

NDIS Participants Outcomes

30 June 2020

**Appendix F – Participants from
school to age 14**

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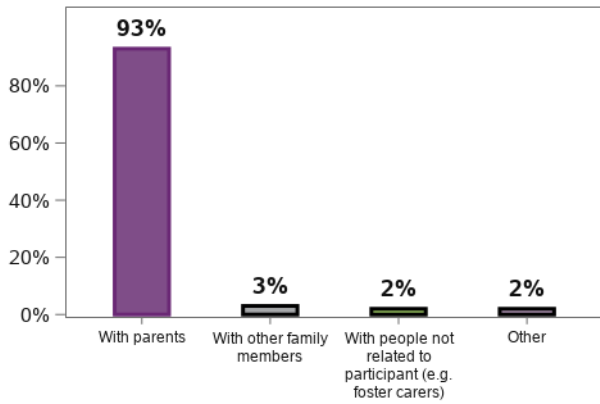
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Appendix F.1 - Participants from school to age 14 - Baseline indicators - entry year 2019/20 - aggregate

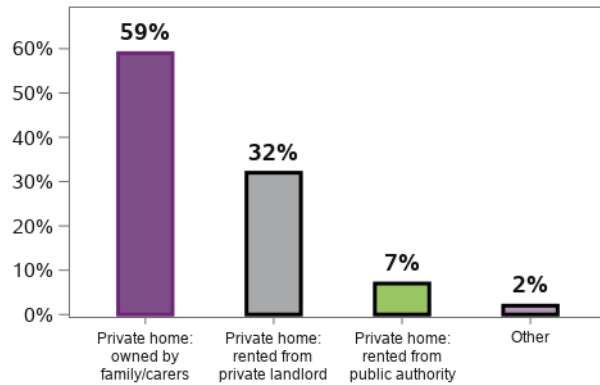
Appendix F.1.1 - Participant Information

Who does the child currently live with?



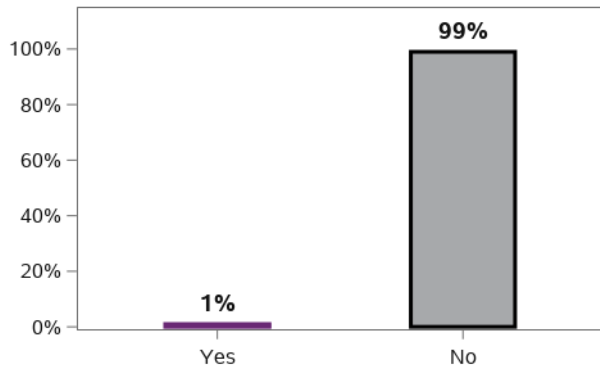
30989 responses; 104 missing

What type of housing does the child currently live in?



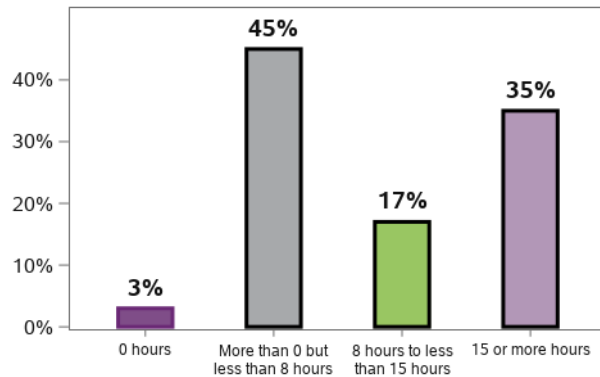
30768 responses; 325 missing

Does the child currently have a job? (including a part time job outside school hours)



31093 responses; 0 missing

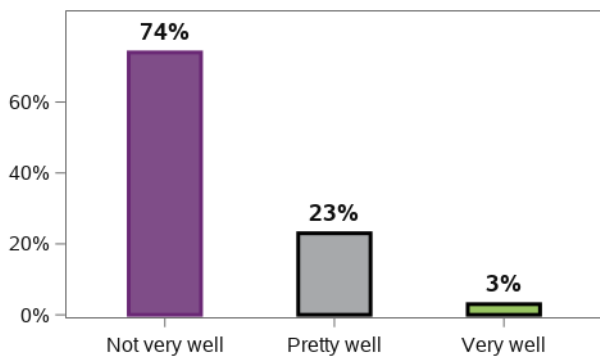
What is the usual number of hours worked per week?



185 responses; 6 missing

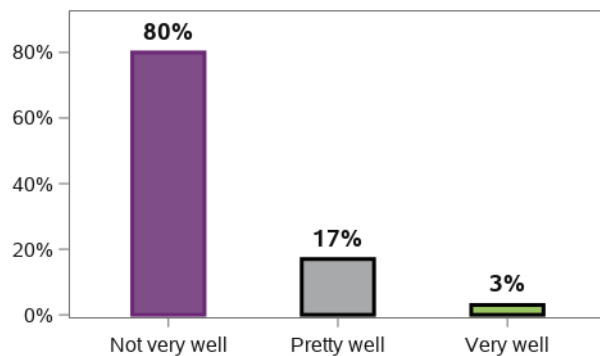
Appendix F.1.2 - Daily living

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



30925 responses; 168 missing

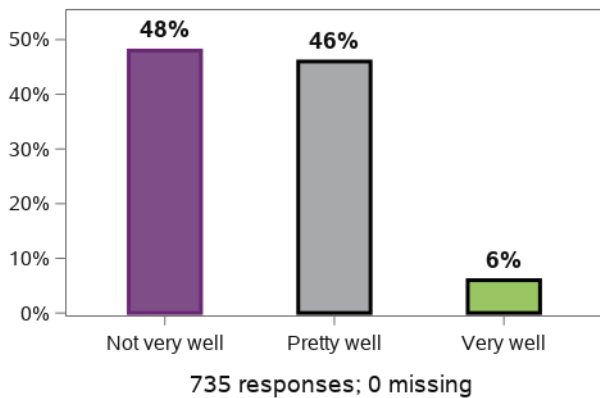
Most of the time my child manages his/her emotions



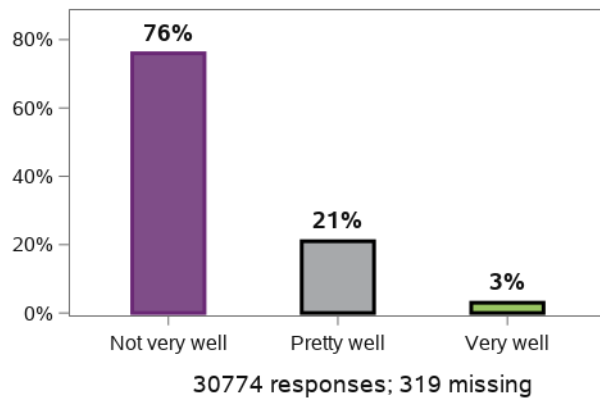
30926 responses; 167 missing

Appendix F.1.2 - Daily living (continued)

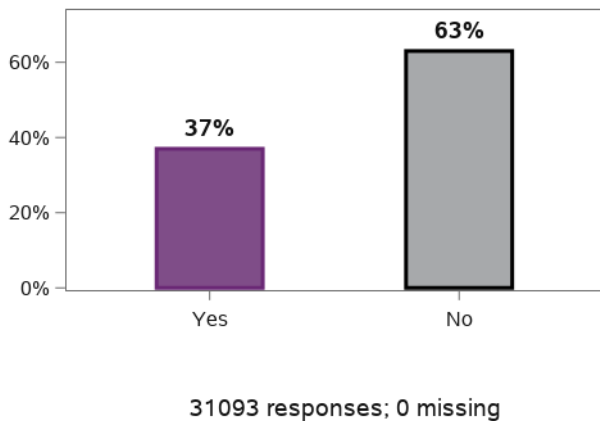
Most of the time my child manages the demands of his/her world



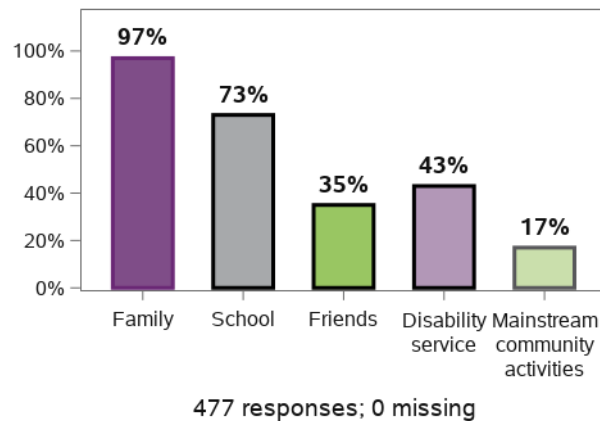
Most of the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do



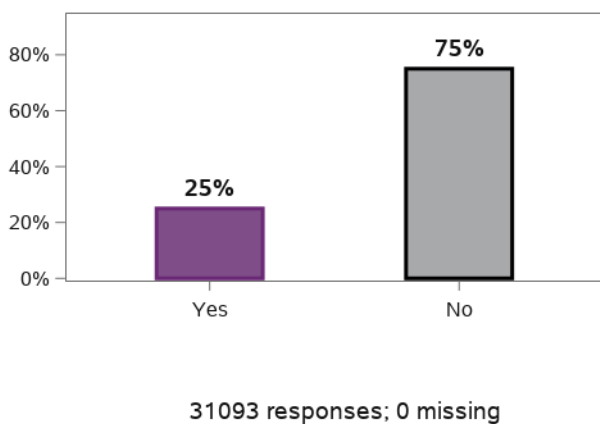
My child is becoming more independent



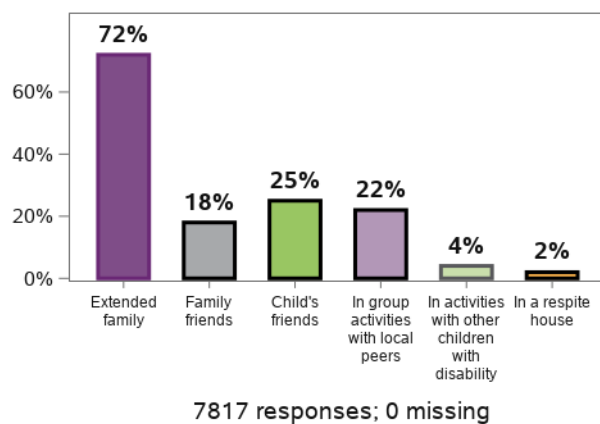
Encouragement to become more independent comes from



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

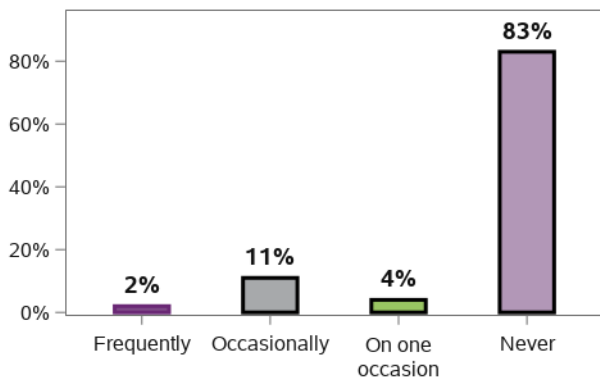


When our child spends time away from us, he/she spends time with



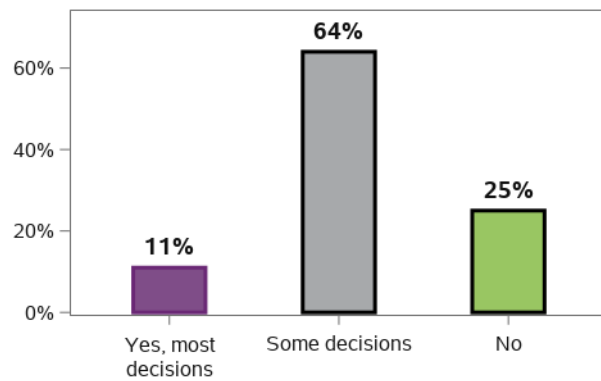
Appendix F.1.2 - Daily living (continued)

My child spends time with friends without an adult present



30773 responses; 320 missing

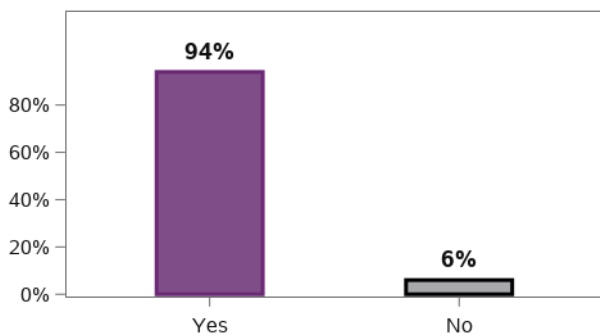
My child has a genuine say in decisions about him/her



30756 responses; 337 missing

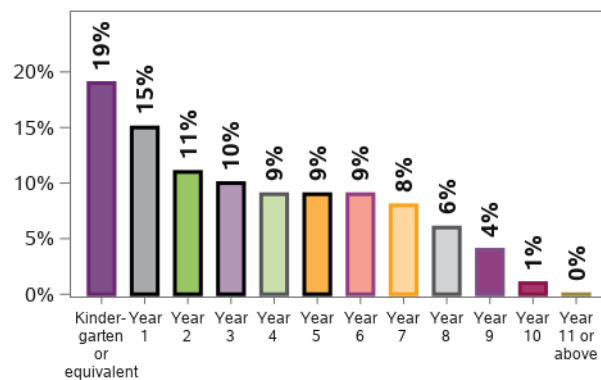
Appendix F.1.3 - Lifelong learning

My child attends school



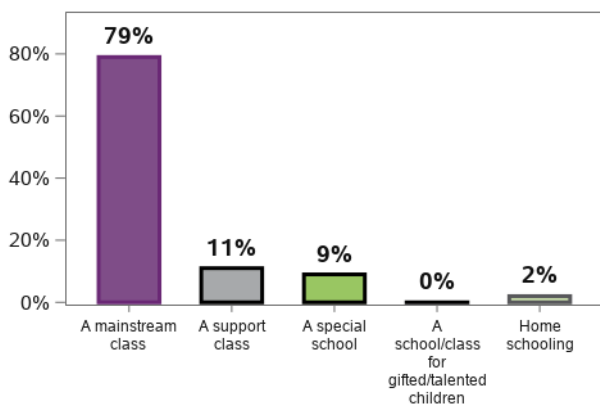
31093 responses; 0 missing

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



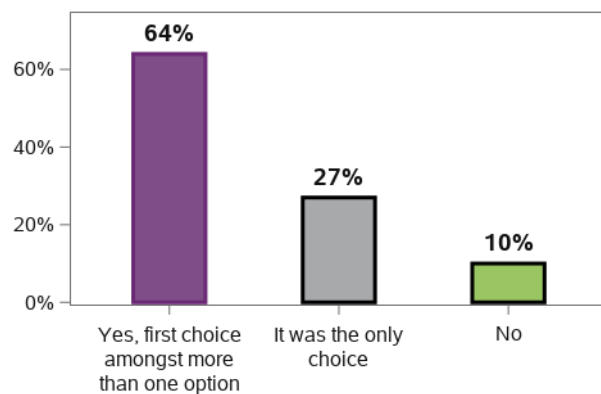
29176 responses; 181 missing

My child is enrolled in



29261 responses; 96 missing

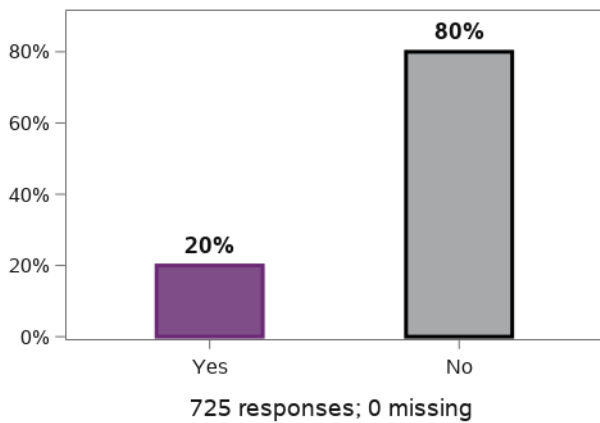
My child's school is my school of first choice



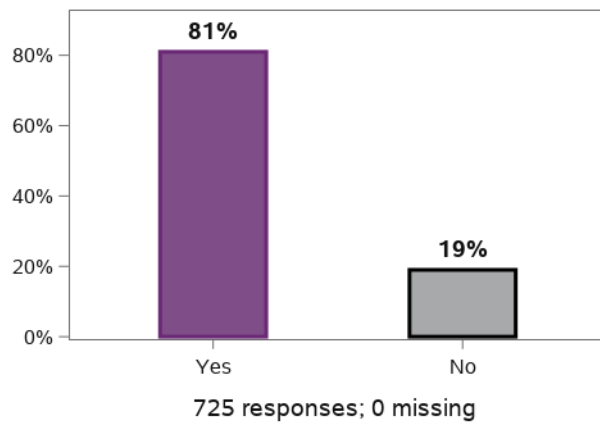
725 responses; 0 missing

Appendix F.1.3 - Lifelong learning (continued)

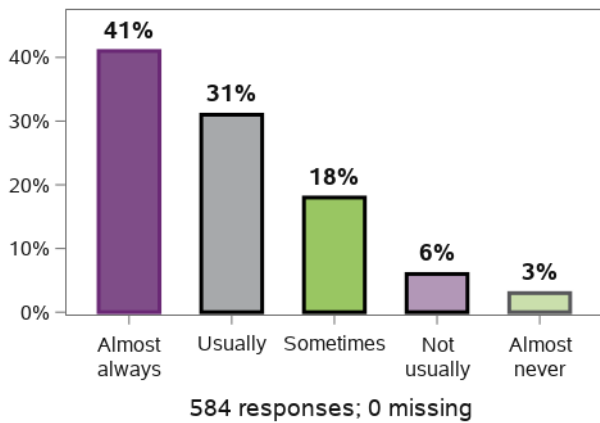
Have you had pressure to place your child in a particular class or school?



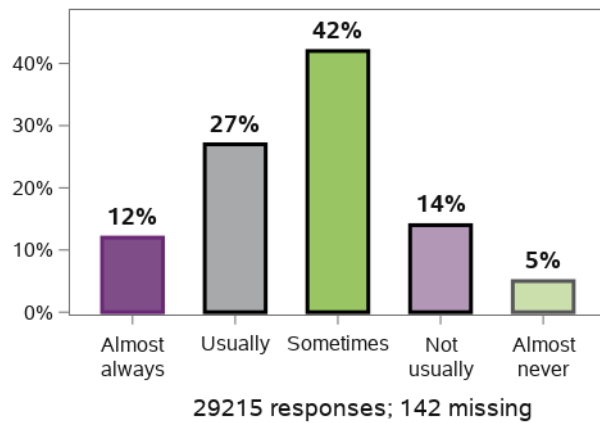
Do you know your child's goals at school?



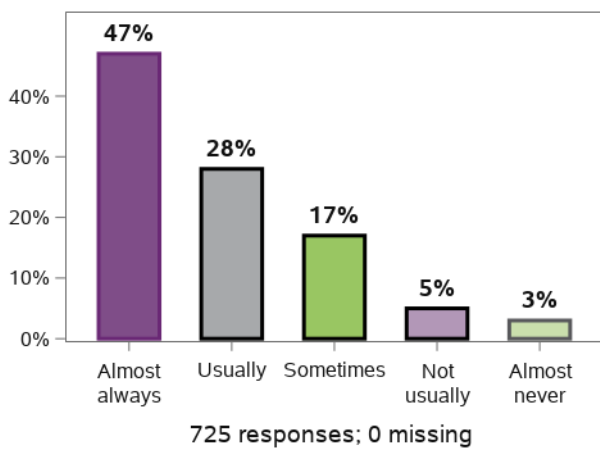
Do you think that your child's education is matched to those goals?



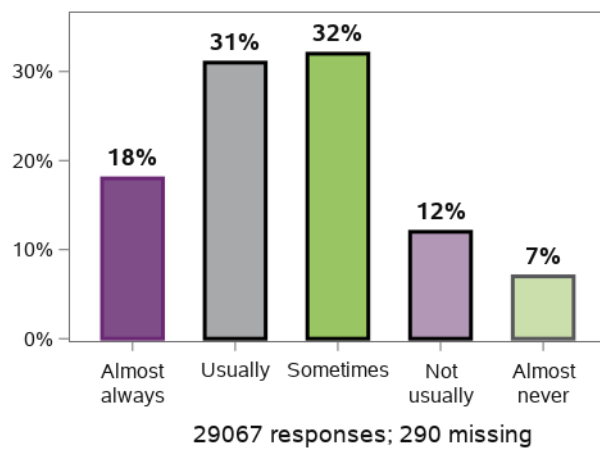
I think that my child is learning at school



I think my child is genuinely included at school?

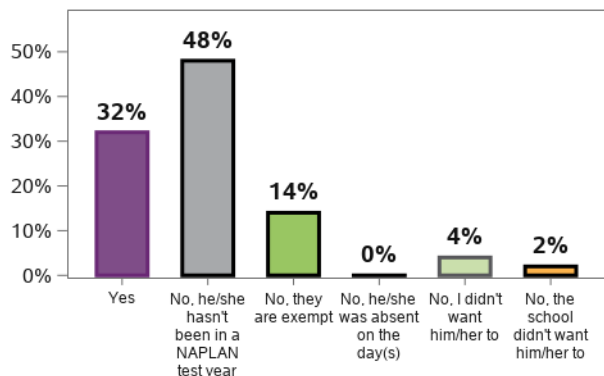


I think that my child is happy at school



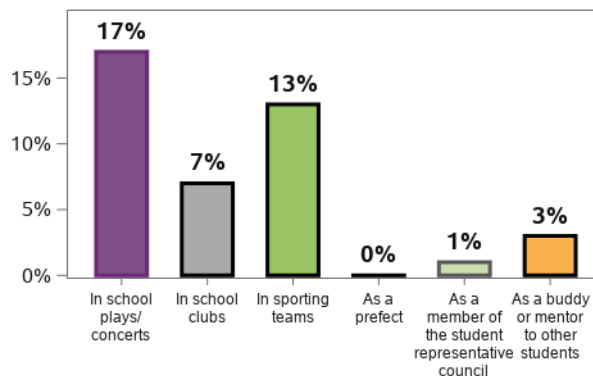
Appendix F.1.3 - Lifelong learning (continued)

Has your child ever sat a NAPLAN test?



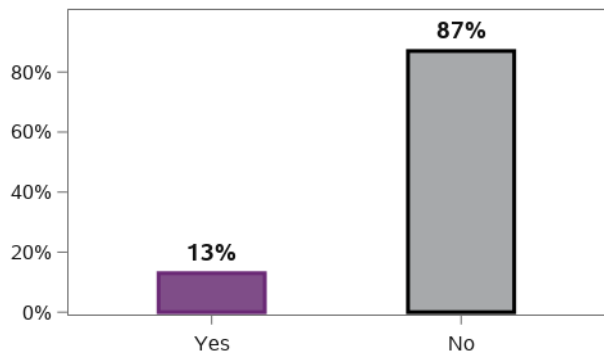
725 responses; 0 missing

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



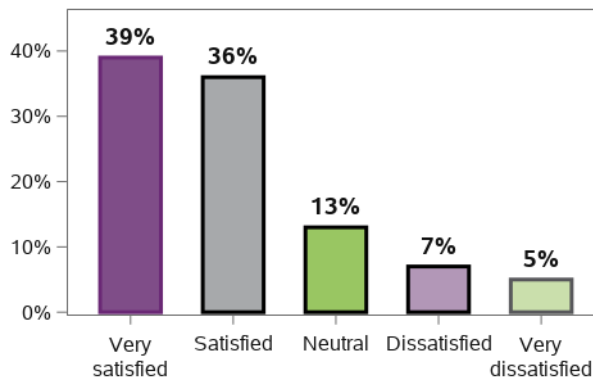
29357 responses; 0 missing

Has your child ever been suspended from school?



