report having enough time each week for all members of family to get their needs met	% who say their child fits well into the everyday life of the family at least sometimes
Plan cost allocation				
Capital 5-100% – 1768	0%	1%	-2%	1%
Capacity Building 0-75% – 7556	-2%	-1%	-2%	0%
Capacity Building 75-95% – 4431	-2%	-1%	-3%	1%
Capacity Building 95-100% – 4962	-3%	-1%	-5%	1%
Plan utilisation				
below 20% – 2355	-2%	-1%	-2%	0%
20 - 40% – 2911	0%	0%	-3%	0%
40 - 60% – 4253	-2%	0%	-3%	0%
60 - 80% – 4470	-3%	-2%	-4%	1%
80% and over – 4728	-3%	-1%	-3%	-1%

Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

Total respondents	% who use informal care for their child when they need to go out	% who say they are happy with the child care arrangements	% of children who have friends who he/she enjoys spending time with	Of those who have friends that he/she enjoys spending time with, % who have friends at school
Overall				
Overall – 18729	1%	0%	0%	2%
Age Group				
5 or younger – 1193	4%	1%	4%	5%
6 to 8 – 7680	1%	-2%	-1%	2%
9 to 11 – 5607	0%	0%	0%	1%
12 or older – 4249	0%	2%	1%	1%
Gender				
Female – 5204	1%	-1%	0%	1%
Male – 12967	1%	0%	0%	2%

Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

	Total respondents	% who use informal care for their child when they need to go out	% who say they are happy with the child care arrangements	% of children who have friends that he/she enjoys spending time with	Of those who have friends that he/she enjoys spending time with, % who have friends at school
Disability Type					
Autism -	11692	0%	-1%	0%	1%
Cerebral Palsy & _	1241	1%	0%	0%	3%
Other Neurological					
Global Developmental Delay & _	629	5%	1%	1%	4%
Developmental Delay					
Hearing Impairment -	494	2%	-1%	1%	0%
Intellectual Disability & _					
Down Syndrome	3605	0%	0%	-1%	1%
Other -	134	3%	4%	3%	0%
Other Physical -	238	2%	0%	2%	2%
Other Sensory/Speech -	349	3%	1%	0%	1%
Psychosocial -	70	-4%	-12%	3%	10%
Visual Impairment -	277	3%	0%	3%	4%
Level of function					
High -	6703	3%	0%	1%	2%
Medium -	7563	0%	-2%	-1%	1%
Low -	4463	-1%	1%	-1%	1%
CALD Status					
CALD -	996	1%	0%	1%	4%
Non-CALD -	17694	1%	0%	0%	2%
State/ Territory					
ACT -	197	1%	-2%	2%	1%
NSW -	9856	1%	-1%	0%	2%
NT -	56	-2%	4%	6%	0%
QLD -	2256	0%	1%	0%	0%
SA -	1212	0%	1%	2%	2%
TAS -	813	2%	3%	-1%	2%
VIC -	4100	0%	0%	-1%	0%
WA -	239	0%	-9%	-2%	1%
Remoteness					
Major Cities -	10443	1%	0%	0%	2%
Regional (population _					
greater than 50000)	2521	1%	0%	-1%	1%
Regional (population _					
between 15000 and 50000)	2419	1%	0%	0%	2%
Regional (population _					
between 5000 and 15000)	1195	1%	-1%	-3%	2%
Regional (population _					
less than 5000)	1943	1%	-2%	2%	1%
Remote/Very Remote -	205	1%	3%	4%	2%

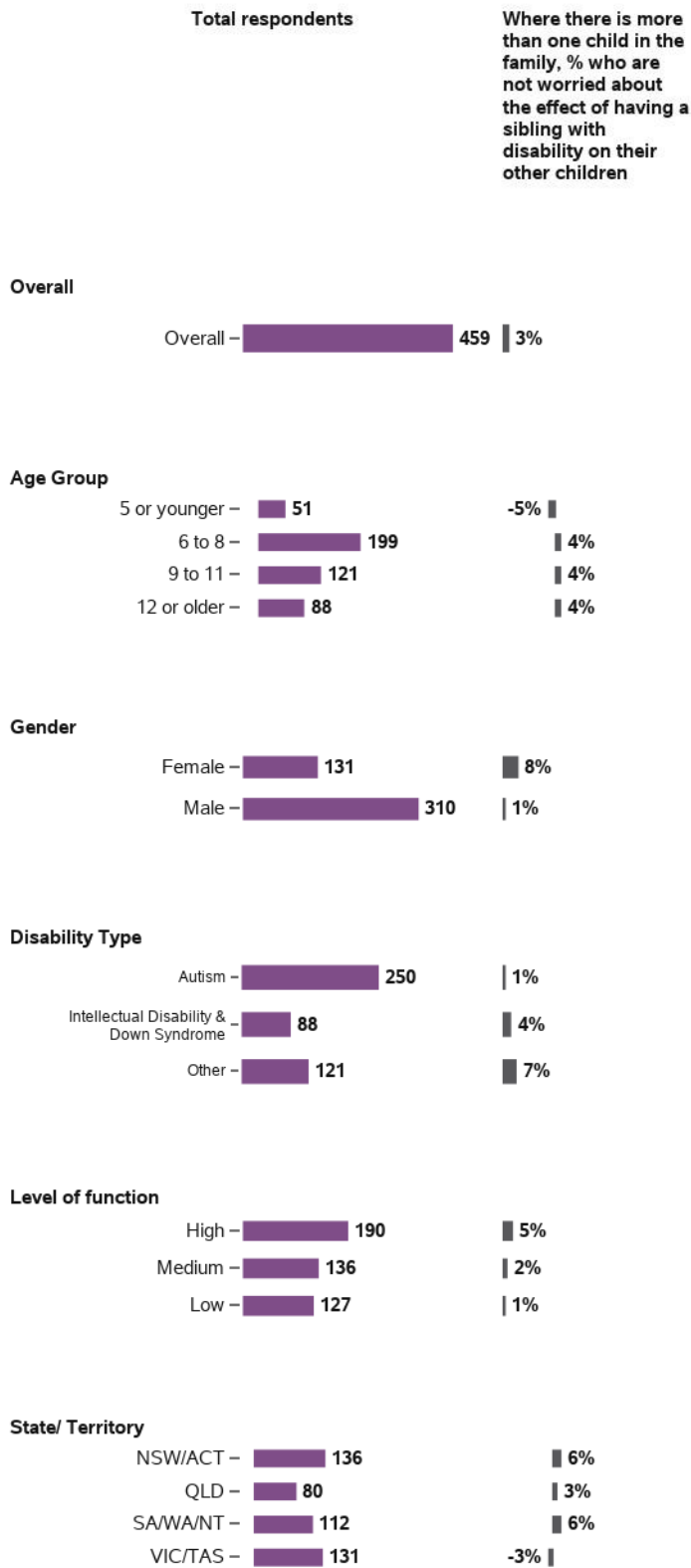
Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

Total respondents	% who use informal care for their child when they need to go out	% who say they are happy with the child care arrangements	% of children who have friends that he/she enjoys spending time with	Of those who have friends that he/she enjoys spending time with, % who have friends at school
Scheme Entry Type				
New – 6463	2%	0%	1%	1%
State – 9978	0%	0%	-1%	2%
Commonwealth – 2288	1%	-2%	0%	3%
Plan management type				
Fully agency-managed – 9302	1%	-1%	0%	2%
Plan-managed/ Agency-managed – 3326	0%	0%	-1%	0%
Fully self-managed – 3890	1%	-1%	0%	2%
Partly self-managed – 2198	0%	1%	-1%	2%
Annualised cost of plan				
\$10,000 or less – 5908	1%	-2%	-1%	2%
\$10-15,000 – 5356	1%	-2%	0%	2%
\$15-20,000 – 2512	1%	0%	-1%	1%
\$20-30,000 – 2029	0%	1%	0%	1%
Over \$30,000 – 2924	-1%	5%	1%	0%
Plan cost allocation				
Capital 5-100% – 1768	1%	2%	2%	2%
Capacity Building 0-75% – 7556	-1%	2%	0%	0%
Capacity Building 75-95% – 4431	2%	-1%	0%	2%
Capacity Building 95-100% – 4962	2%	-3%	-1%	3%
Plan utilisation				
below 20% – 2355	2%	1%	0%	1%
20 - 40% – 2911	1%	-1%	0%	1%
40 - 60% – 4253	1%	0%	0%	1%
60 - 80% – 4470	1%	0%	-1%	2%
80% and over – 4728	0%	-1%	-1%	3%

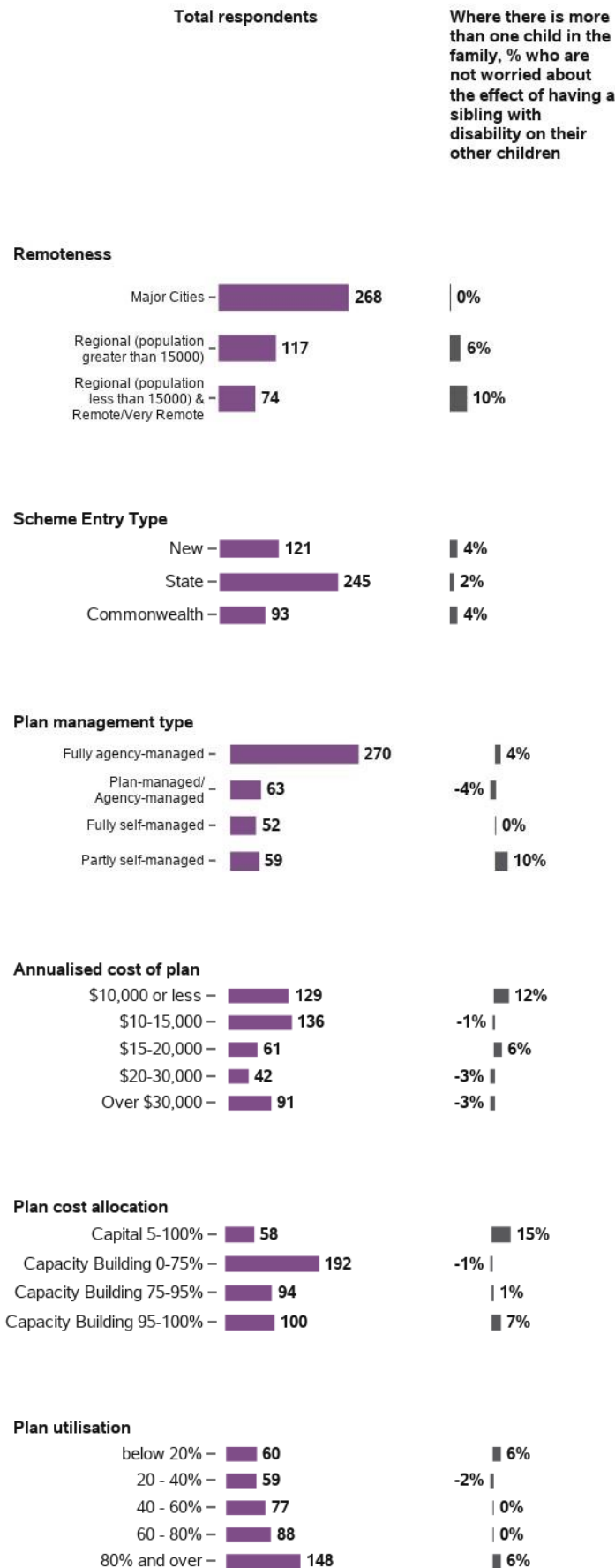
Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics



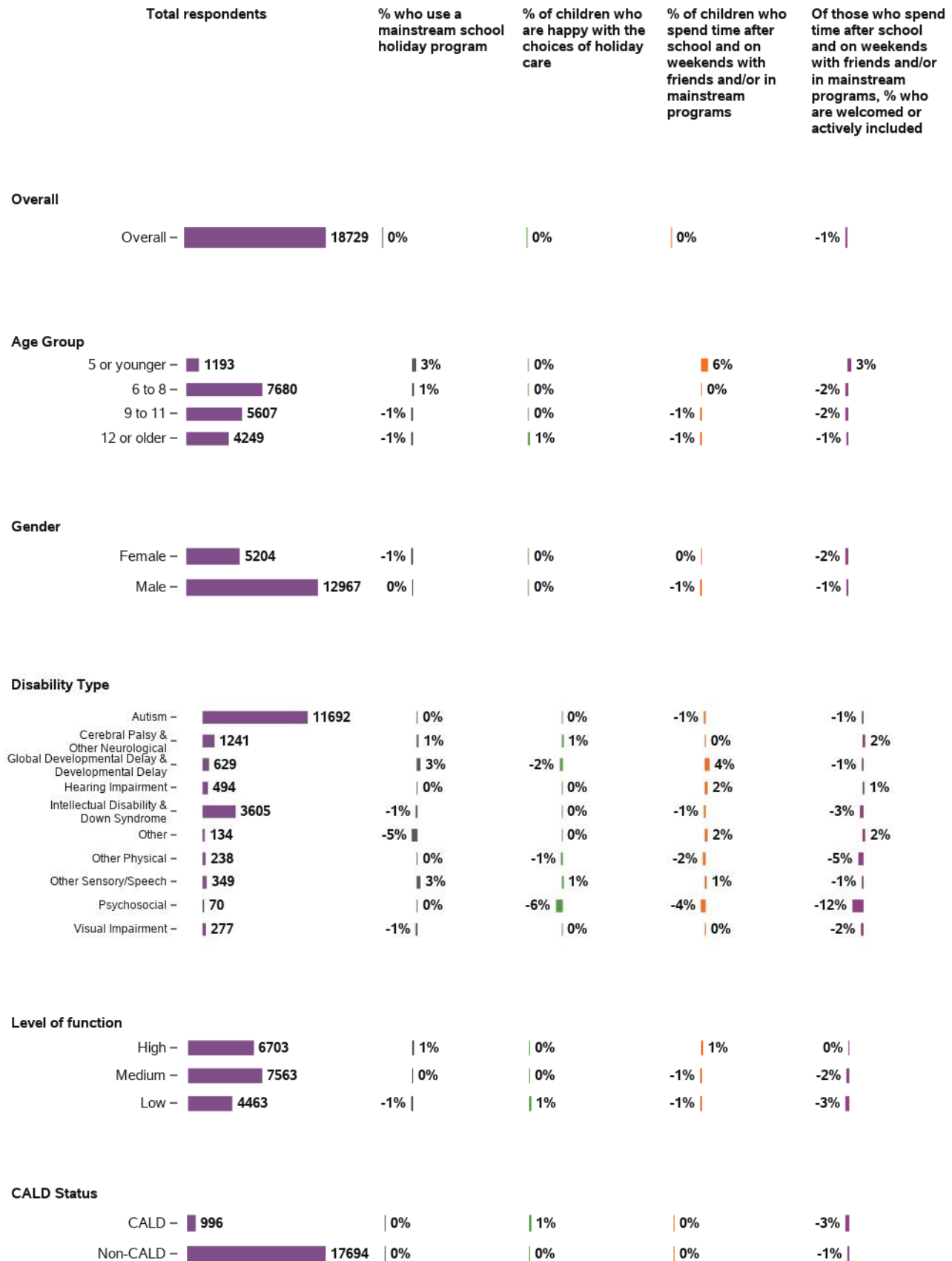
Appendix E.4.3 - Relationships

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics



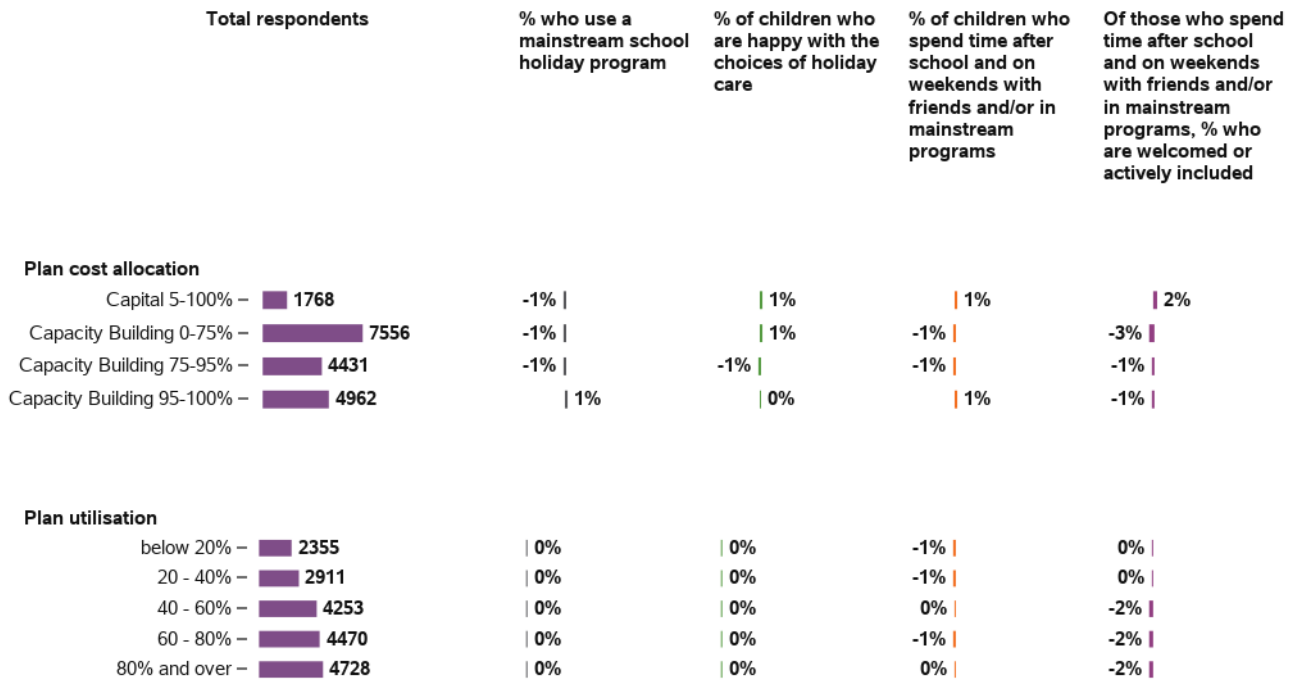
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

	Total respondents	% who use a mainstream school holiday program	% of children who are happy with the choices of holiday care	% of children who spend time after school and on weekends with friends and/or in mainstream programs	Of those who spend time after school and on weekends with friends and/or in mainstream programs, % who are welcomed or actively included
State/ Territory					
ACT	197	1%	-2%	2%	-3%
NSW	9856	0%	0%	0%	-1%
NT	56	2%	4%	0%	
QLD	2256	-1%	0%	-2%	2%
SA	1212	0%	0%	-1%	-1%
TAS	813	0%	1%	0%	0%
VIC	4100	0%	0%	0%	-4%
WA	239	0%	1%	-5%	-7%
Remoteness					
Major Cities	10443	0%	0%	0%	-2%
Regional (population greater than 50000)	2521	0%	1%	-2%	-2%
Regional (population between 15000 and 50000)	2419	0%	0%	-1%	-2%
Regional (population between 5000 and 15000)	1195	-1%	-1%	0%	0%
Regional (population less than 5000)	1943	0%	0%	0%	0%
Remote/Very Remote	205	-2%	-1%	-2%	4%
Scheme Entry Type					
New	6463	-1%	1%	0%	-1%
State	9978	0%	0%	-1%	-2%
Commonwealth	2288	2%	0%	1%	0%
Plan management type					
Fully agency-managed	9302	0%	0%	-1%	-1%
Plan-managed/ Agency-managed	3326	0%	1%	-1%	-3%
Fully self-managed	3890	0%	0%	0%	-1%
Partly self-managed	2198	-1%	0%	1%	0%
Annualised cost of plan					
\$10,000 or less	5908	0%	0%	-1%	-2%
\$10-15,000	5356	1%	0%	0%	-1%
\$15-20,000	2512	0%	0%	0%	0%
\$20-30,000	2029	-1%	0%	0%	-2%
Over \$30,000	2924	-1%	2%	0%	-3%

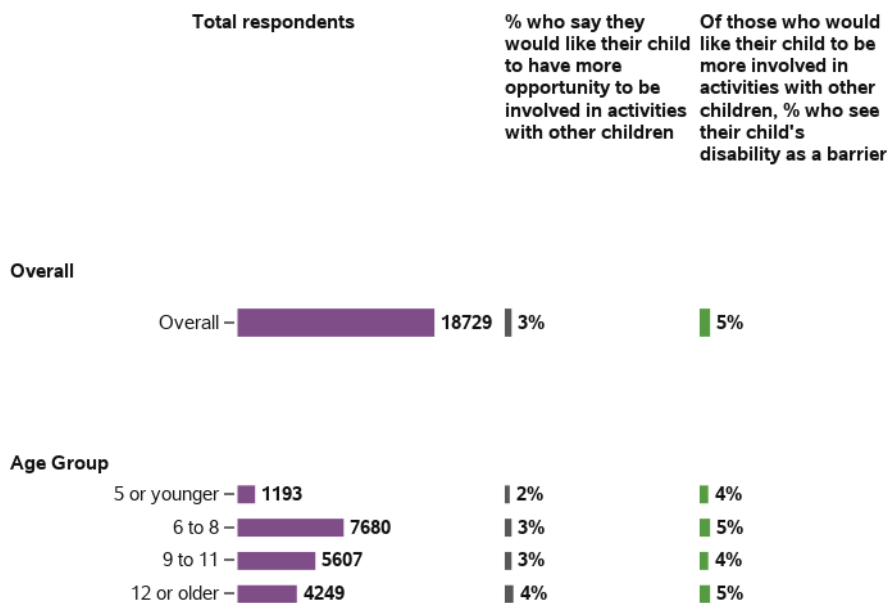
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



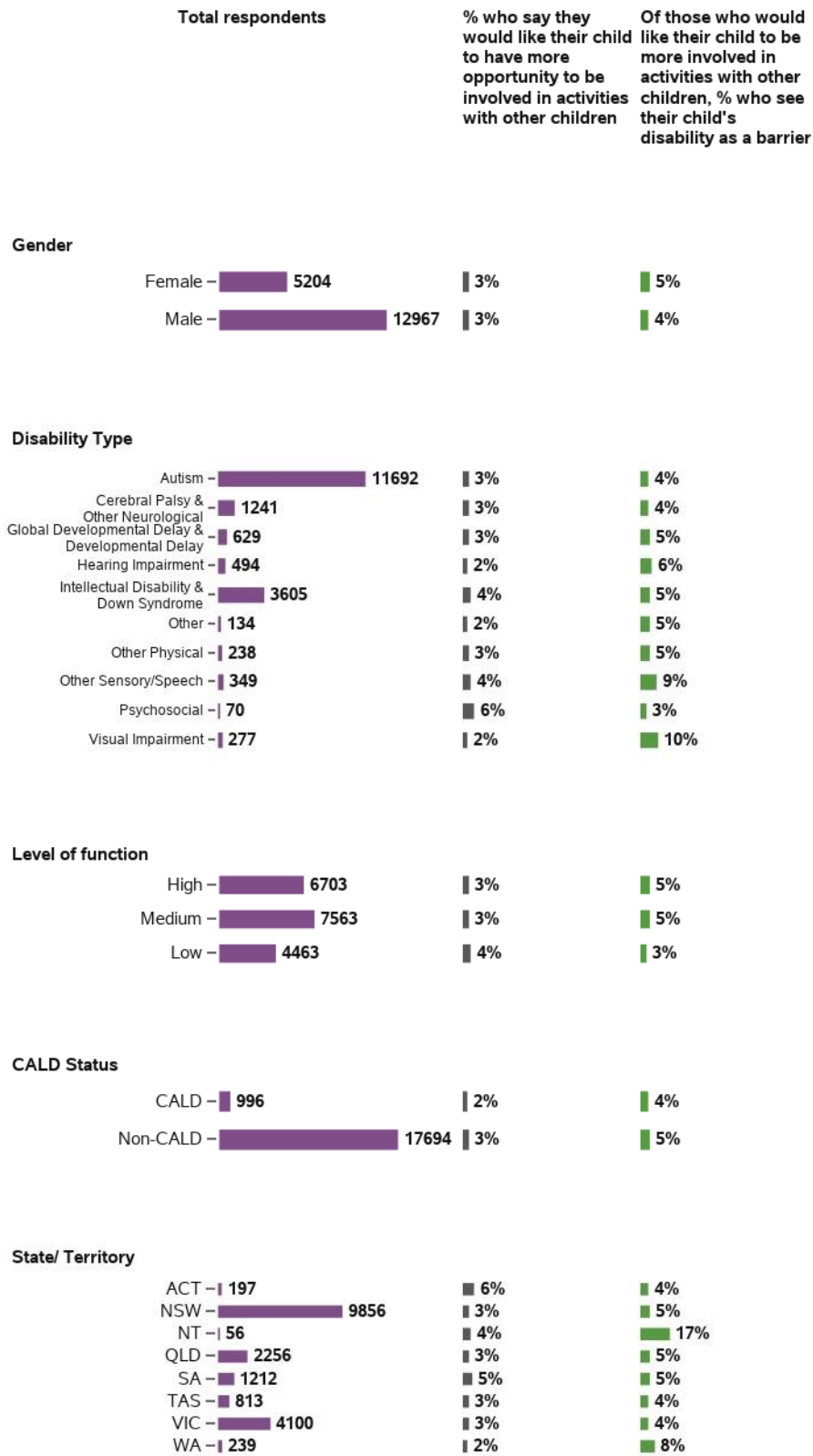
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



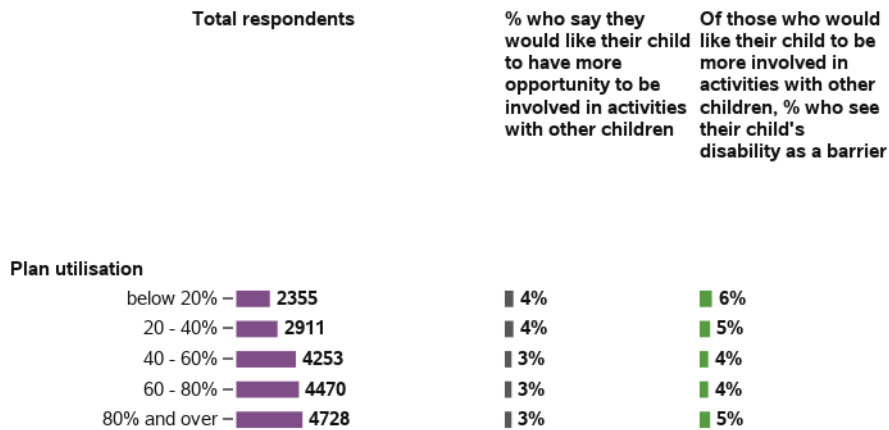
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)

Total respondents	% who say they would like their child to have more opportunity to be involved in activities with other children	Of those who would like their child to be more involved in activities with other children, % who see their child's disability as a barrier
Remoteness		
Major Cities – 10443	3%	4%
Regional (population greater than 50000) – 2521	3%	5%
Regional (population between 15000 and 50000) – 2419	4%	5%
Regional (population between 5000 and 15000) – 1195	3%	4%
Regional (population less than 5000) – 1943	3%	5%
Remote/Very Remote – 205	3%	5%
Scheme Entry Type		
New – 6463	3%	4%
State – 9978	3%	5%
Commonwealth – 2288	2%	5%
Plan management type		
Fully agency-managed – 9302	4%	5%
Plan-managed/ Agency-managed – 3326	2%	4%
Fully self-managed – 3890	3%	3%
Partly self-managed – 2198	3%	4%
Annualised cost of plan		
\$10,000 or less – 5908	3%	6%
\$10-15,000 – 5356	3%	4%
\$15-20,000 – 2512	3%	4%
\$20-30,000 – 2029	2%	3%
Over \$30,000 – 2924	4%	4%
Plan cost allocation		
Capital 5-100% – 1768	3%	4%
Capacity Building 0-75% – 7556	4%	4%
Capacity Building 75-95% – 4431	3%	4%
Capacity Building 95-100% – 4962	3%	6%