29357 responses; 0 missing

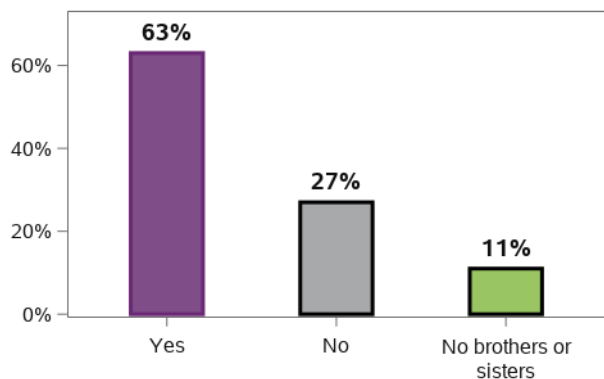
I am satisfied that my child's school listens to me in relation to my child's education



712 responses; 0 missing

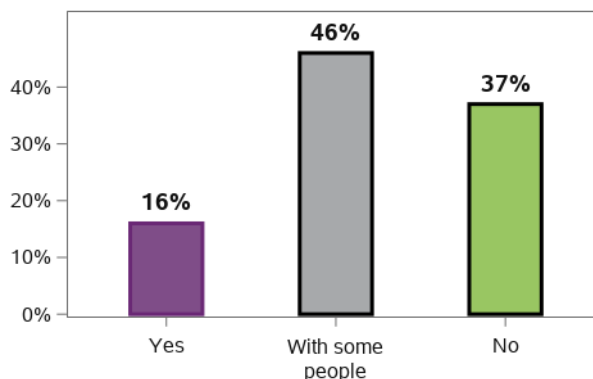
Appendix F.1.4 - Relationships

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



30819 responses; 274 missing

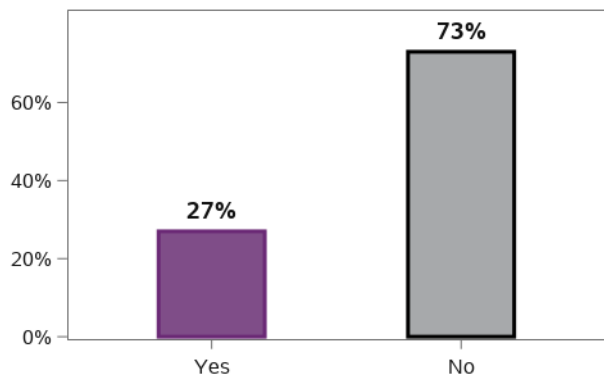
My child can make friends with people outside the family



30820 responses; 273 missing

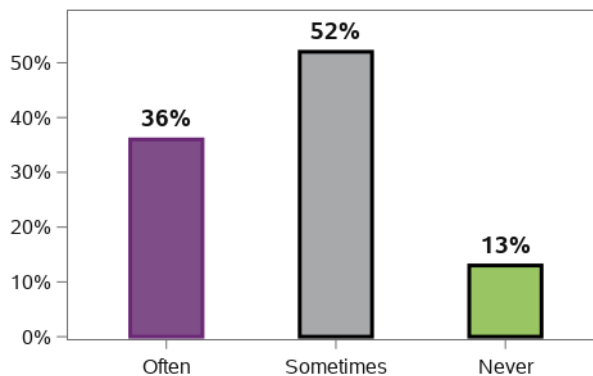
Appendix F.1.4 - Relationships (continued)

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



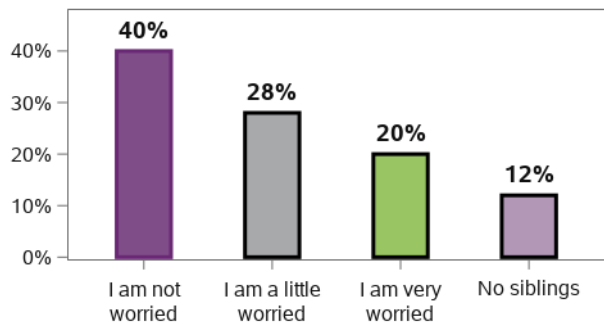
31093 responses; 0 missing

My child fits well into the everyday life of the family



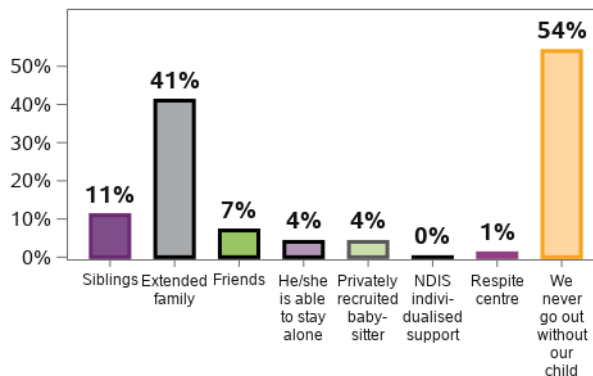
30666 responses; 427 missing

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



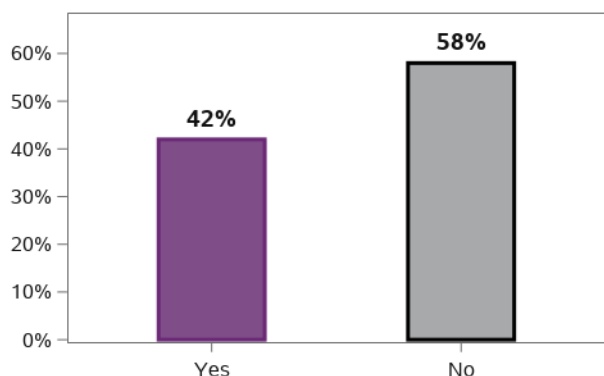
735 responses; 0 missing

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



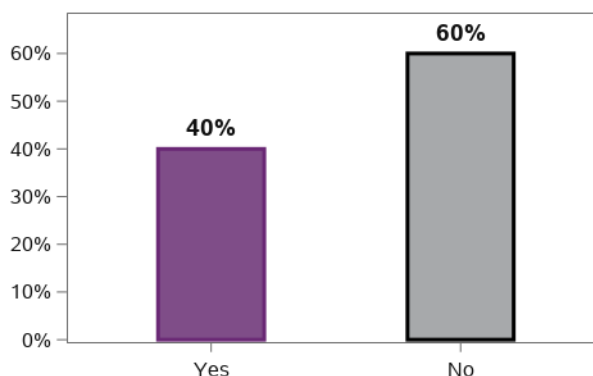
30174 responses; 0 missing

Are you happy with that arrangement?



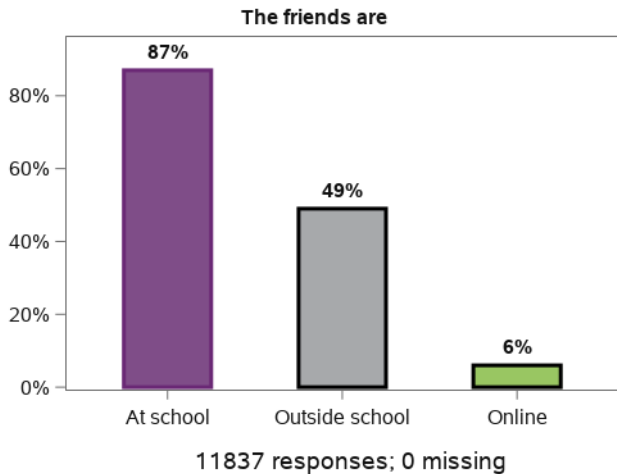
31093 responses; 0 missing

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

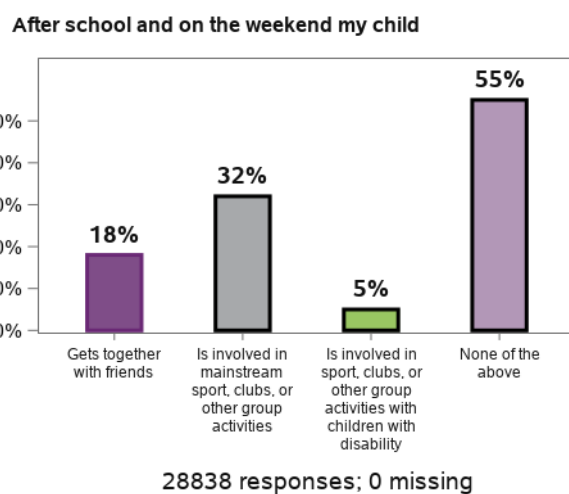
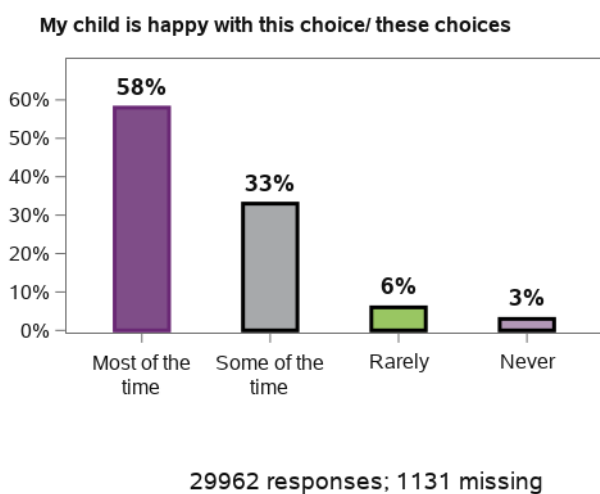
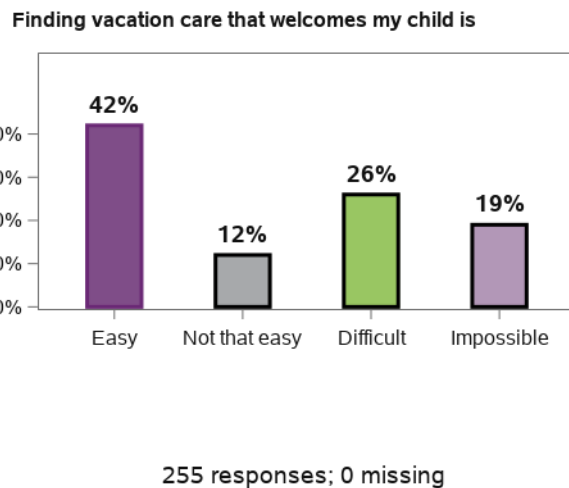
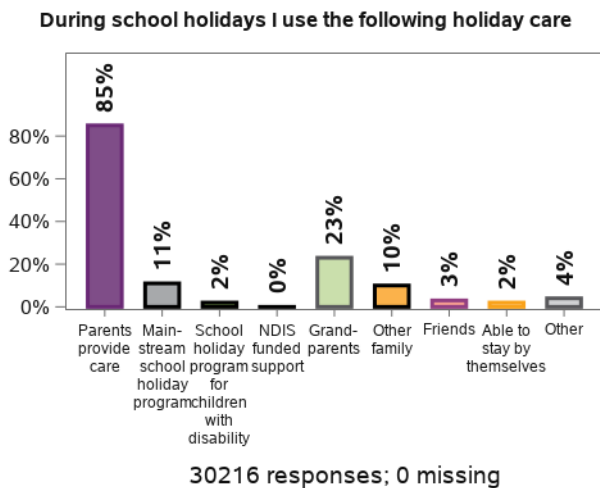


31093 responses; 0 missing

Appendix F.1.4 - Relationships (continued)

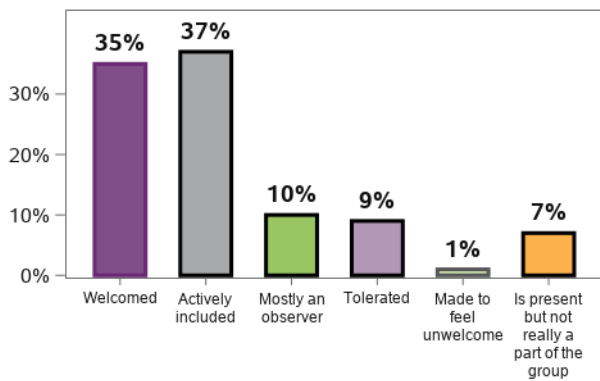


Appendix F.1.5 - Social, community and civic participation



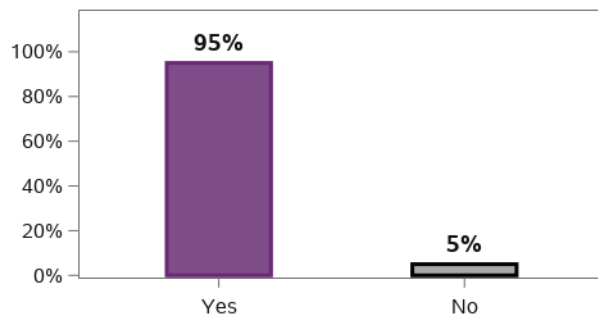
Appendix F.1.5 - Social, community and civic participation (continued)

In these activities, I feel my child is:



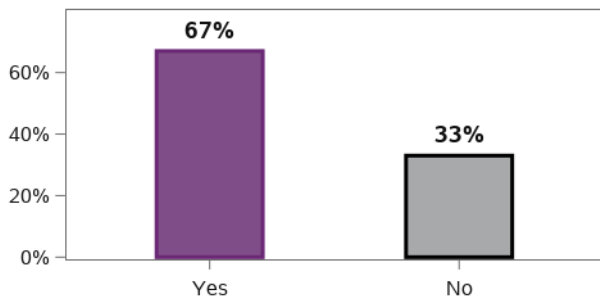
12785 responses; 2395 missing

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



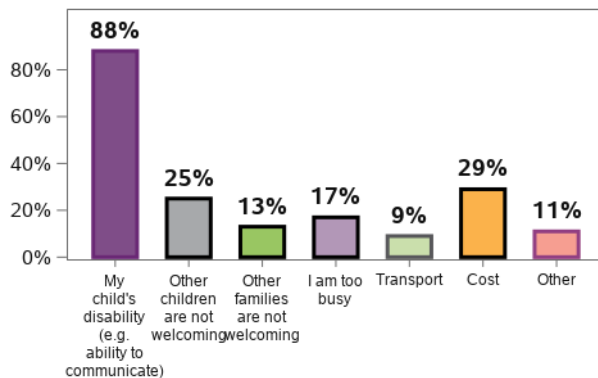
452 responses; 0 missing

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



31093 responses; 0 missing

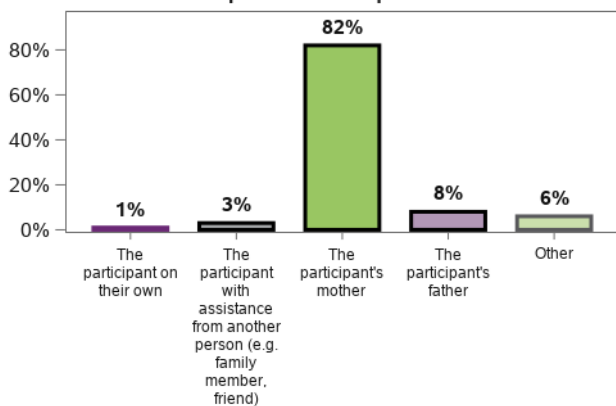
The barriers to my child being more involved with other children are



19345 responses; 0 missing

Appendix F.1.6 - Respondent type

Who responded to the questions?

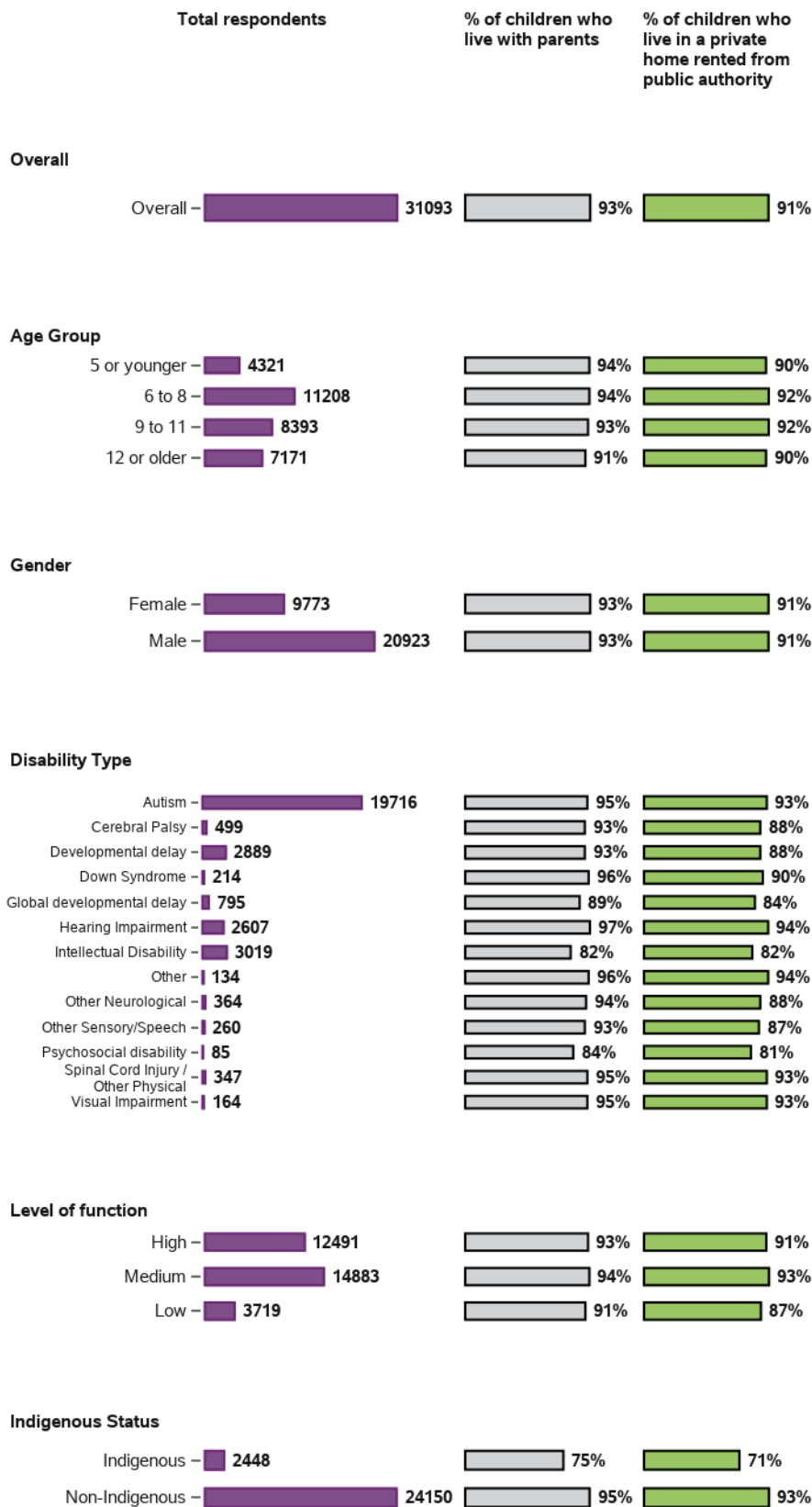


30645 responses; 448 missing

Appendix F.2 - Participants from school to age 14 - Baseline indicators - entry year 2019/20 - by participant characteristics

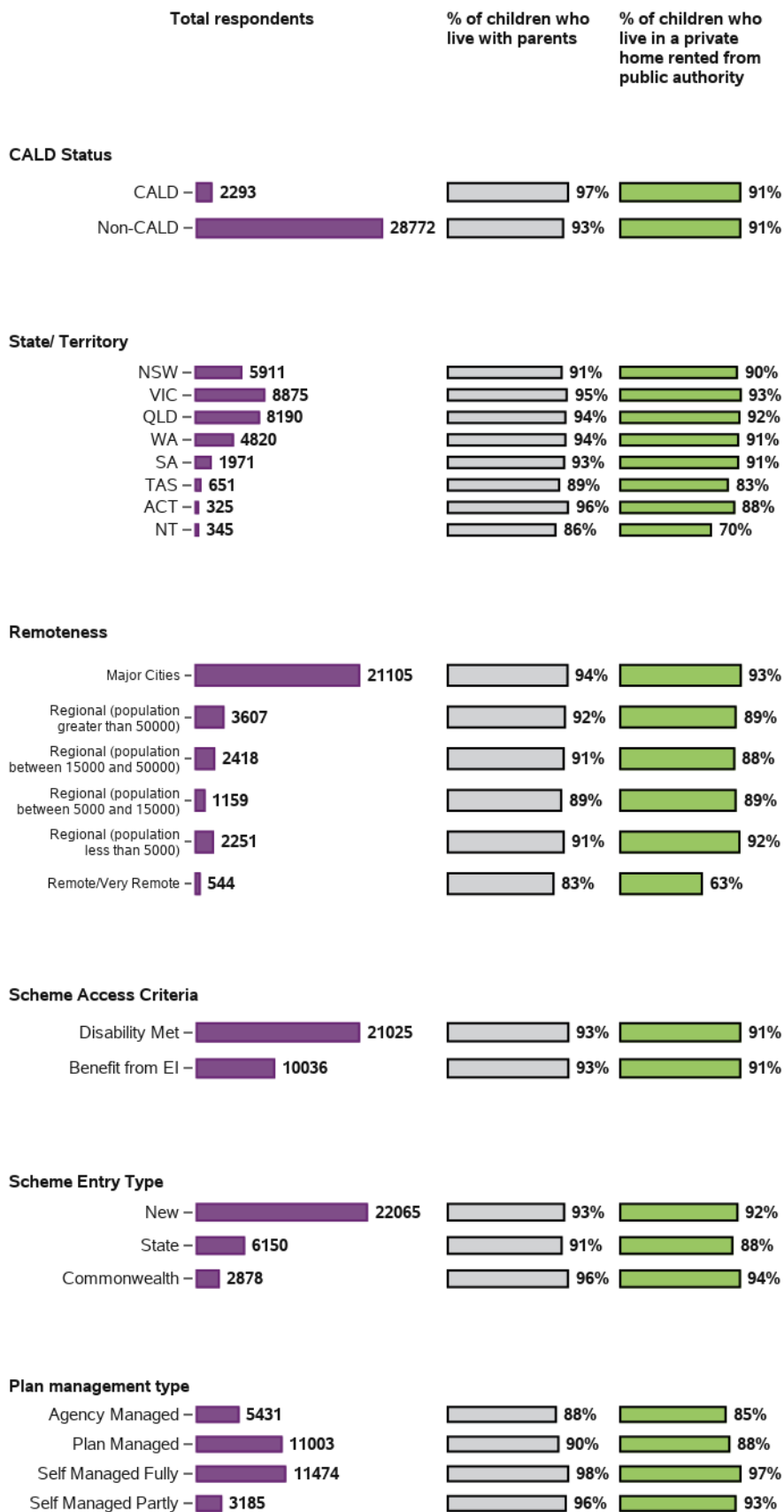
Appendix F.2.1 - Participant Information

Baseline indicators for SF - by participant characteristics



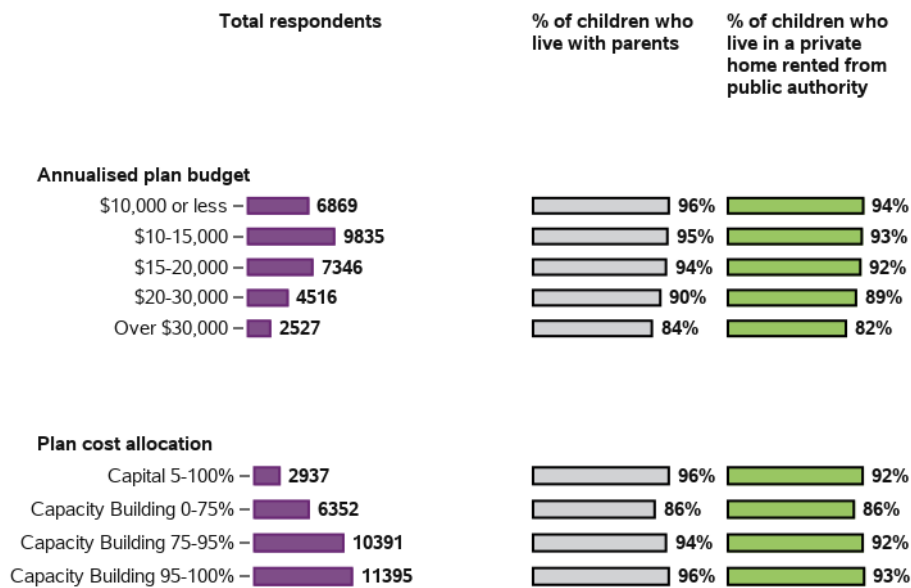
Appendix F.2.1 - Participant Information

Baseline indicators for SF - by participant characteristics (continued)



Appendix F.2.1 - Participant Information

Baseline indicators for SF - by participant characteristics (continued)

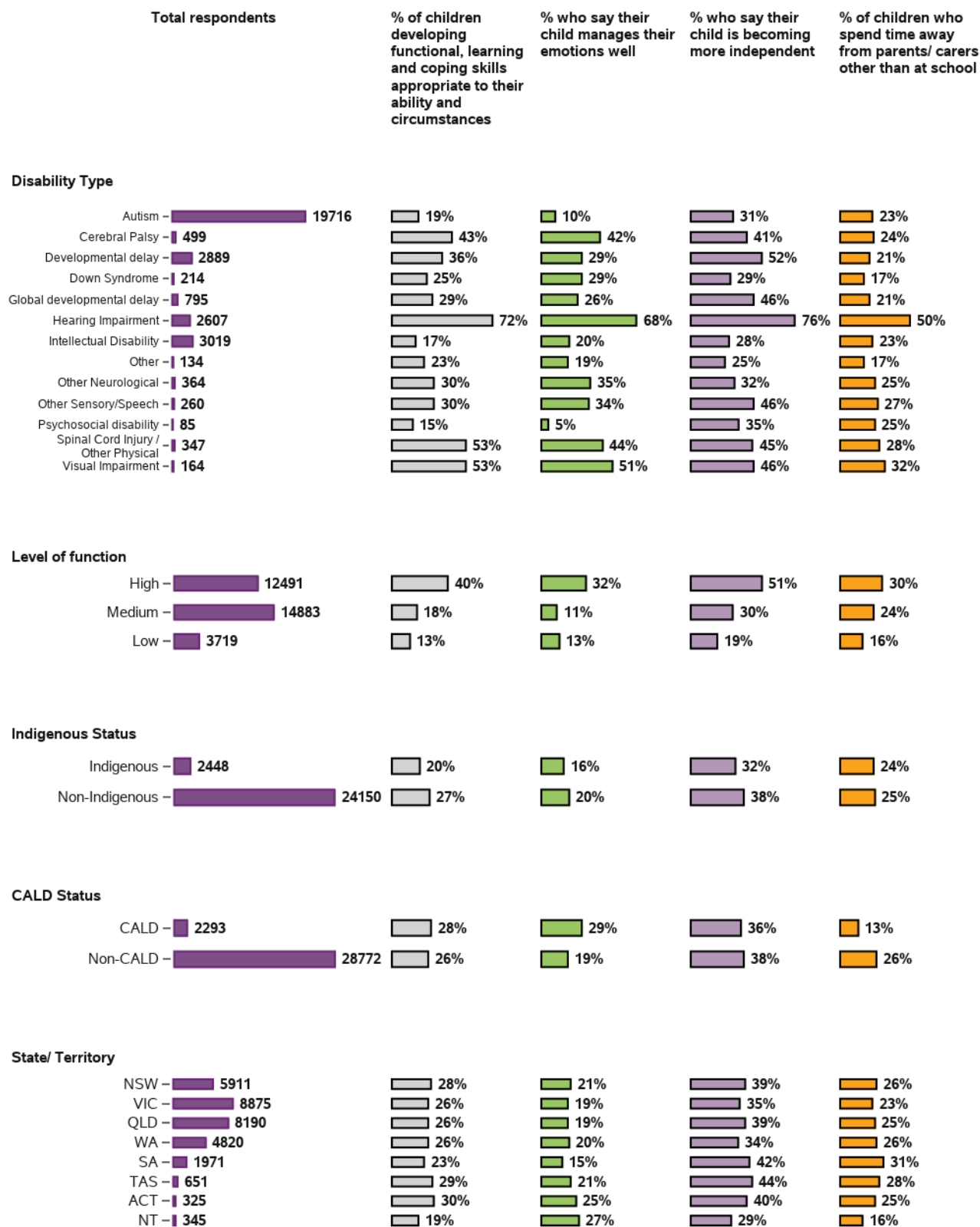


Appendix F.2.2 - Daily living

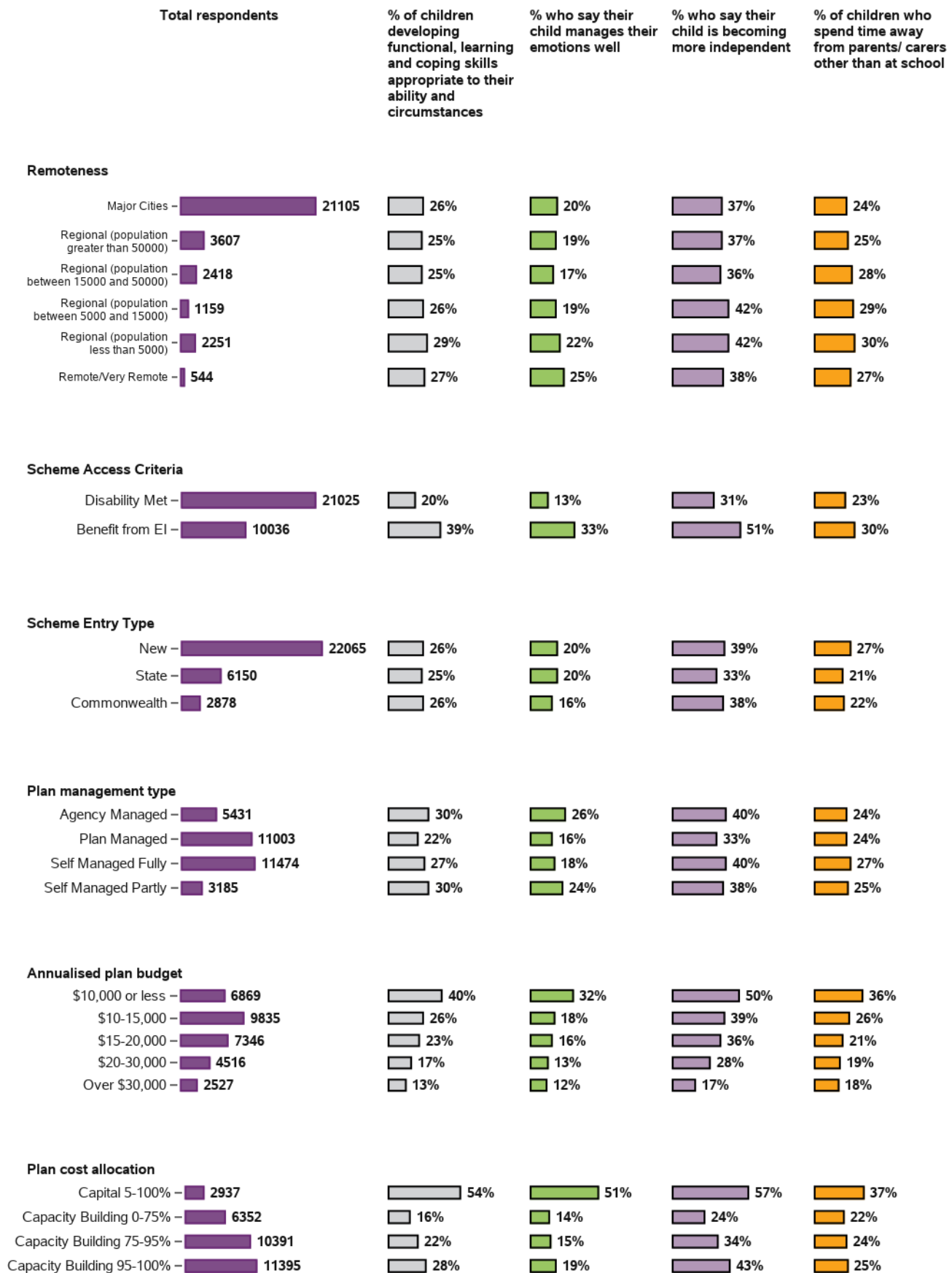
Baseline indicators for SF - by participant characteristics



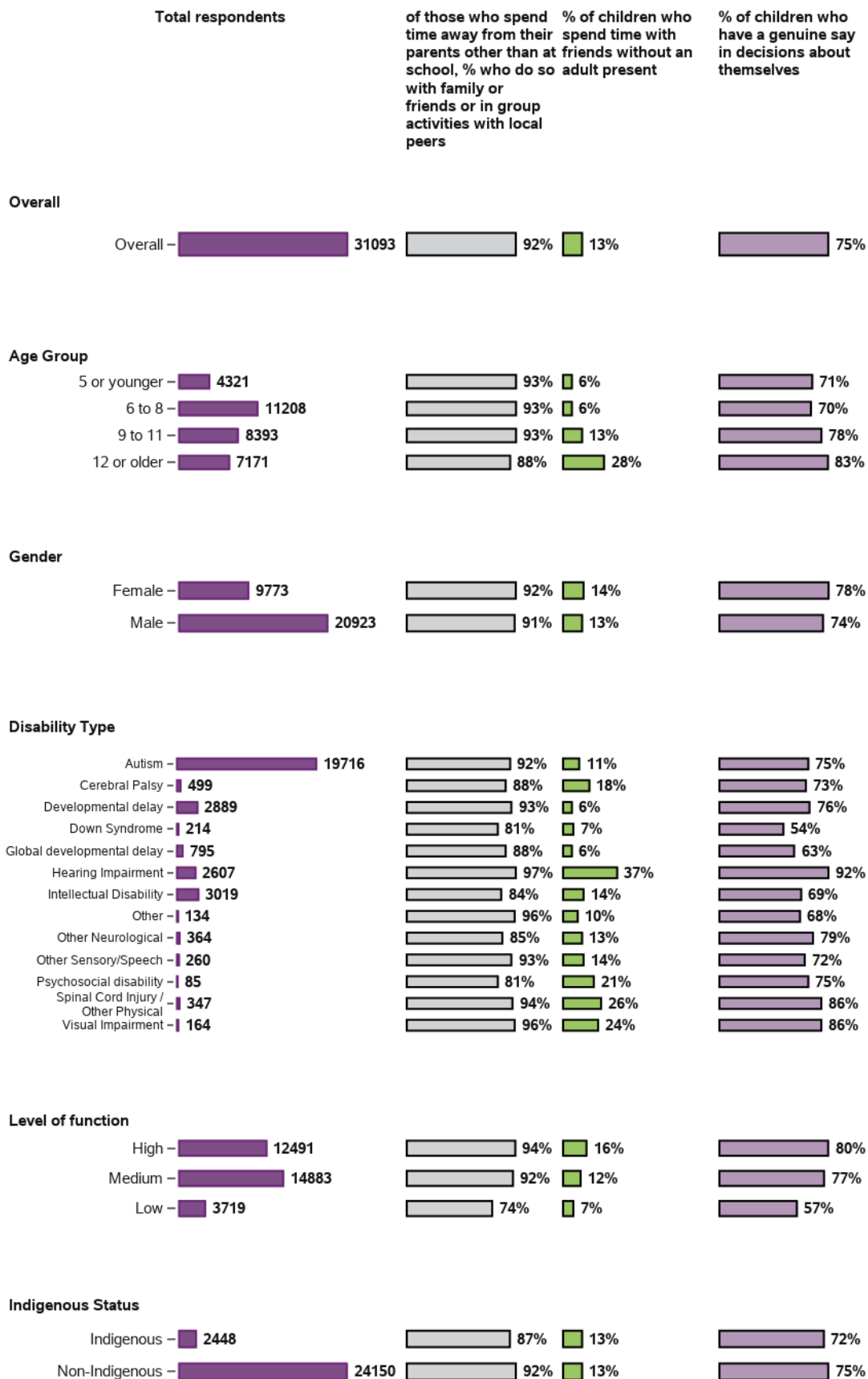
Appendix F.2.2 - Daily living Baseline indicators for SF - by participant characteristics (continued)



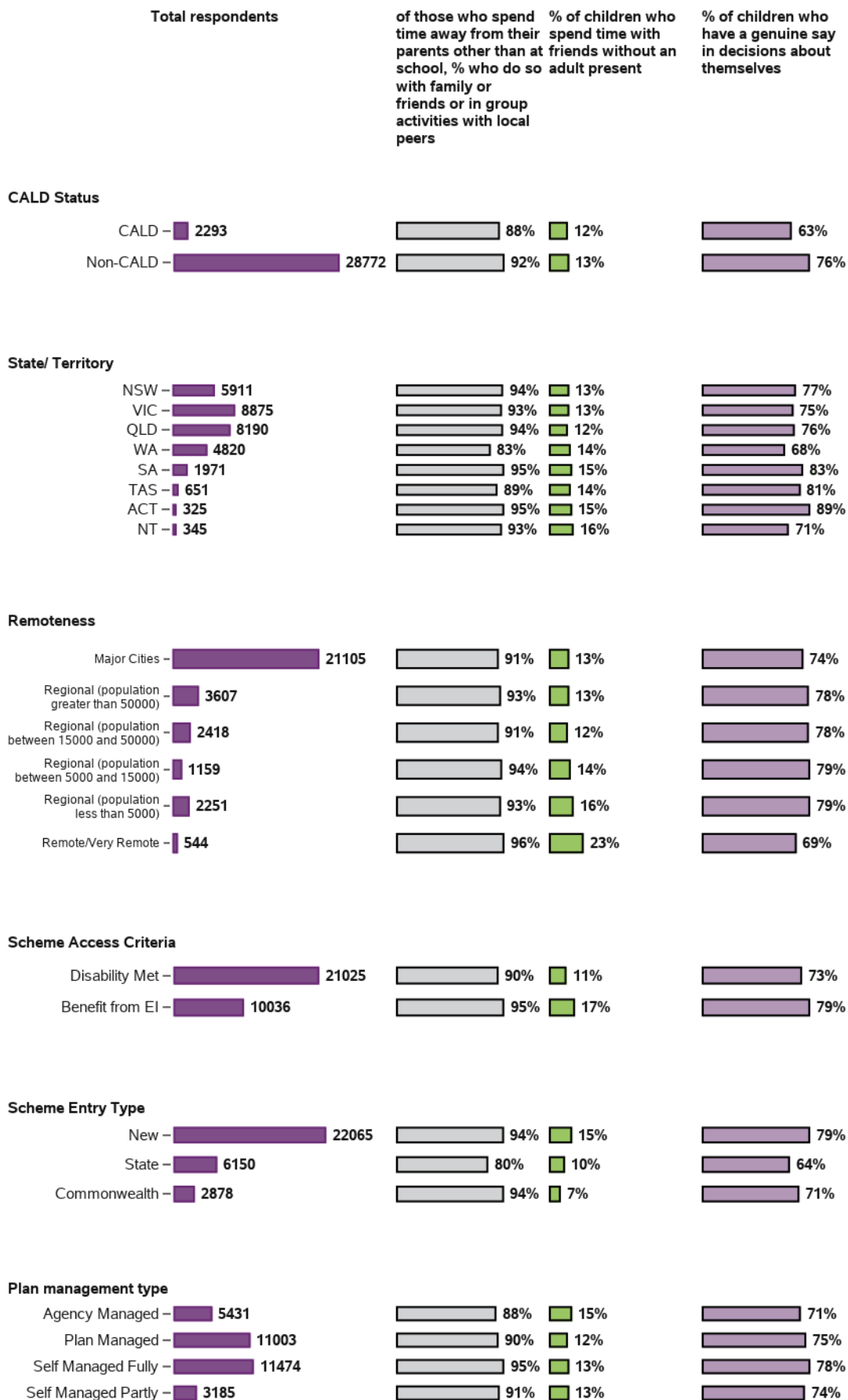
Appendix F.2.2 - Daily living Baseline indicators for SF - by participant characteristics (continued)



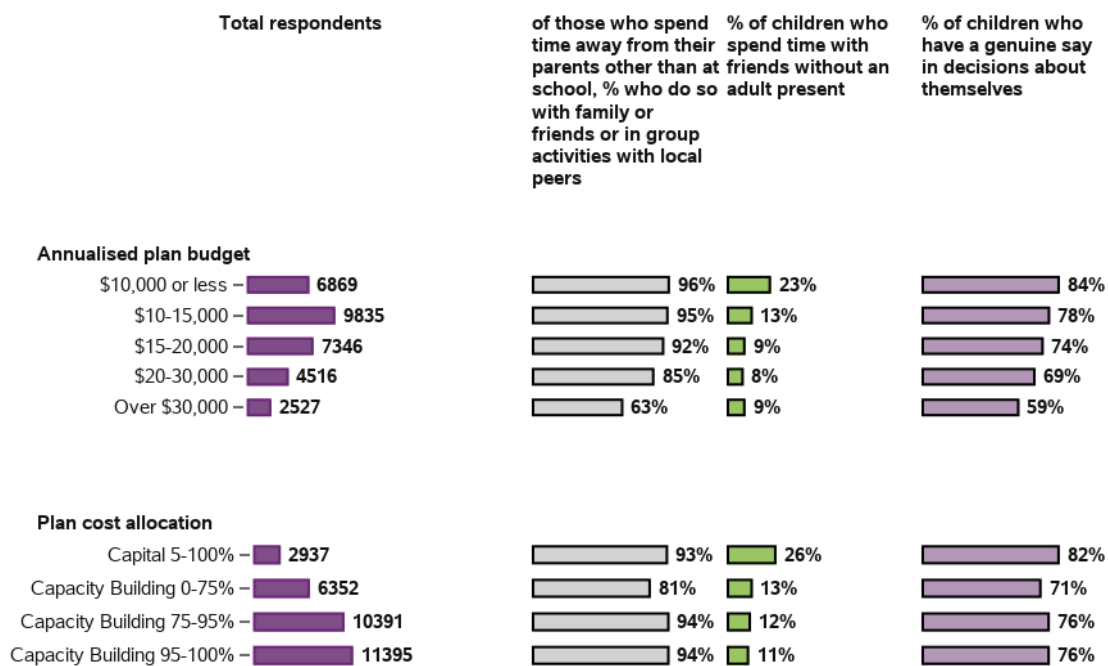
Appendix F.2.2 - Daily living Baseline indicators for SF - by participant characteristics (continued)



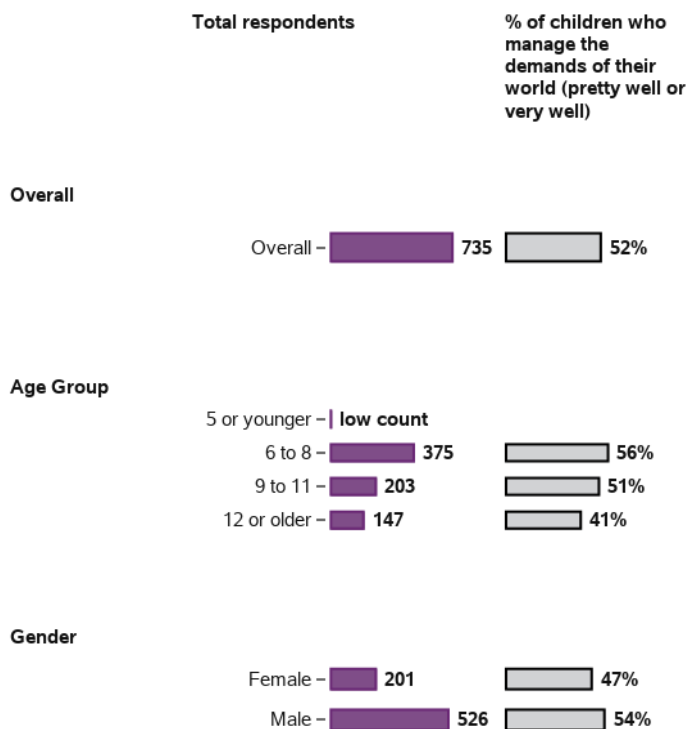
Appendix F.2.2 - Daily living Baseline indicators for SF - by participant characteristics (continued)



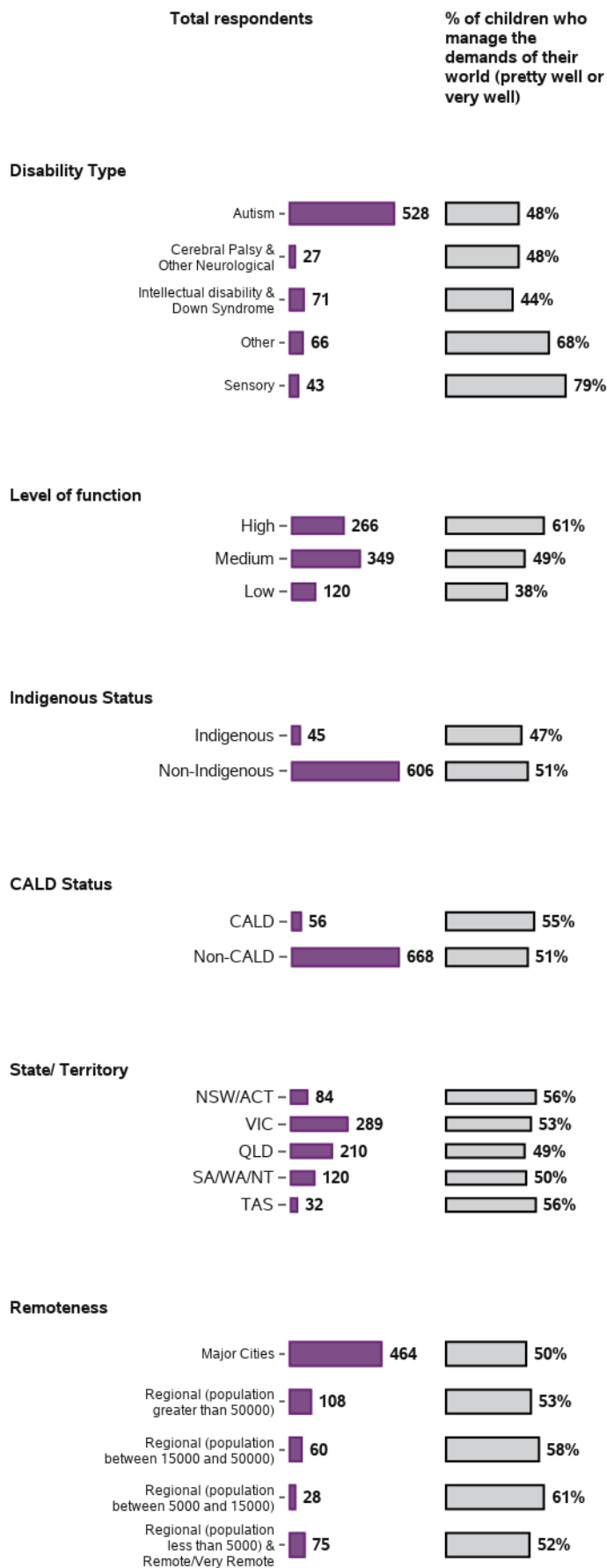
Appendix F.2.2 - Daily living Baseline indicators for SF - by participant characteristics (continued)



Appendix F.2.2 - Daily living Baseline indicators for LF - by participant characteristics

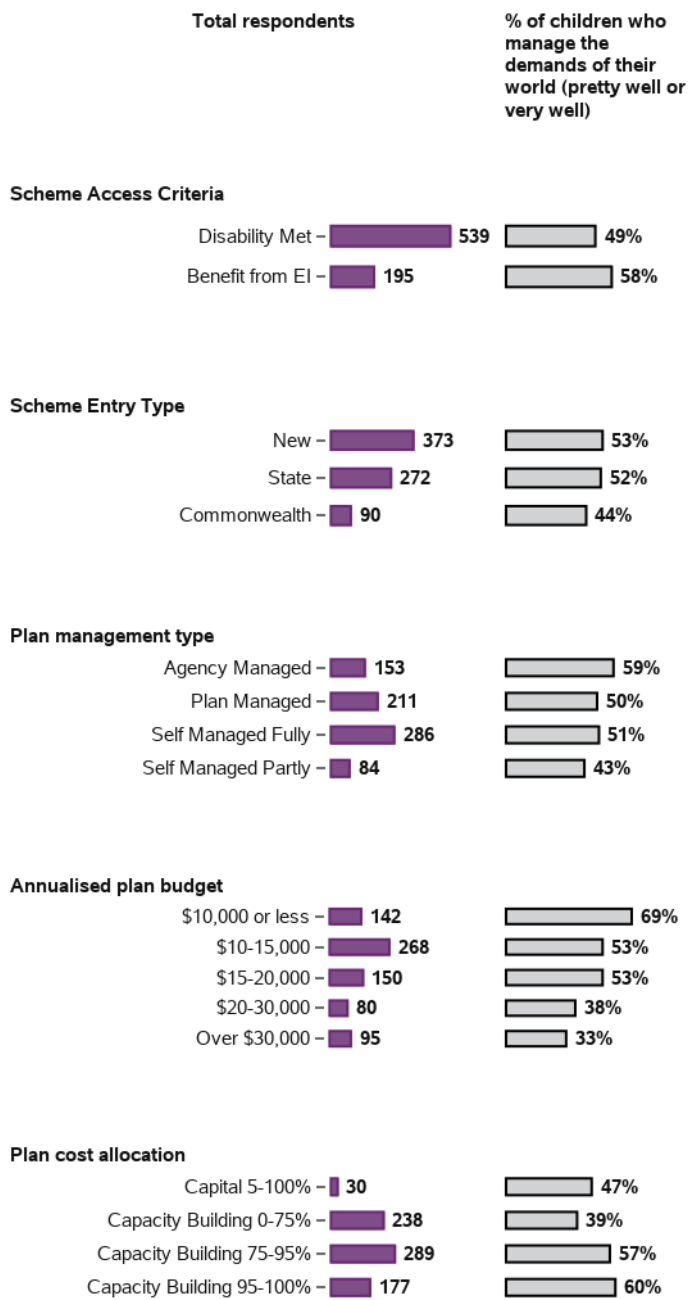


Appendix F.2.2 - Daily living Baseline indicators for LF - by participant characteristics (continued)



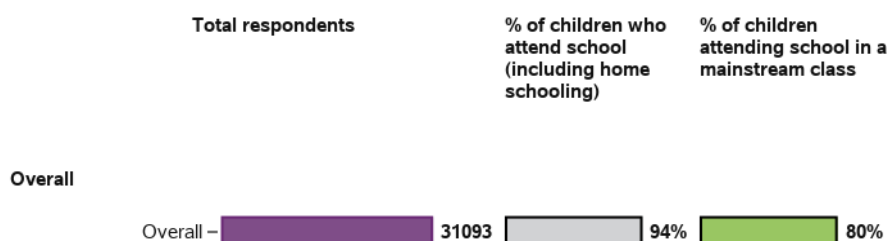
Appendix F.2.2 - Daily living

Baseline indicators for LF - by participant characteristics (continued)



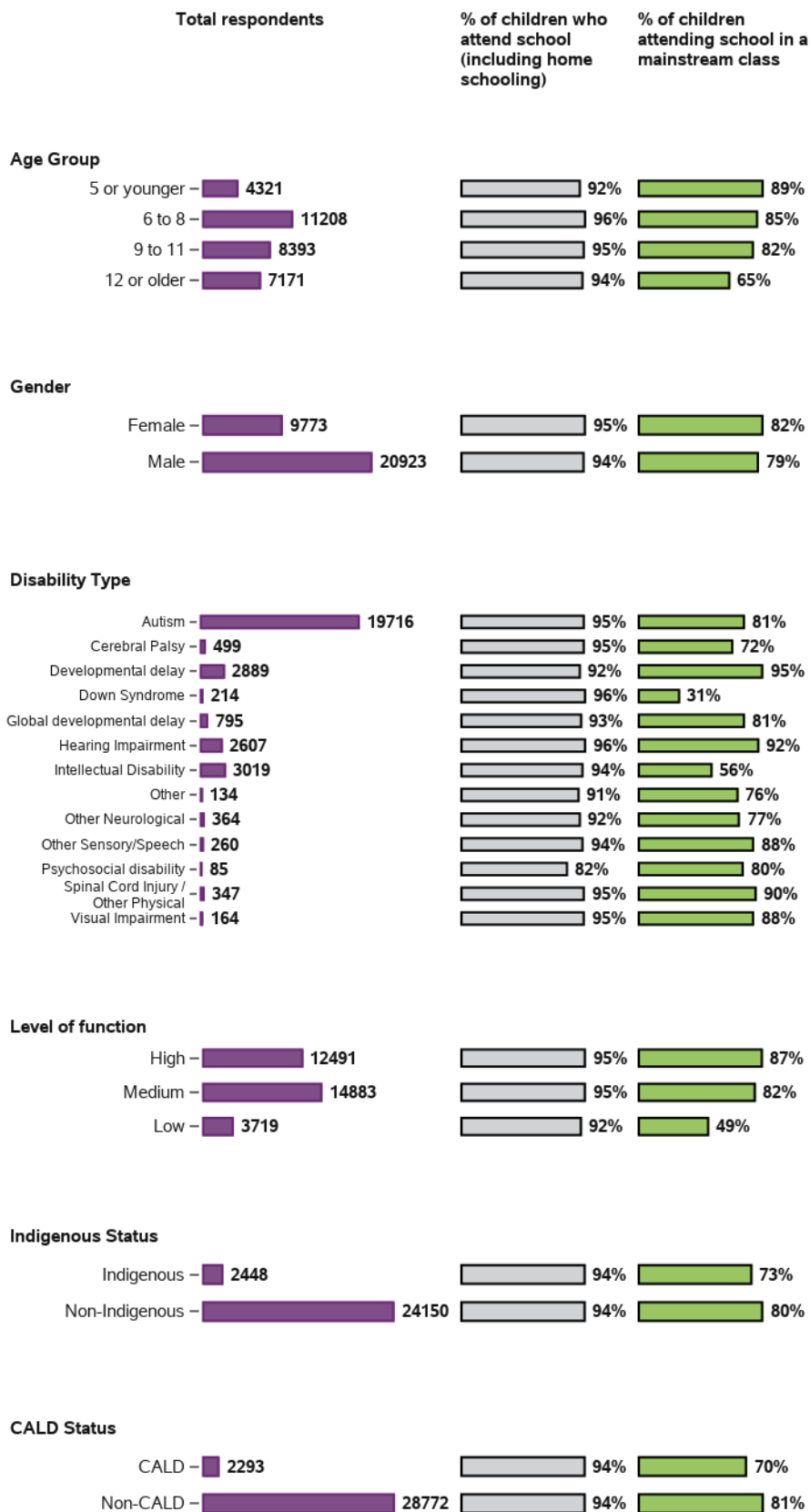
Appendix F.2.3 - Lifelong learning

Baseline indicators for SF - by participant characteristics

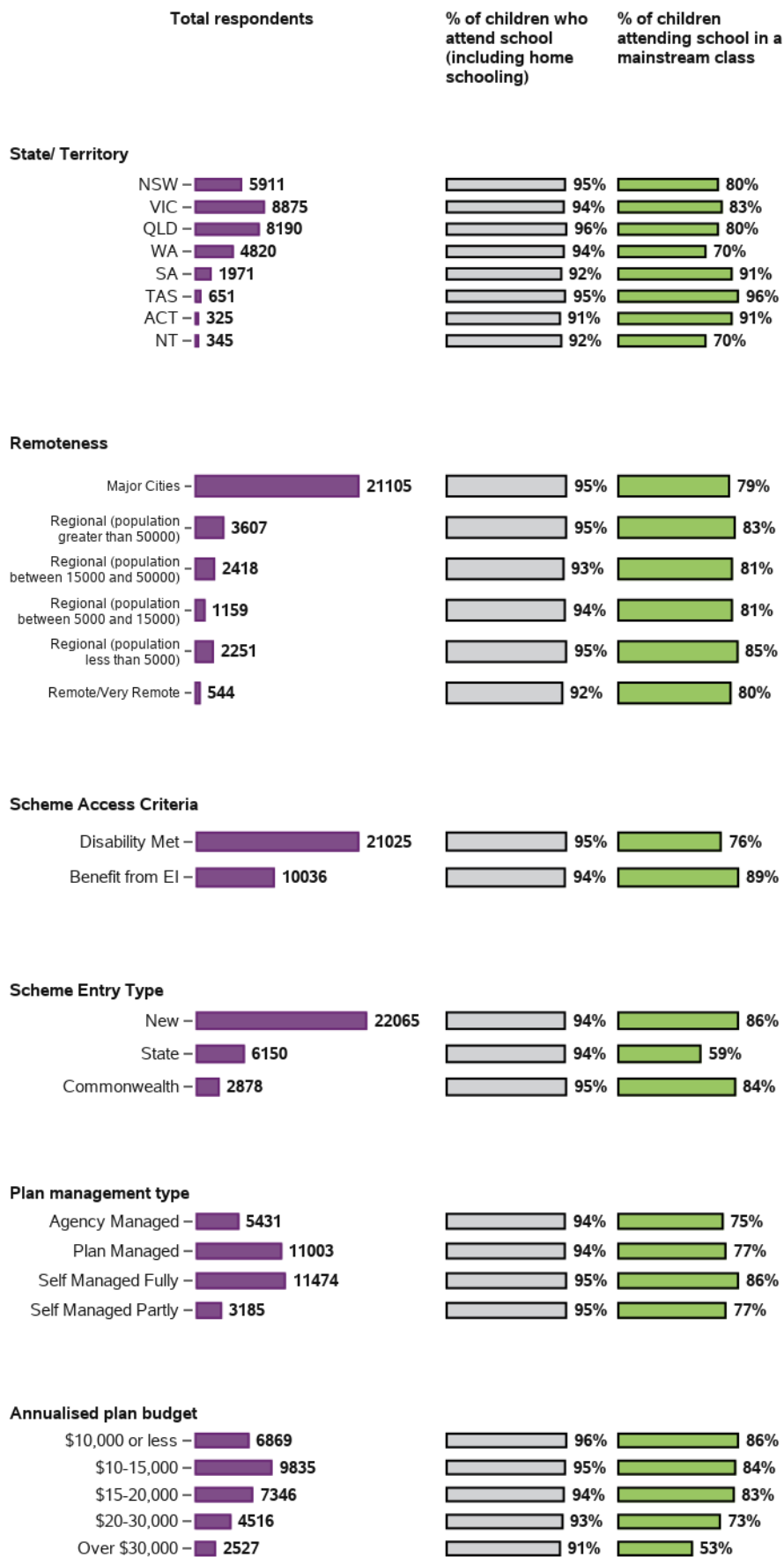


Appendix F.2.3 - Lifelong learning

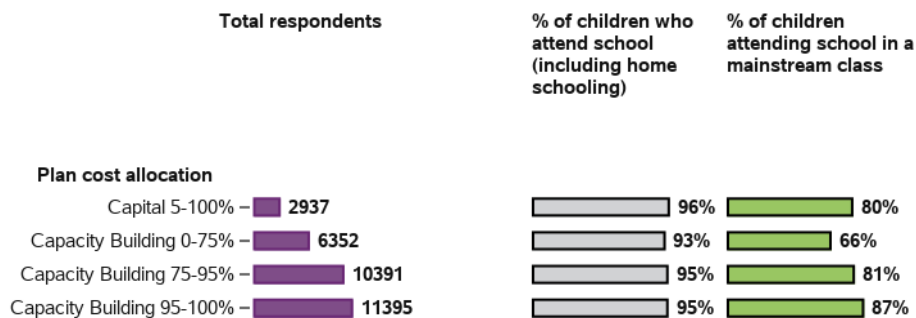
Baseline indicators for SF - by participant characteristics (continued)