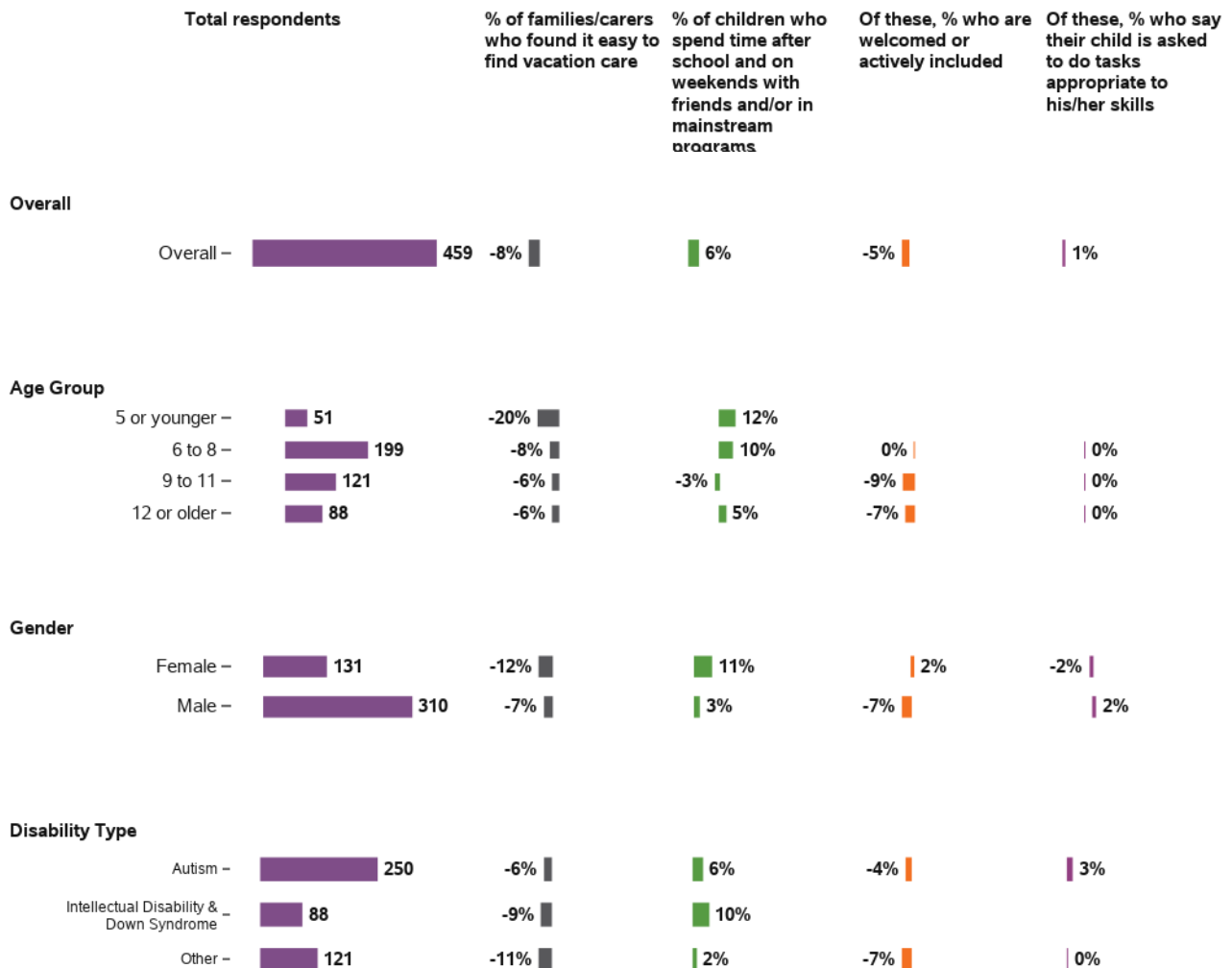
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for SF - participant characteristics (continued)



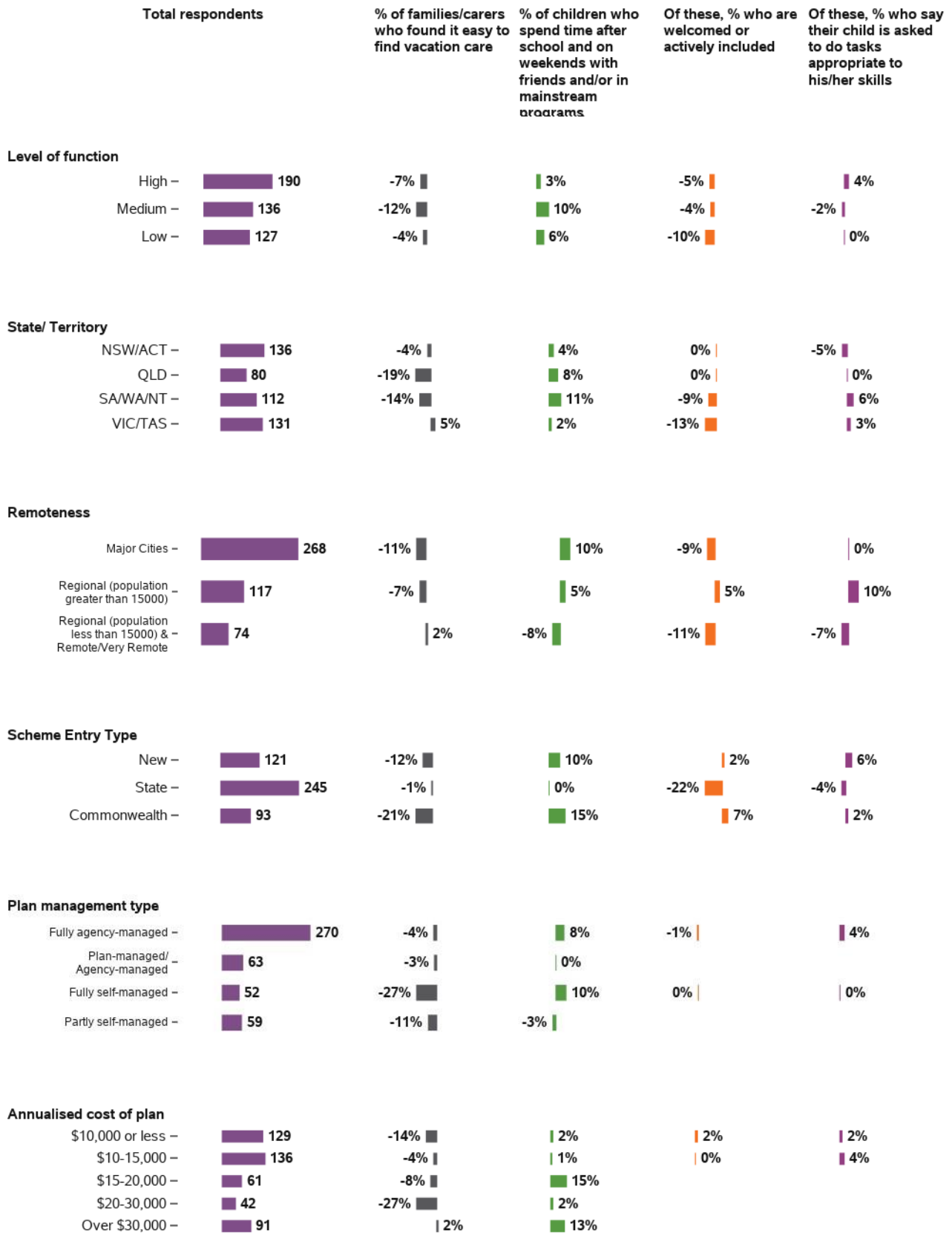
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics



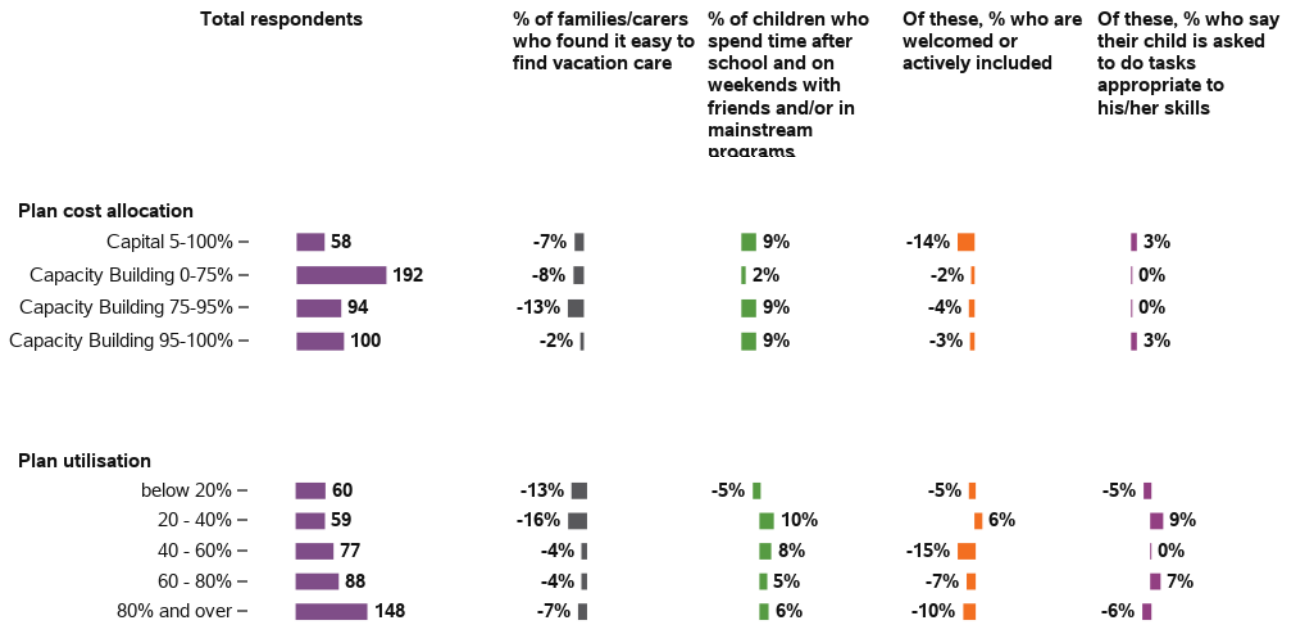
Appendix E.4.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



Appendix E.4.4 - Social, community and civic participation

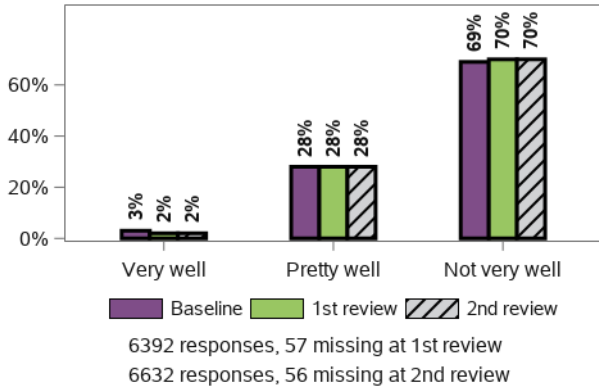
Longitudinal change in indicators from baseline to 1st review for LF - participant characteristics (continued)



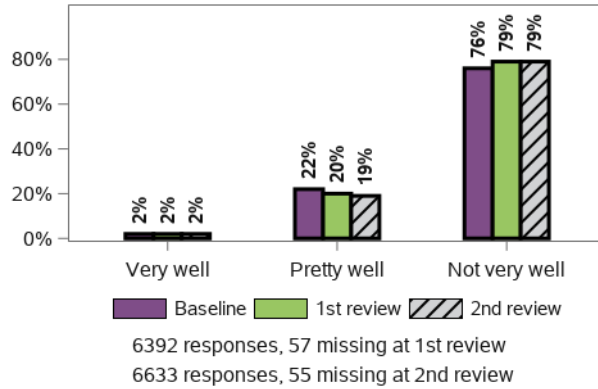
Appendix E.5 - Longitudinal indicators from baseline to 2nd review for SF and LF - aggregate

Appendix E.5.1 - Daily living

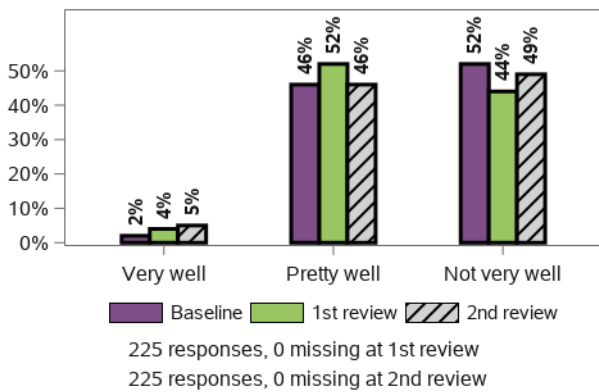
My child is developing functional, learning and coping skills that are appropriate to his/her ability and circumstances



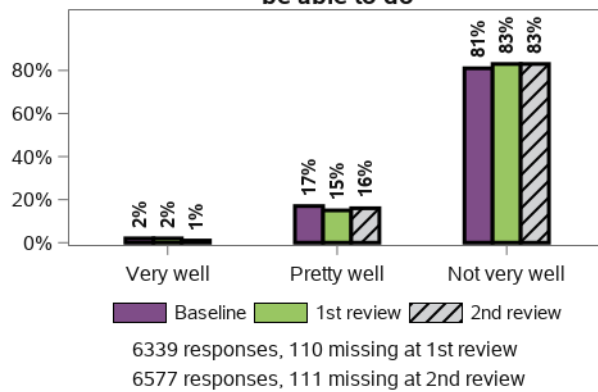
Most of the time my child manages his/her emotions



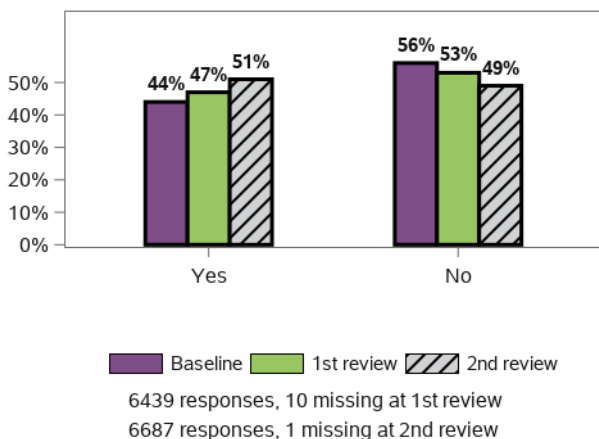
Most of the time my child manages the demands of his/her world



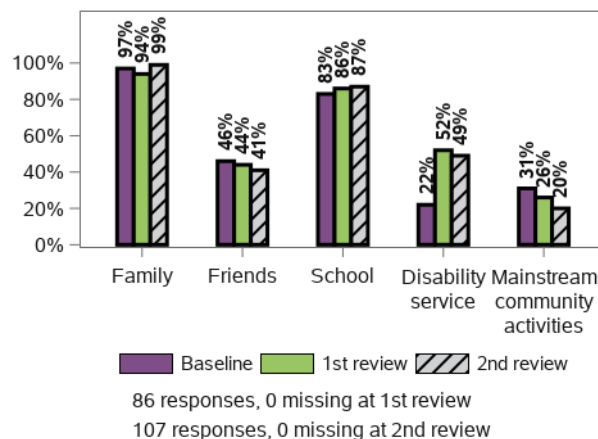
Most of the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do



My child is becoming more independent

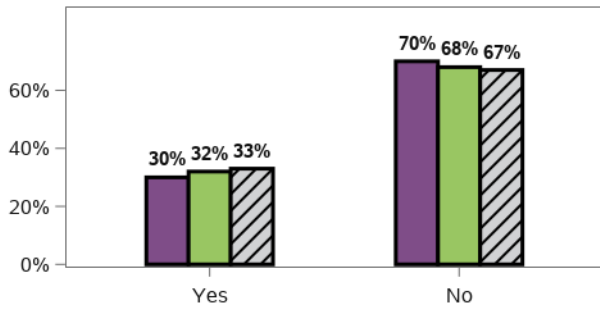


Encouragement to become more independent comes from



Appendix E.5.1 - Daily living (continued)

My child spends time away from us (his parents) other than at school

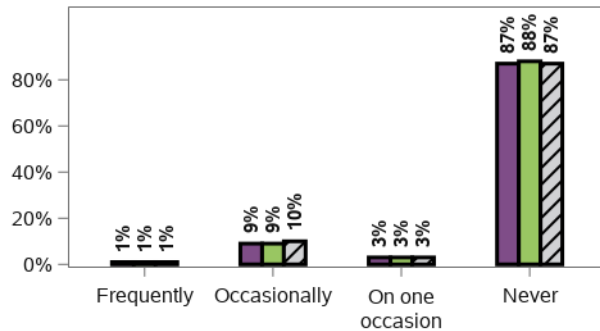


Baseline 1st review 2nd review

6435 responses, 14 missing at 1st review

6687 responses, 1 missing at 2nd review

My child spends time with friends without an adult present

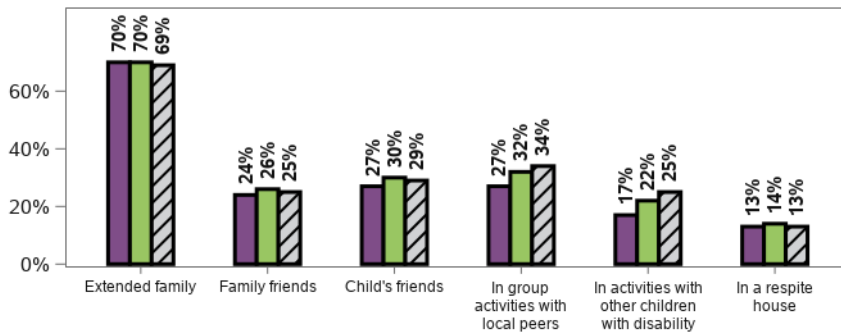


Baseline 1st review 2nd review

6354 responses, 95 missing at 1st review

6592 responses, 96 missing at 2nd review

When our child spends time away from us, he/she spends time with

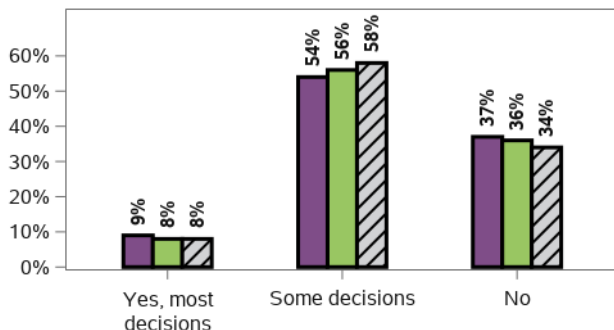


Baseline 1st review 2nd review

1220 responses, 0 missing at 1st review

1338 responses, 0 missing at 2nd review

My child has a genuine say in decisions about him/her



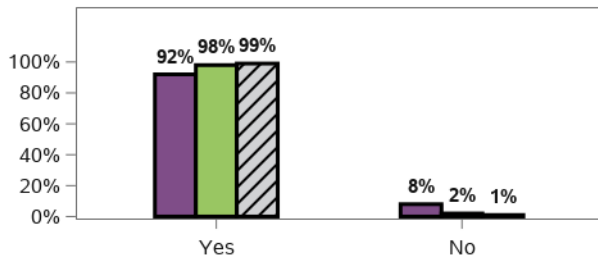
Baseline 1st review 2nd review

6351 responses, 98 missing at 1st review

6588 responses, 100 missing at 2nd review

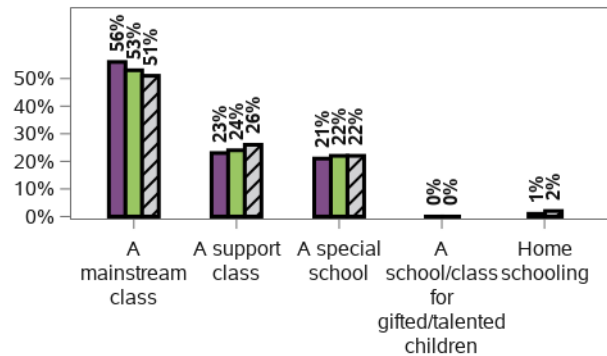
Appendix E.5.2 - Lifelong learning

My child attends school



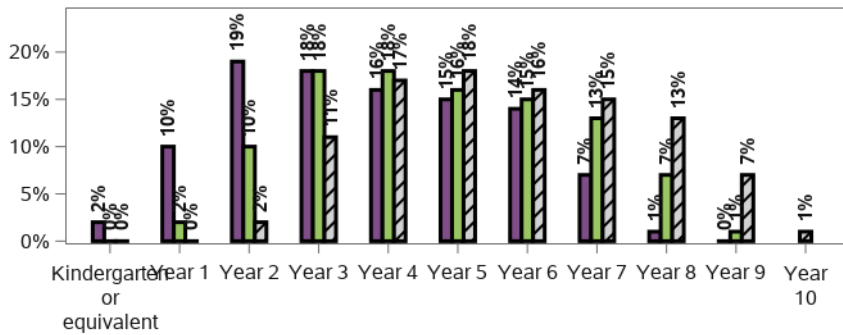
Baseline
 1st review
 2nd review
 6437 responses, 12 missing at 1st review
 6685 responses, 3 missing at 2nd review

My child is enrolled in



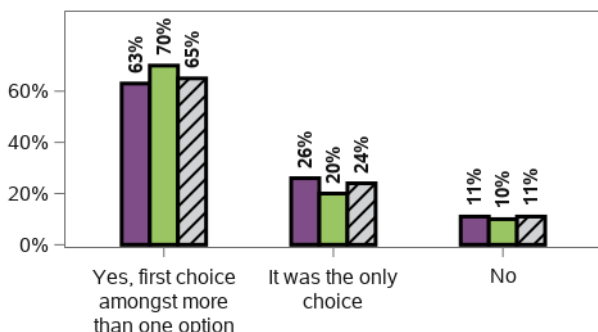
Baseline
 1st review
 2nd review
 5884 responses, 25 missing at 1st review
 6118 responses, 25 missing at 2nd review

My child's current (or most recently completed) school year is



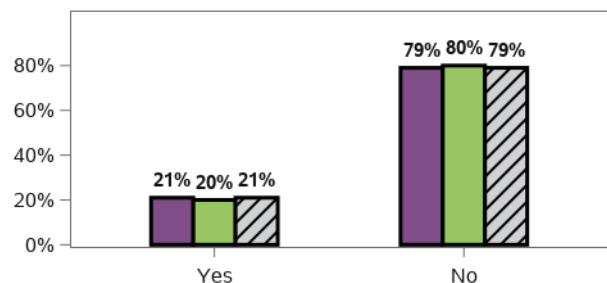
Baseline
 1st review
 2nd review
 5847 responses, 62 missing at 1st review
 6079 responses, 64 missing at 2nd review

My child's school is my school of first choice



Baseline
 1st review
 2nd review
 211 responses, 0 missing at 1st review
 219 responses, 0 missing at 2nd review

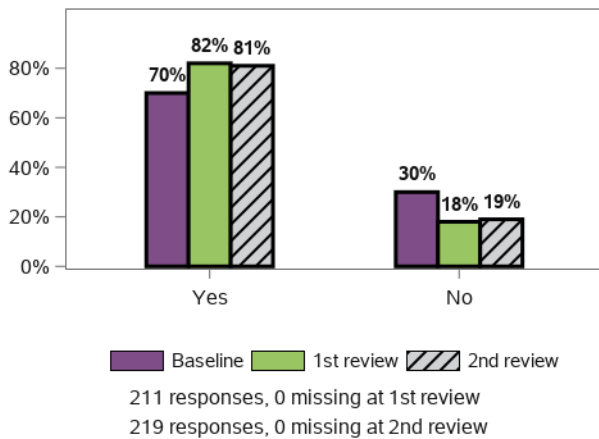
Have you had pressure to place your child in a particular class or school?



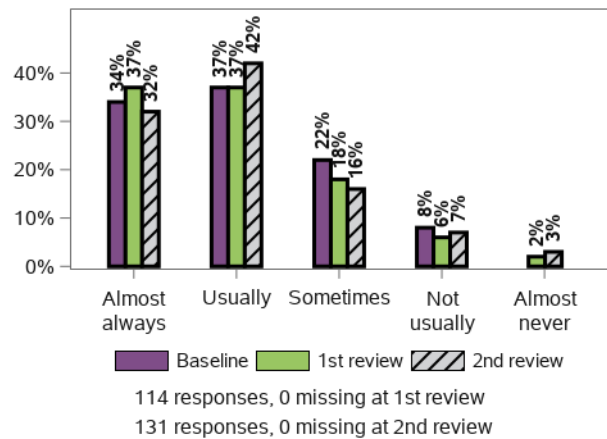
Baseline
 1st review
 2nd review
 211 responses, 0 missing at 1st review
 219 responses, 0 missing at 2nd review

Appendix E.5.2 - Lifelong learning (continued)

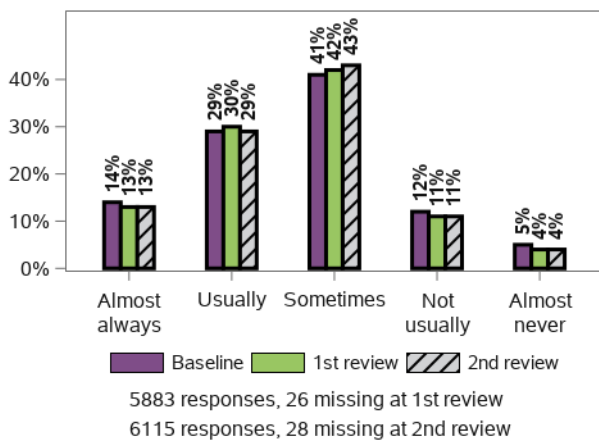
Do you know your child's goals at school?



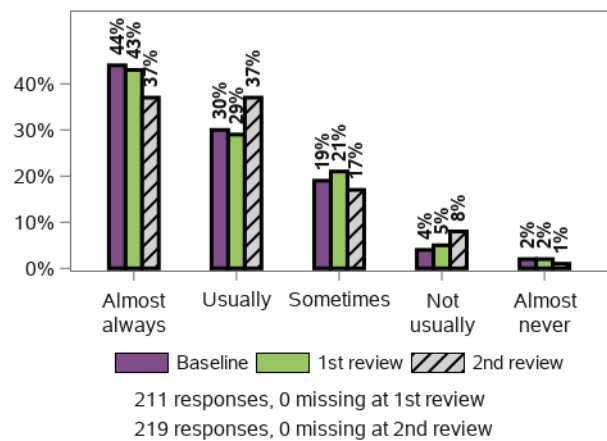
Do you think that your child's education is matched to those goals?



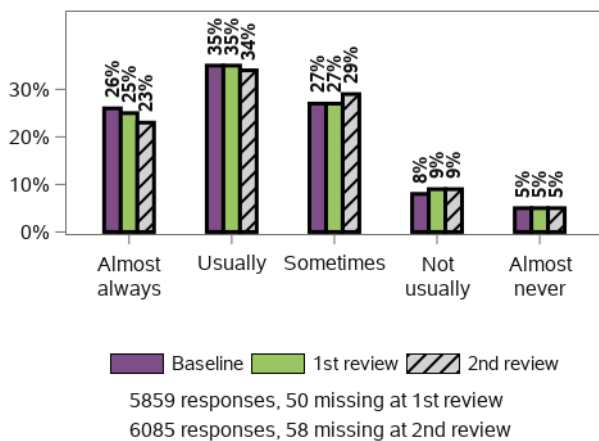
I think that my child is learning at school



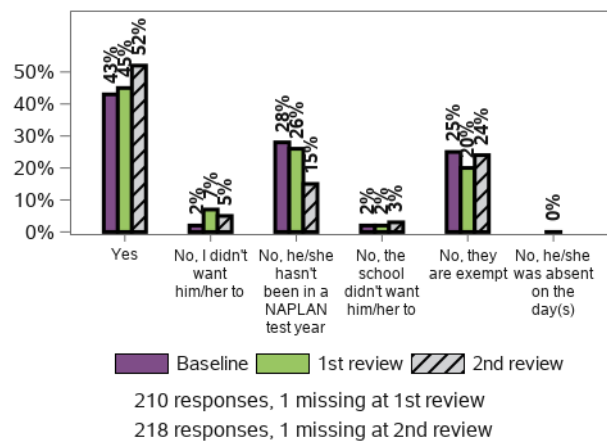
I think my child is genuinely included at school?



I think that my child is happy at school

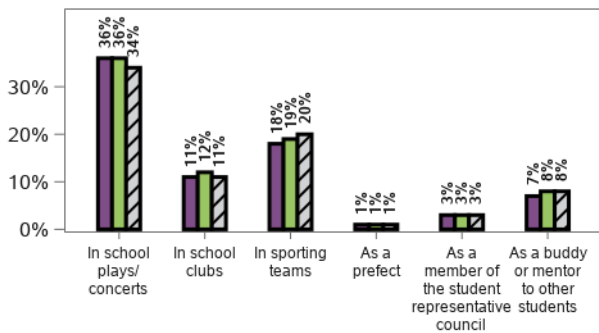


Has your child ever sat a NAPLAN test?



Appendix E.5.2 - Lifelong learning (continued)

Has your child been in these co-curricular activities at school?

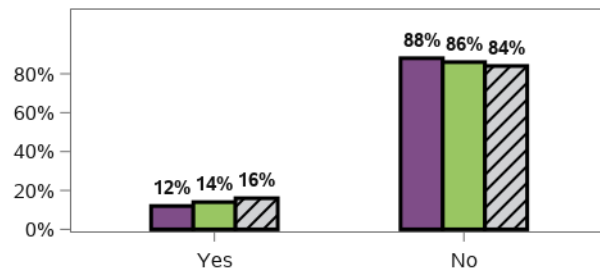


Baseline 1st review 2nd review

5909 responses, 0 missing at 1st review

6143 responses, 0 missing at 2nd review

Has your child ever been suspended from school?

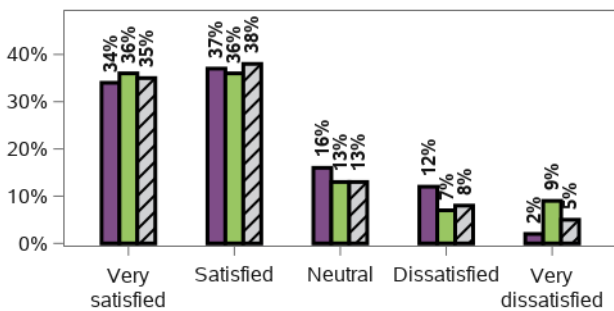


Baseline 1st review 2nd review

5906 responses, 3 missing at 1st review

6142 responses, 1 missing at 2nd review

I am satisfied that my child's school listens to me in relation to my child's education



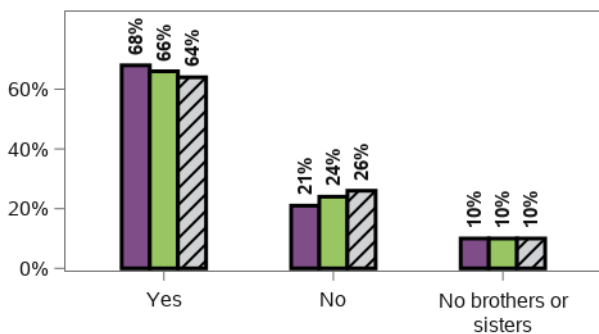
Baseline 1st review 2nd review

209 responses, 2 missing at 1st review

217 responses, 2 missing at 2nd review

Appendix E.5.3 - Relationships

My child gets along well with his/her brother (s)/sister(s)

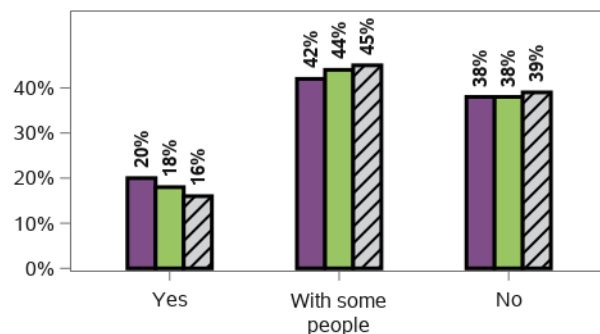


Baseline 1st review 2nd review

6363 responses, 86 missing at 1st review

6603 responses, 85 missing at 2nd review

My child can make friends with people outside the family



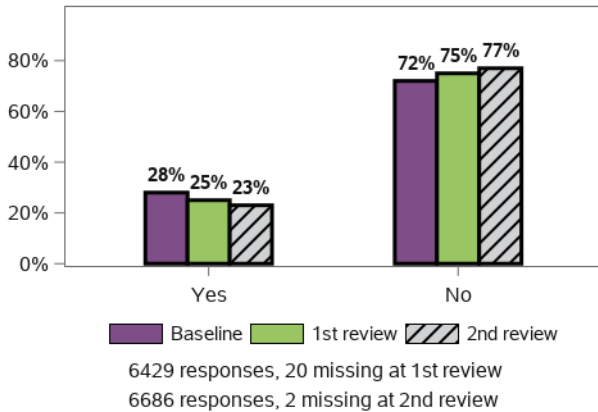
Baseline 1st review 2nd review

6369 responses, 80 missing at 1st review

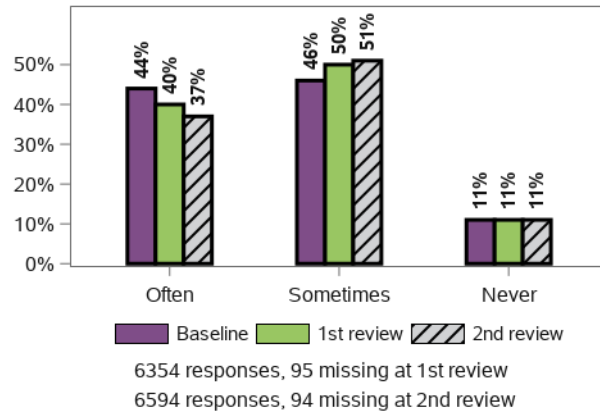
6607 responses, 81 missing at 2nd review

Appendix E.5.3 - Relationships (continued)

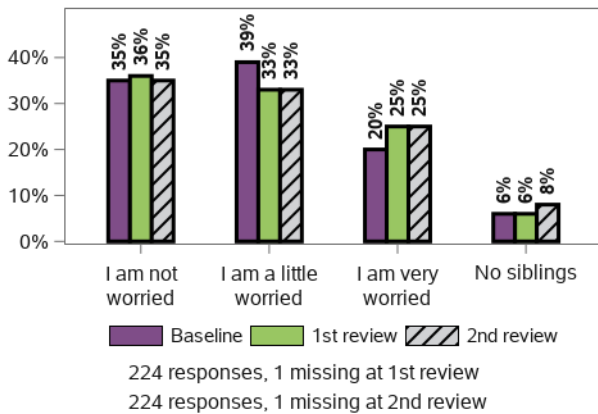
There is enough time each week for all members of my family to get their needs met



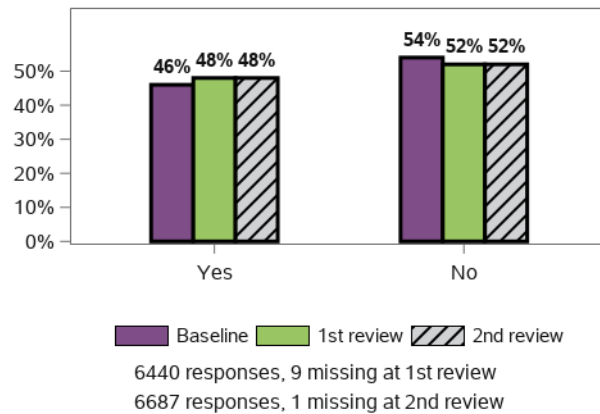
My child fits well into the everyday life of the family



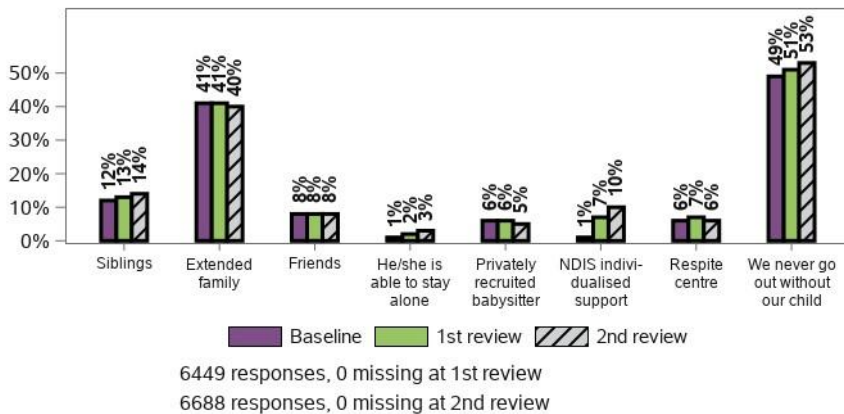
I am worried about the effect of having a sibling with disability on my other children now and in the future



Are you happy with that arrangement?

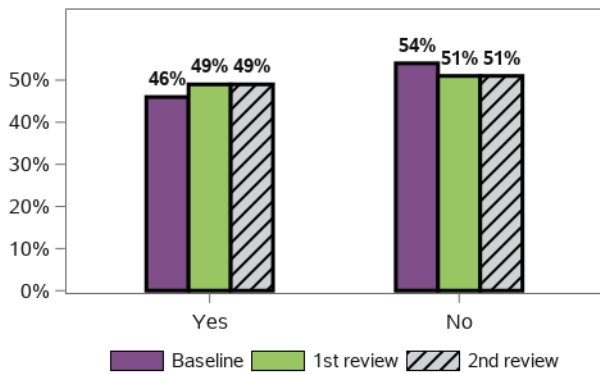


When you need to go out, which of the following options do you use to look after your child?



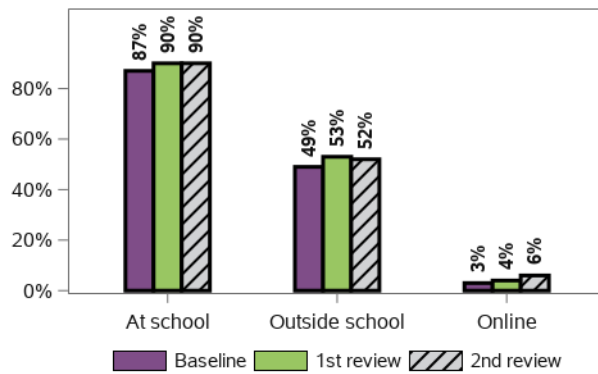
Appendix E.5.3 - Relationships (continued)

My child has friends that he/she enjoys spending time with



6437 responses, 12 missing at 1st review
6686 responses, 2 missing at 2nd review

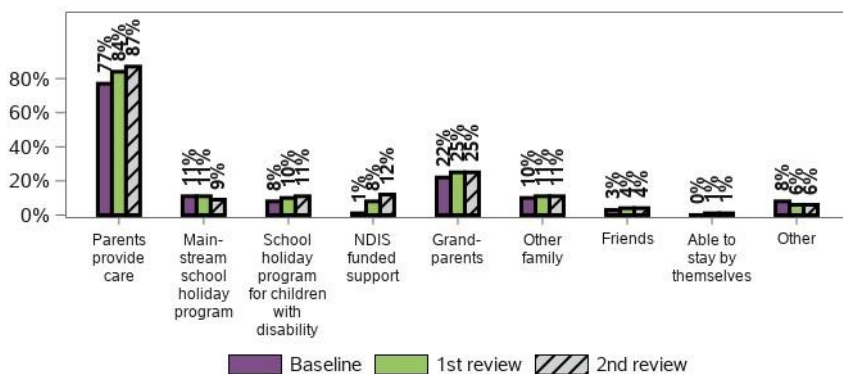
The friends are



2409 responses, 0 missing at 1st review
2549 responses, 0 missing at 2nd review

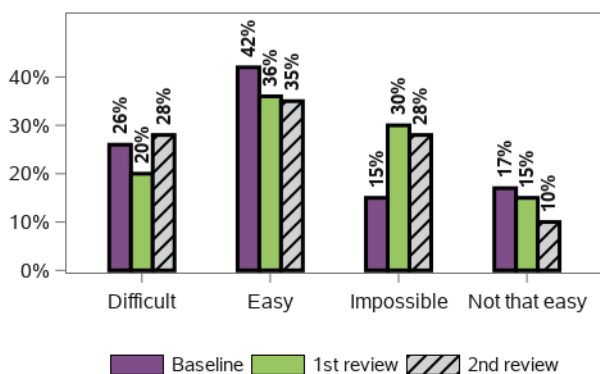
Appendix E.5.4 - Social, community and civic participation

During school holidays I use the following holiday care



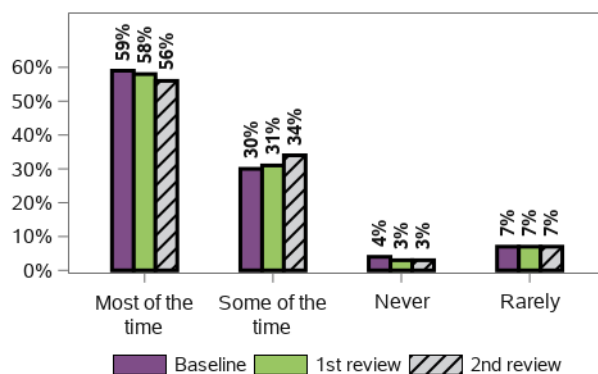
6449 responses, 0 missing at 1st review
6688 responses, 0 missing at 2nd review

Finding vacation care that welcomes my child is



101 responses, 110 missing at 1st review
105 responses, 114 missing at 2nd review

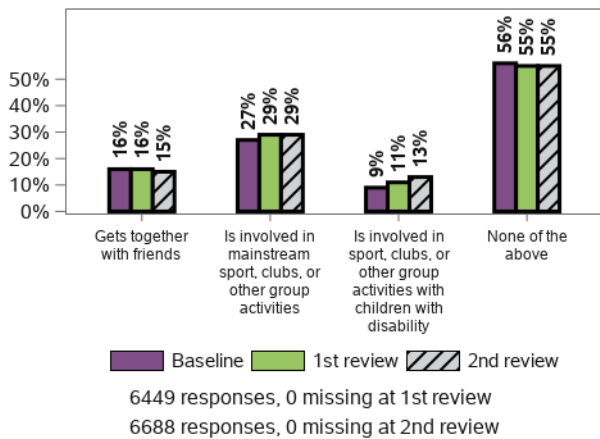
My child is happy with this choice/ these choices



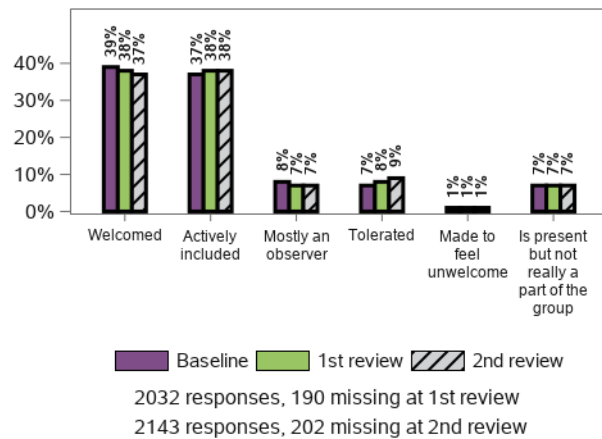
6204 responses, 245 missing at 1st review
6440 responses, 248 missing at 2nd review

Appendix E.5.4 - Social, community and civic participation (continued)

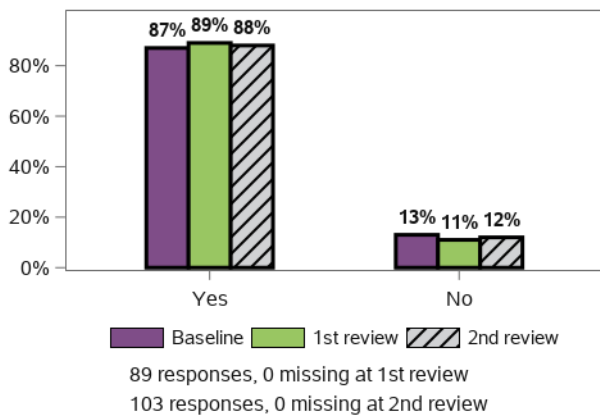
After school and on the weekend my child



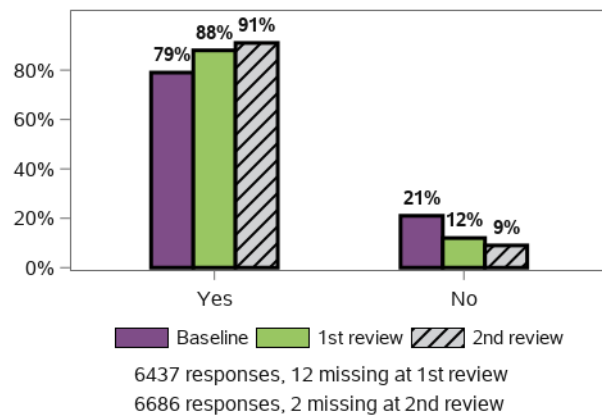
In these activities, I feel my child is:



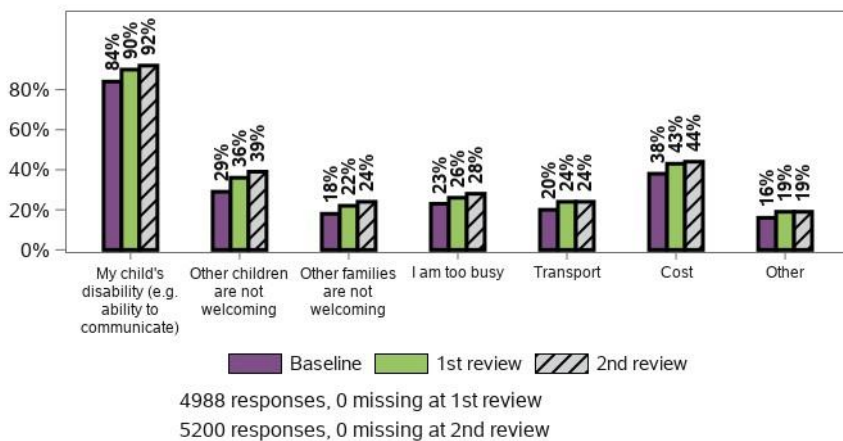
In these activities I think that people ask my child to do tasks appropriate to his/her skills



I would like my child to have more opportunity to be involved in activities with other children



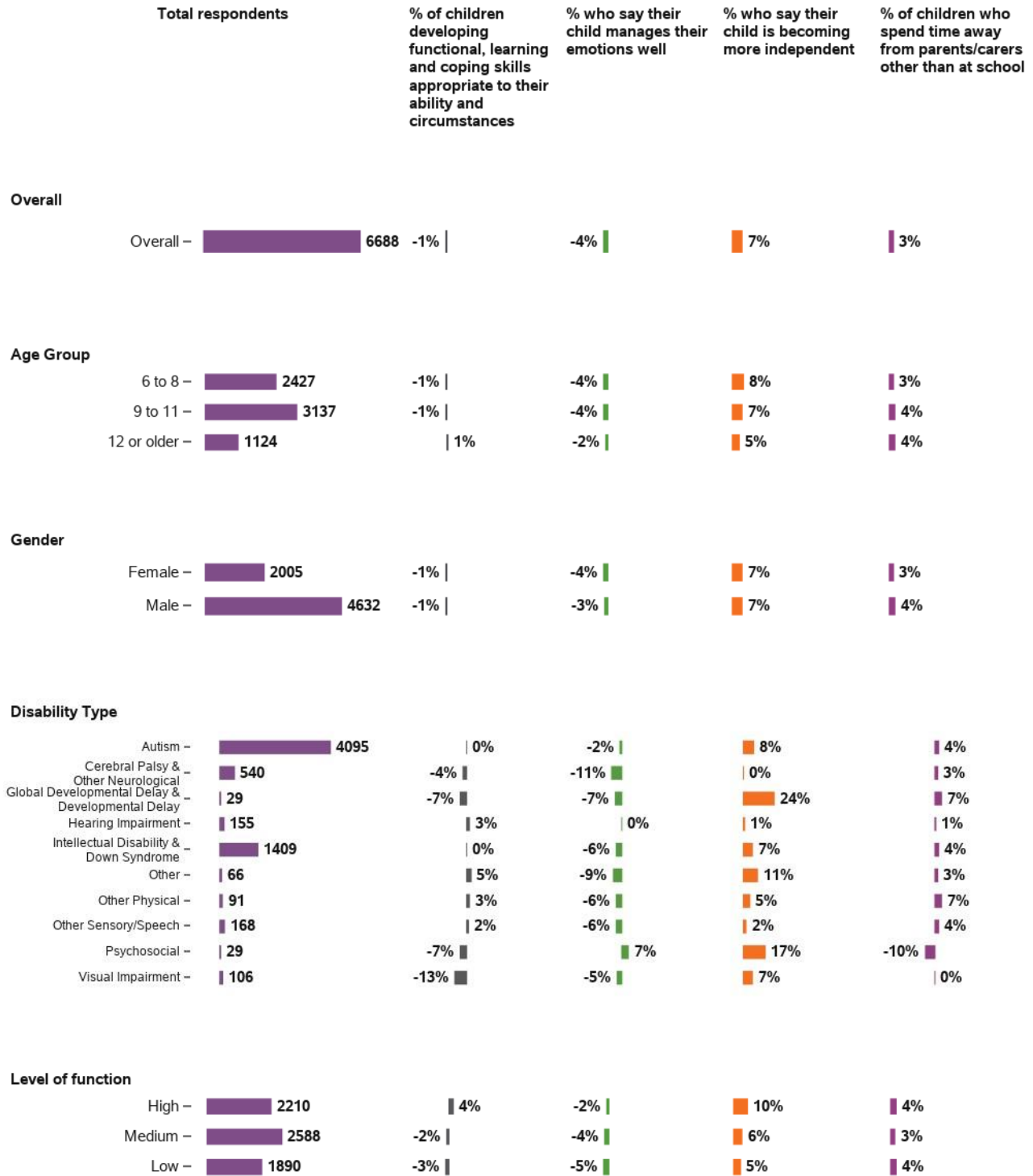
The barriers to my child being more involved with other children are



Appendix E.6 - Longitudinal change in indicators from baseline to 2nd review for SF and LF - participant characteristics

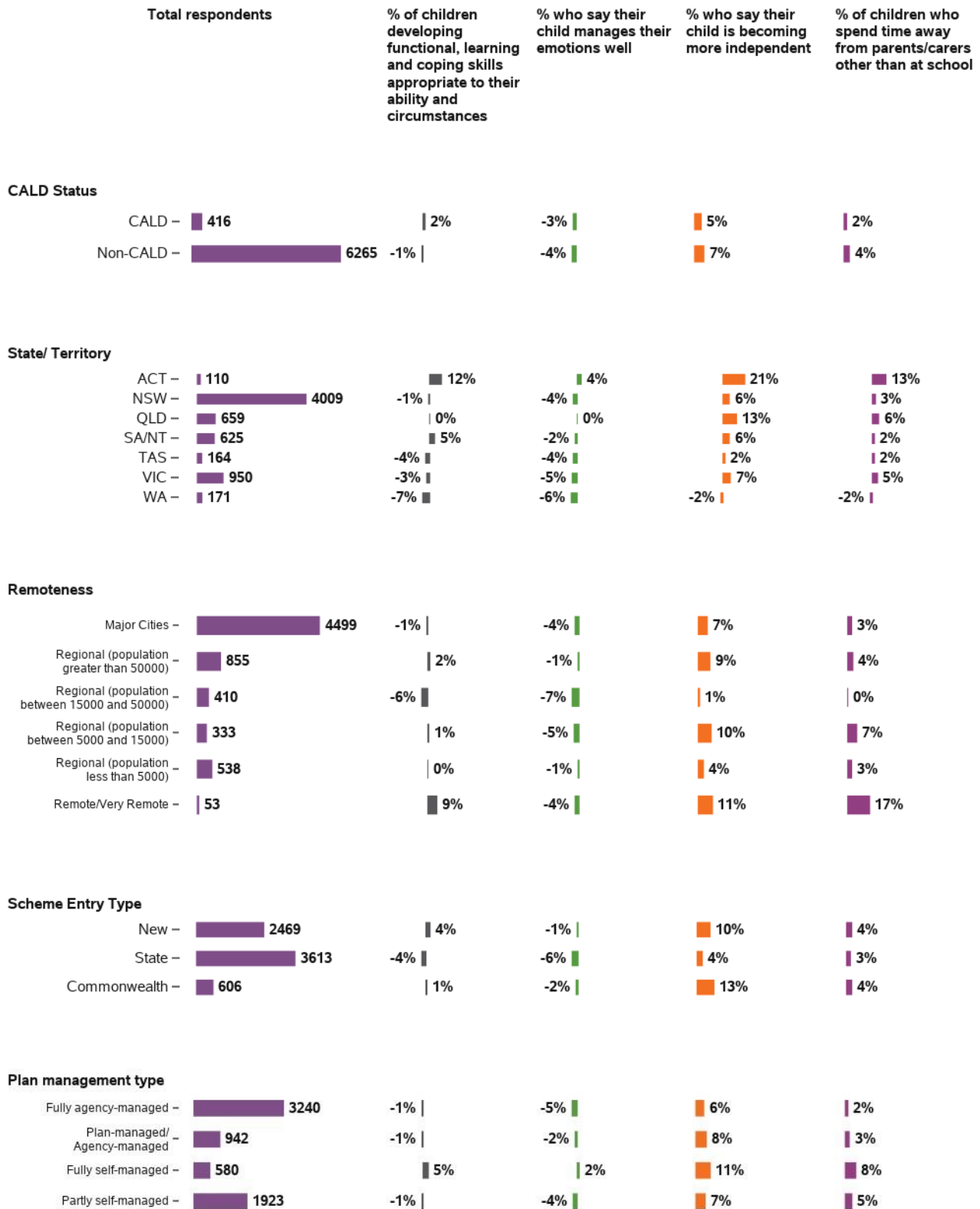
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics



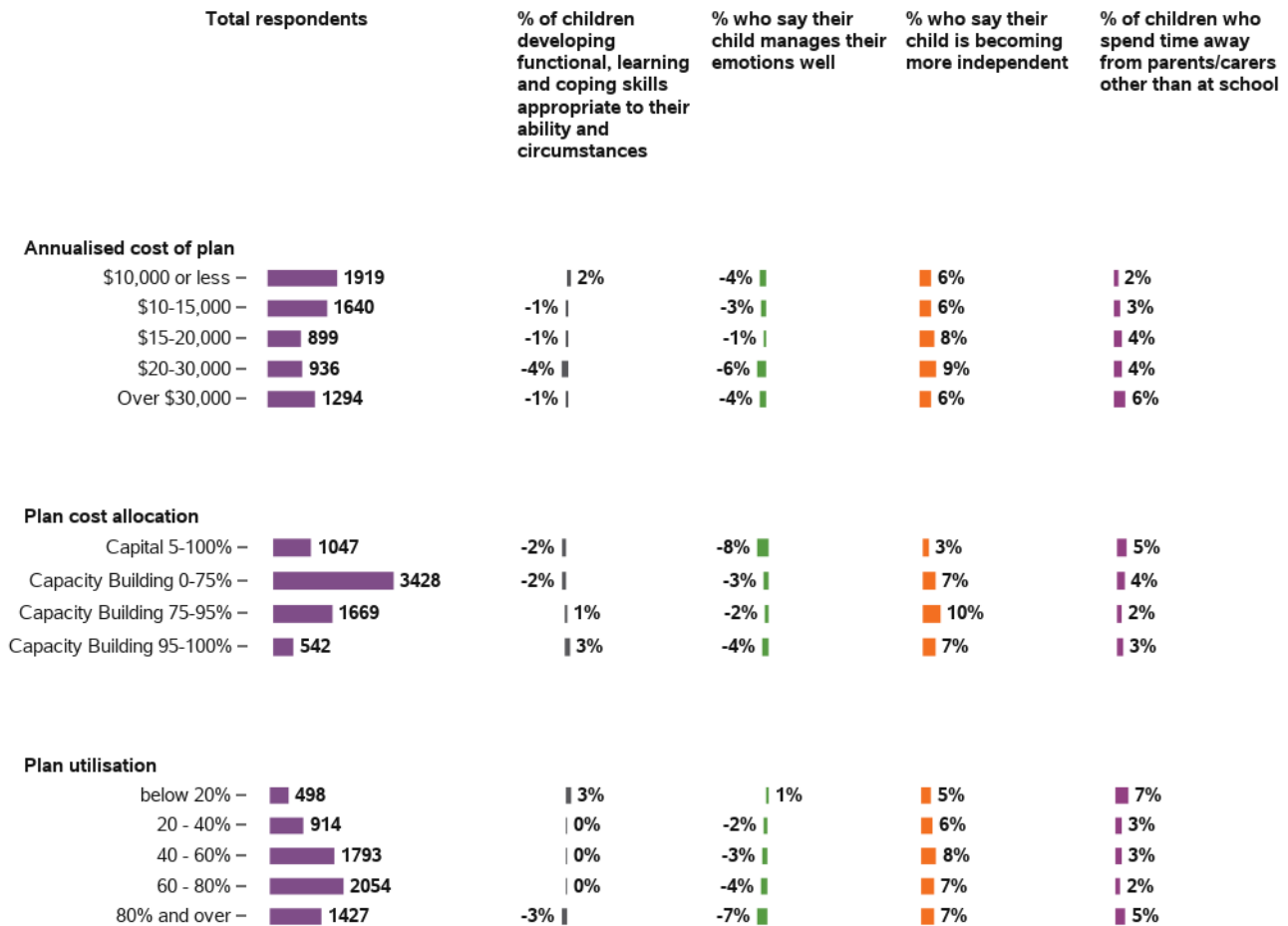
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



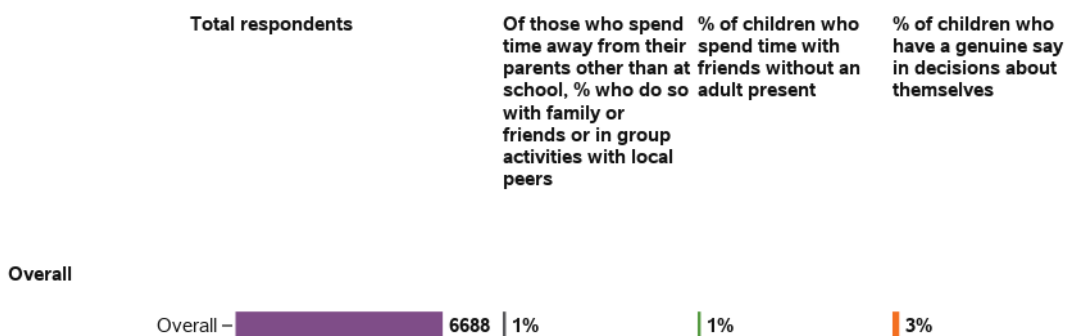
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