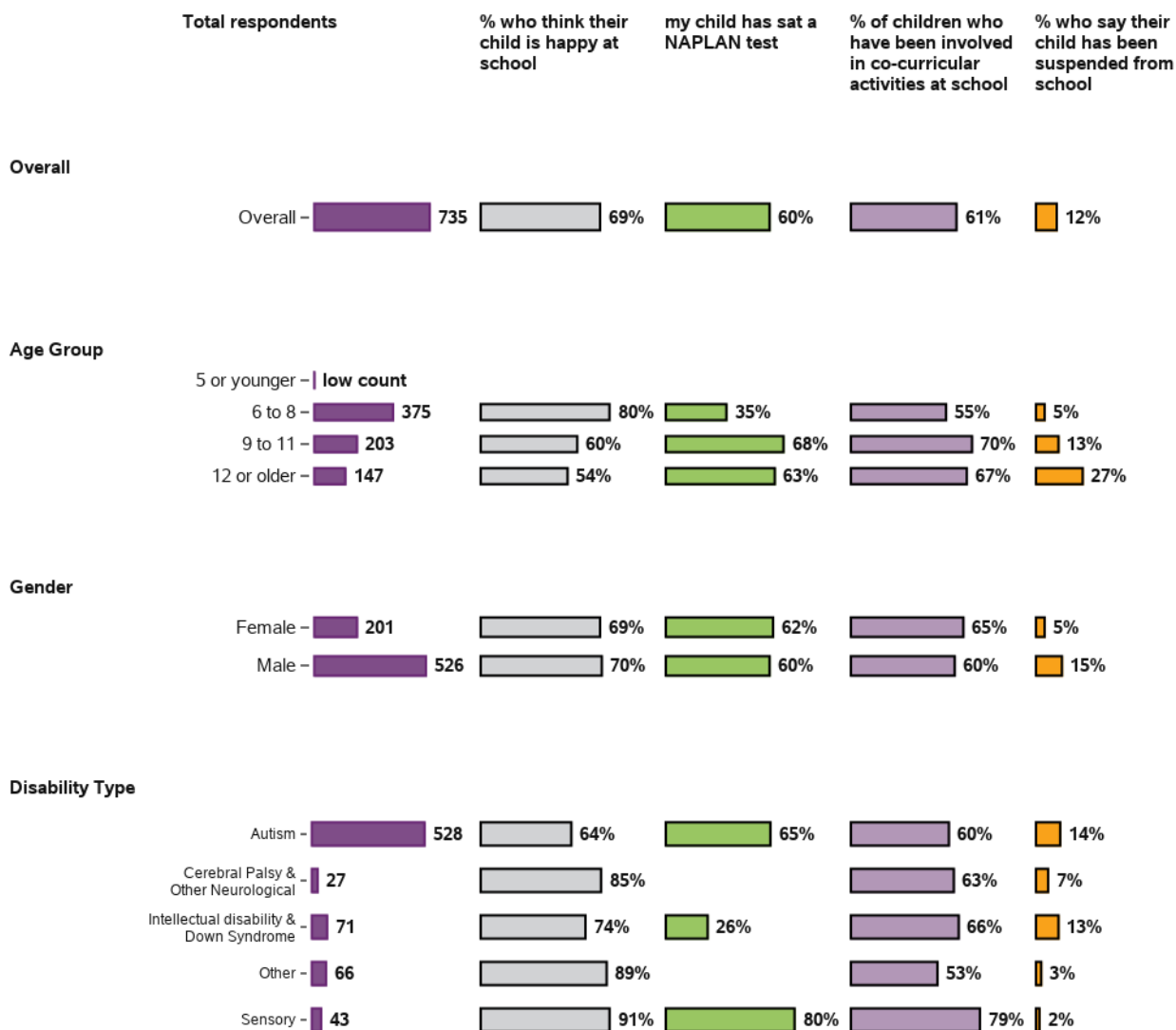
Appendix F.2.3 - Lifelong learning Baseline indicators for SF - by participant characteristics (continued)



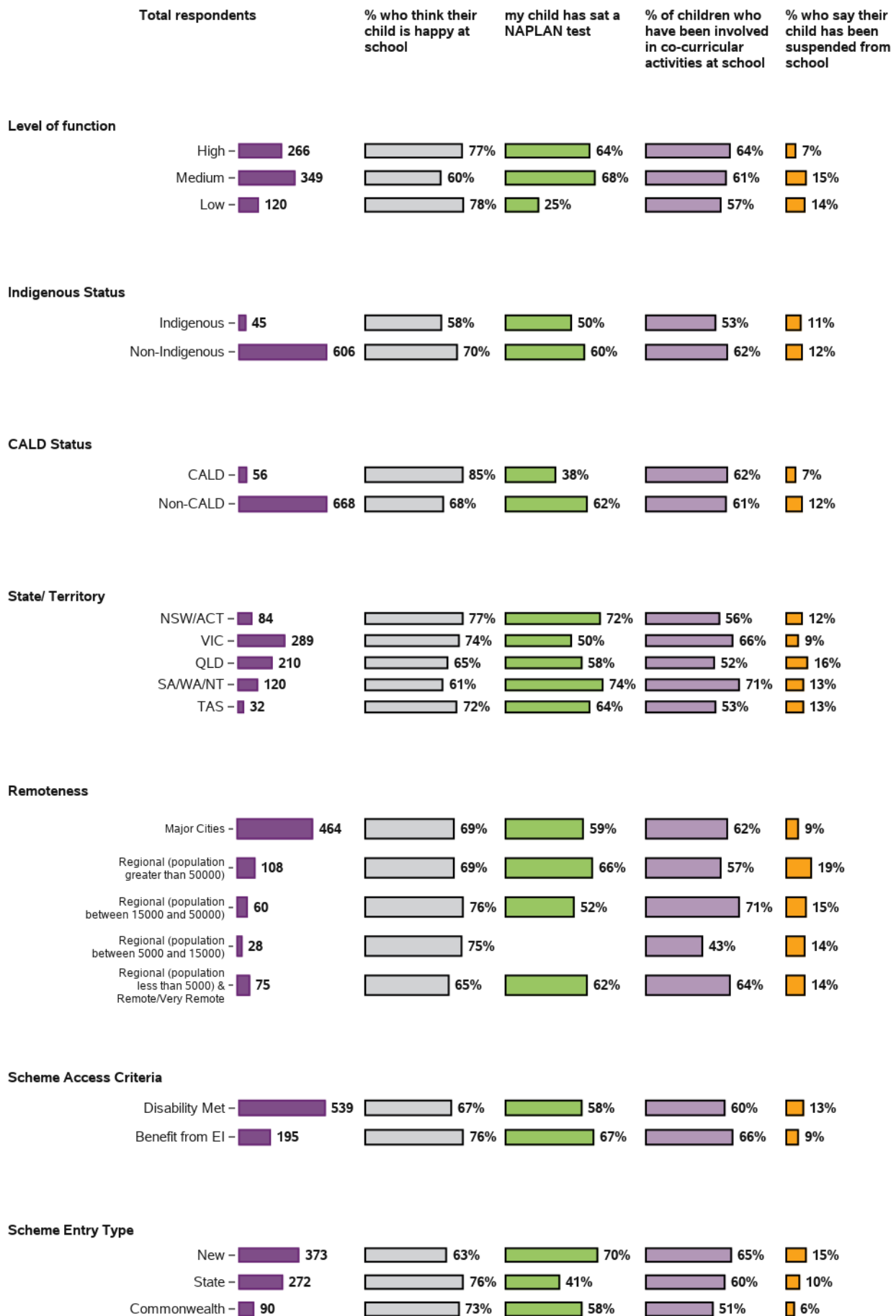
Appendix F.2.3 - Lifelong learning Baseline indicators for SF - by participant characteristics (continued)



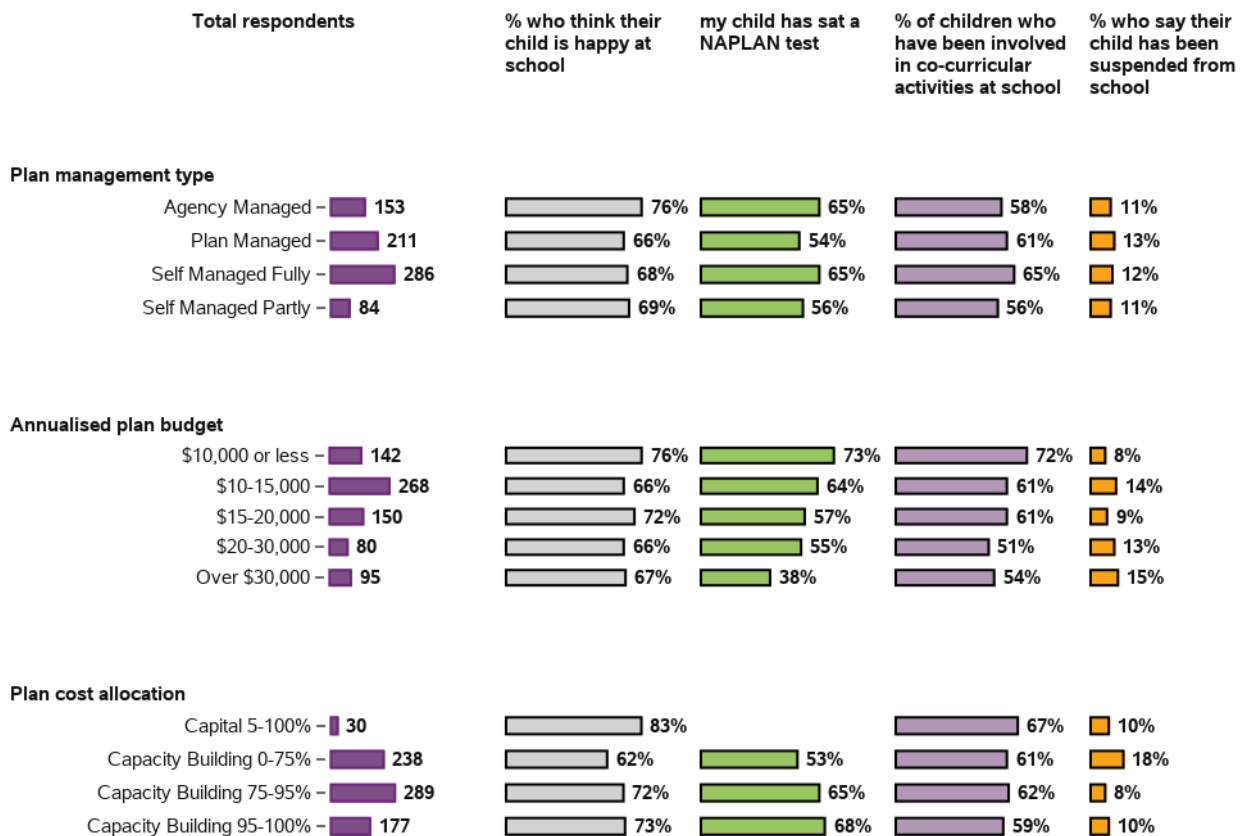
Appendix F.2.3 - Lifelong learning Baseline indicators for LF - by participant characteristics



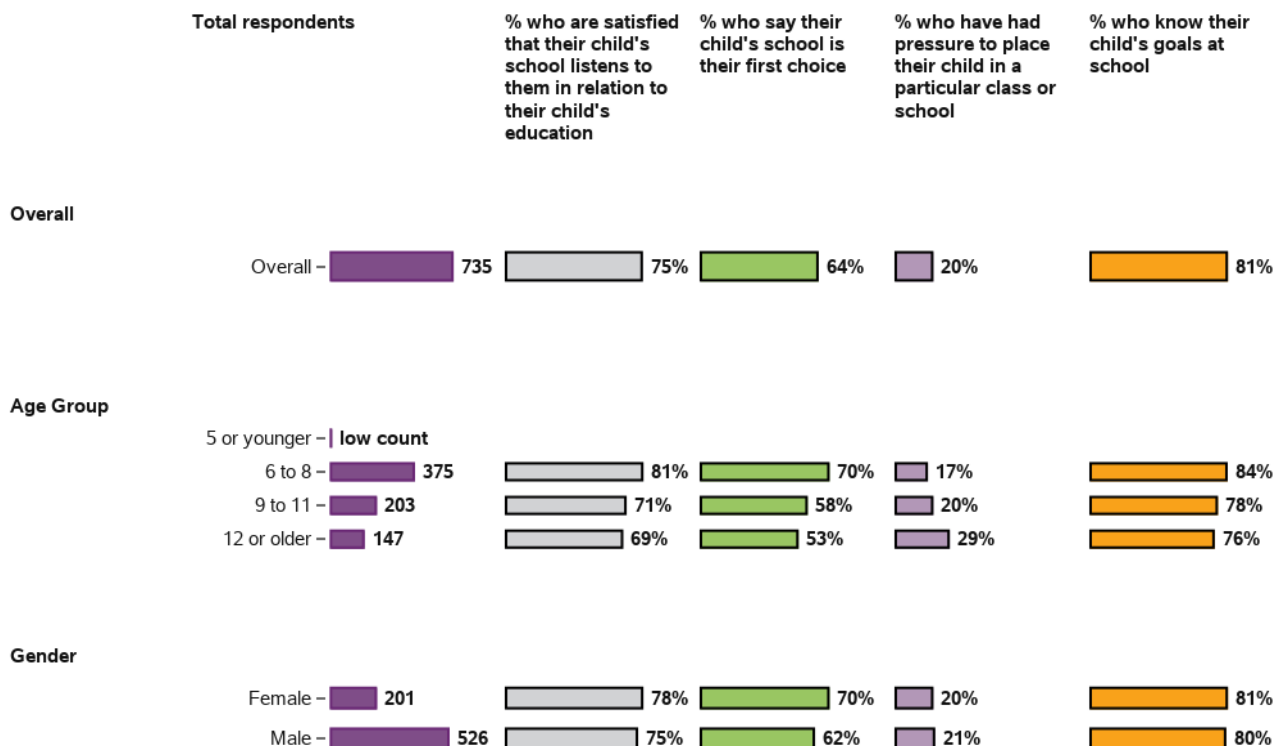
Appendix F.2.3 - Lifelong learning Baseline indicators for LF - by participant characteristics (continued)



Appendix F.2.3 - Lifelong learning Baseline indicators for LF - by participant characteristics (continued)

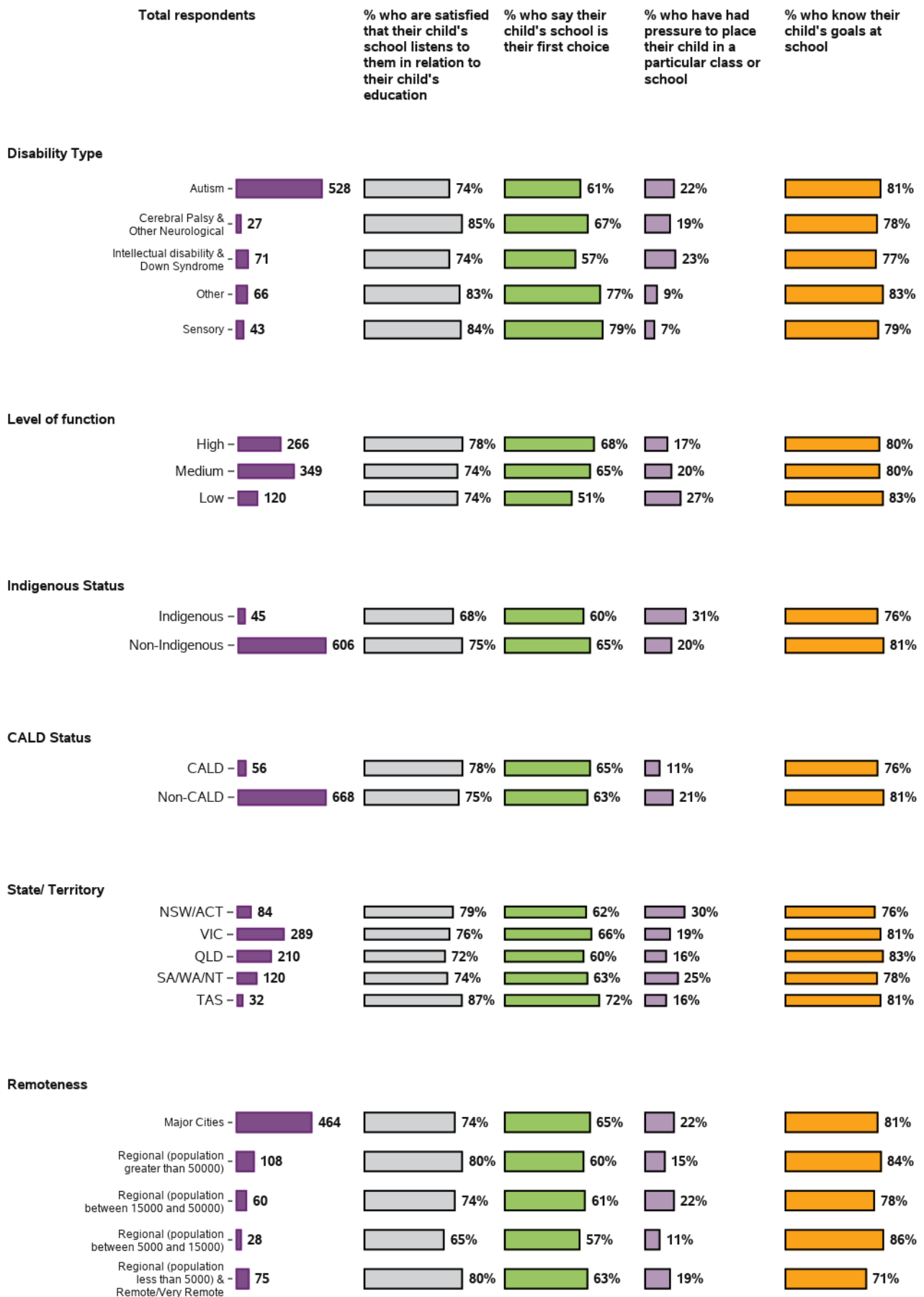


Appendix F.2.3 - Lifelong learning Baseline indicators for LF - by participant characteristics (continued)

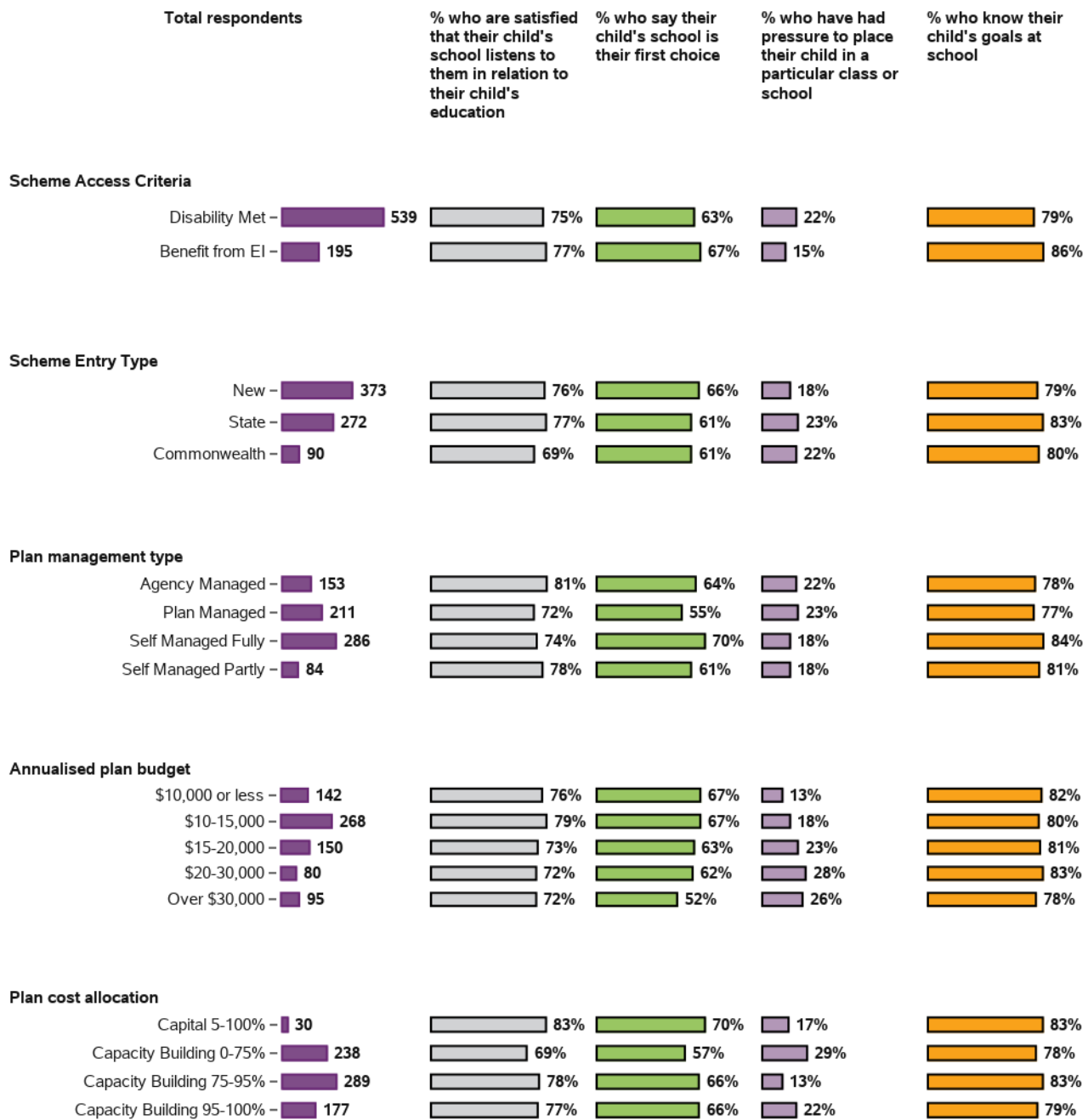


Appendix F.2.3 - Lifelong learning

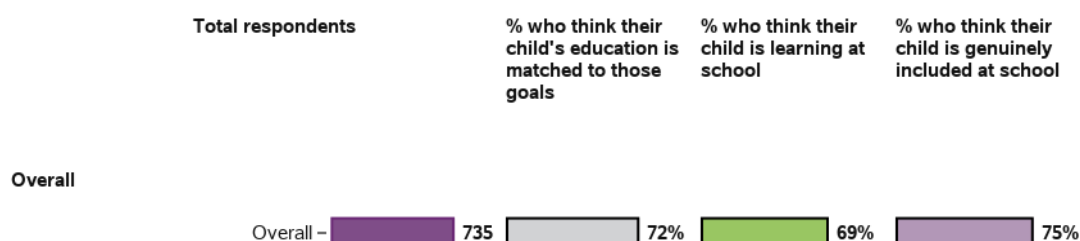
Baseline indicators for LF - by participant characteristics (continued)



Appendix F.2.3 - Lifelong learning Baseline indicators for LF - by participant characteristics (continued)