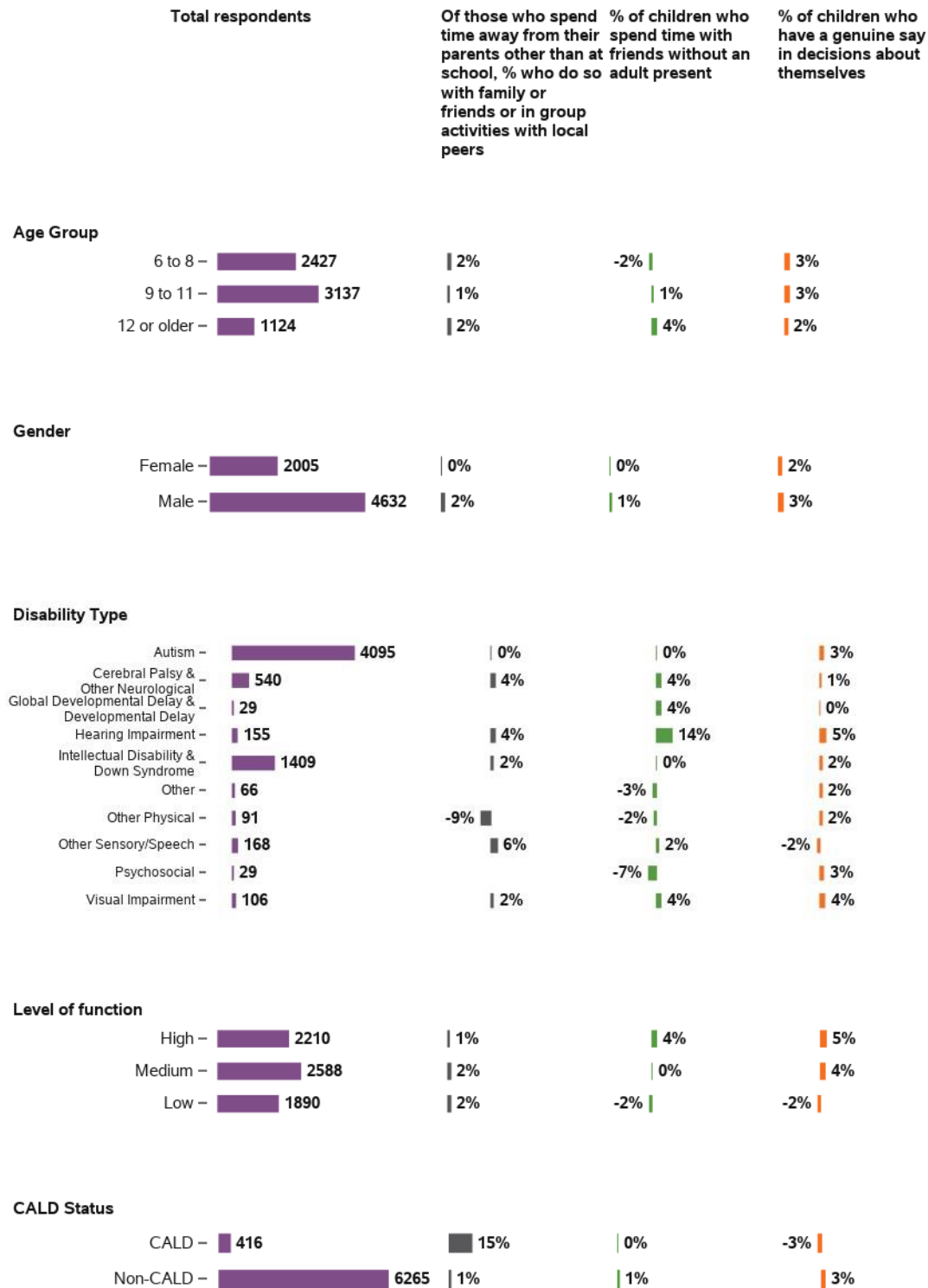
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



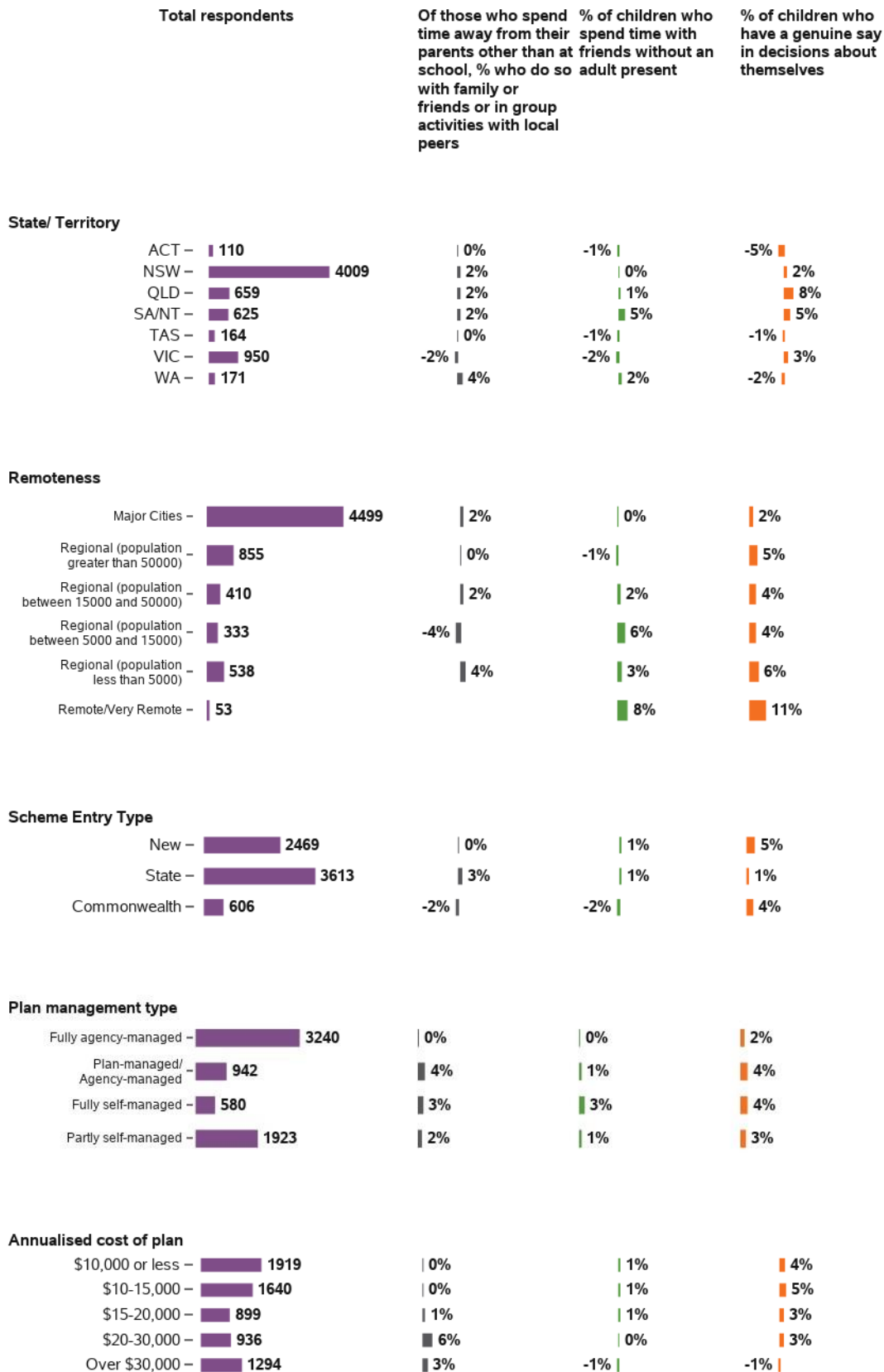
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



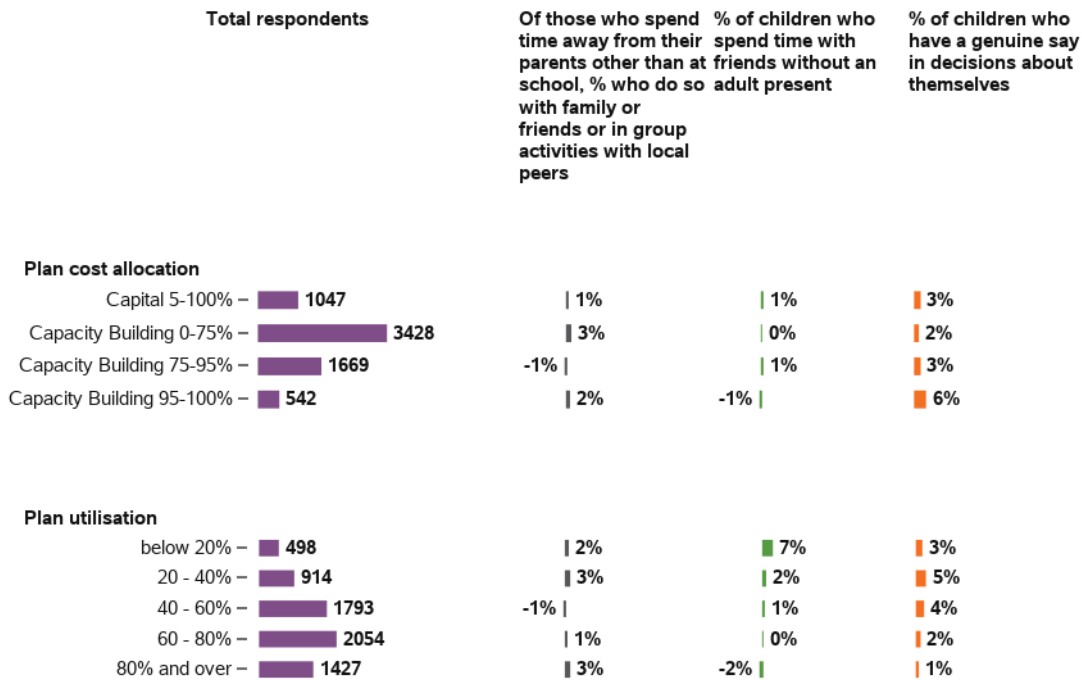
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



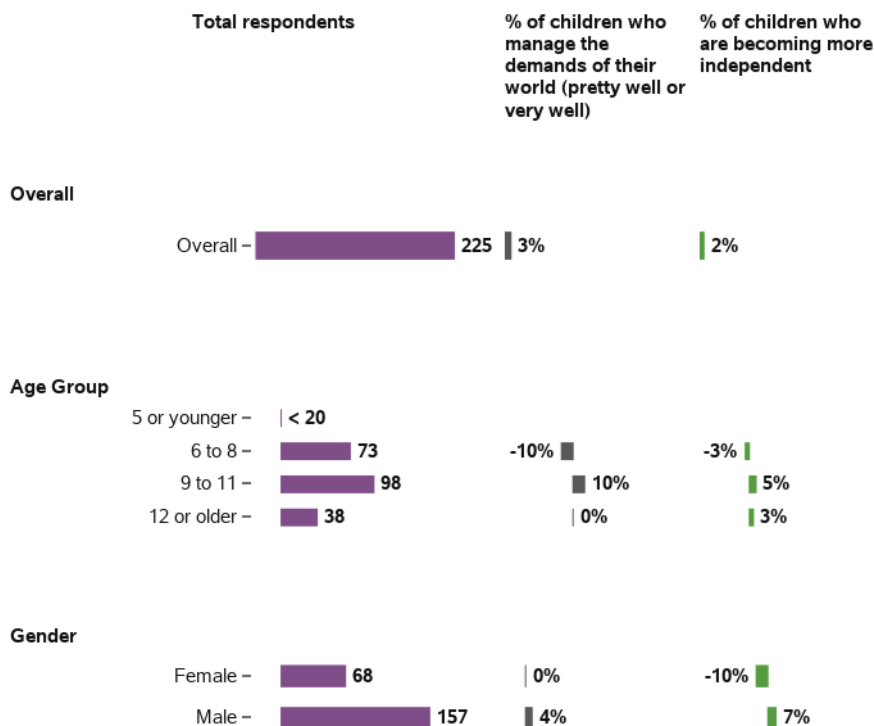
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



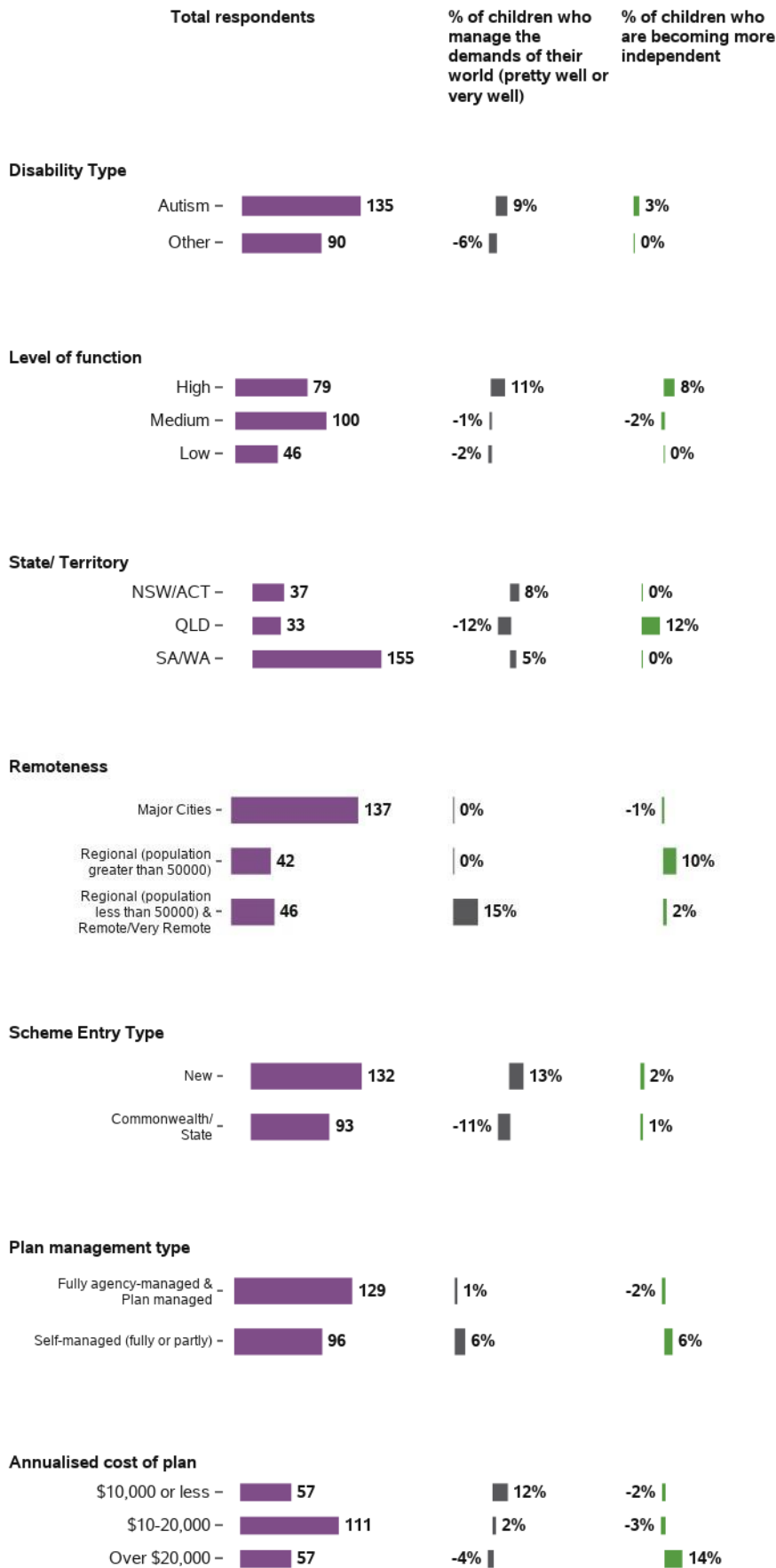
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics



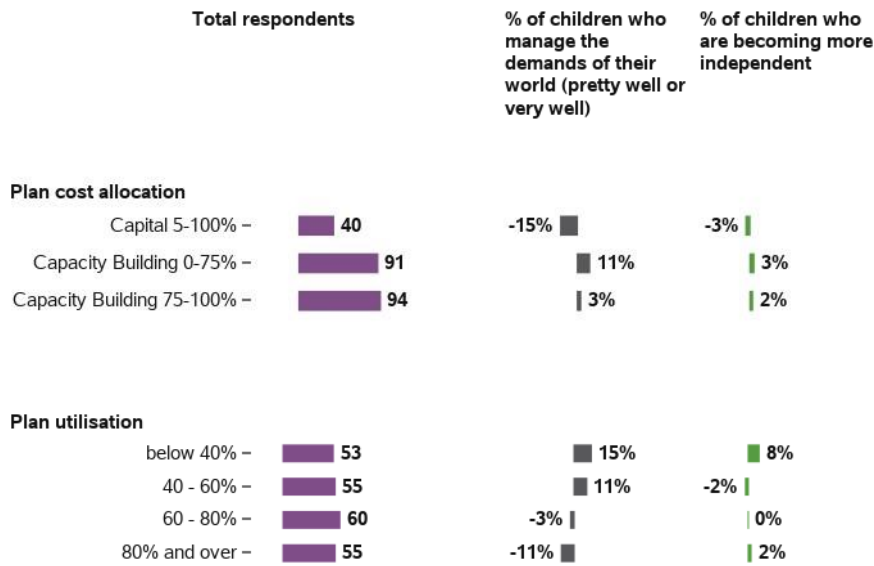
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



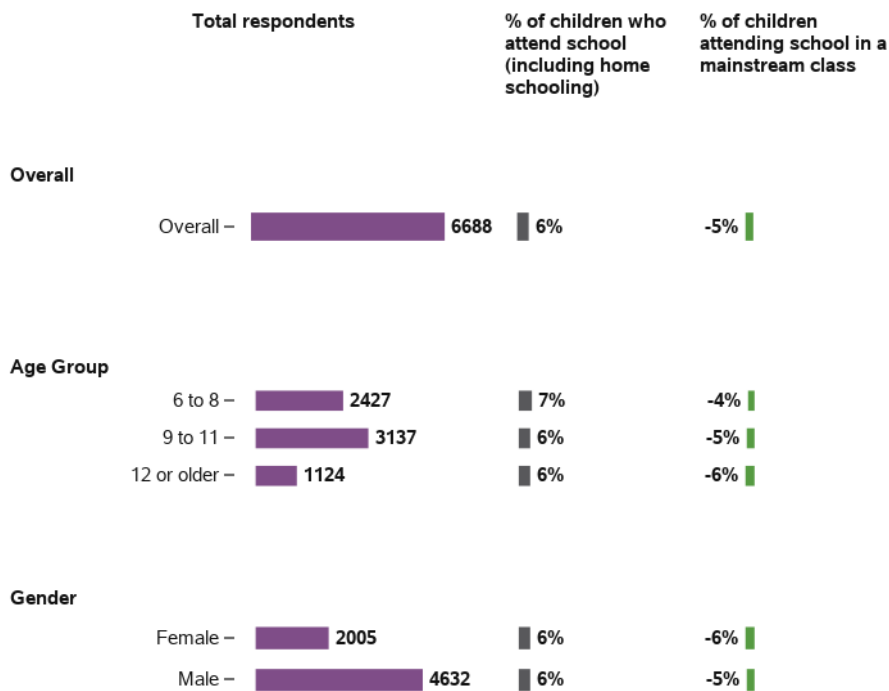
Appendix E.6.1 - Daily living

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



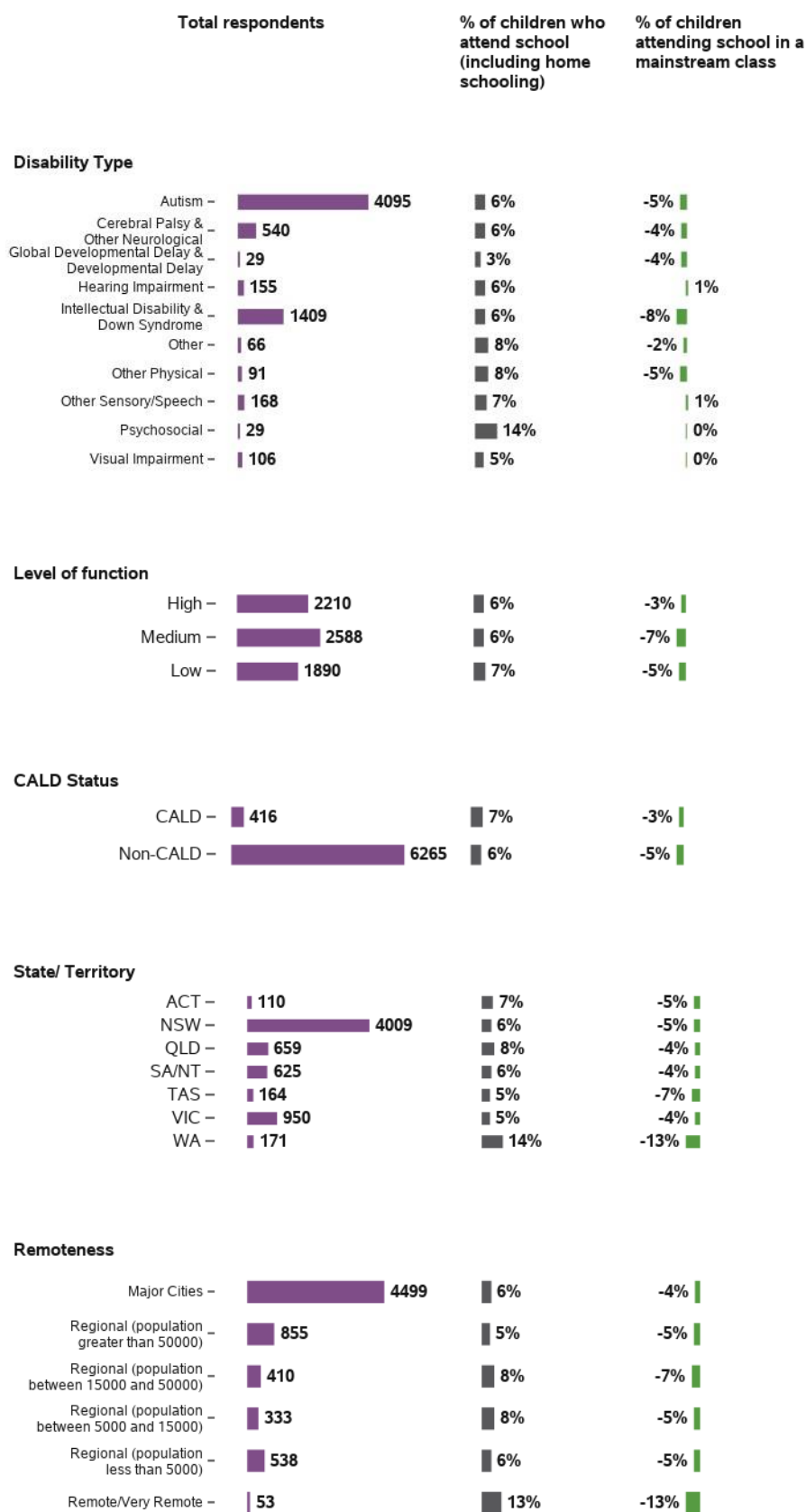
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics



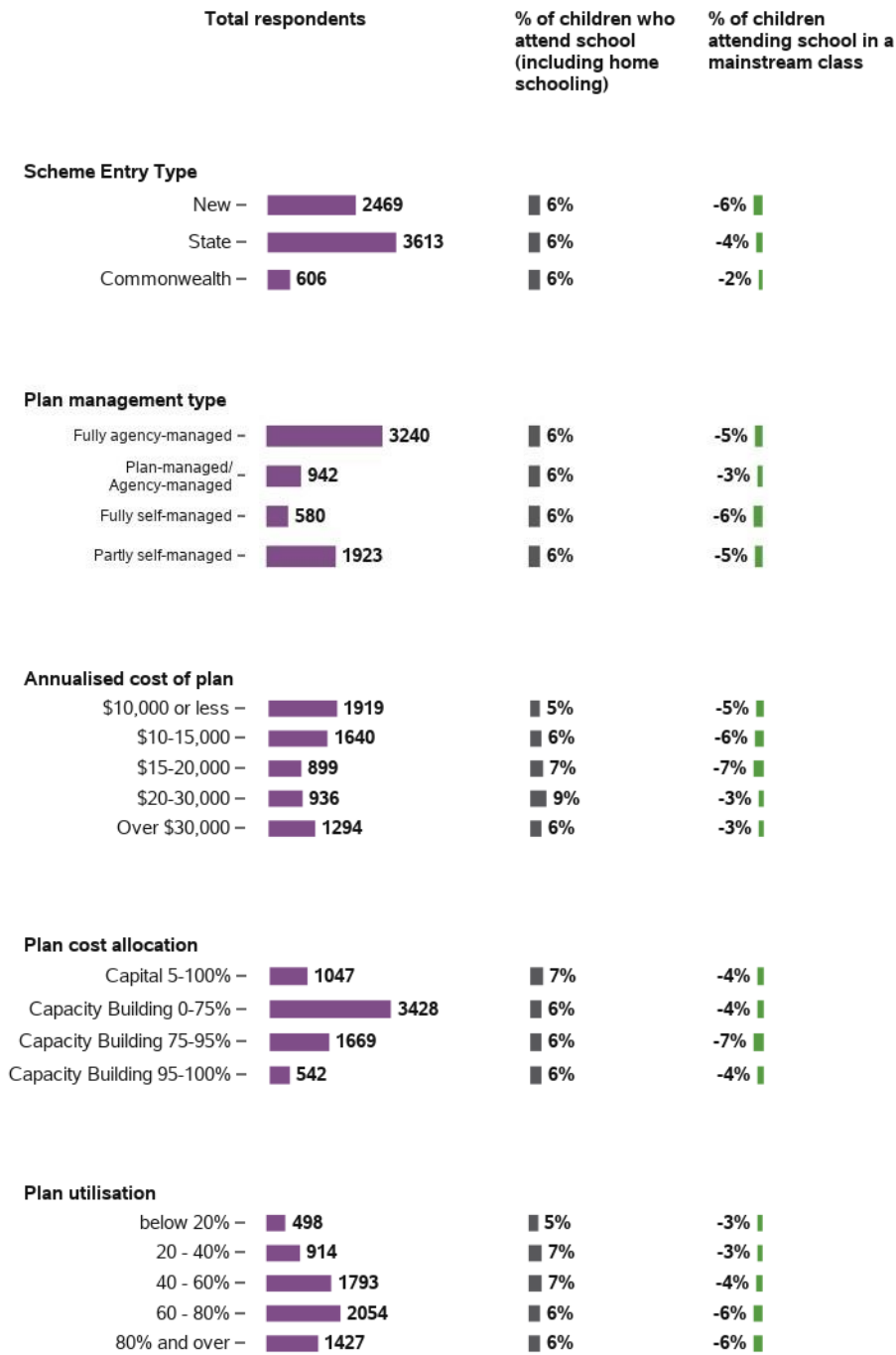
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



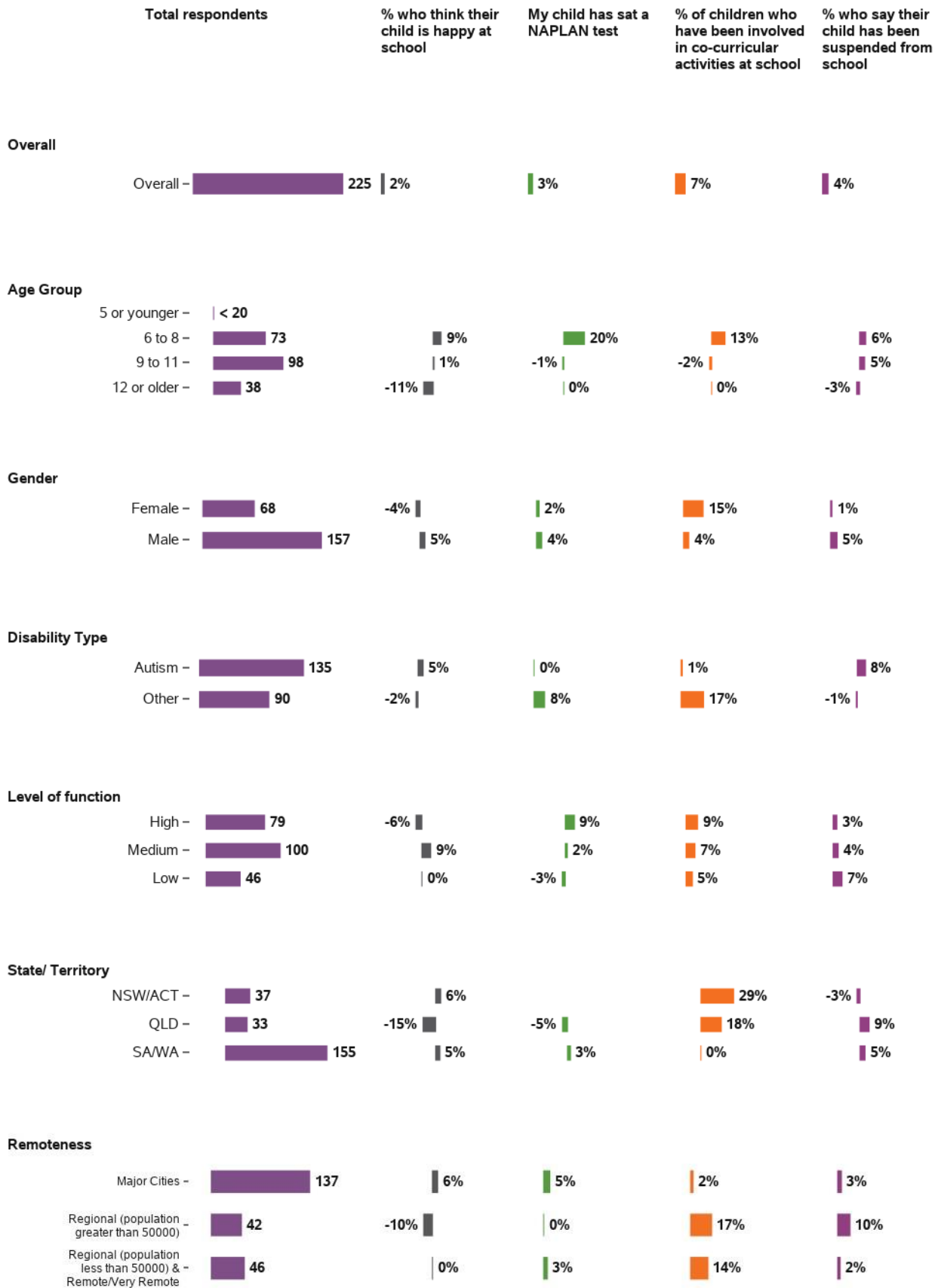
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



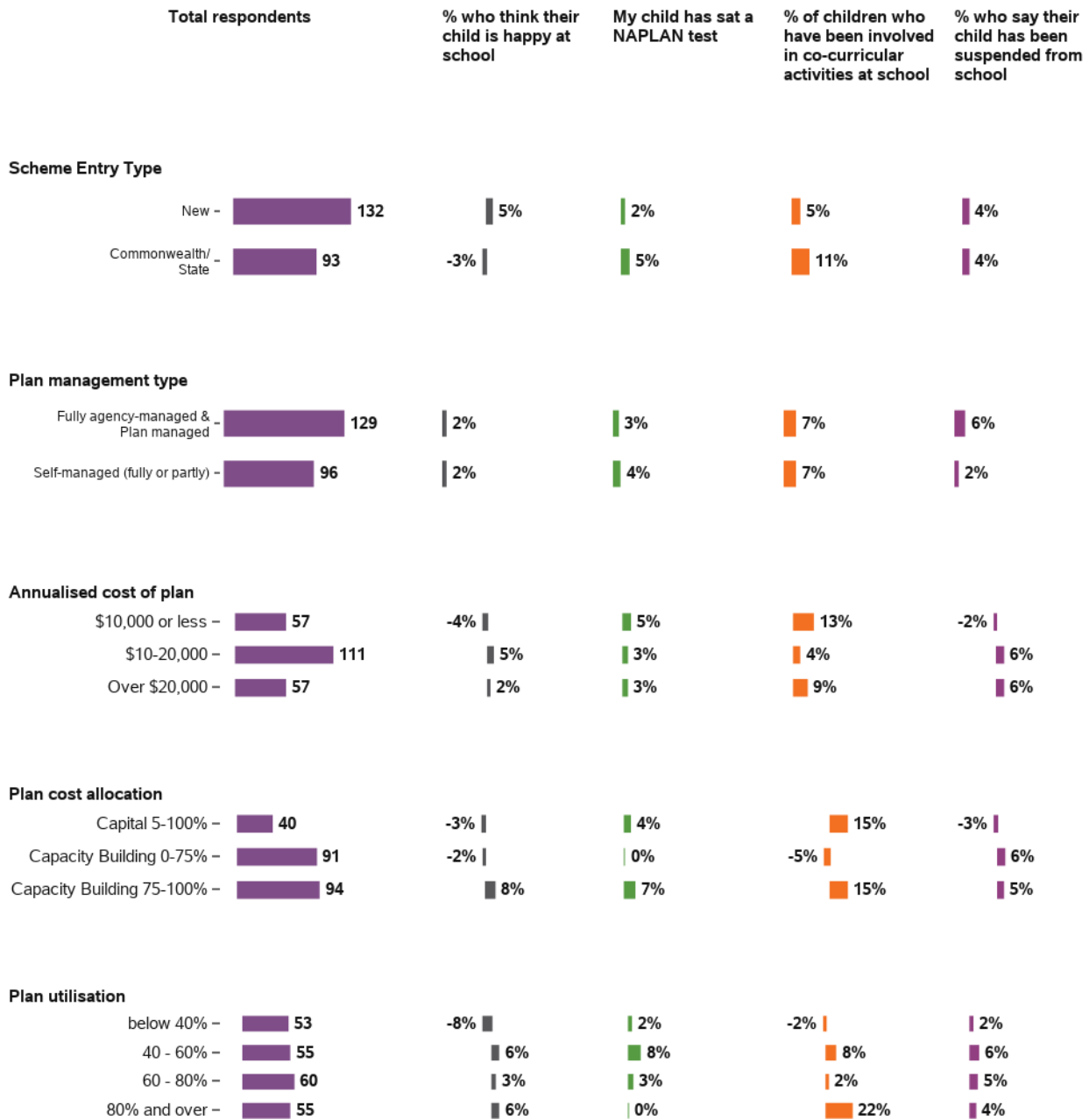
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics



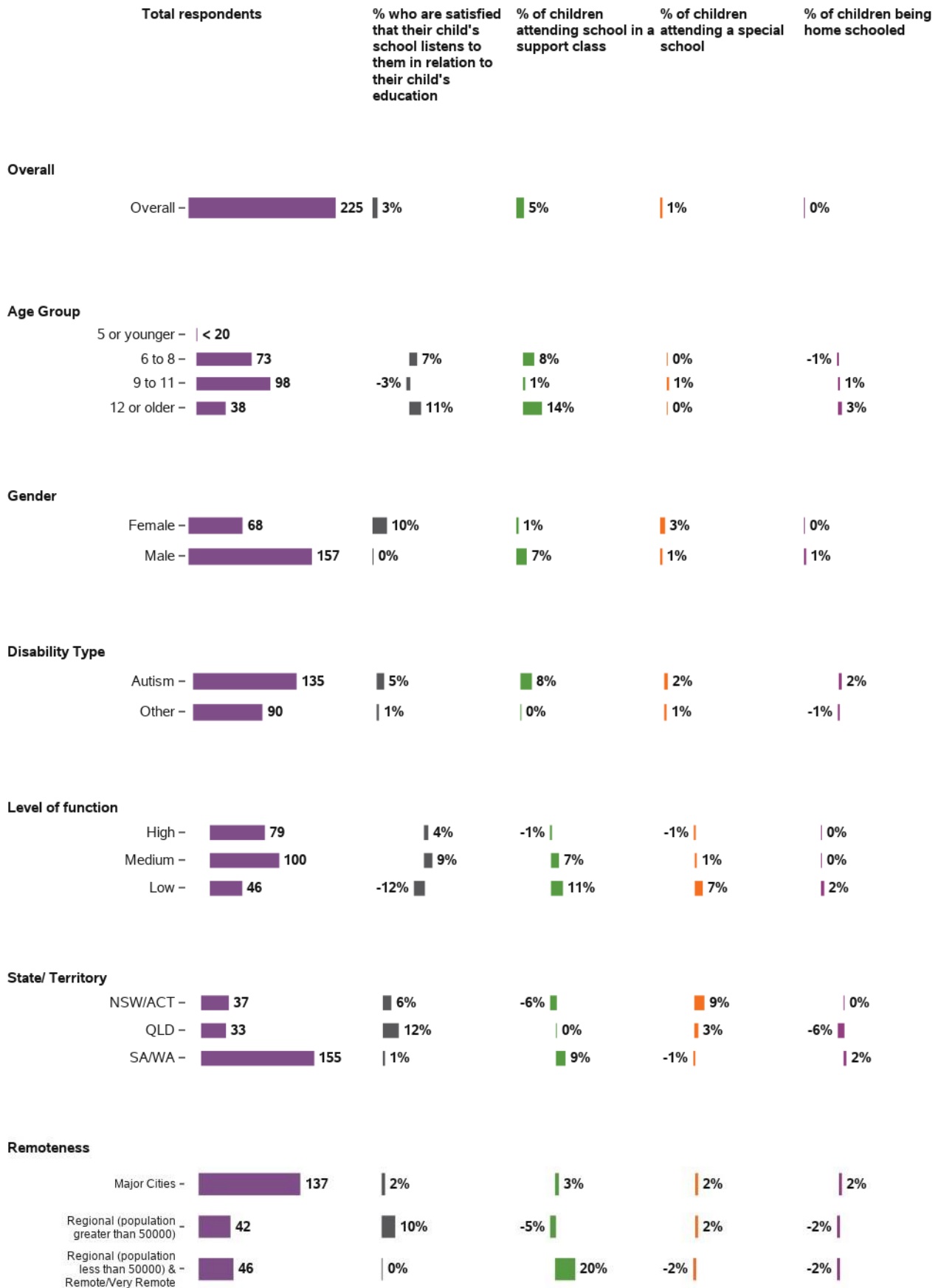
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



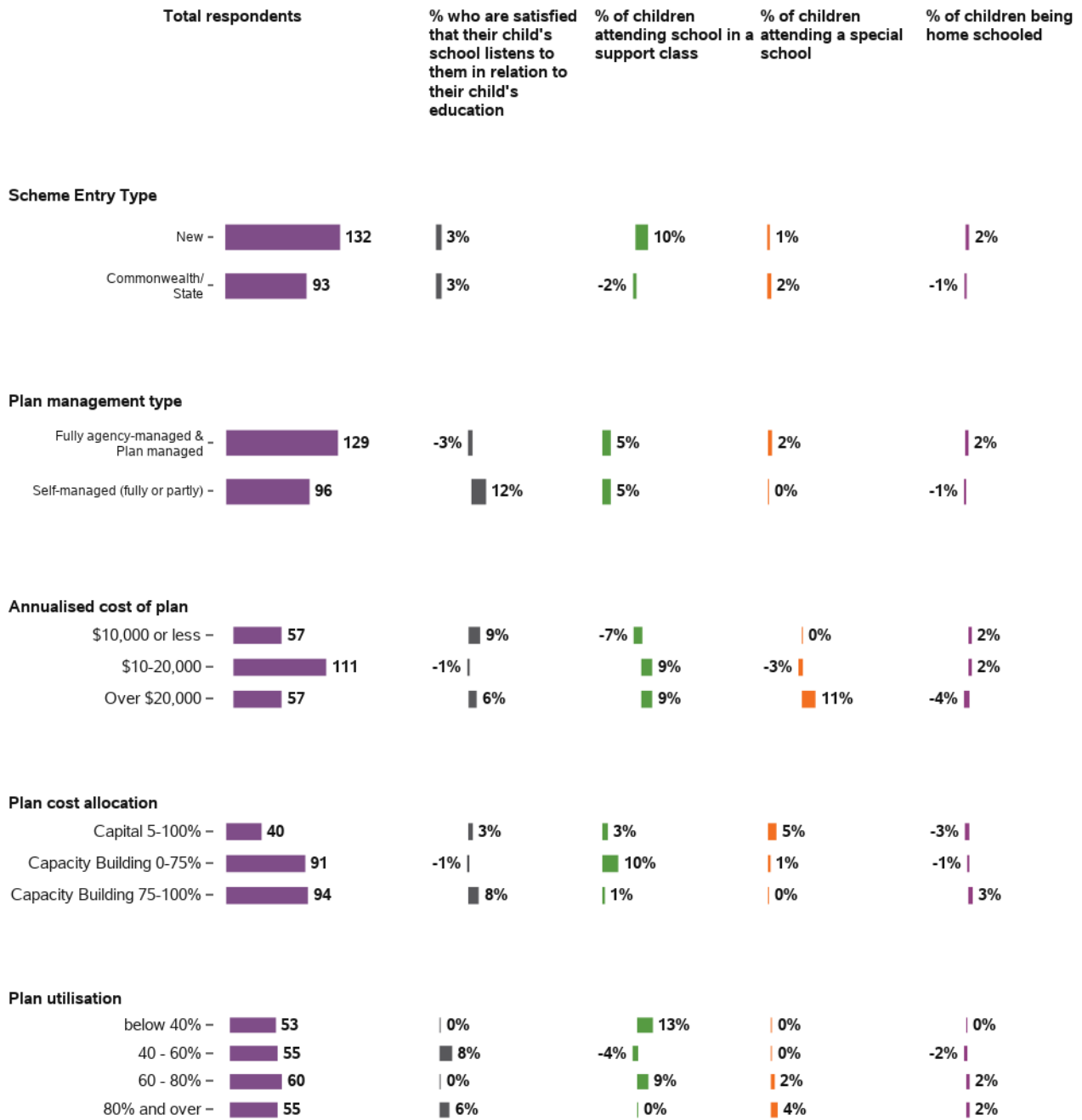
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



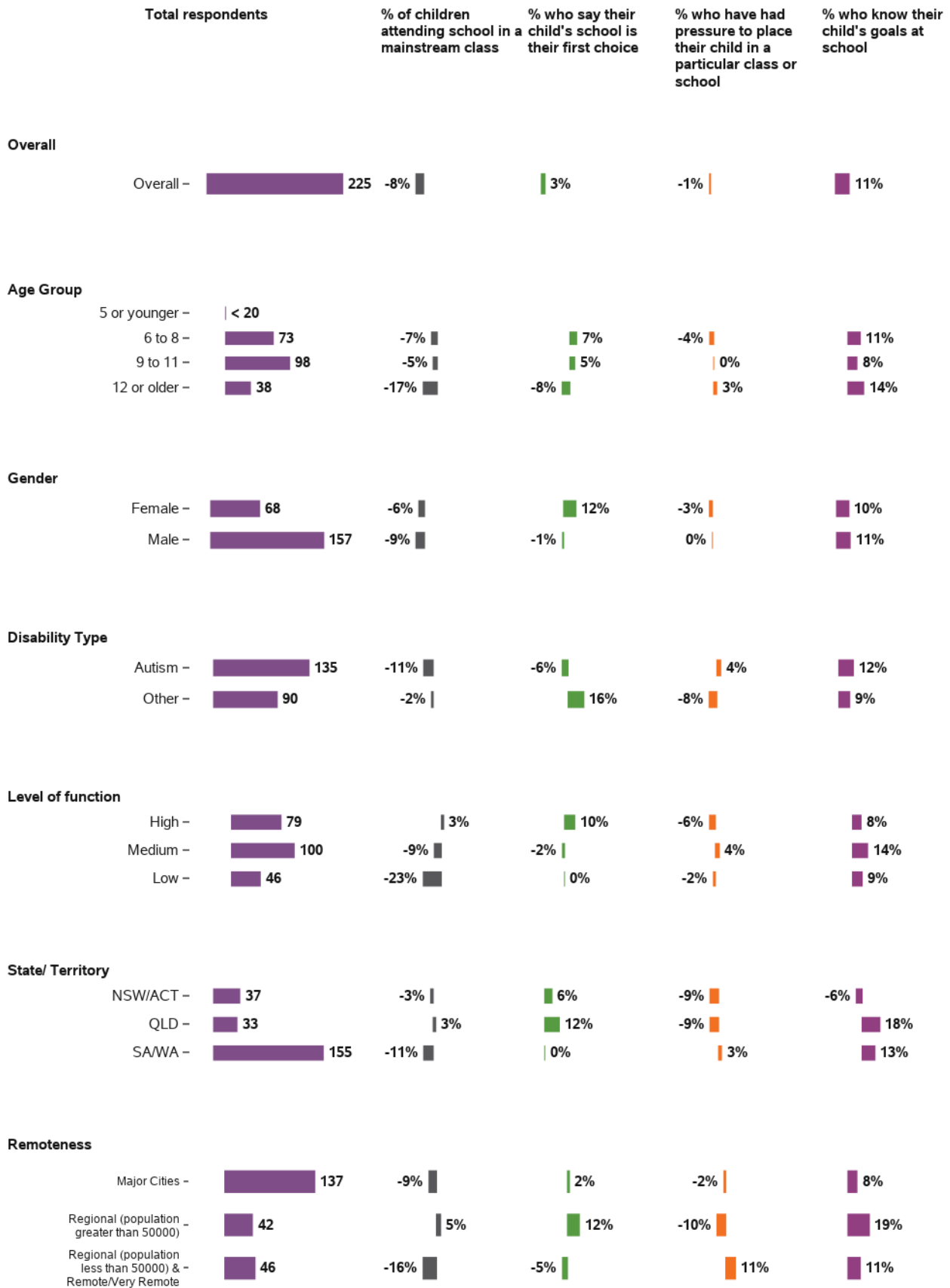
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



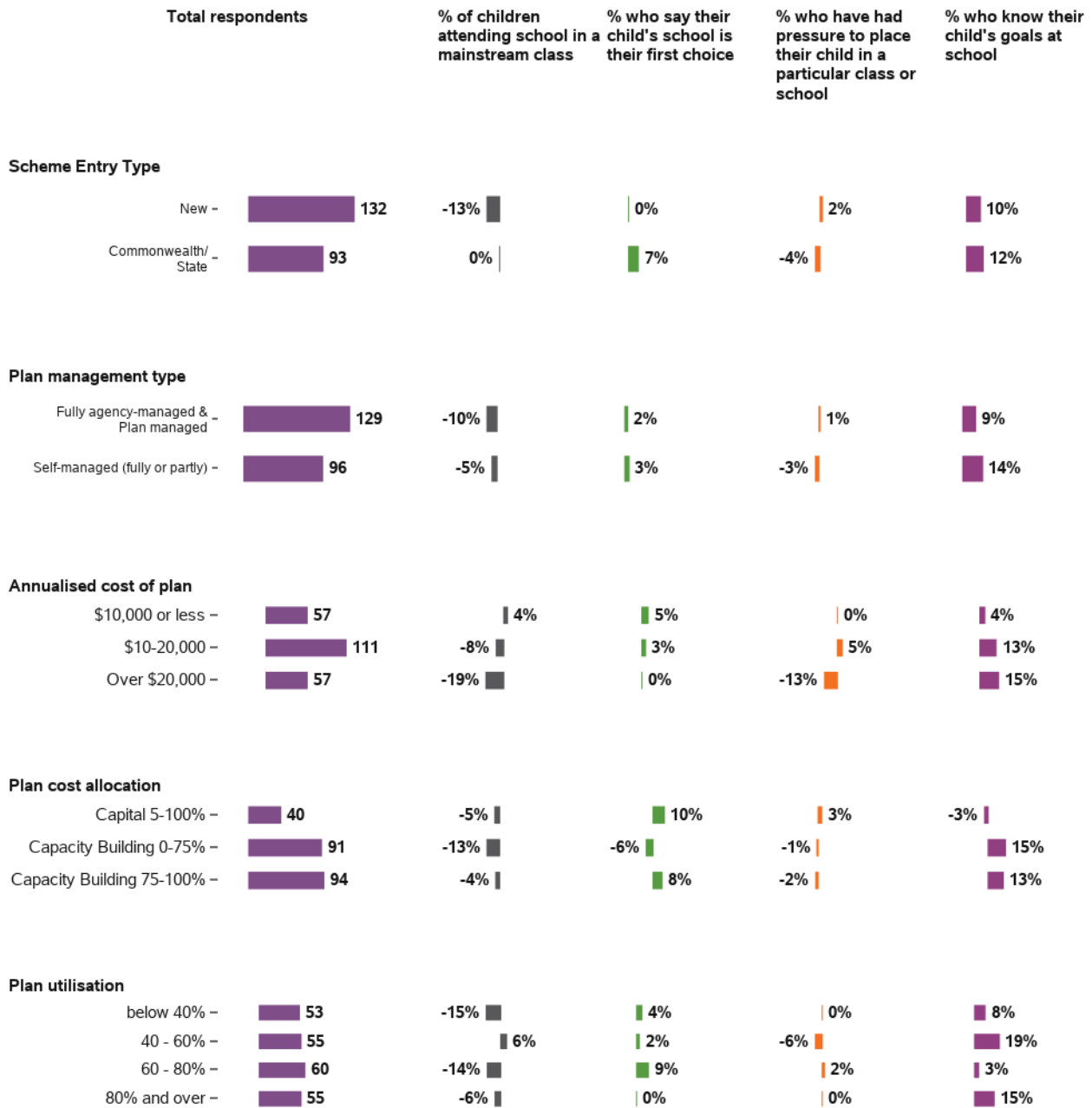
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



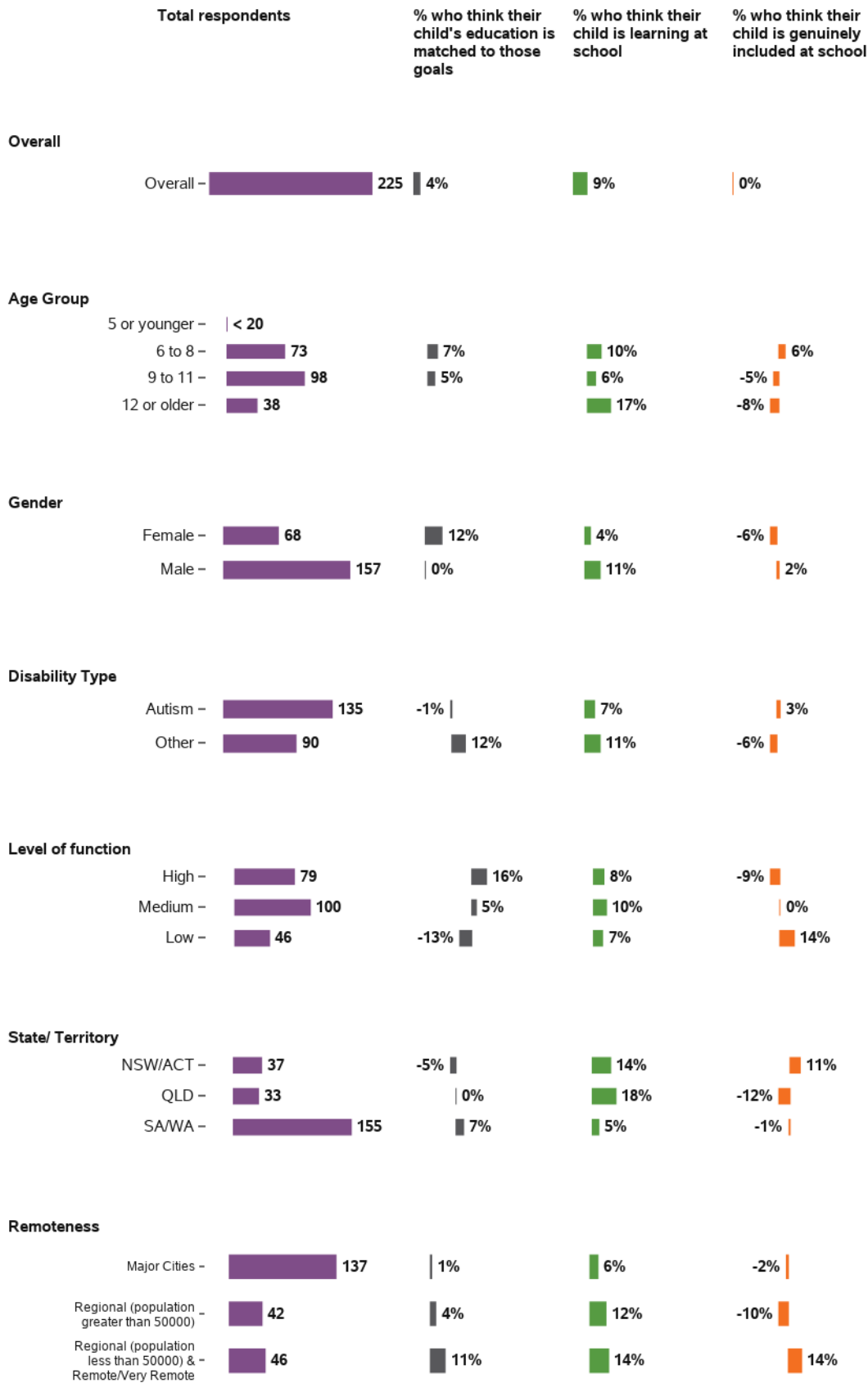
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



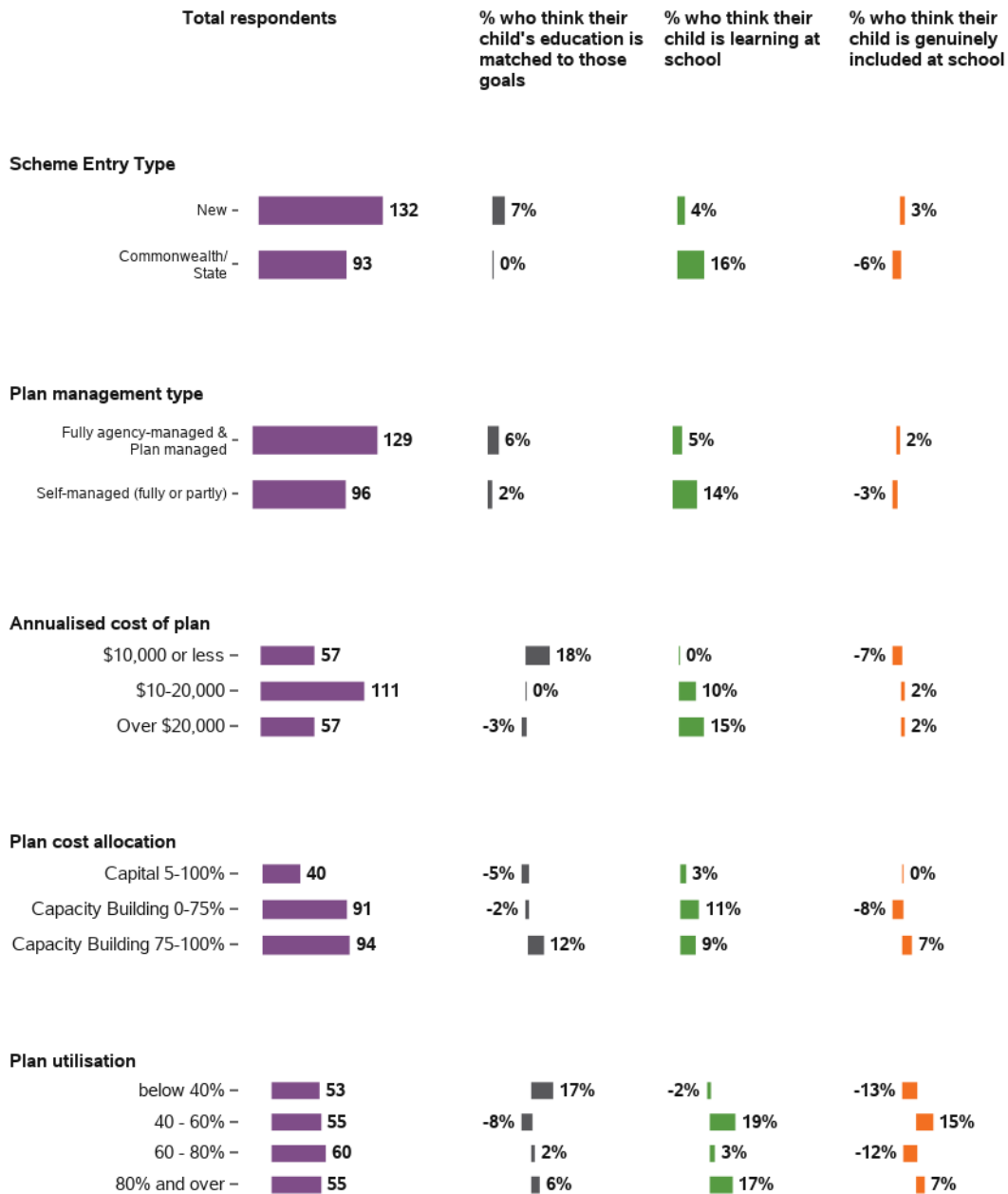
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