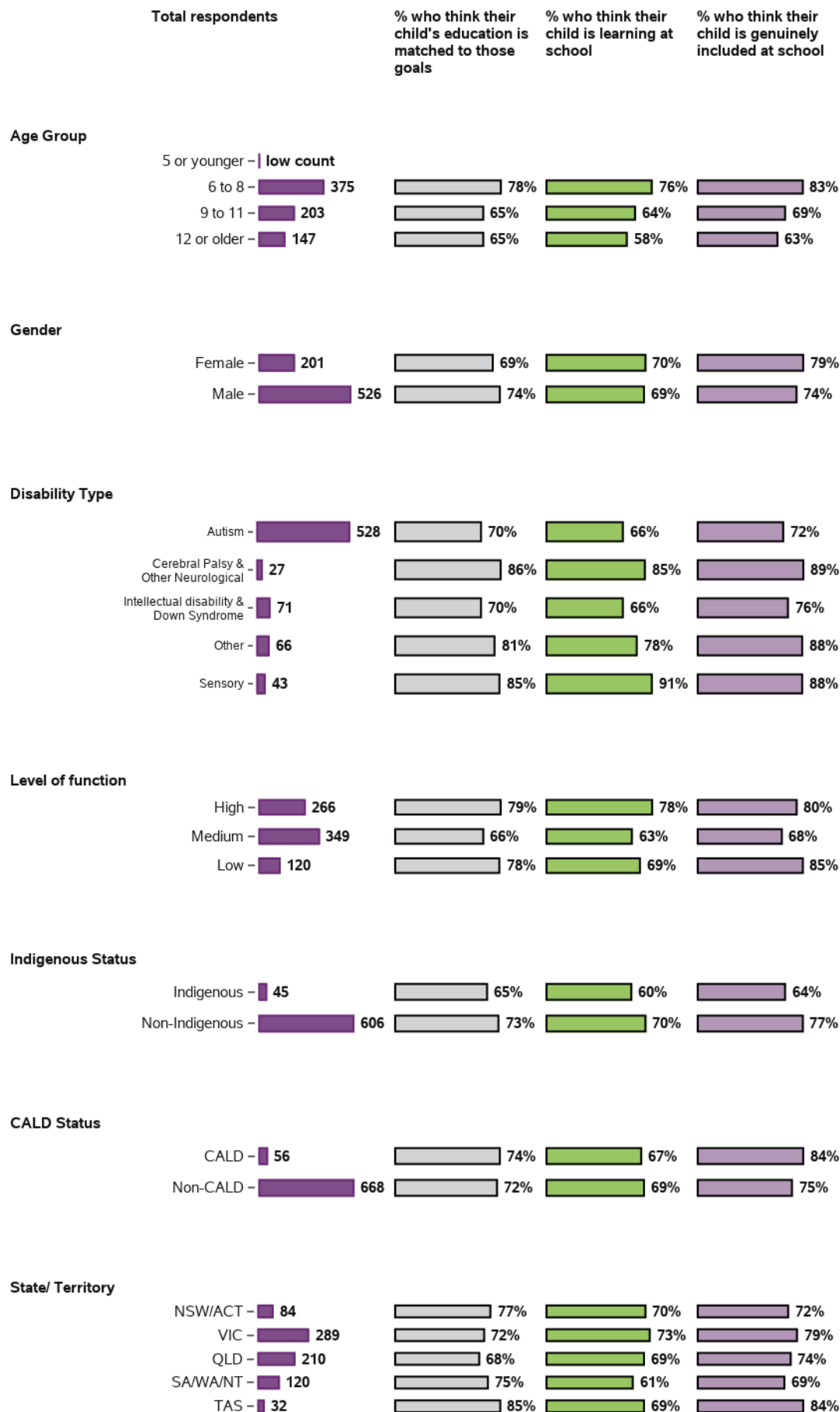


Appendix F.2.3 - Lifelong learning Baseline indicators for LF - by participant characteristics (continued)



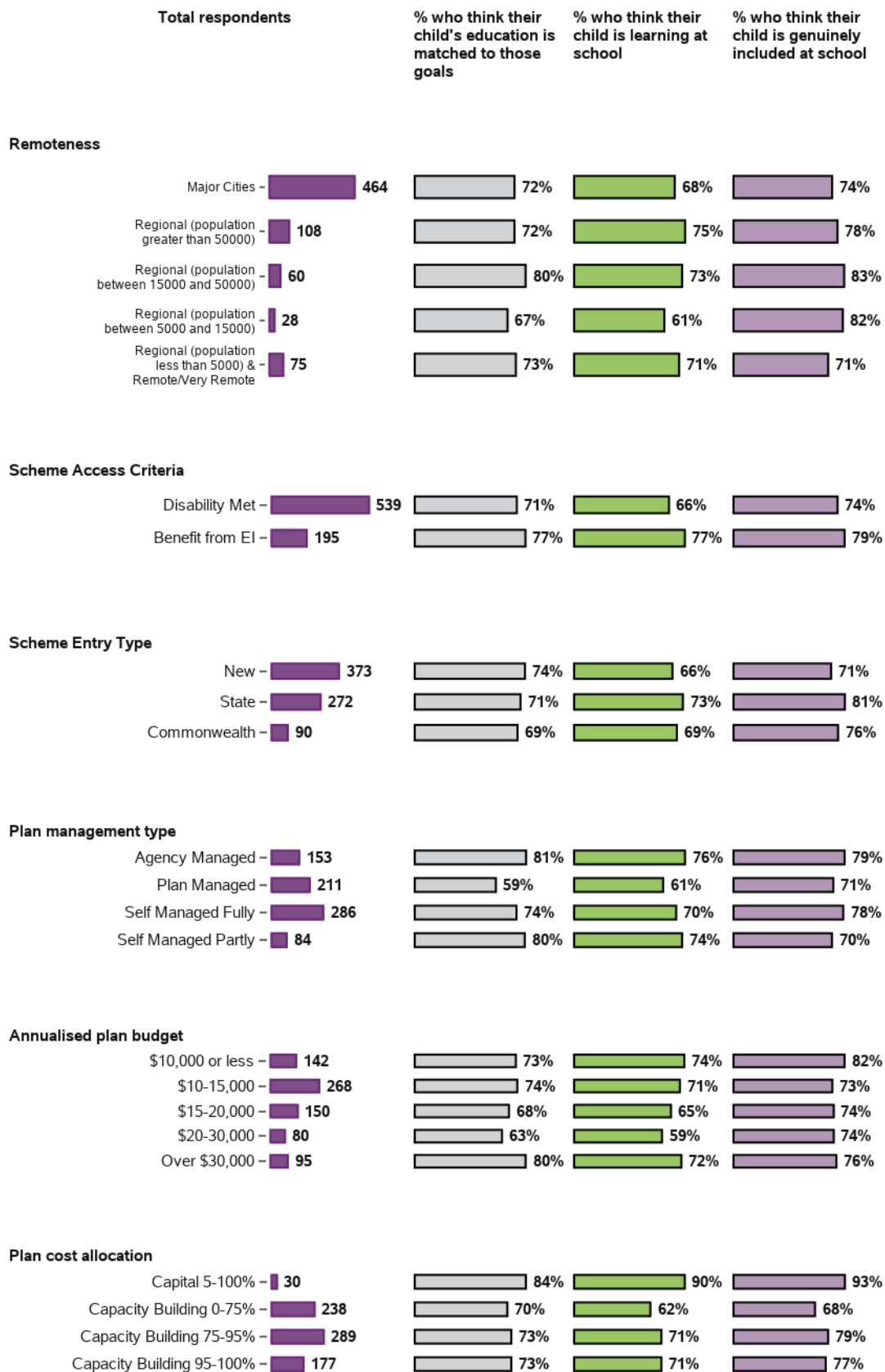
Appendix F.2.3 - Lifelong learning

Baseline indicators for LF - by participant characteristics (continued)



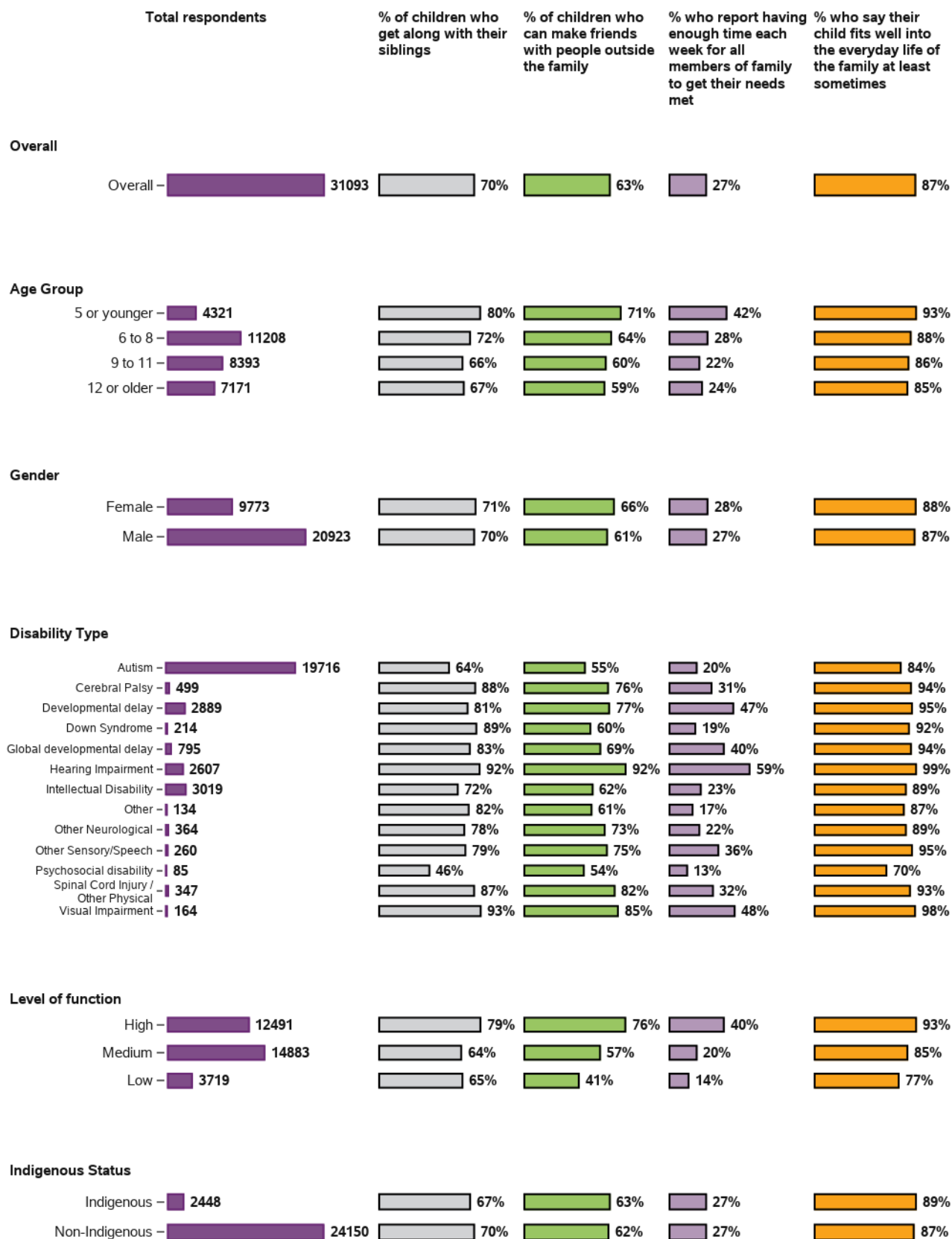
Appendix F.2.3 - Lifelong learning

Baseline indicators for LF - by participant characteristics (continued)



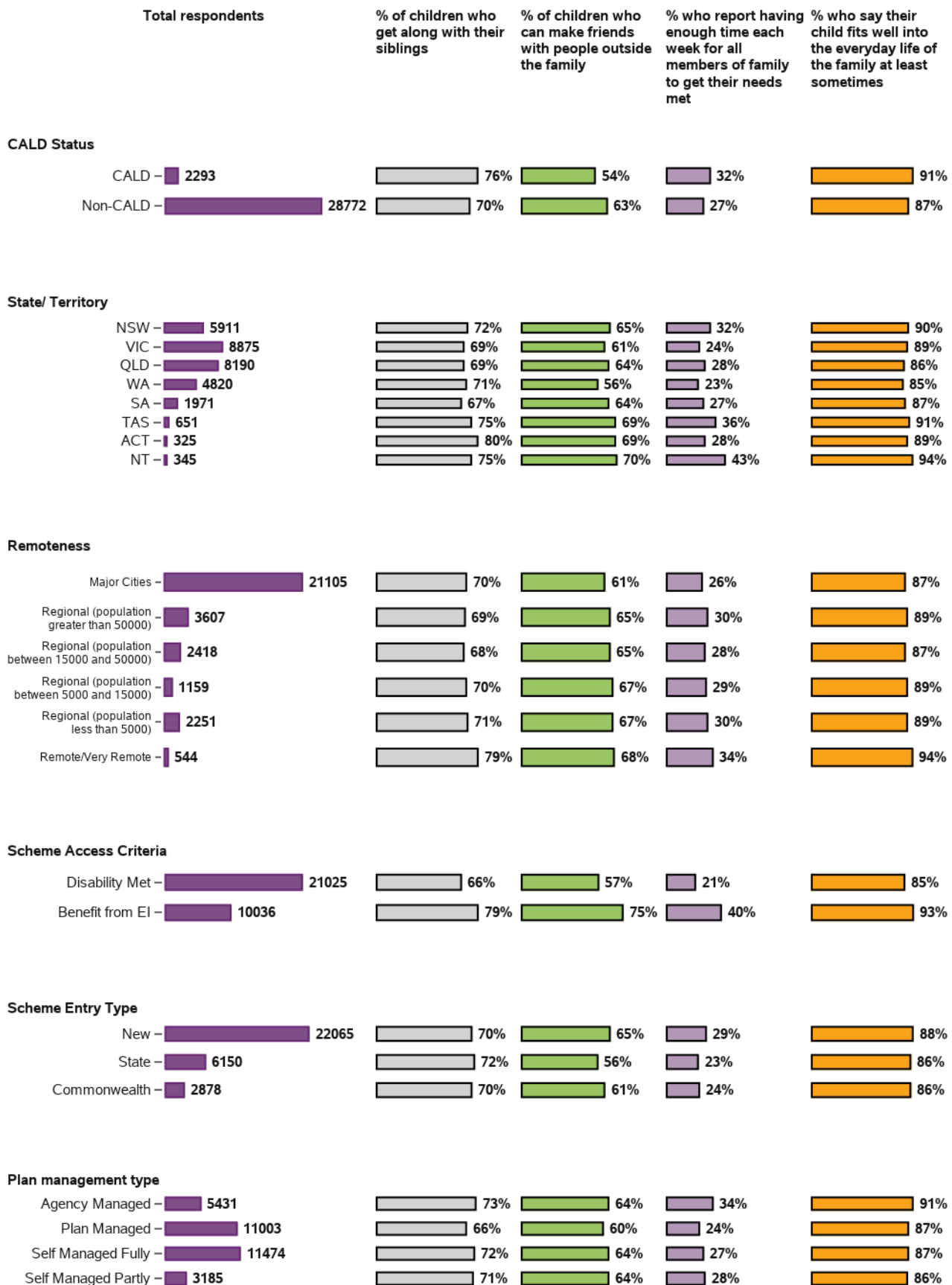
Appendix F.2.4 - Relationships

Baseline indicators for SF - by participant characteristics

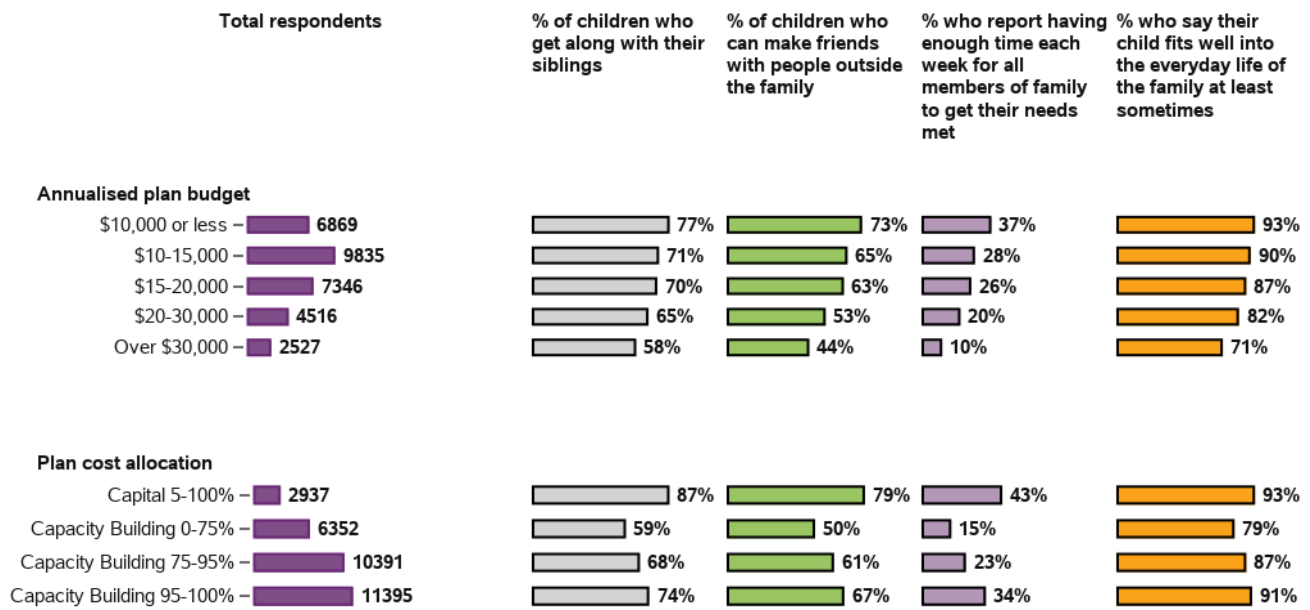


Appendix F.2.4 - Relationships

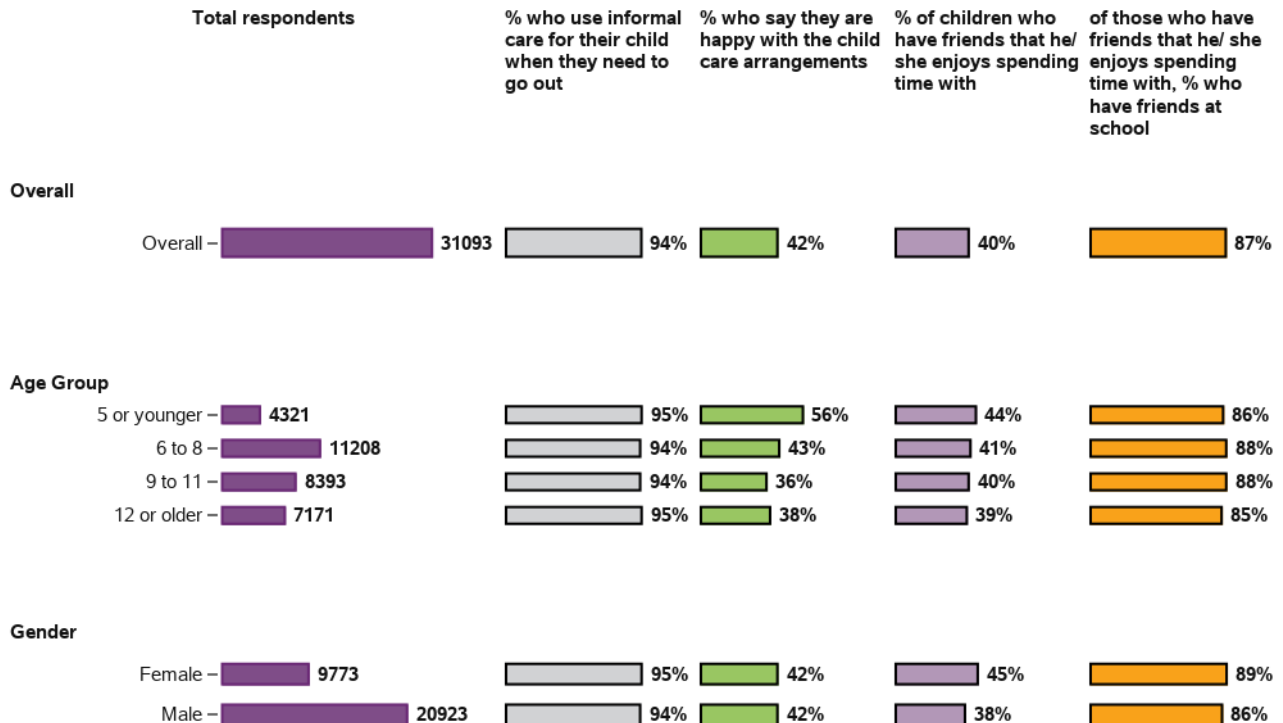
Baseline indicators for SF - by participant characteristics (continued)



Appendix F.2.4 - Relationships Baseline indicators for SF - by participant characteristics (continued)

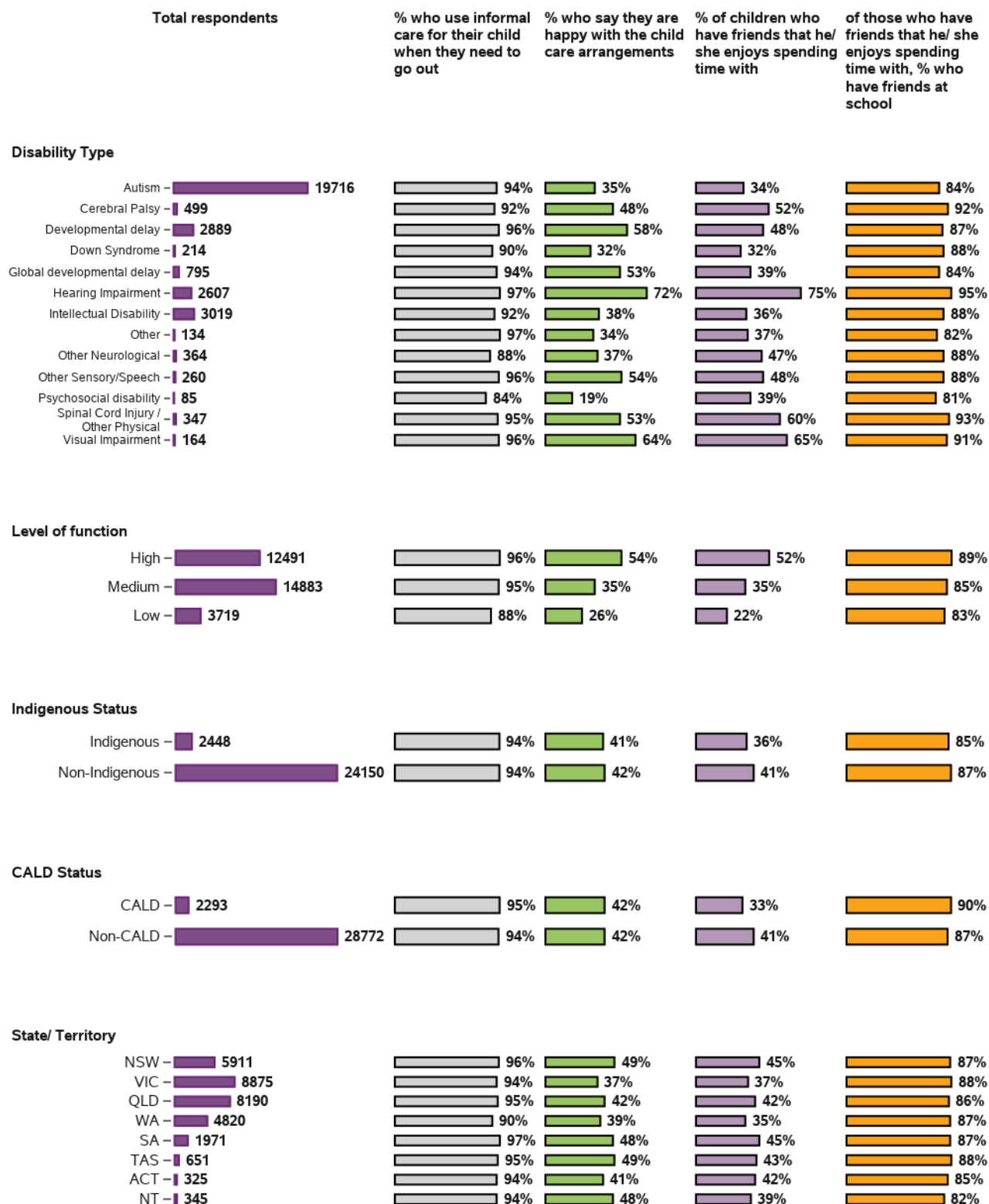


Appendix F.2.4 - Relationships Baseline indicators for SF - by participant characteristics (continued)



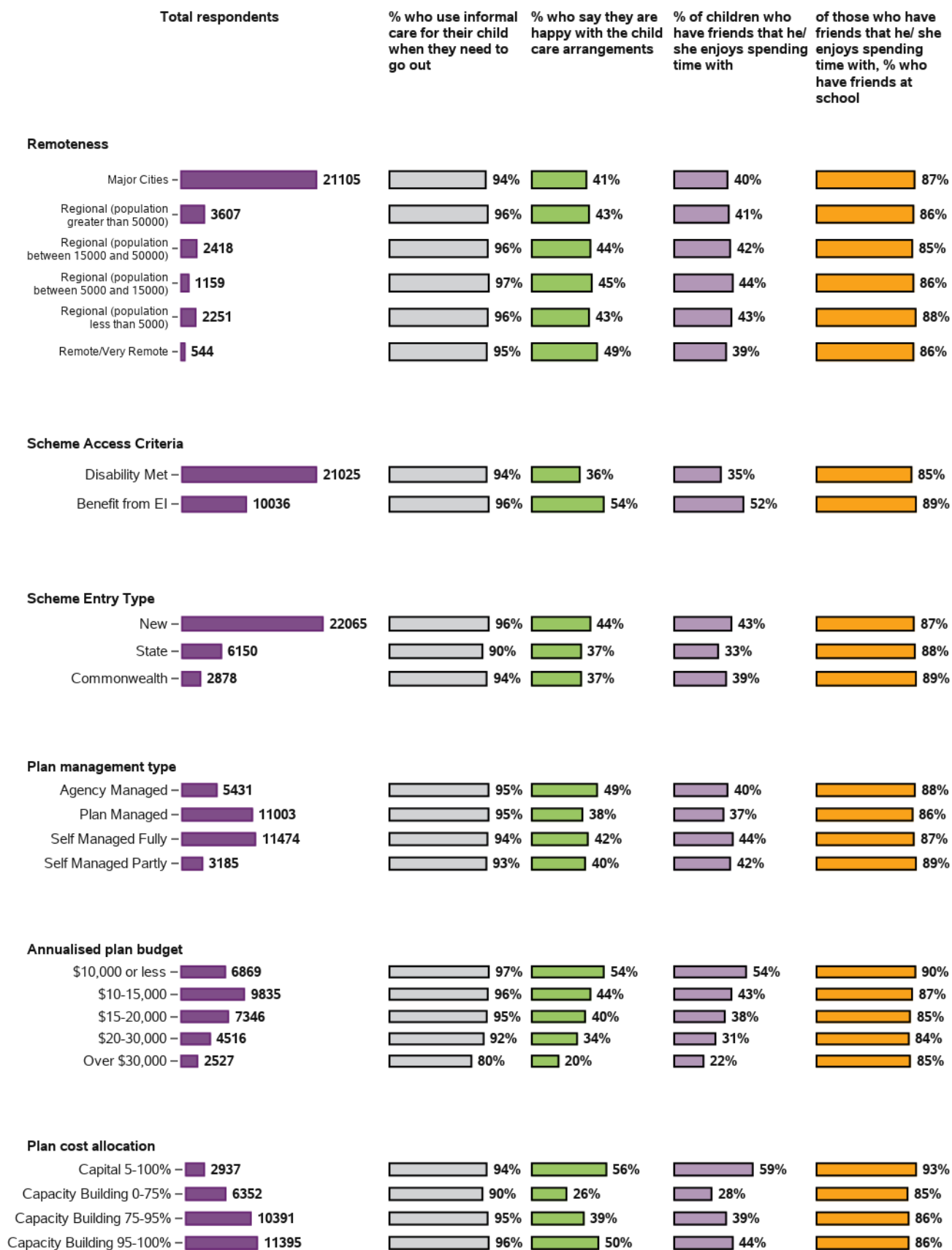
Appendix F.2.4 - Relationships

Baseline indicators for SF - by participant characteristics (continued)



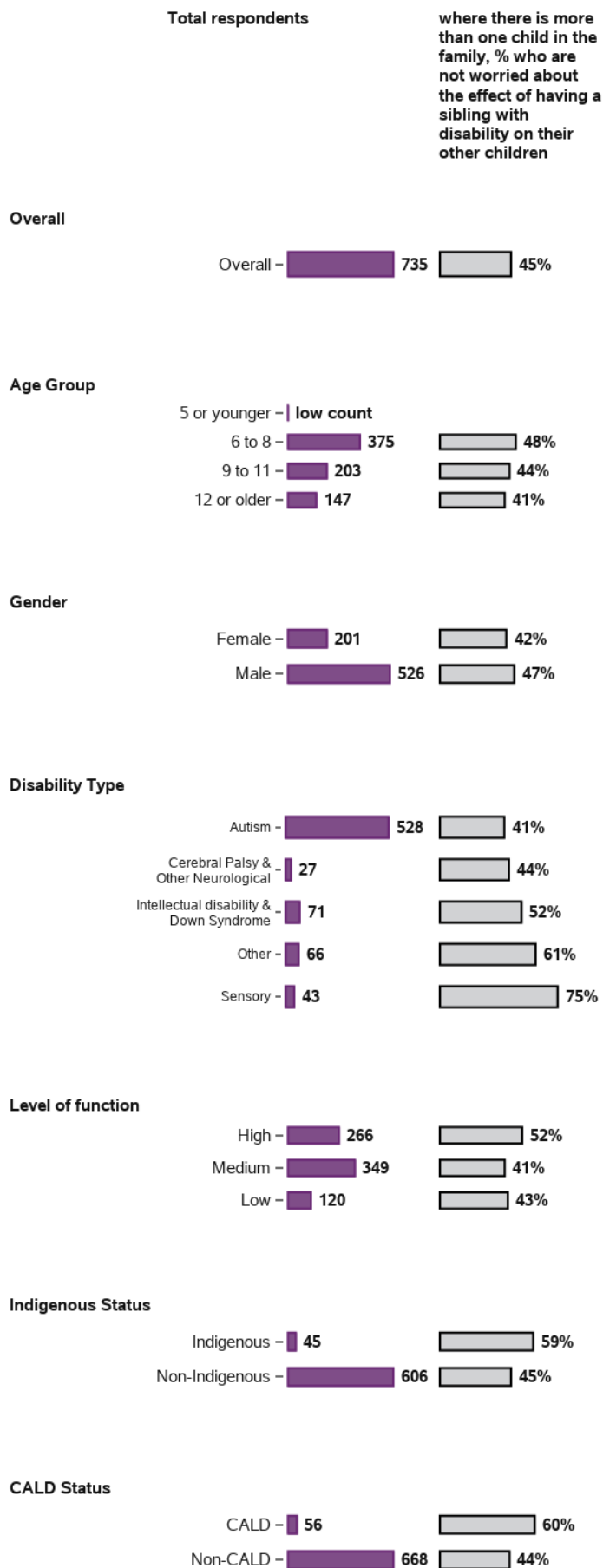
Appendix F.2.4 - Relationships

Baseline indicators for SF - by participant characteristics (continued)



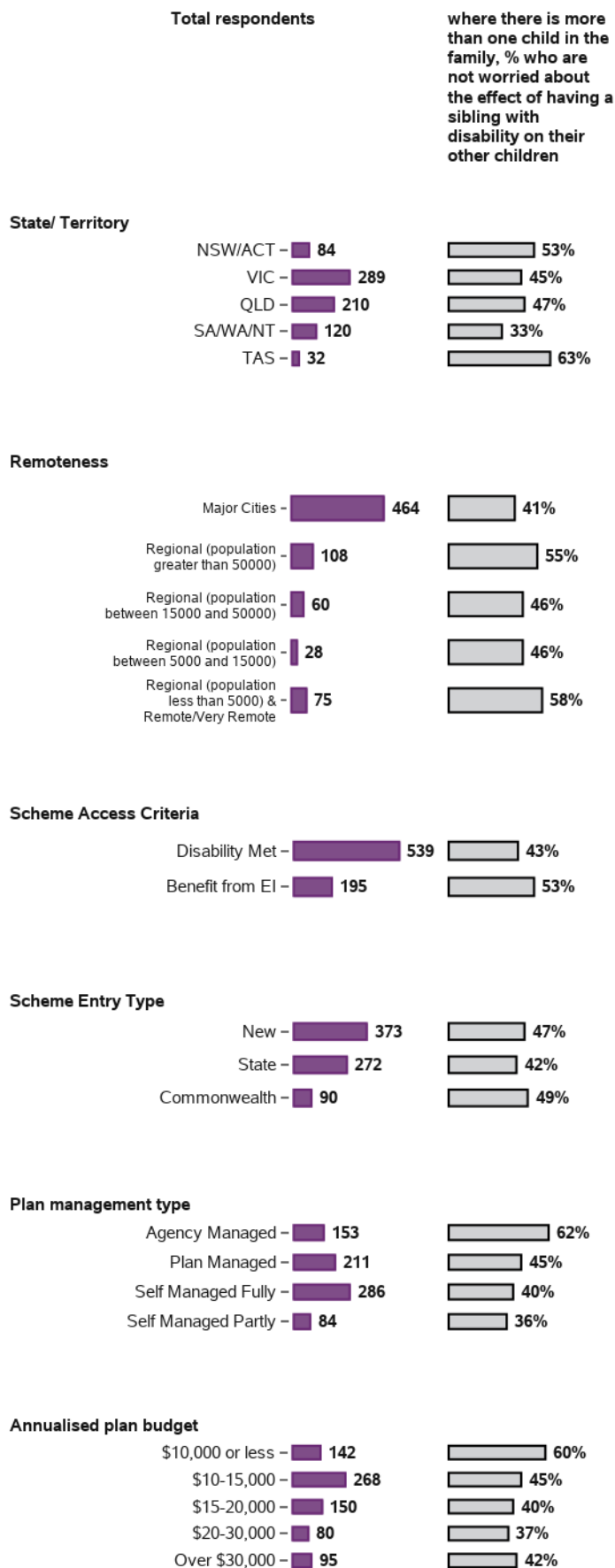
Appendix F.2.4 - Relationships

Baseline indicators for LF - by participant characteristics



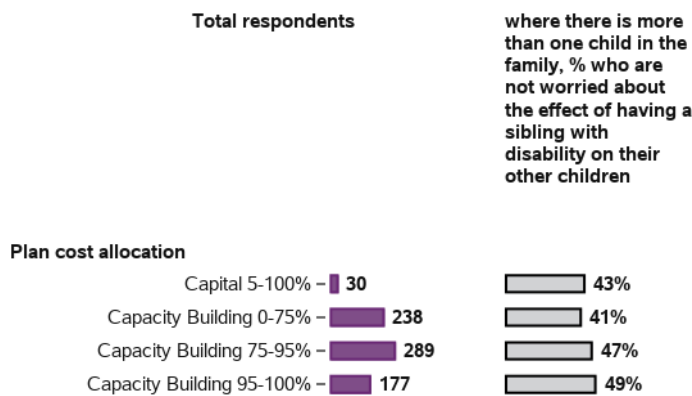
Appendix F.2.4 - Relationships

Baseline indicators for LF - by participant characteristics (continued)



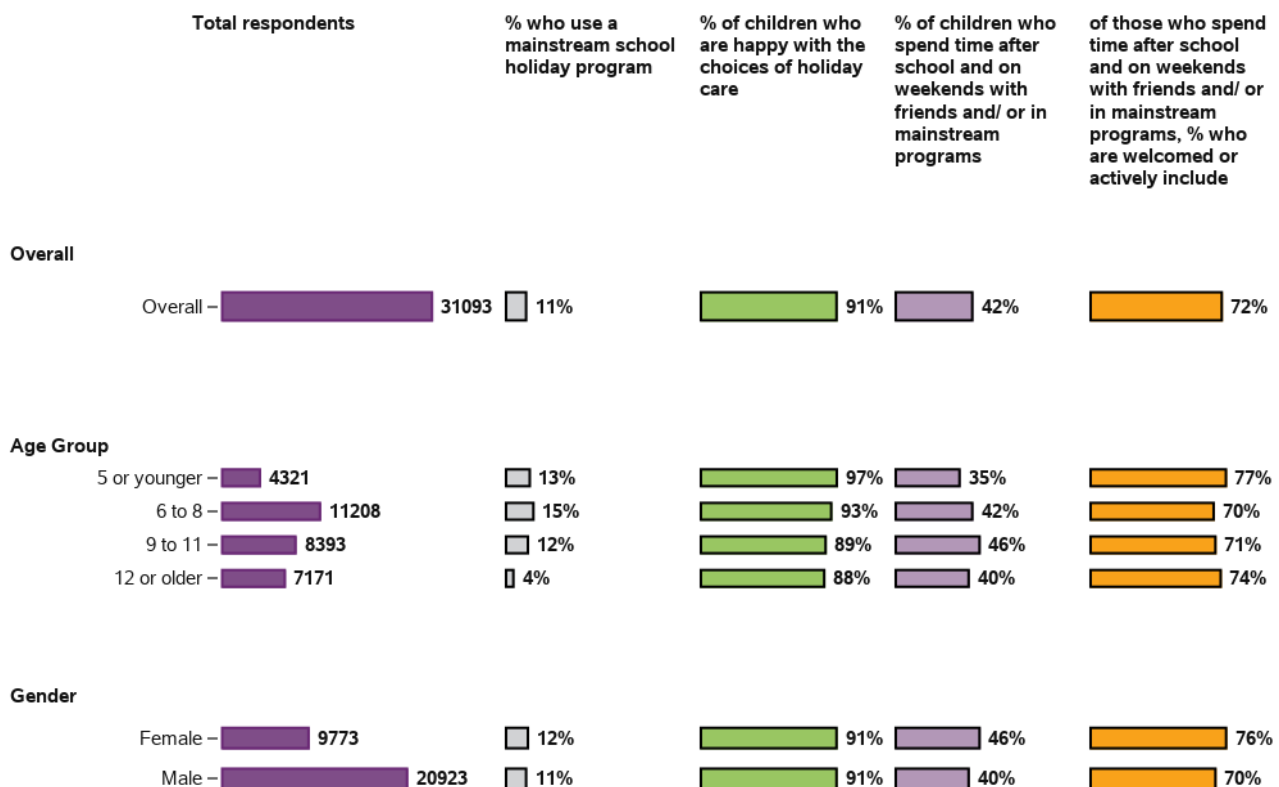
Appendix F.2.4 - Relationships

Baseline indicators for LF - by participant characteristics (continued)

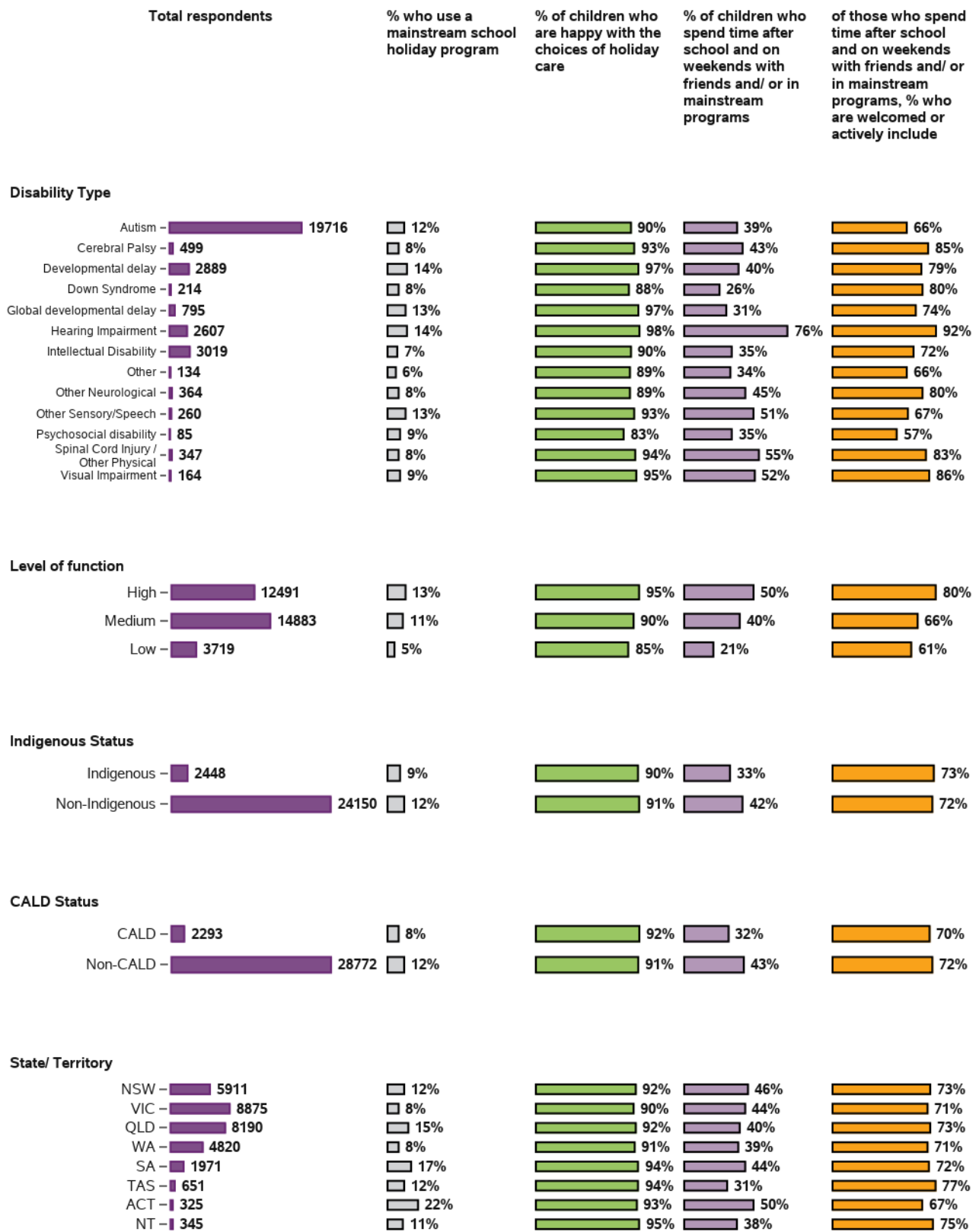


Appendix F.2.5 - Social, community and civic participation

Baseline indicators for SF - by participant characteristics

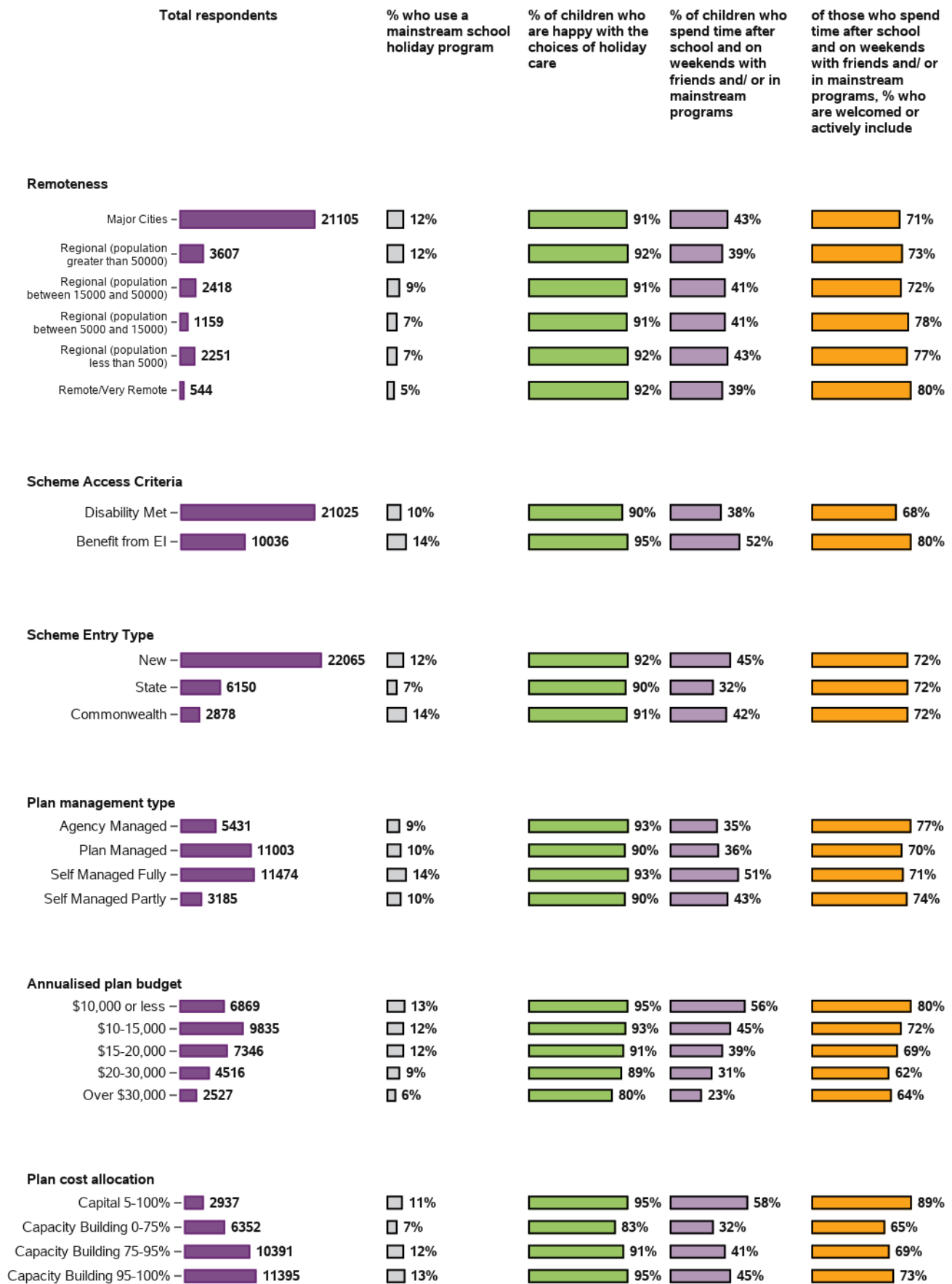


Appendix F.2.5 - Social, community and civic participation Baseline indicators for SF - by participant characteristics (continued)

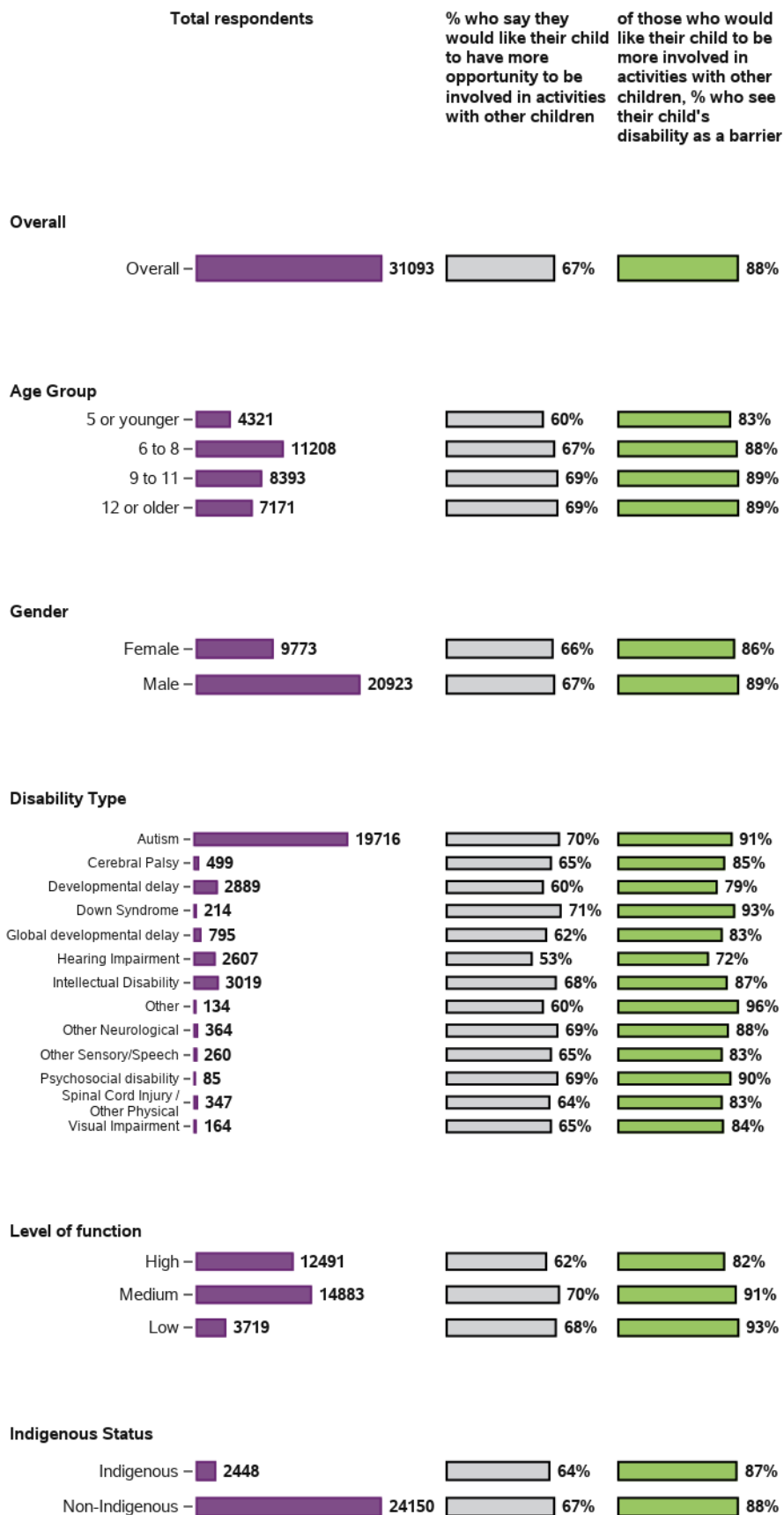


Appendix F.2.5 - Social, community and civic participation

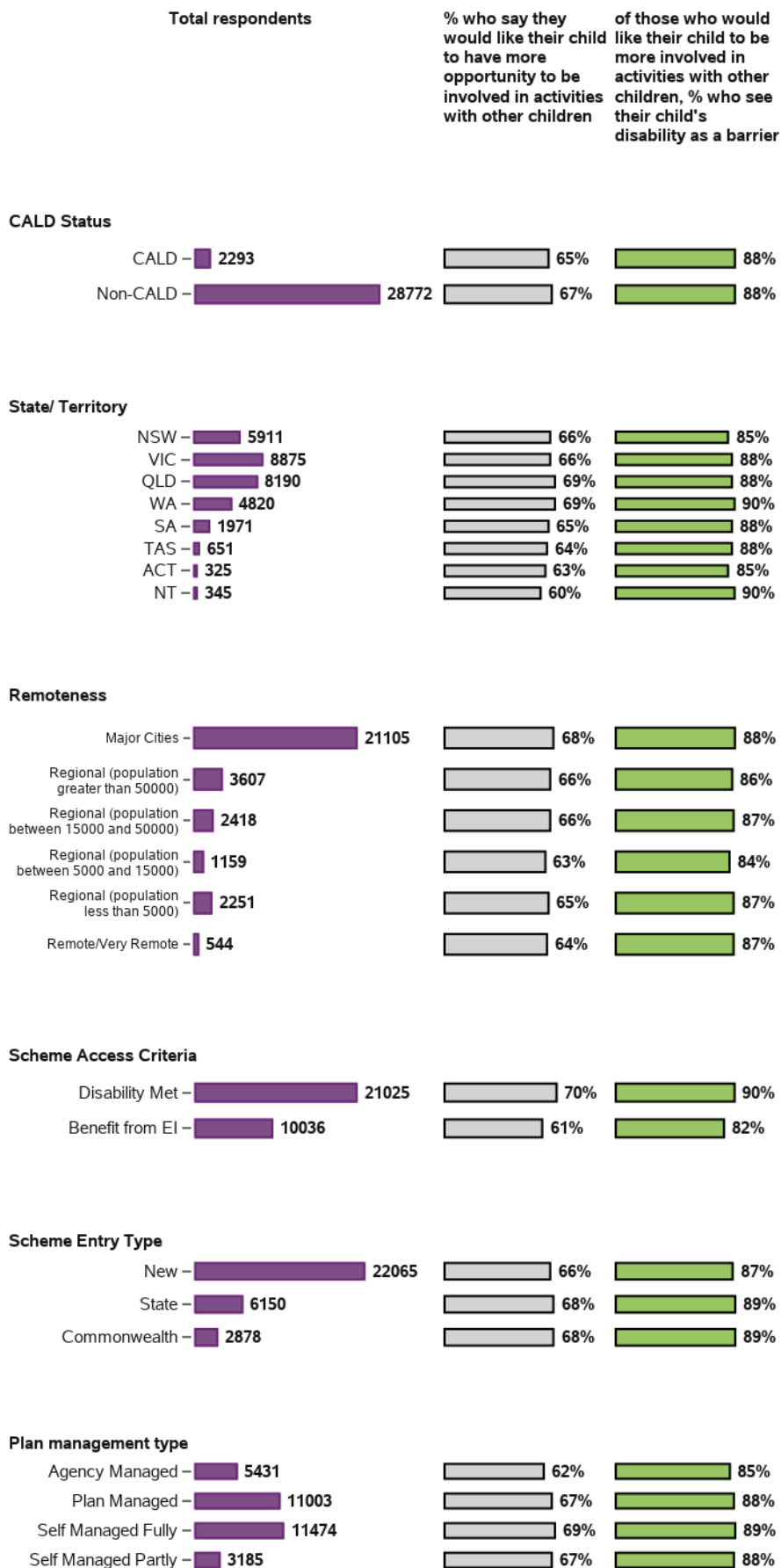
Baseline indicators for SF - by participant characteristics (continued)