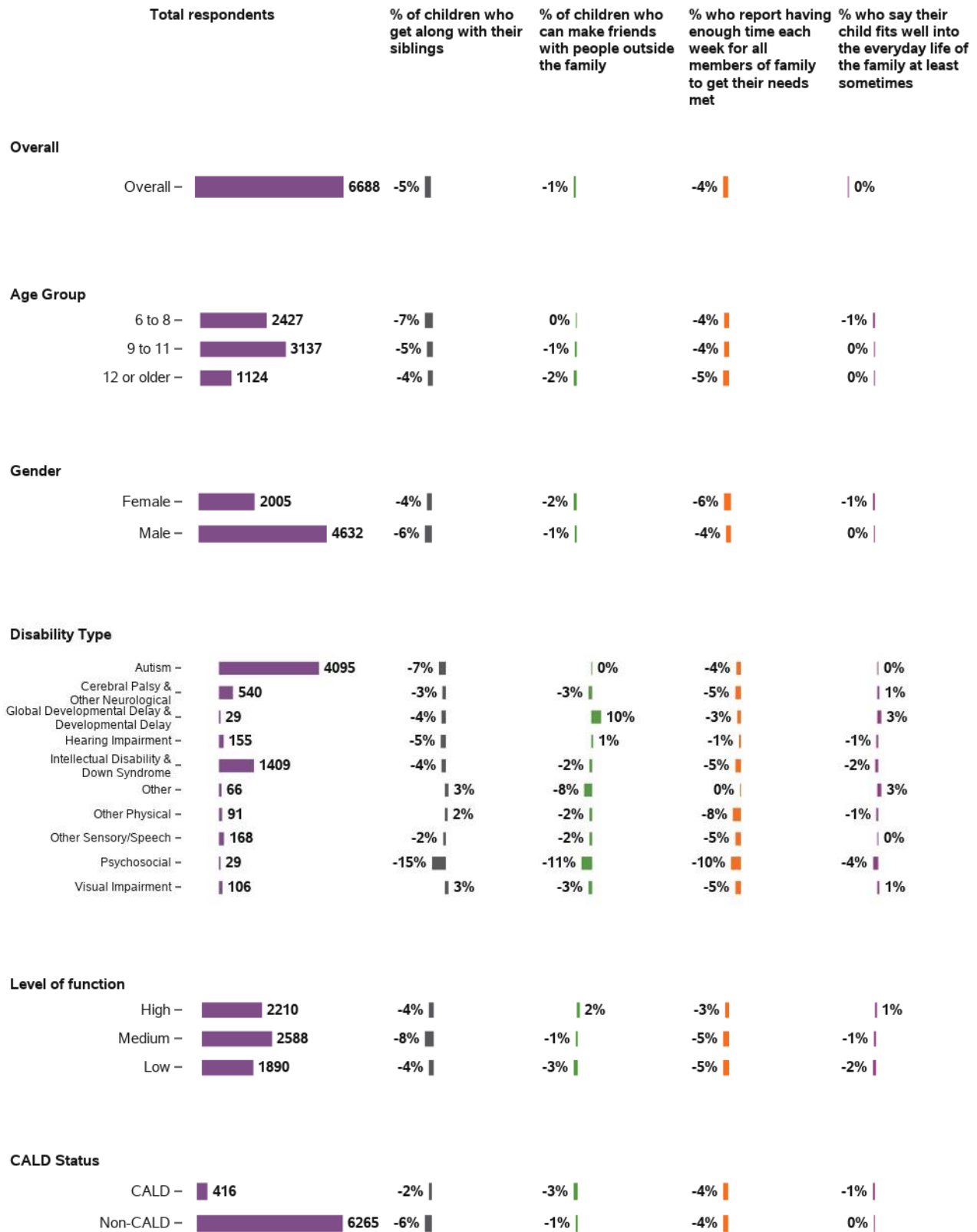
Appendix E.6.2 - Lifelong learning

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



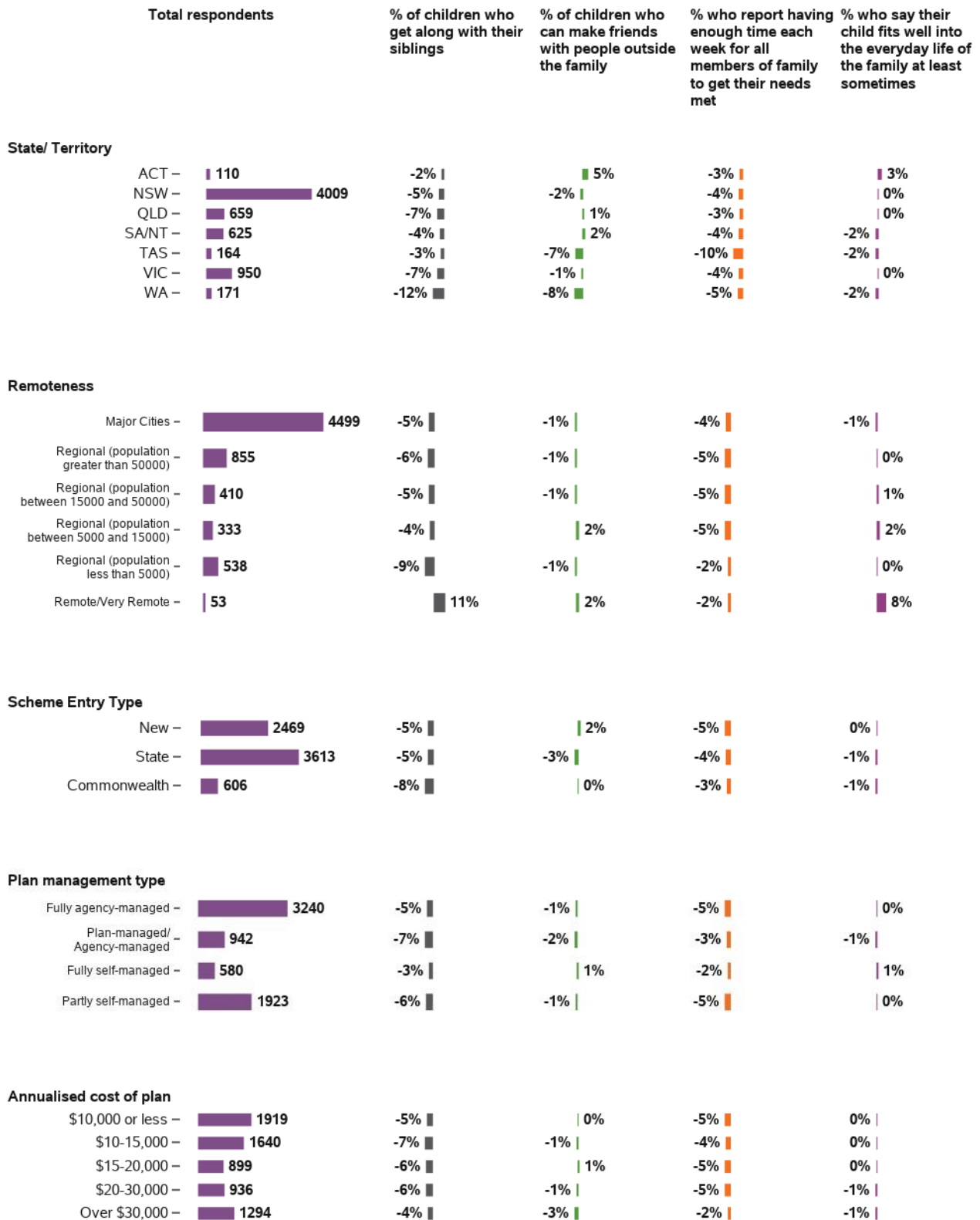
Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics



Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)

Total respondents	% of children who get along with their siblings	% of children who can make friends with people outside the family	% who report having enough time each week for all members of family to get their needs met	% who say their child fits well into the everyday life of the family at least sometimes
Plan cost allocation				
Capital 5-100% – 1047	-3%	-3%	-4%	-1%
Capacity Building 0-75% – 3428	-5%	-1%	-4%	0%
Capacity Building 75-95% – 1669	-8%	1%	-6%	-1%
Capacity Building 95-100% – 542	-7%	1%	-5%	2%
Plan utilisation				
below 20% – 498	-6%	4%	-3%	1%
20 - 40% – 914	-4%	1%	-2%	0%
40 - 60% – 1793	-3%	-1%	-3%	1%
60 - 80% – 2054	-6%	-2%	-7%	0%
80% and over – 1427	-8%	-3%	-5%	-2%

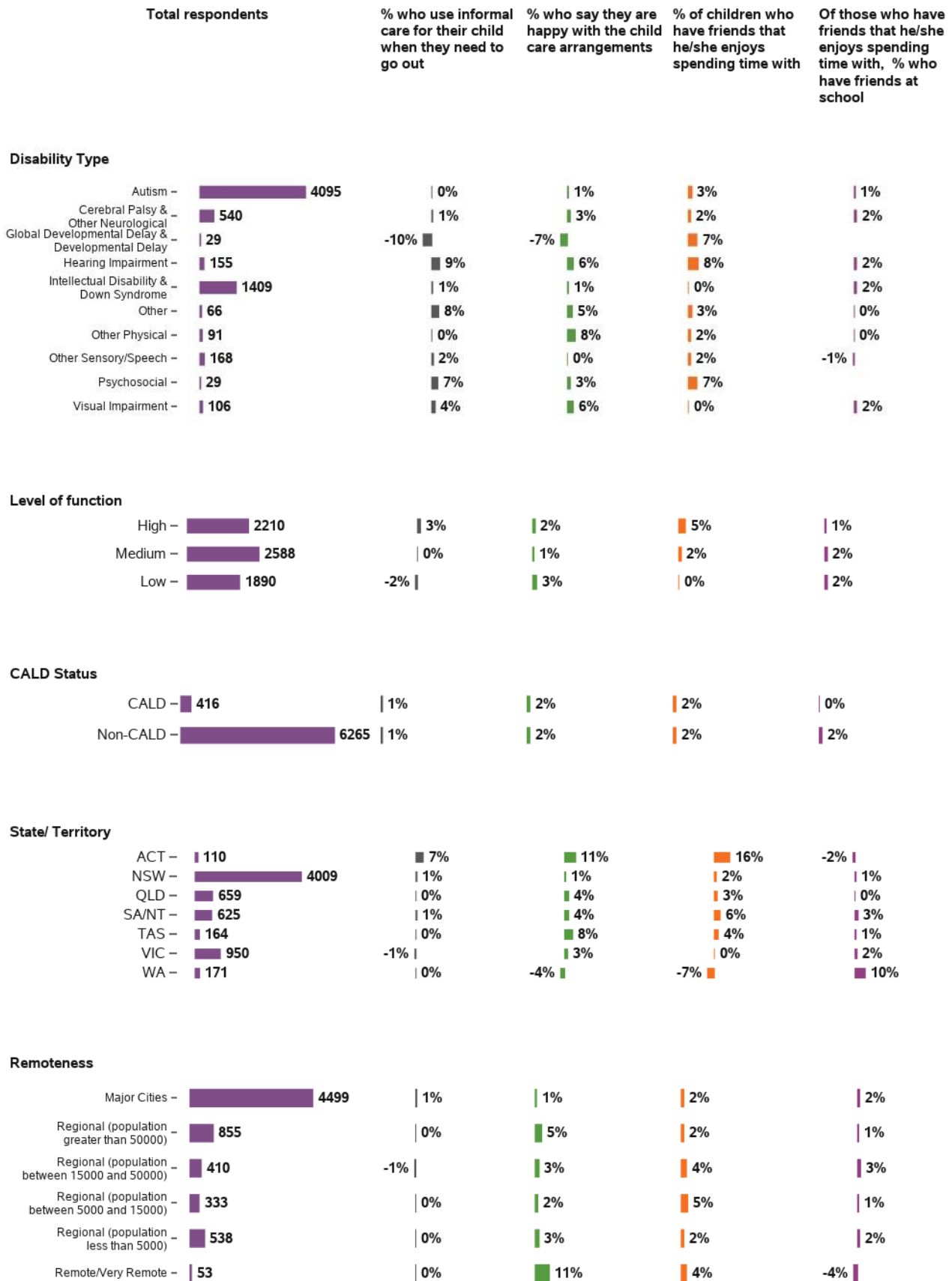
Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)

Total respondents	% who use informal care for their child when they need to go out	% who say they are happy with the child care arrangements	% of children who have friends that he/she enjoys spending time with	Of those who have friends that he/she enjoys spending time with, % who have friends at school
Overall				
Overall – 6688	1%	2%	2%	1%
Age Group				
6 to 8 – 2427	0%	0%	3%	2%
9 to 11 – 3137	1%	2%	2%	1%
12 or older – 1124	1%	5%	2%	1%
Gender				
Female – 2005	0%	2%	4%	2%
Male – 4632	1%	2%	2%	1%

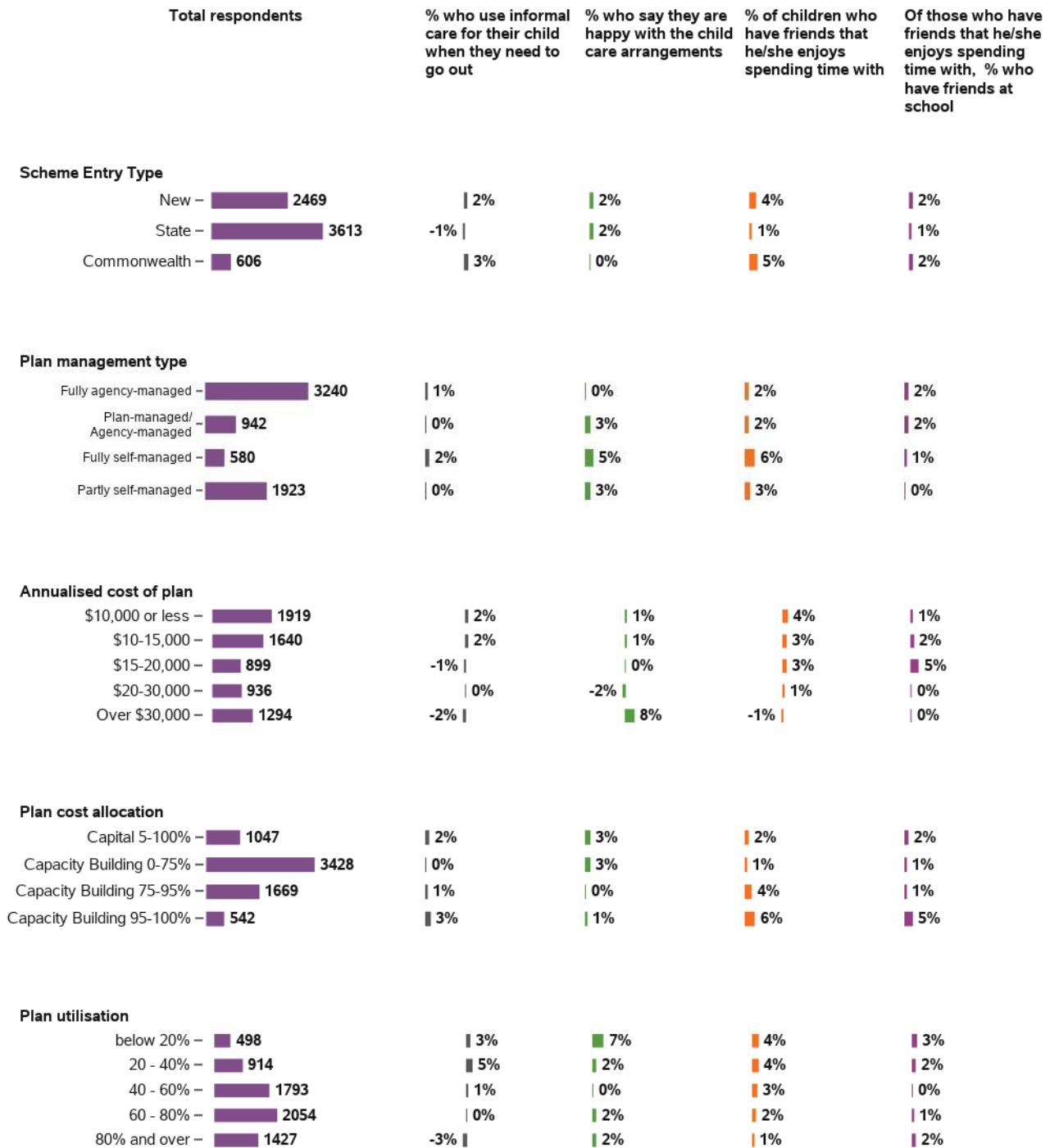
Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



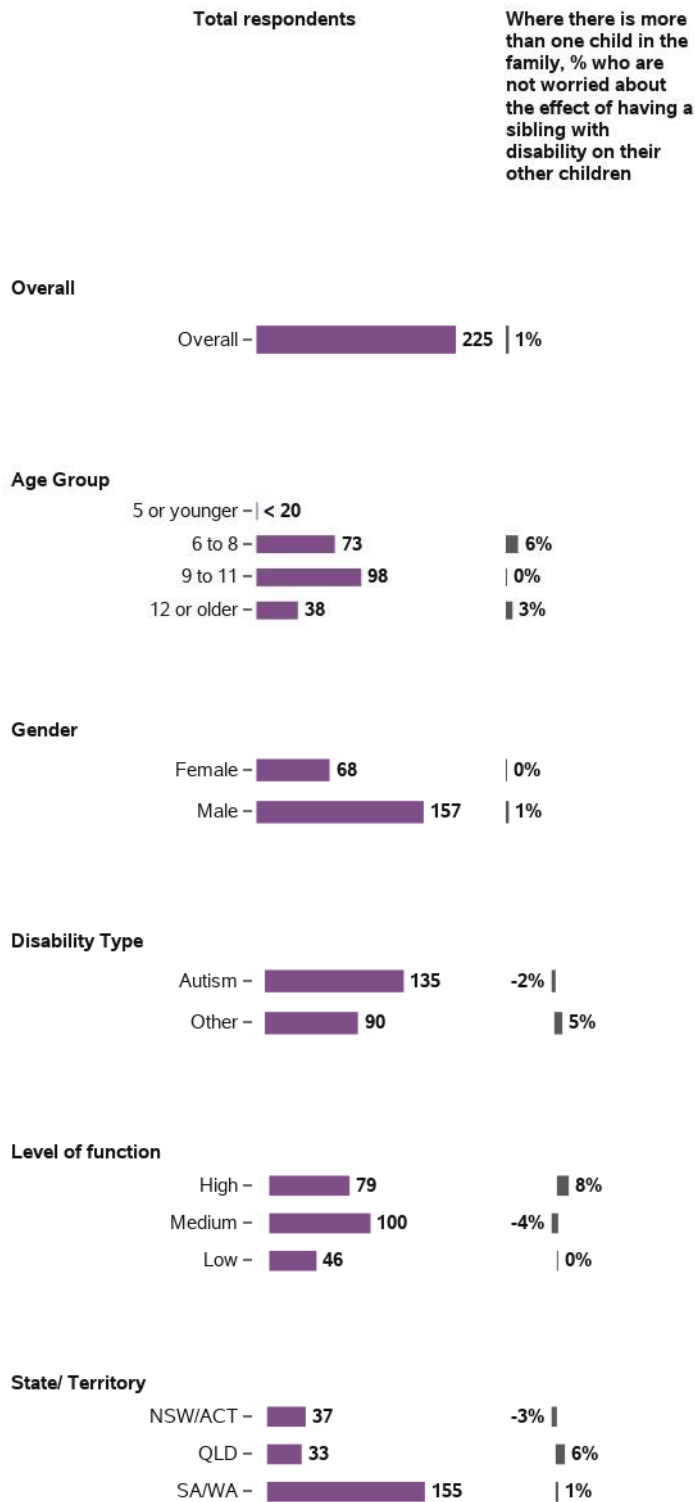
Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



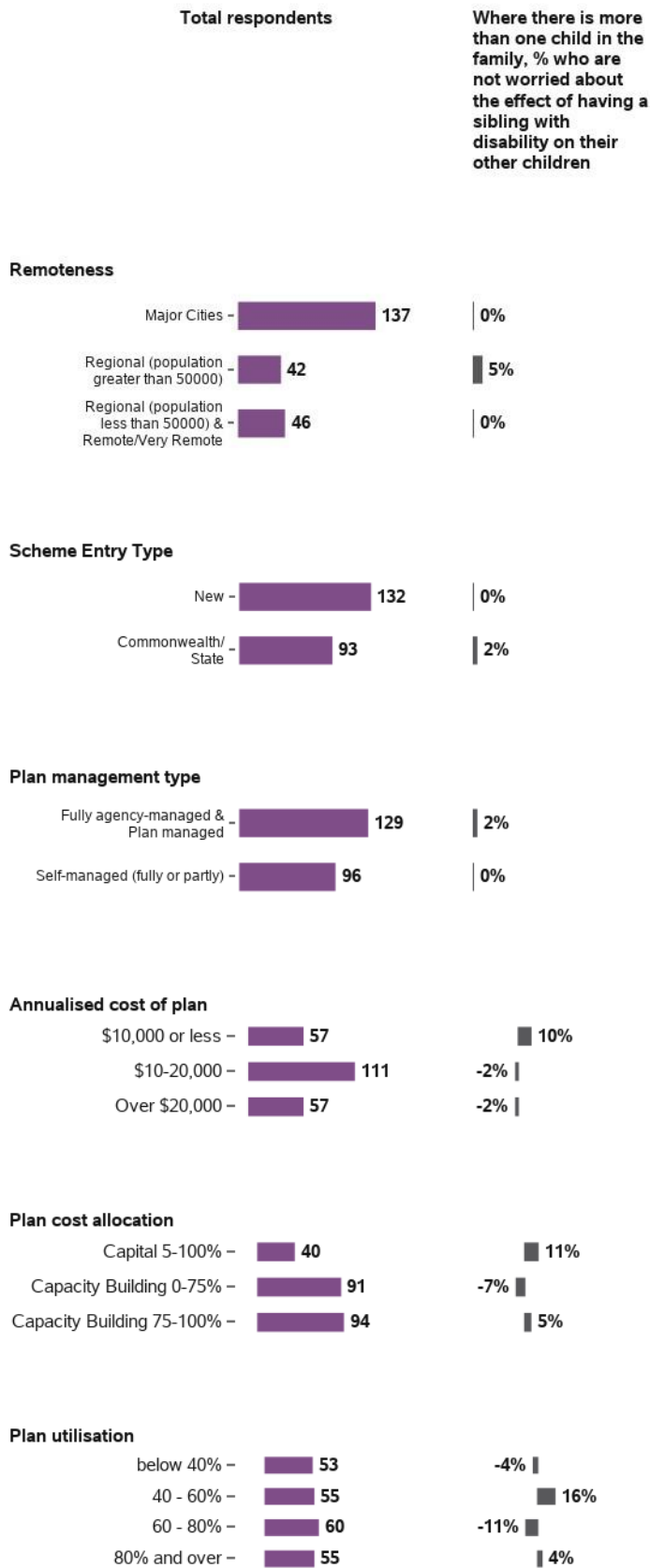
Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics



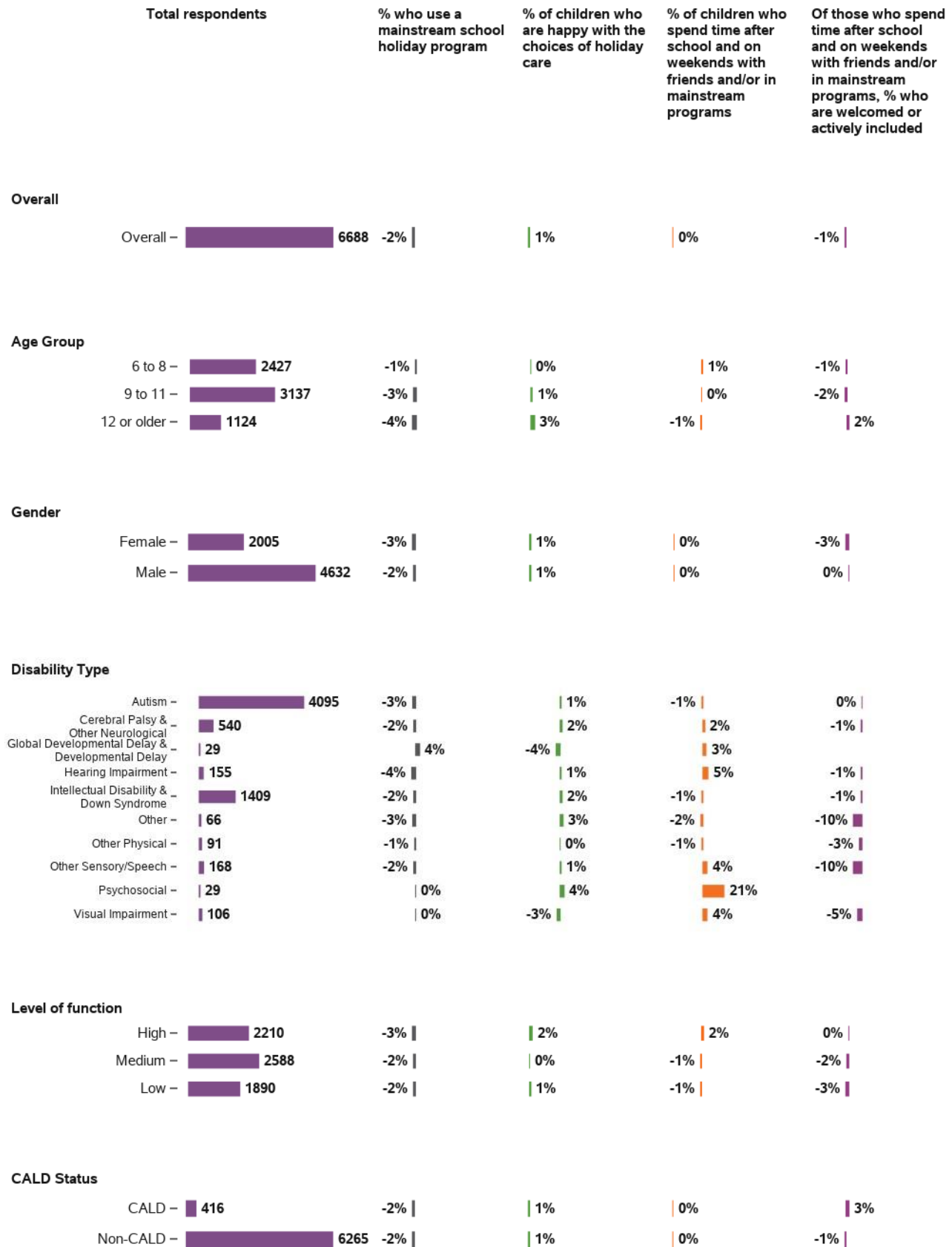
Appendix E.6.3 - Relationships

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



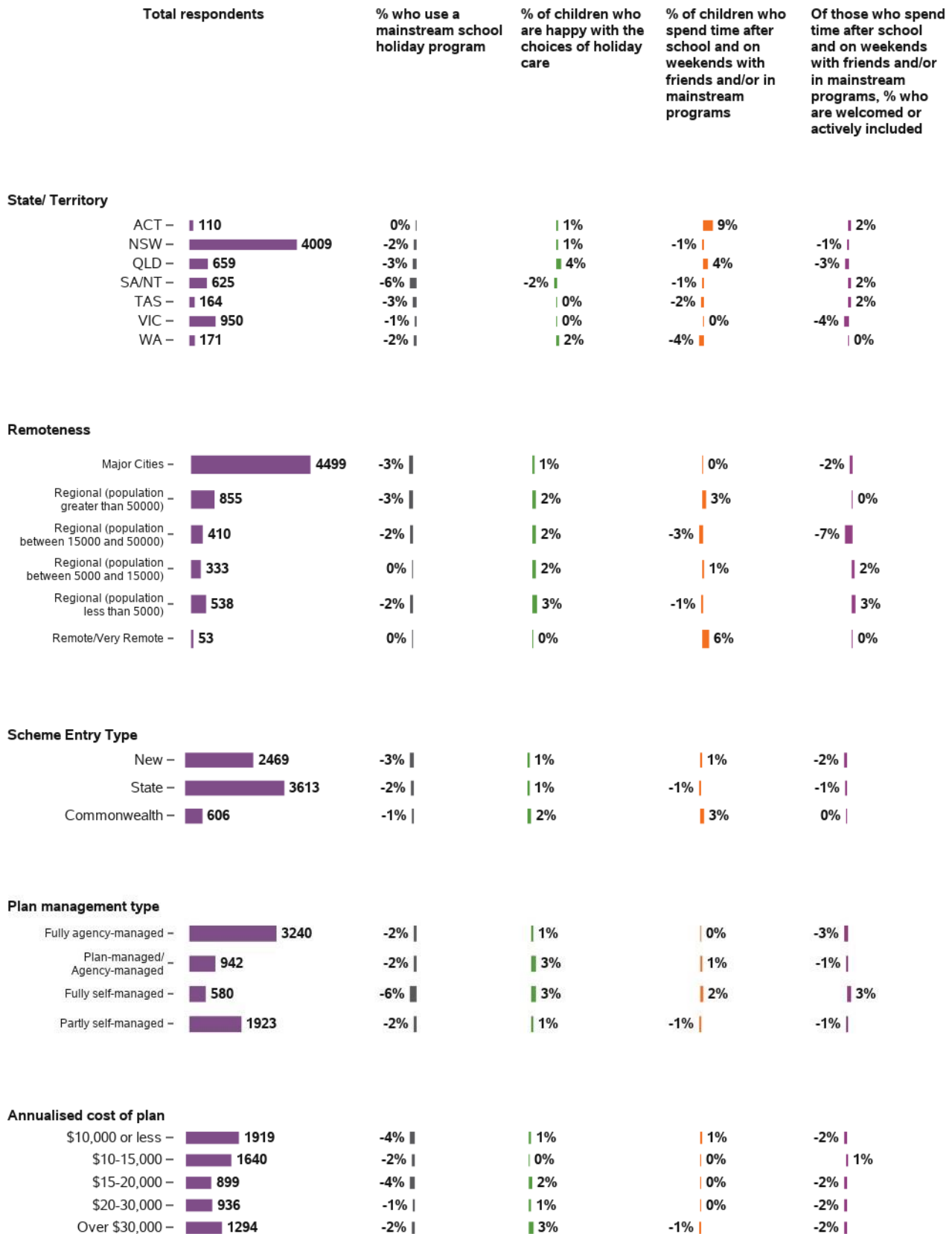
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics