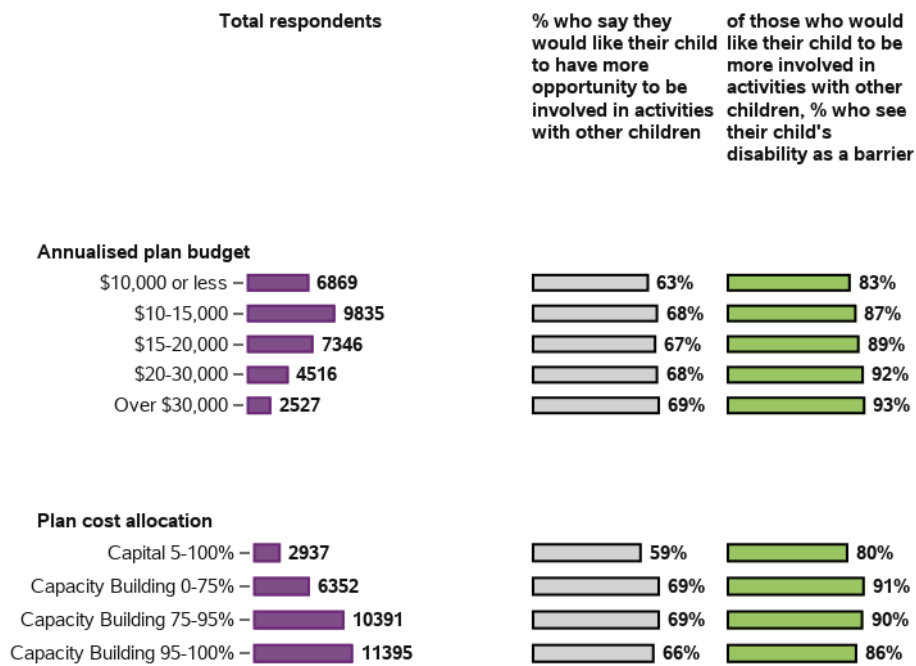
Appendix F.2.5 - Social, community and civic participation Baseline indicators for SF - by participant characteristics (continued)



Appendix F.2.5 - Social, community and civic participation Baseline indicators for SF - by participant characteristics (continued)



Appendix F.2.5 - Social, community and civic participation Baseline indicators for SF - by participant characteristics (continued)



Appendix F.2.5 - Social, community and civic participation Baseline indicators for LF - by participant characteristics



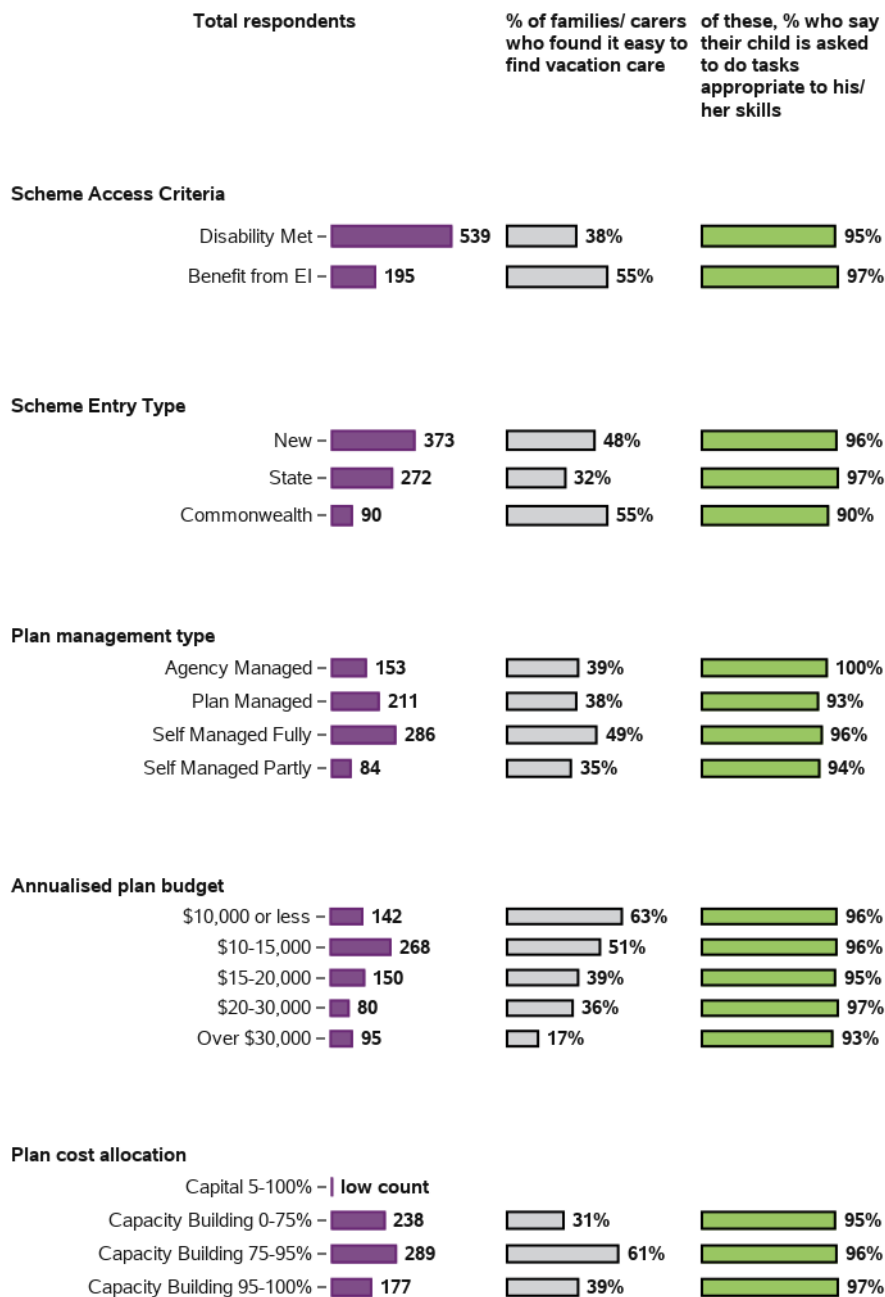
Appendix F.2.5 - Social, community and civic participation

Baseline indicators for LF - by participant characteristics (continued)



Appendix F.2.5 - Social, community and civic participation

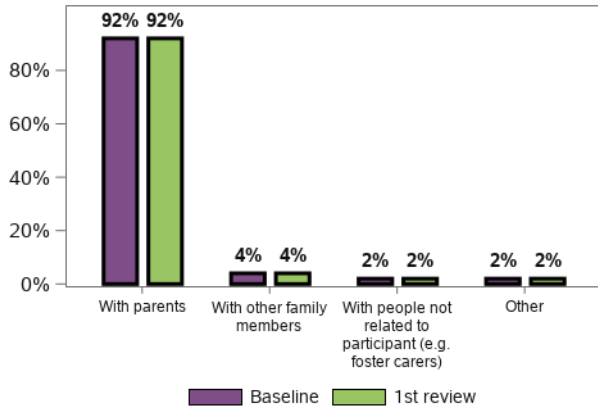
Baseline indicators for LF - by participant characteristics (continued)



Appendix F.3 - Participants from school to age 14 - Longitudinal indicators from baseline to first review - C1 cohort - aggregate

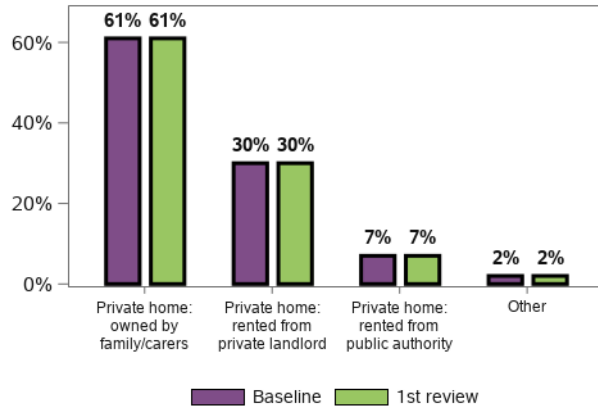
Appendix F.3.1 - Participant Information

Who does the child currently live with?



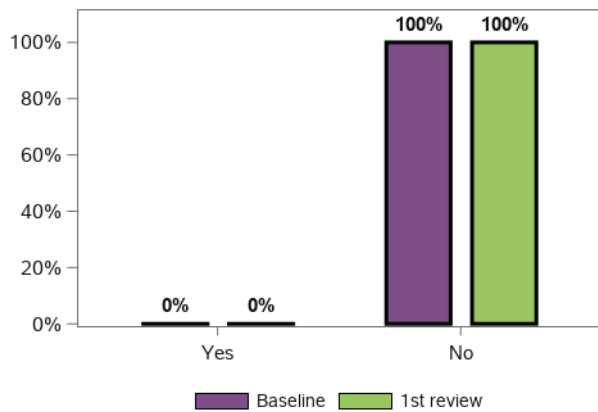
31885 responses, 115 missing at baseline/ 1st review

What type of housing does the child currently live in?



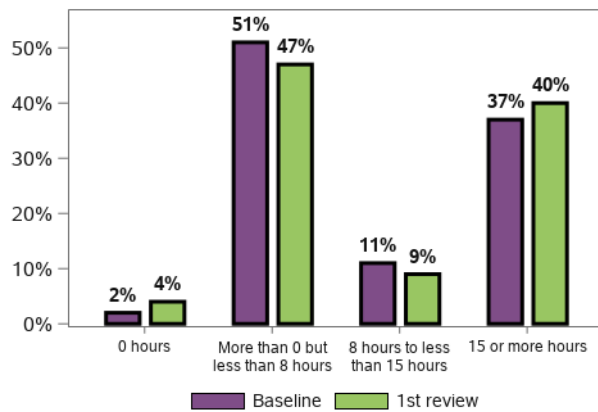
31640 responses, 360 missing at baseline/ 1st review

Does the child currently have a job? (including a part time job outside school hours)



31934 responses, 66 missing at baseline/ 1st review

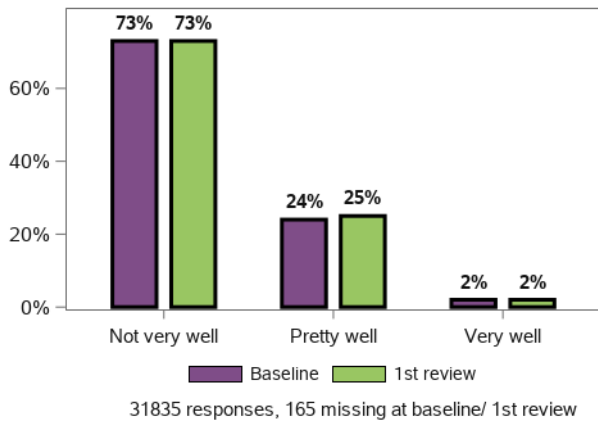
What is the usual number of hours worked per week?



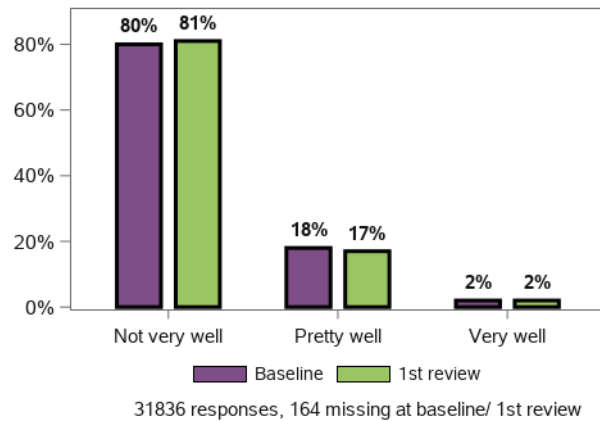
57 responses, 31943 missing at baseline/ 1st review

Appendix F.3.2 - Daily living

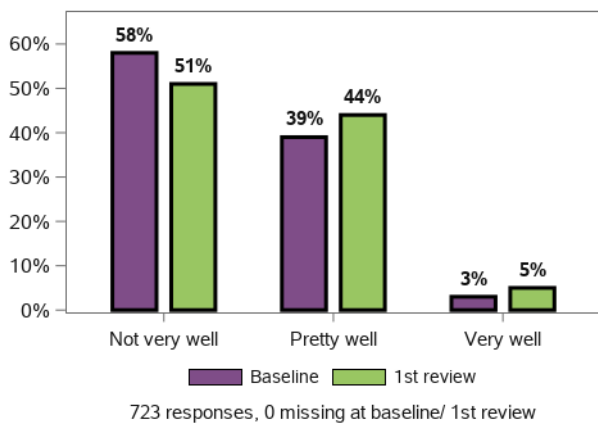
My child is developing functional, learning and coping skills that are appropriate to his/her ability and circumstances



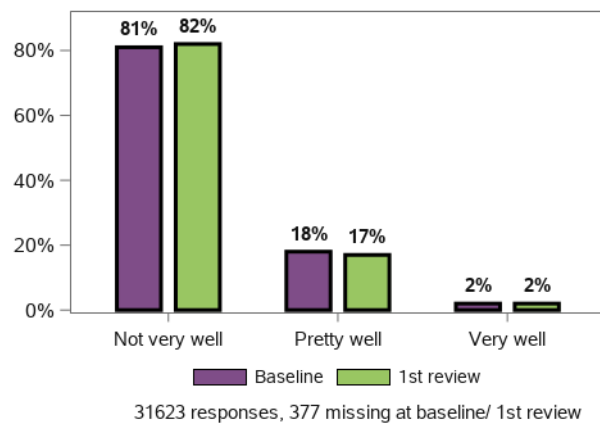
Most of the time my child manages his/her emotions



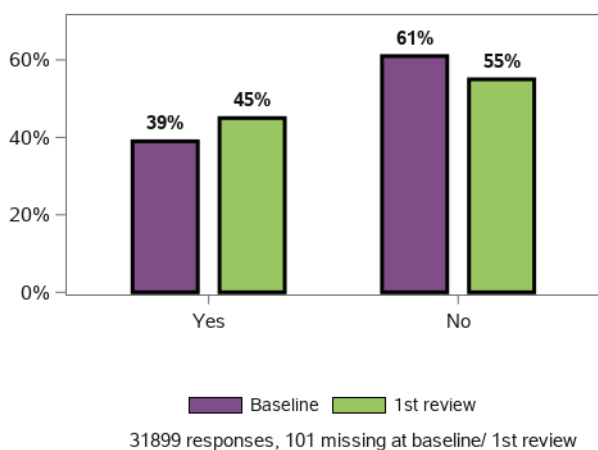
Most of the time my child manages the demands of his/her world



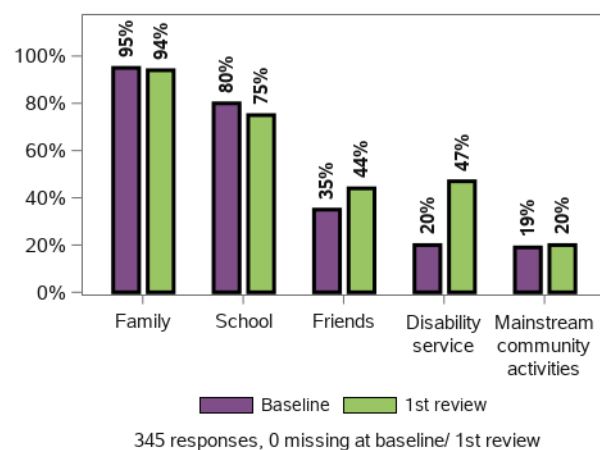
Most of the time my child is able to do tasks at home, at school and in the community that a child of the same age would be expected to be able to do



My child is becoming more independent

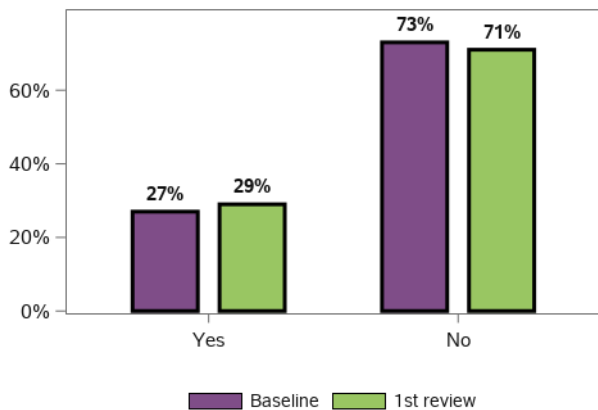


Encouragement to become more independent comes from



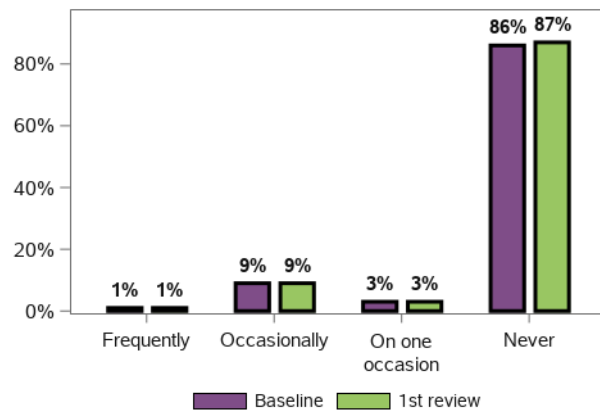
Appendix F.3.2 - Daily living (continued)

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



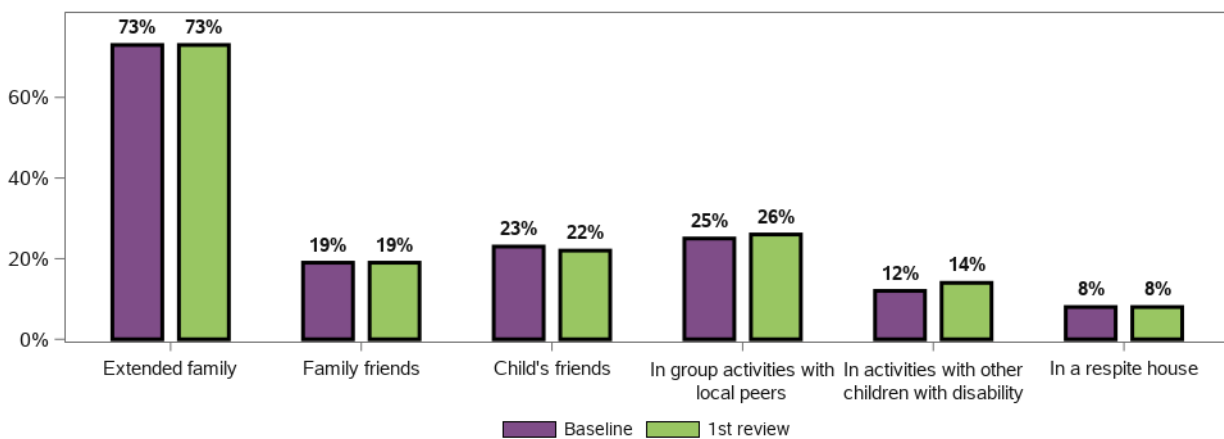
31871 responses, 129 missing at baseline/ 1st review

My child spends time with friends without an adult present



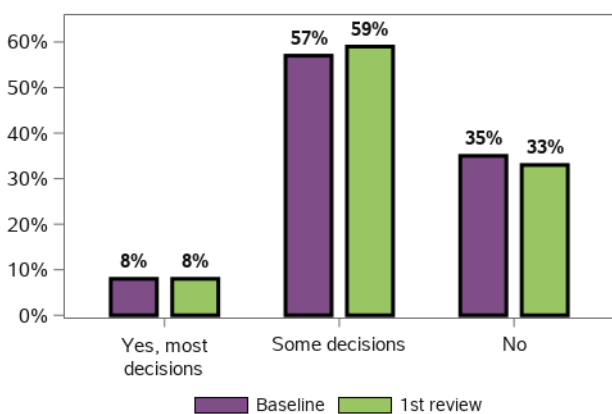
31702 responses, 298 missing at baseline/ 1st review

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



6992 responses, 25008 missing at baseline/ 1st review

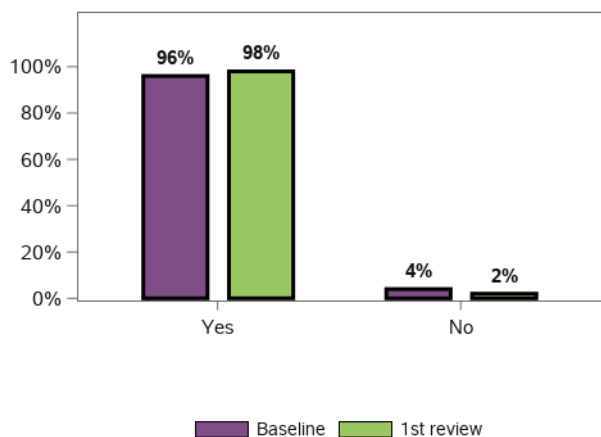
My child has a genuine say in decisions about him/her



31653 responses, 347 missing at baseline/ 1st review

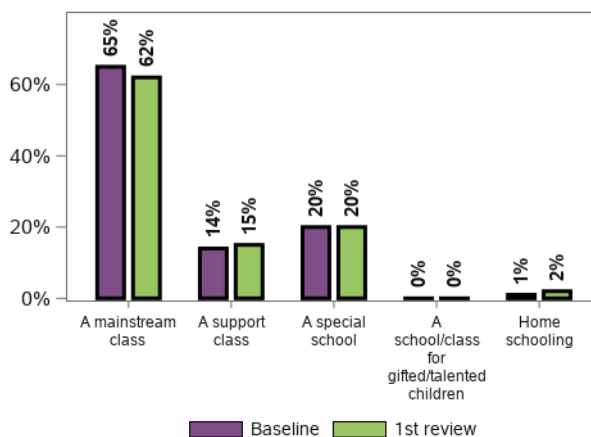
Appendix F.3.3 - Lifelong learning

My child attends school



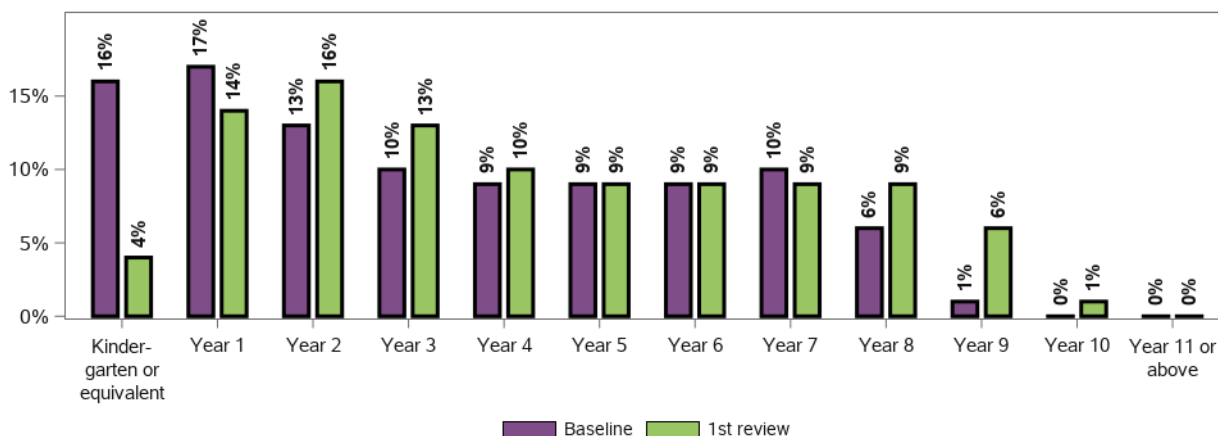
31845 responses, 155 missing at baseline/ 1st review

My child is enrolled in



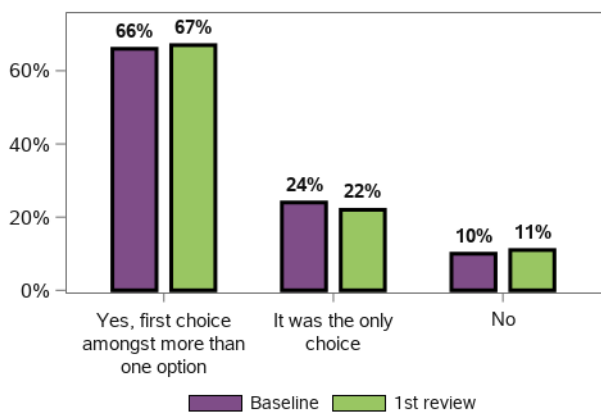
30402 responses, 1598 missing at baseline/ 1st review

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



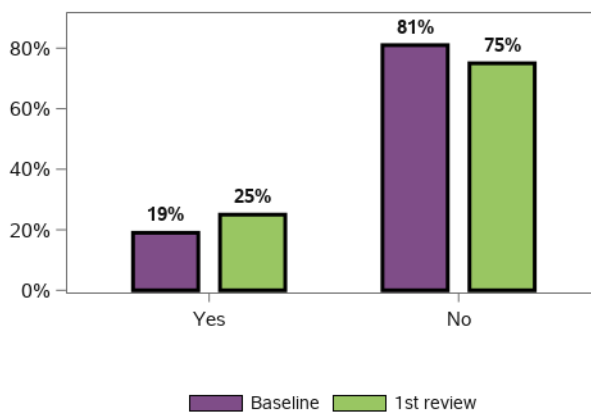
30187 responses, 1813 missing at baseline/ 1st review

My child's school is my school of first choice



700 responses, 0 missing at baseline/ 1st review

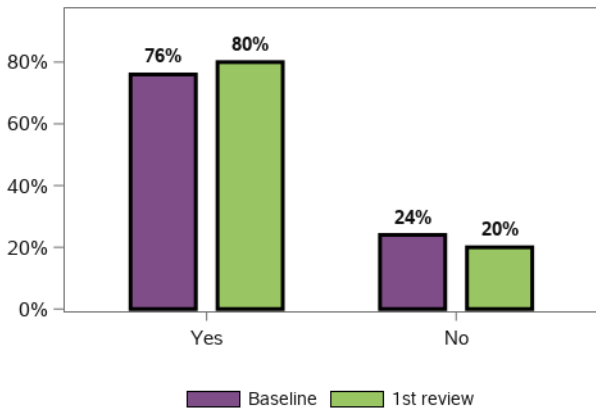
Have you had pressure to place your child in a particular class or school?



700 responses, 0 missing at baseline/ 1st review

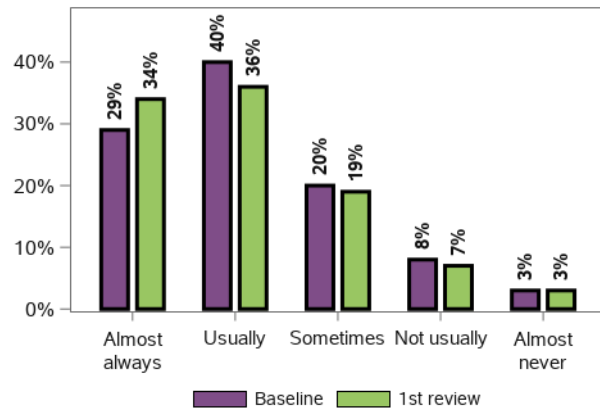
Appendix F.3.3 - Lifelong learning (continued)

Do you know your child's goals at school?