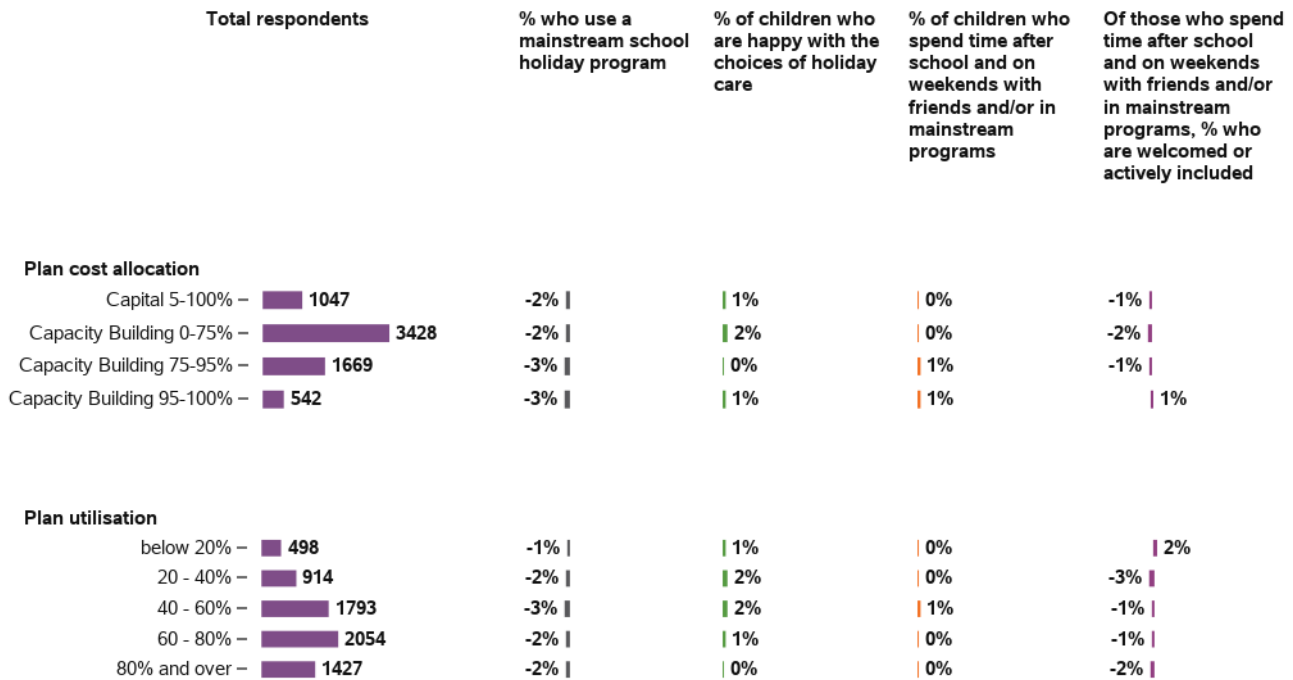
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



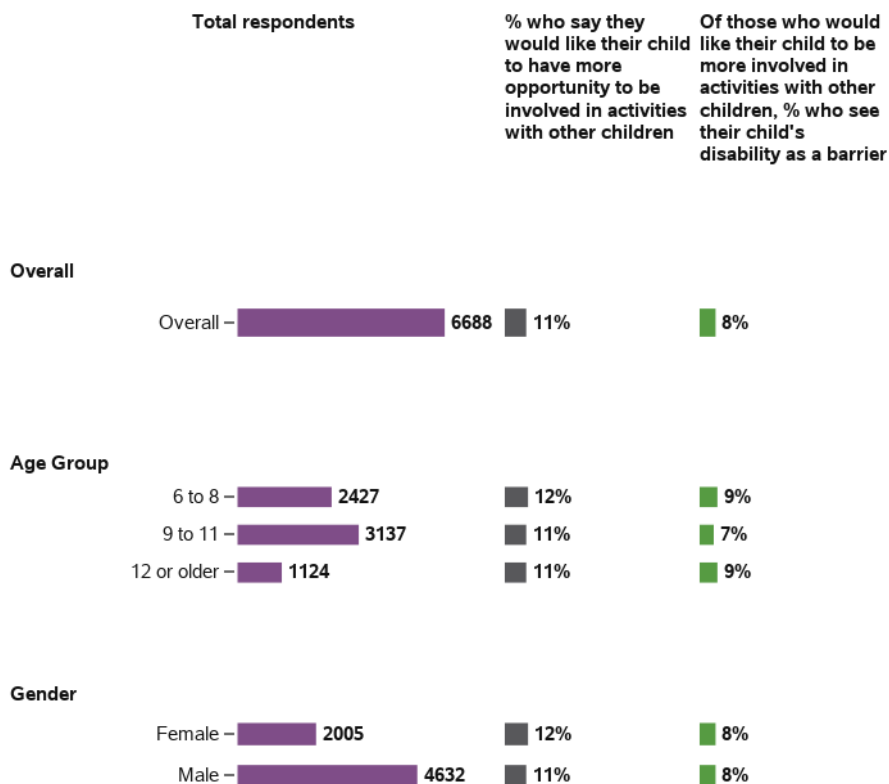
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



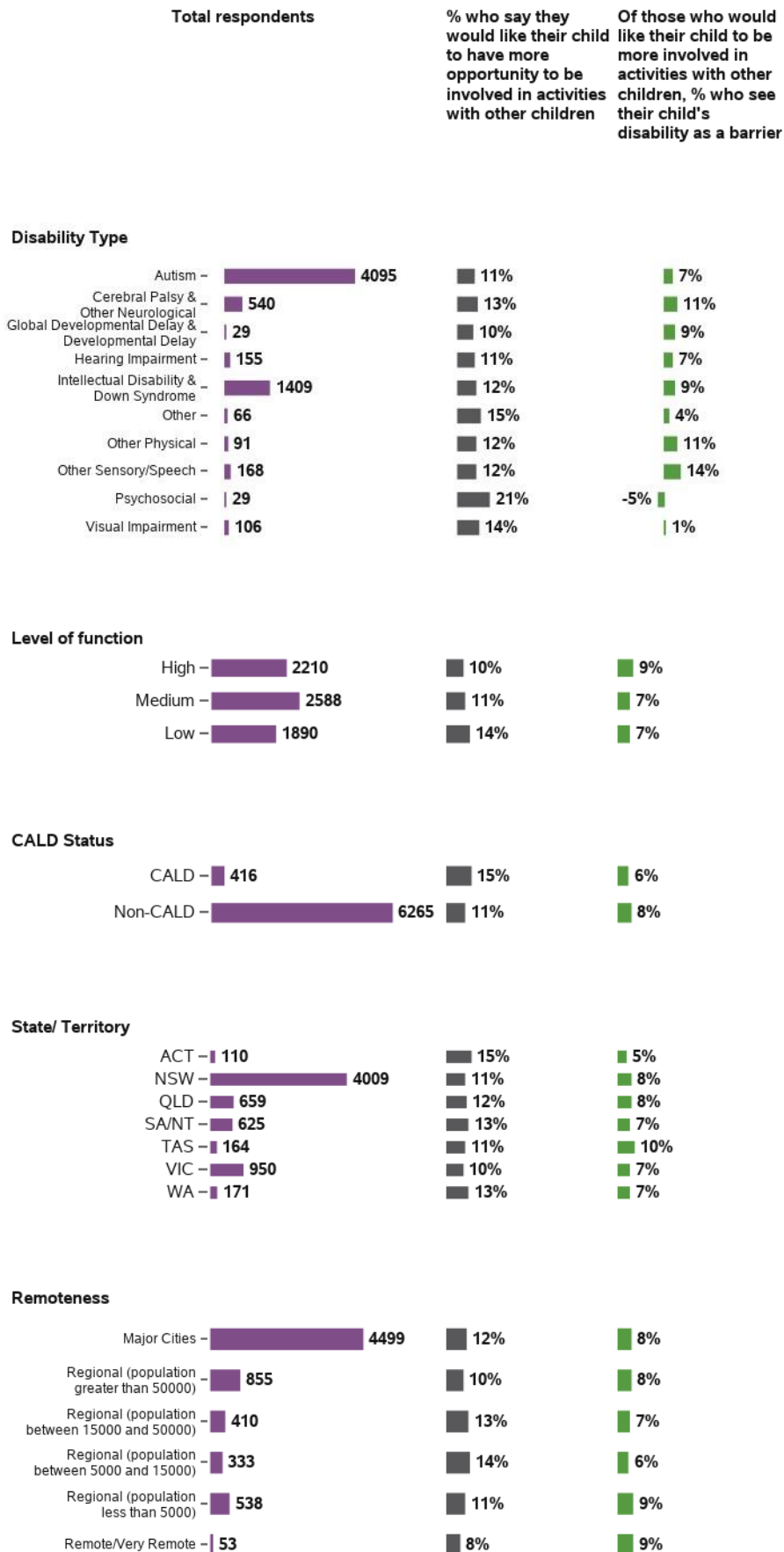
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



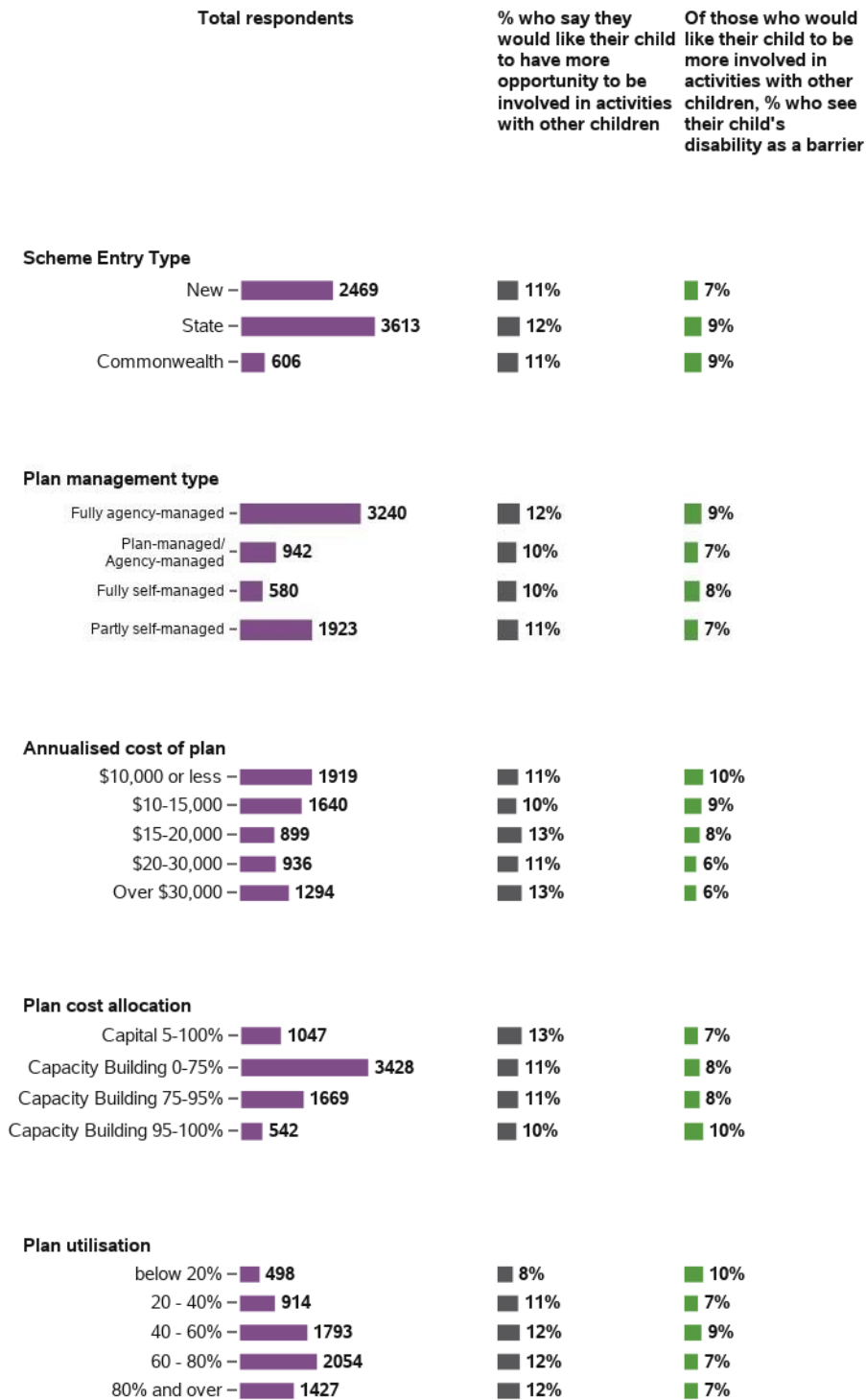
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



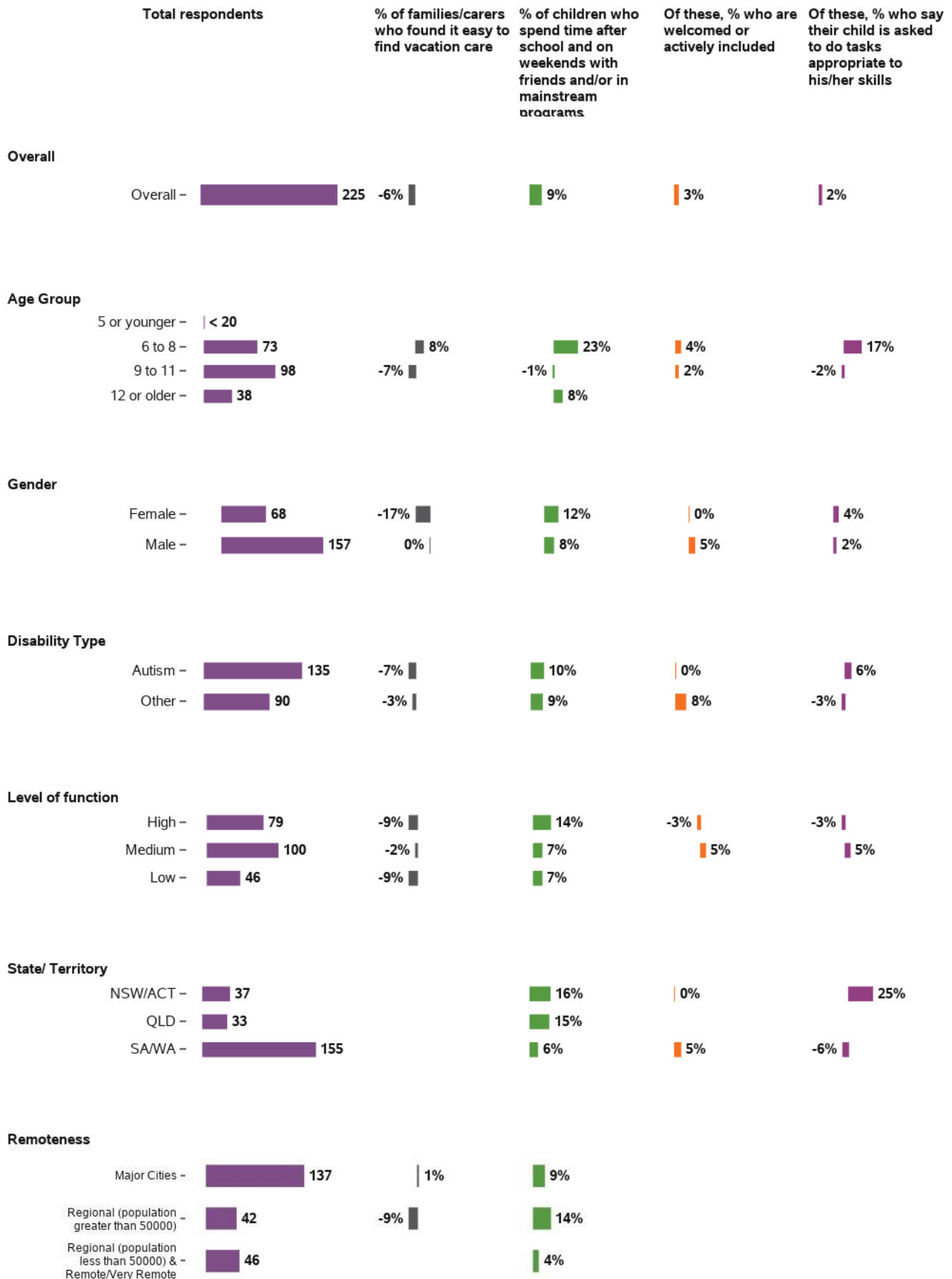
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for SF - participant characteristics (continued)



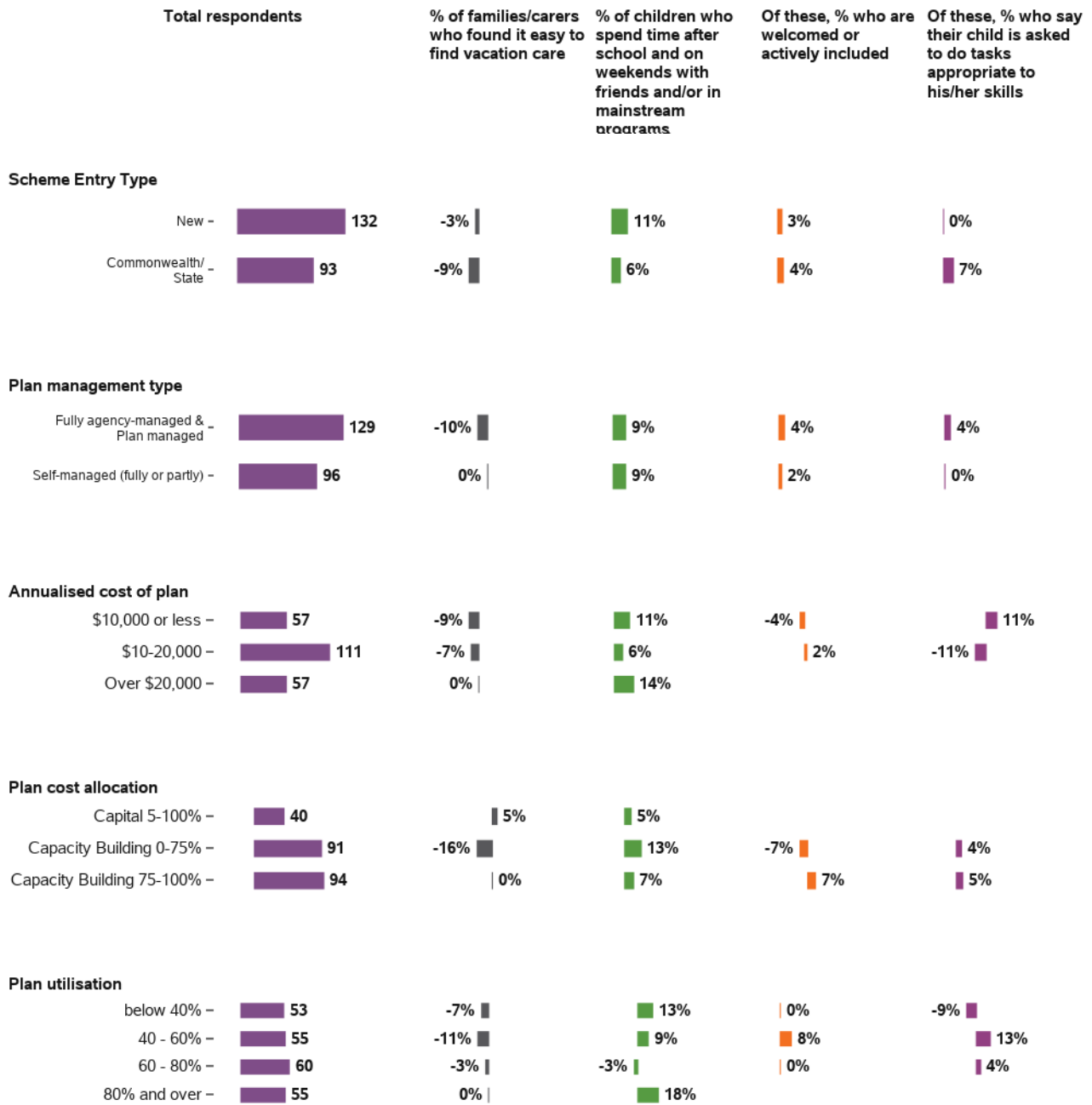
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics



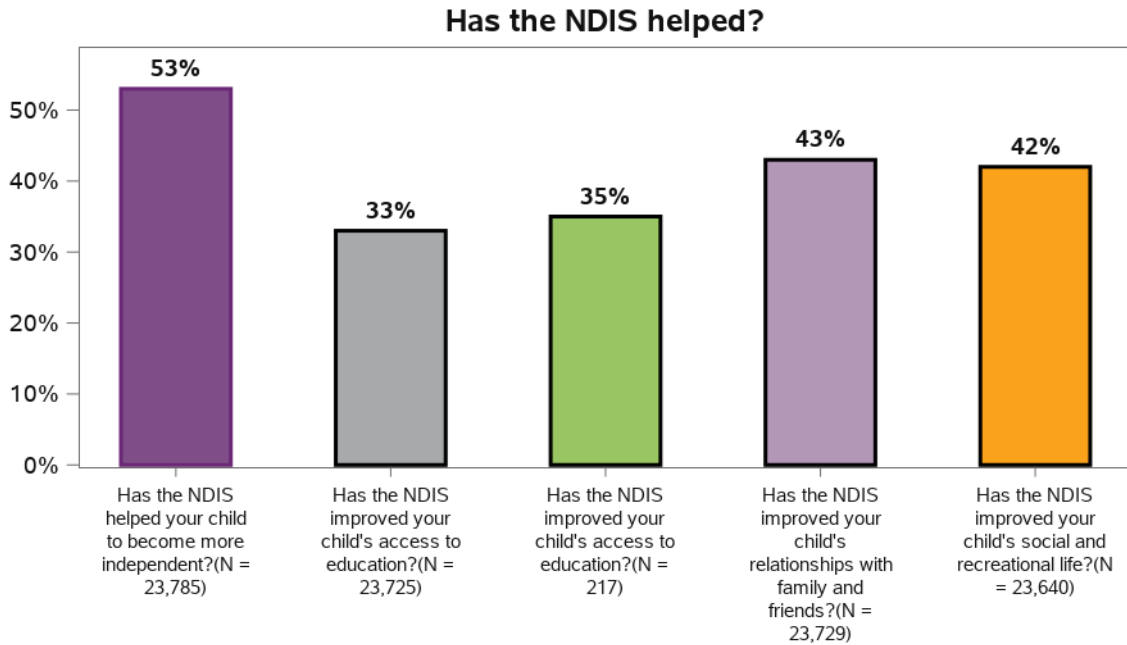
Appendix E.6.4 - Social, community and civic participation

Longitudinal change in indicators from baseline to 2nd review for LF - participant characteristics (continued)



Appendix E.7 - Has the NDIS helped? questions

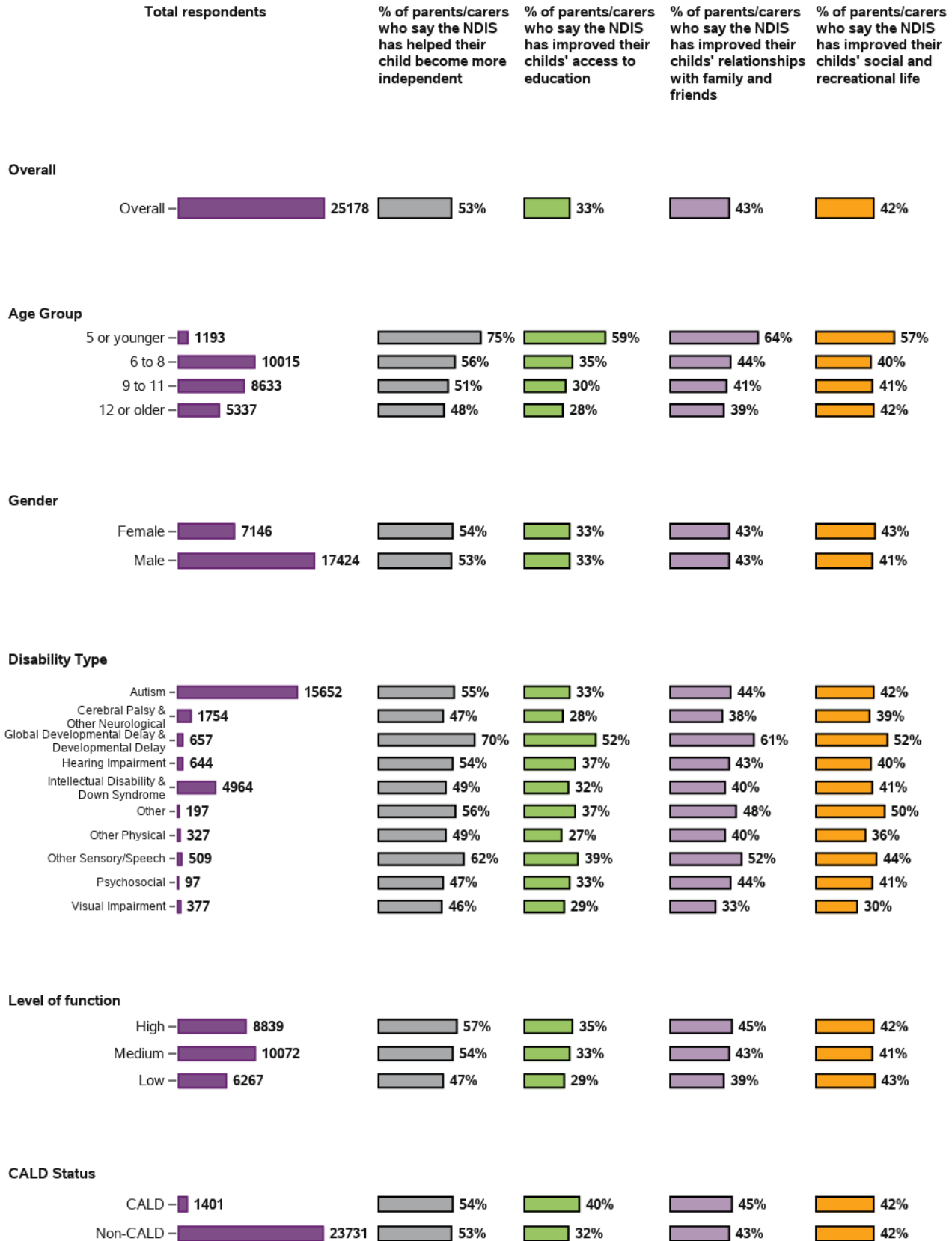
Has the NDIS helped? responses at 1st review



Appendix E.8 - Has the NDIS helped? indicators at 1st review for SF and LF - participant characteristics

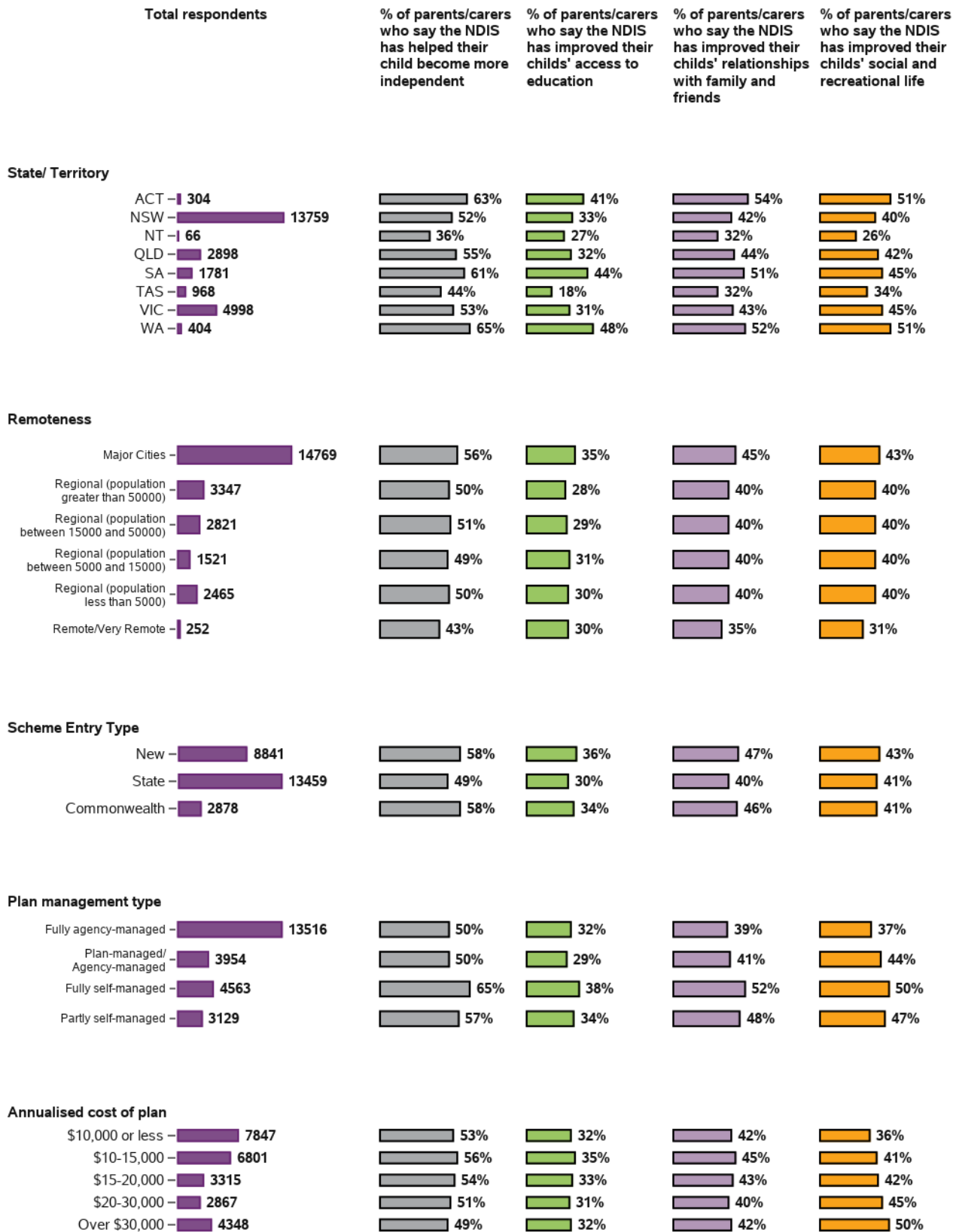
Appendix E.8.1 - All domains

Has The NDIS Helped? indicators at 1st review for SF - participant characteristics



Appendix E.8.1 - All domains

Has The NDIS Helped? indicators at 1st review for SF - participant characteristics (continued)



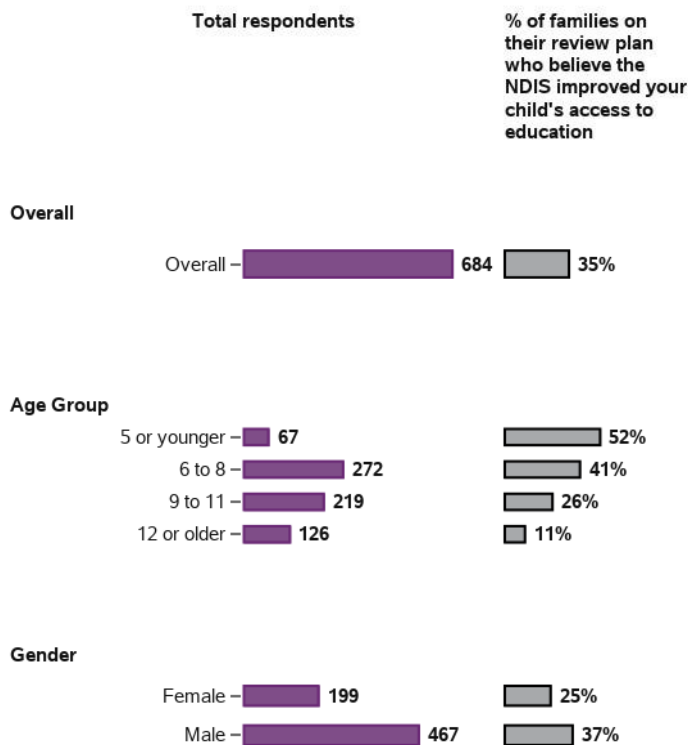
Appendix E.8.1 - All domains

Has The NDIS Helped? indicators at 1st review for SF - participant characteristics (continued)



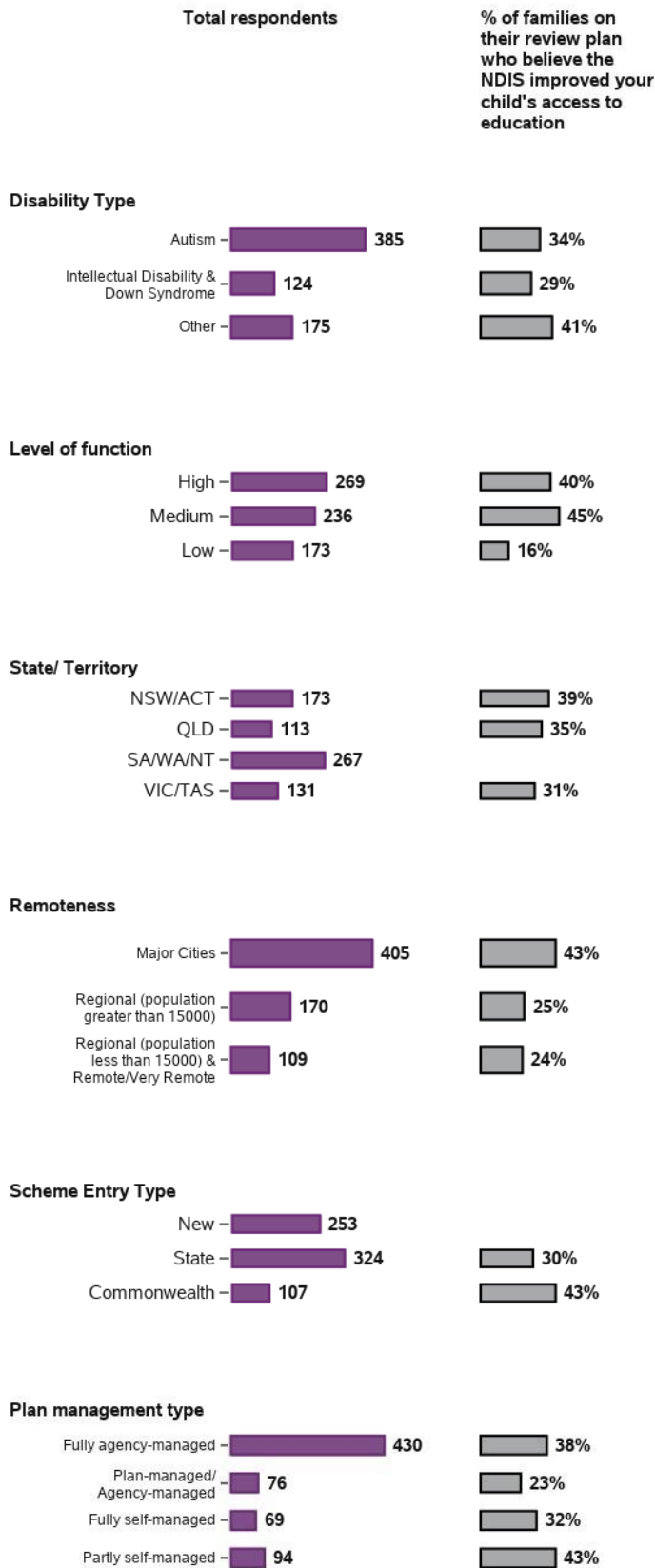
Appendix E.8.1 - All domains

Has The NDIS Helped? indicators at 1st review for LF - participant characteristics



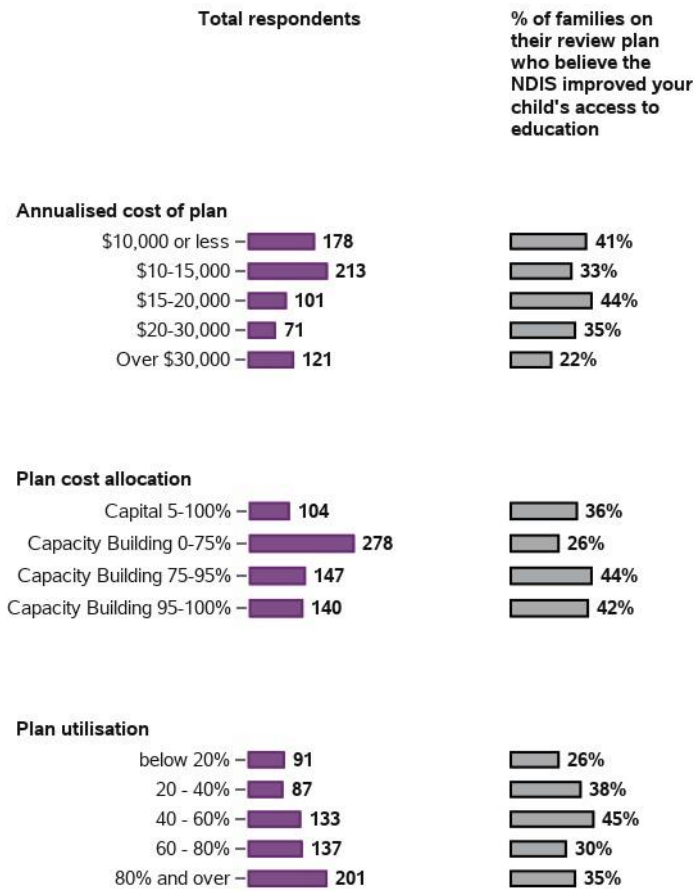
Appendix E.8.1 - All domains

Has The NDIS Helped? indicators at 1st review for LF - participant characteristics (continued)



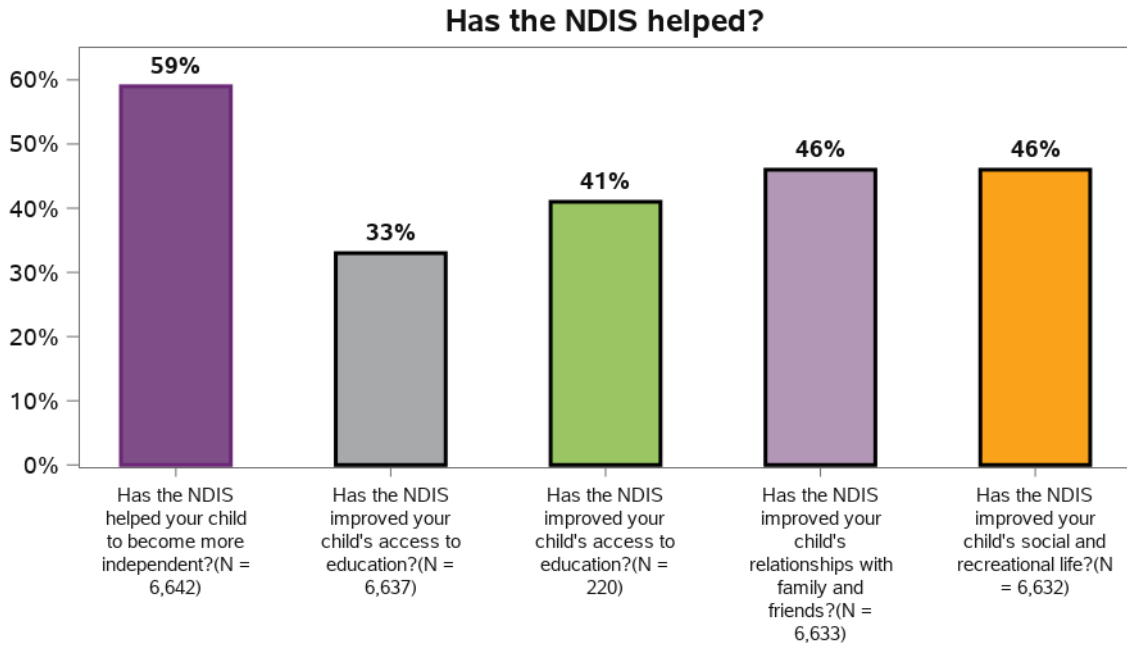
Appendix E.8.1 - All domains

Has The NDIS Helped? indicators at 1st review for LF - participant characteristics (continued)



Appendix E.9 - Has the NDIS helped? questions

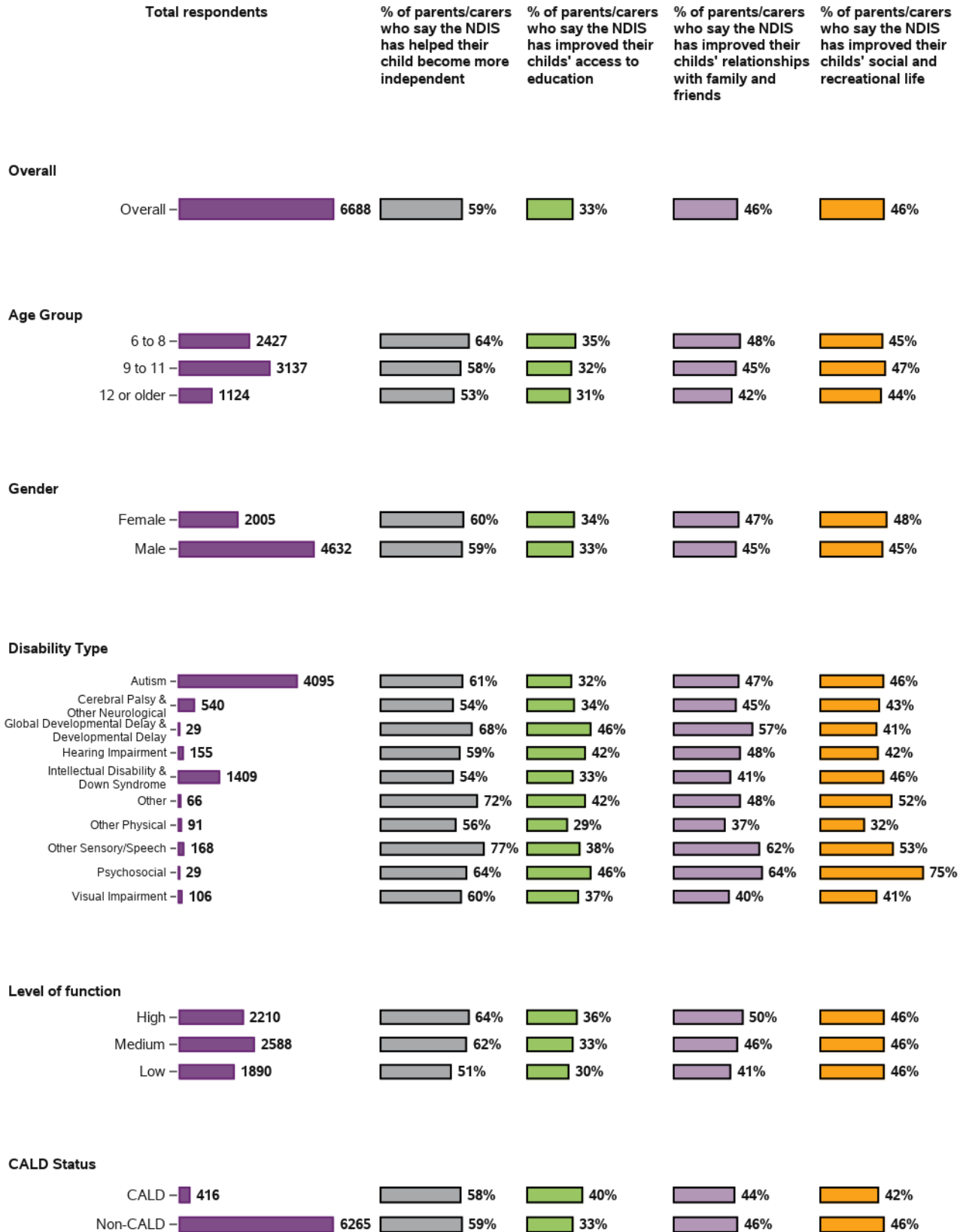
Has the NDIS helped? responses at 2nd review



Appendix E.10 - Has the NDIS helped? indicators at 2nd review for SF and LF - participant characteristics

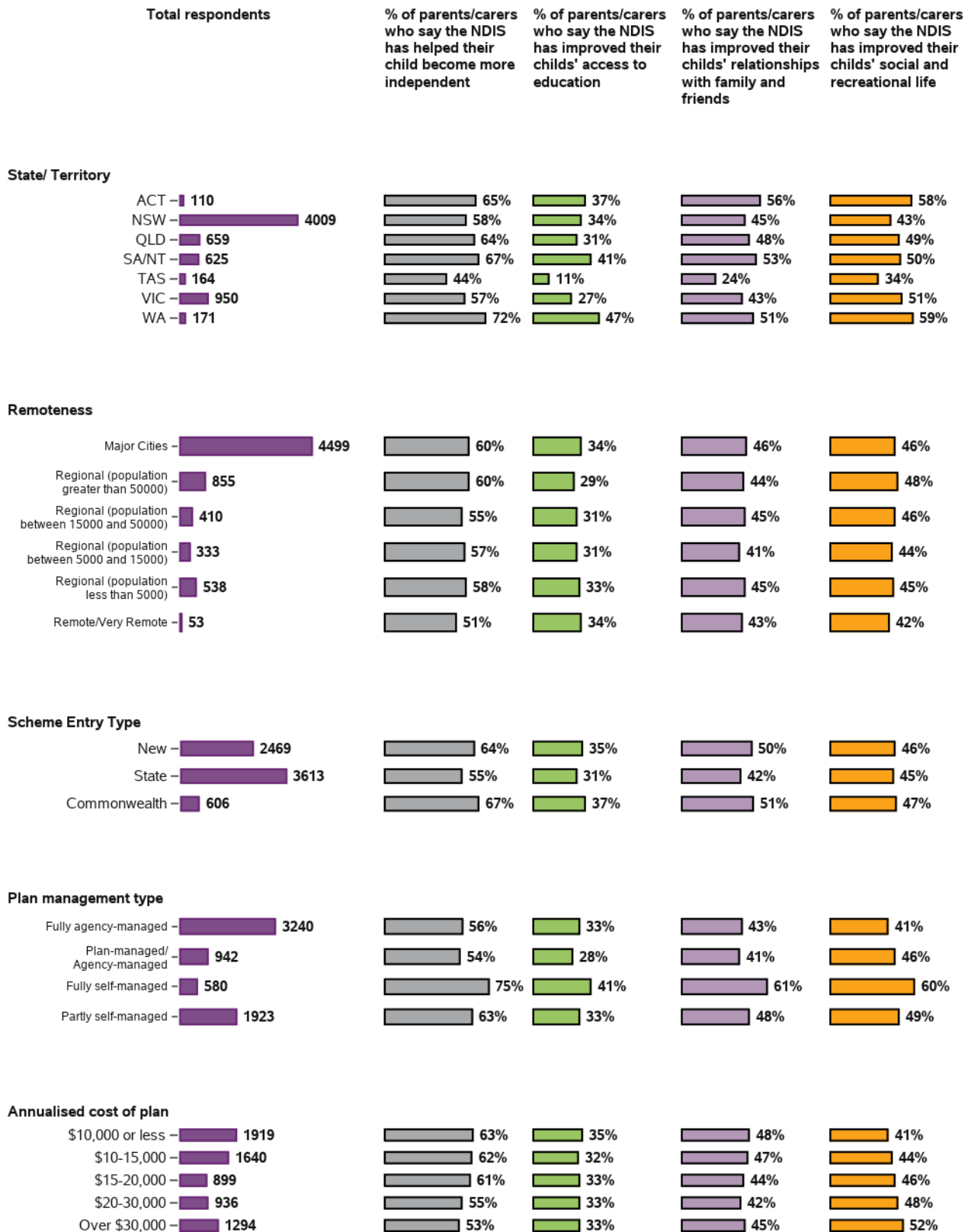
Appendix E.10.1 - All domains

Has The NDIS Helped? indicators at 2nd review for SF - participant characteristics



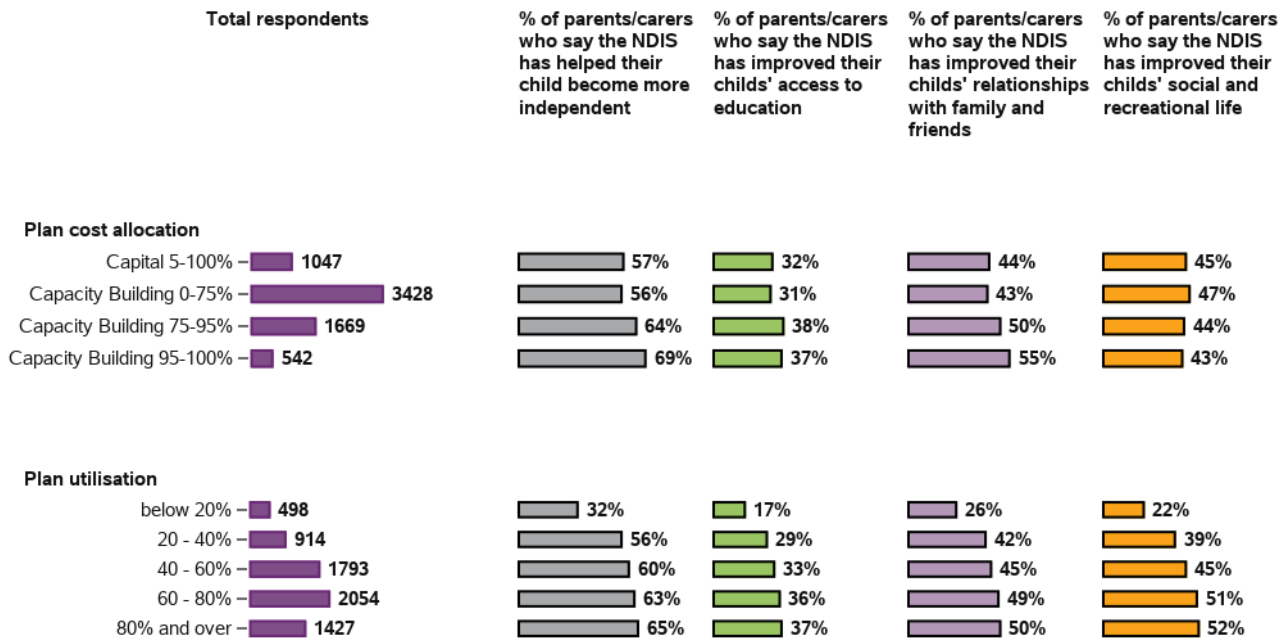
Appendix E.10.1 - All domains

Has The NDIS Helped? indicators at 2nd review for SF - participant characteristics (continued)



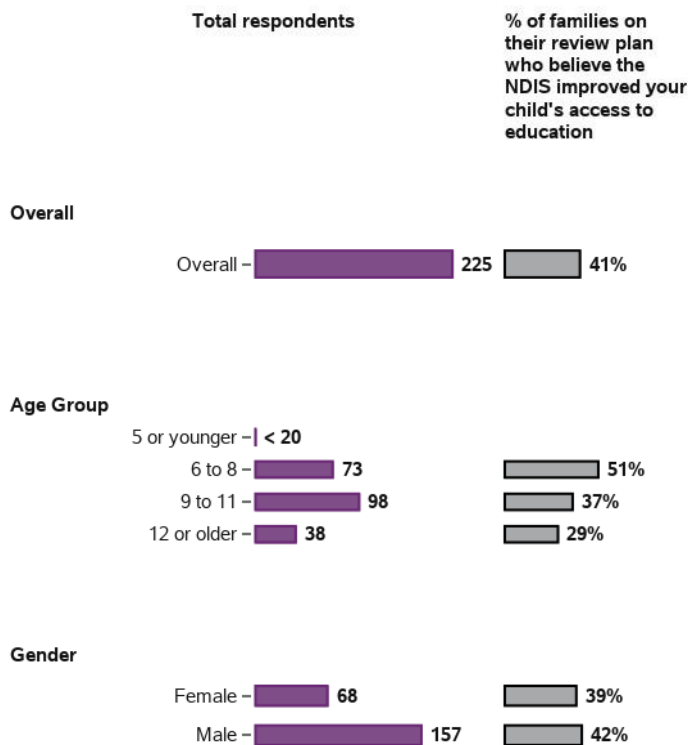
Appendix E.10.1 - All domains

Has The NDIS Helped? indicators at 2nd review for SF - participant characteristics (continued)



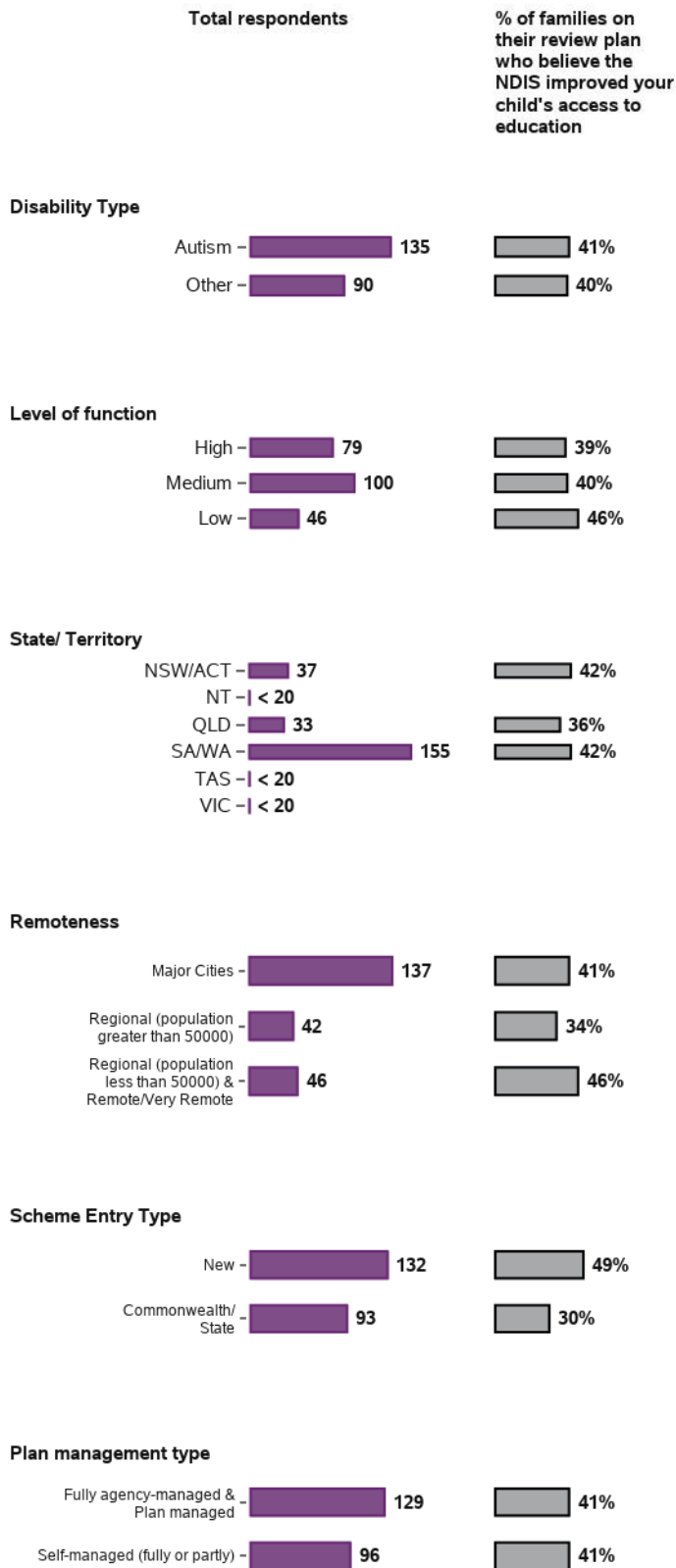
Appendix E.10.1 - All domains

Has The NDIS Helped? indicators at 2nd review for LF - participant characteristics



Appendix E.10.1 - All domains

Has The NDIS Helped? indicators at 2nd review for LF - participant characteristics (continued)



Appendix E.10.1 - All domains

Has The NDIS Helped? indicators at 2nd review for LF - participant characteristics (continued)