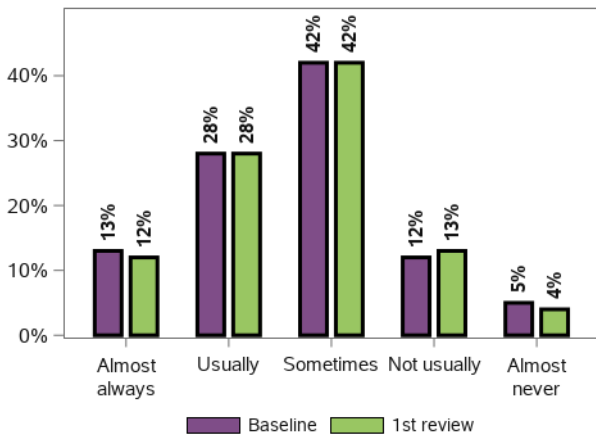
699 responses, 1 missing at baseline/ 1st review

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



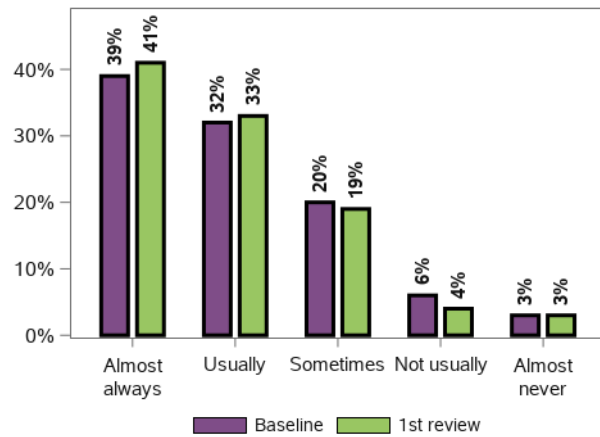
442 responses, 0 missing at baseline/ 1st review

I think that my child is learning at school



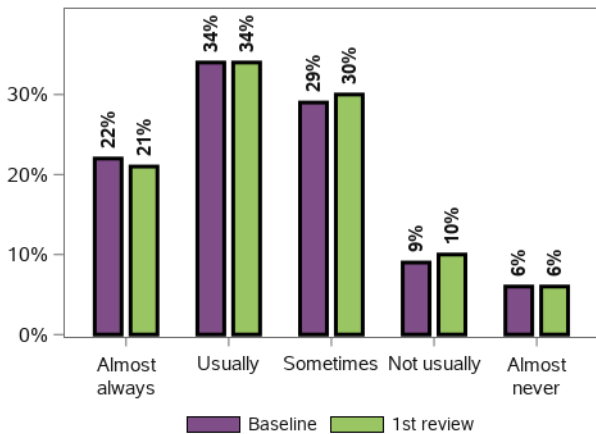
30329 responses, 1671 missing at baseline/ 1st review

I think my child is genuinely included at school?



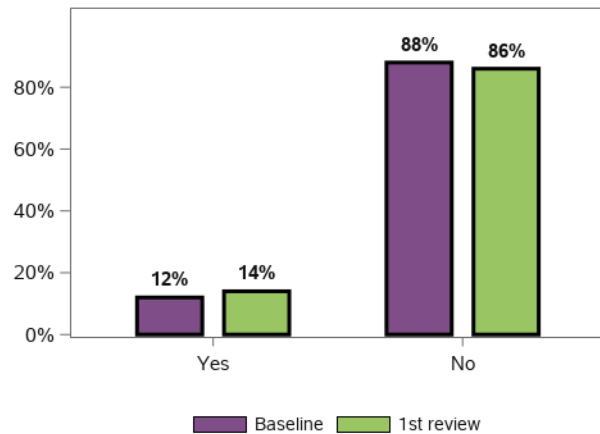
700 responses, 0 missing at baseline/ 1st review

I think that my child is happy at school



30141 responses, 1859 missing at baseline/ 1st review

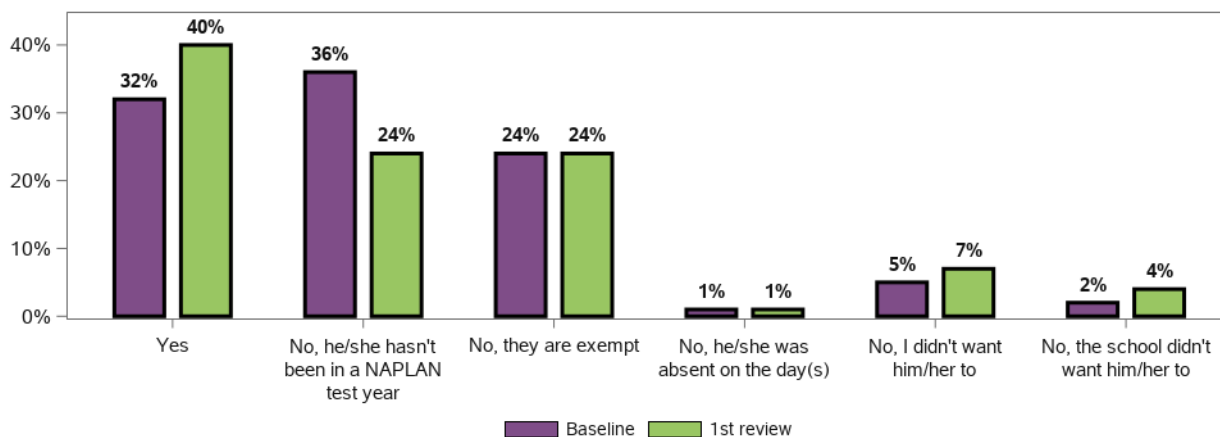
Has your child ever been suspended from school?



30337 responses, 1663 missing at baseline/ 1st review

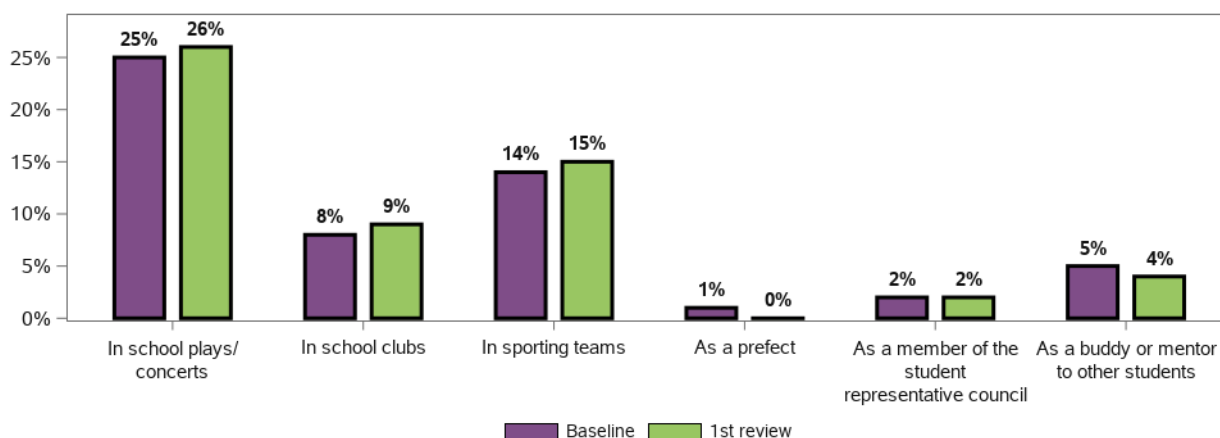
Appendix F.3.3 - Lifelong learning (continued)

Has your child ever sat a NAPLAN test?



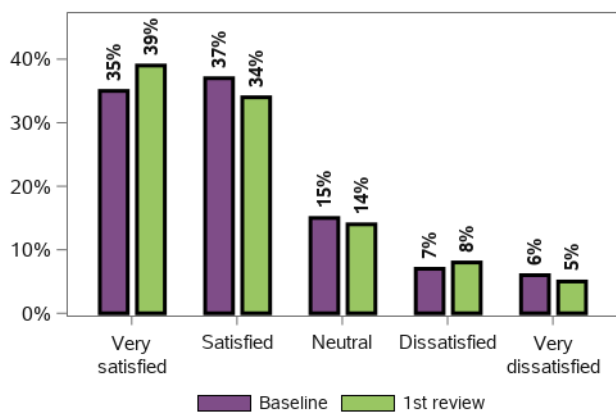
700 responses, 0 missing at baseline/ 1st review

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



30387 responses, 1613 missing at baseline/ 1st review

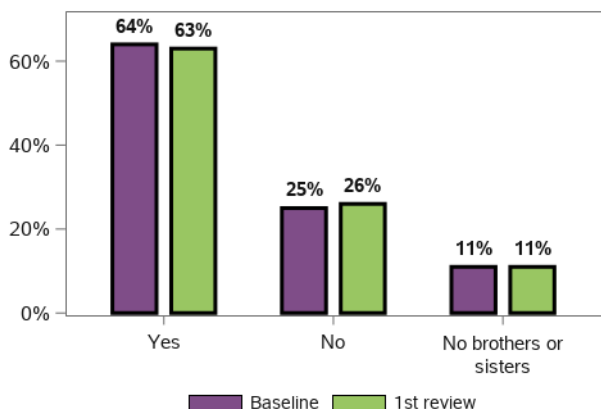
I am satisfied that my child's school listens to me in relation to my child's education



693 responses, 7 missing at baseline/ 1st review

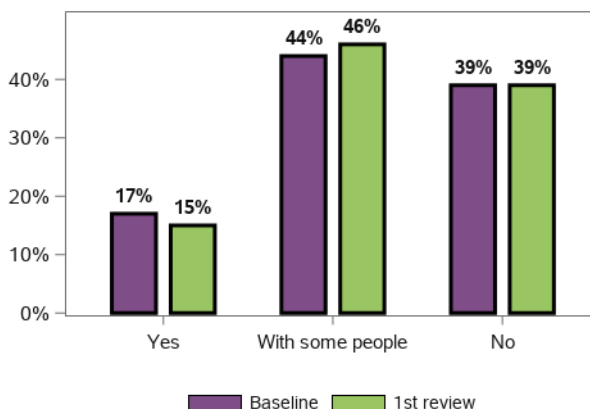
Appendix F.3.4 - Relationships

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



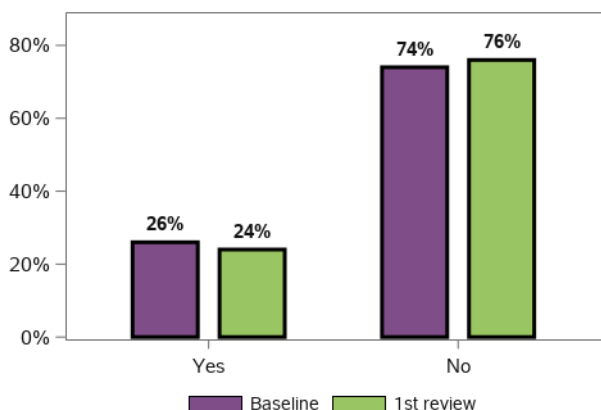
31715 responses, 285 missing at baseline/ 1st review

My child can make friends with people outside the family



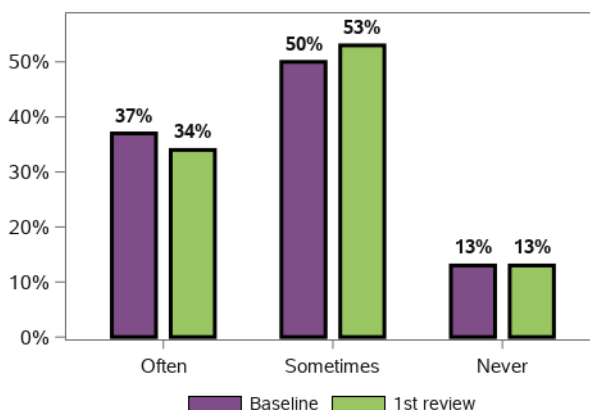
31710 responses, 290 missing at baseline/ 1st review

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



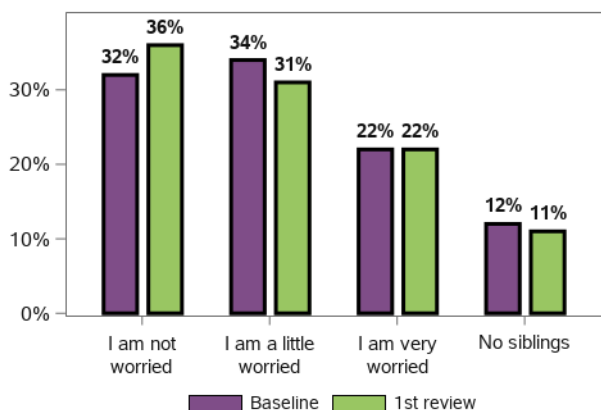
31578 responses, 422 missing at baseline/ 1st review

My child fits well into the everyday life of the family



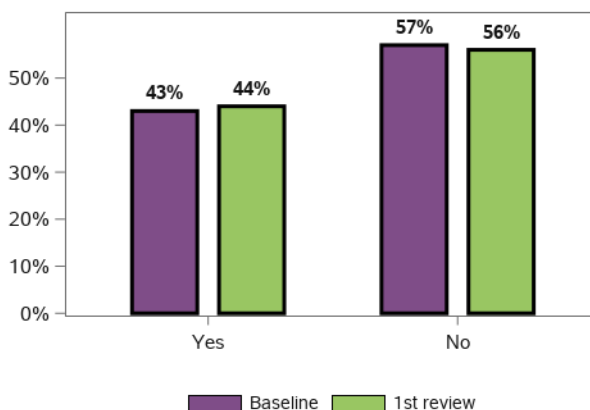
31610 responses, 390 missing at baseline/ 1st review

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



723 responses, 0 missing at baseline/ 1st review

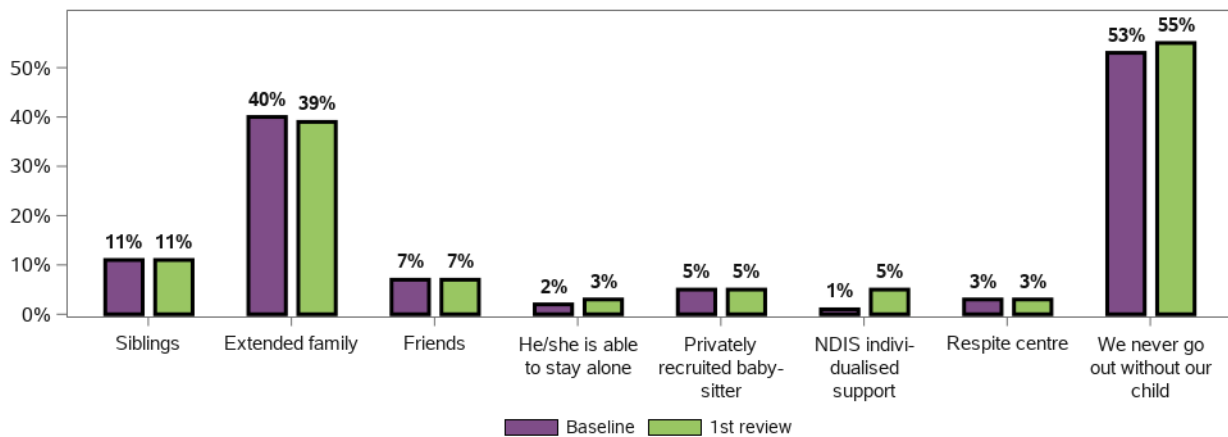
Are you happy with that arrangement?



31767 responses, 233 missing at baseline/ 1st review

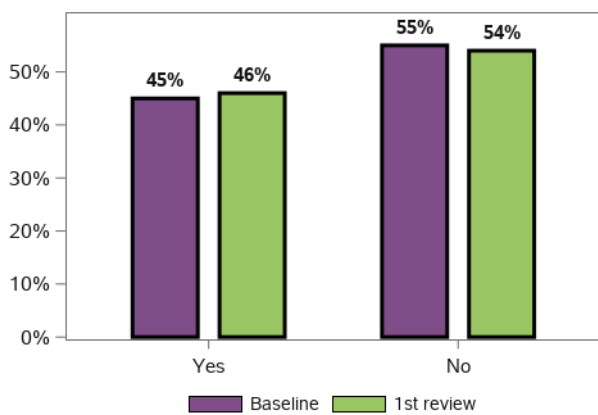
Appendix F.3.4 - Relationships (continued)

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



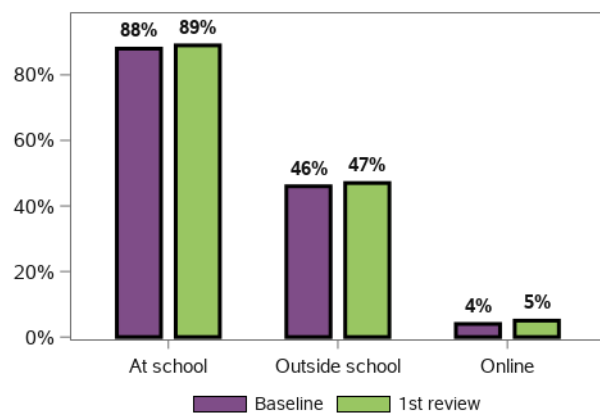
31203 responses, 797 missing at baseline/ 1st review

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



31586 responses, 414 missing at baseline/ 1st review

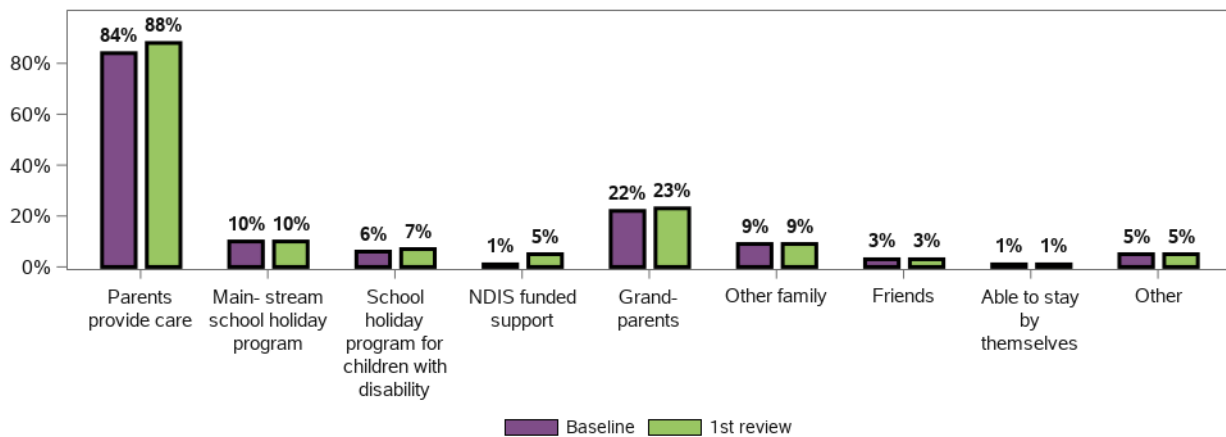
The friends are



12393 responses, 19607 missing at baseline/ 1st review

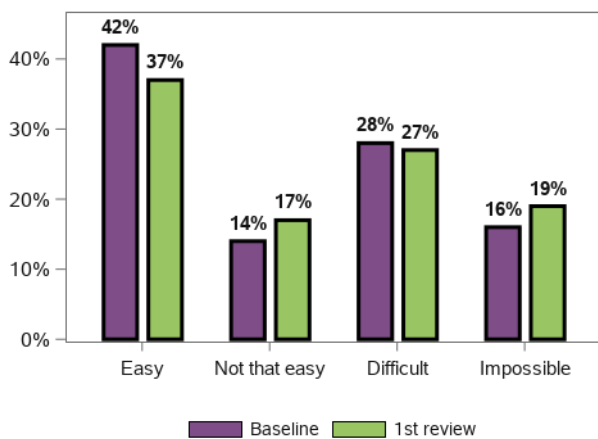
Appendix F.3.5 - Social, community and civic participation

During school holidays I use the following holiday care



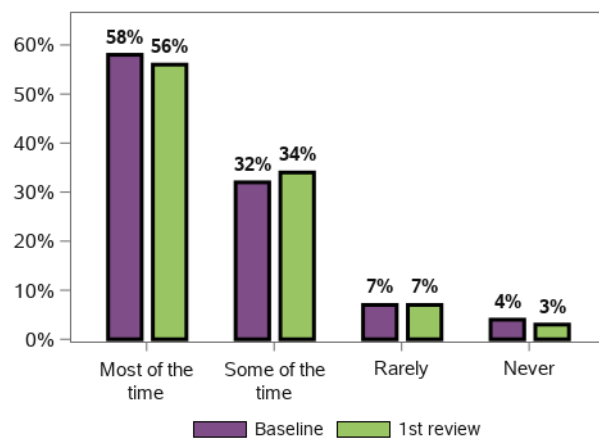
31167 responses, 833 missing at baseline/ 1st review

Finding vacation care that welcomes my child is



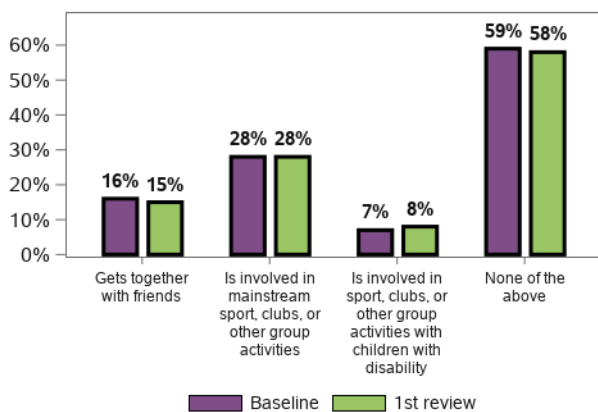
304 responses, 396 missing at baseline/ 1st review

My child is happy with this choice/ these choices



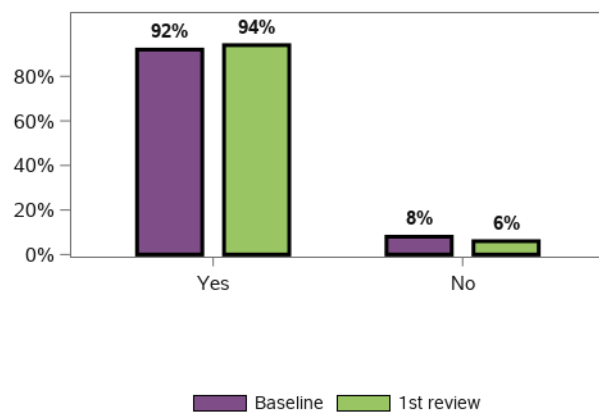
30925 responses, 1075 missing at baseline/ 1st review

After school and on the weekend my child



29925 responses, 2075 missing at baseline/ 1st review

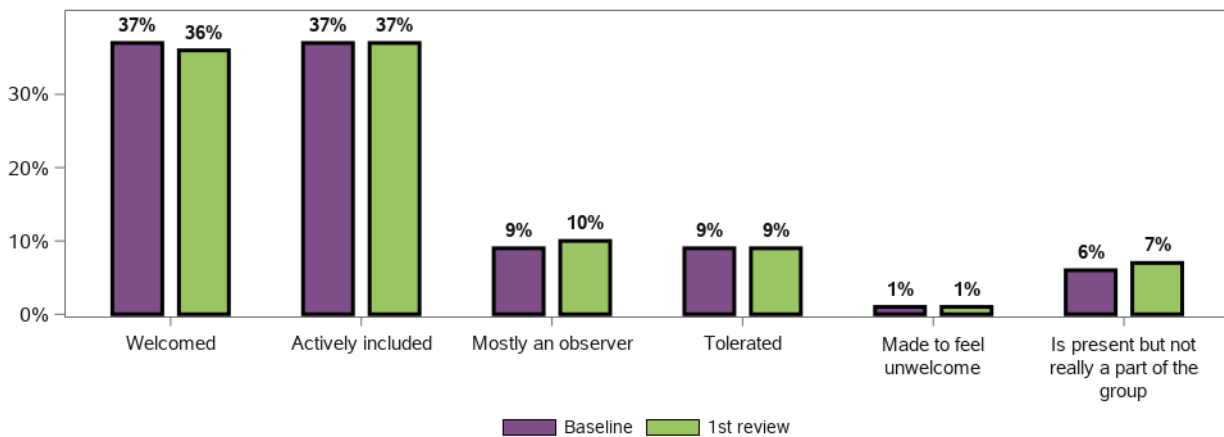
In these activities I think that people ask my child to do tasks appropriate to his/her skills



317 responses, 0 missing at baseline/ 1st review

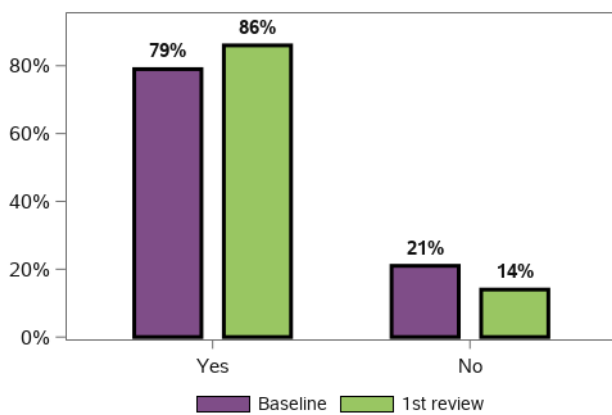
Appendix F.3.5 - Social, community and civic participation (continued)

In these activities, I feel my child is:



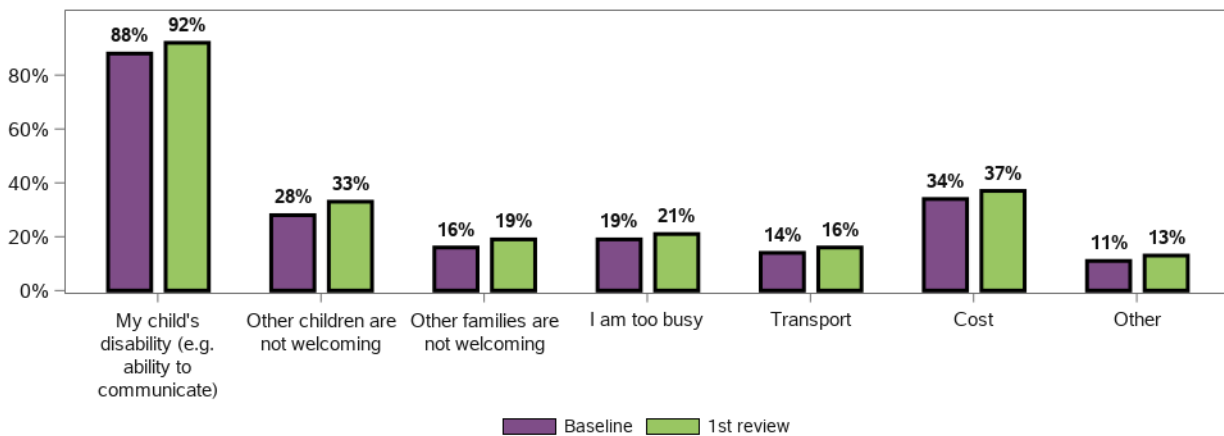
11496 responses, 20504 missing at baseline/ 1st review

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



31318 responses, 682 missing at baseline/ 1st review

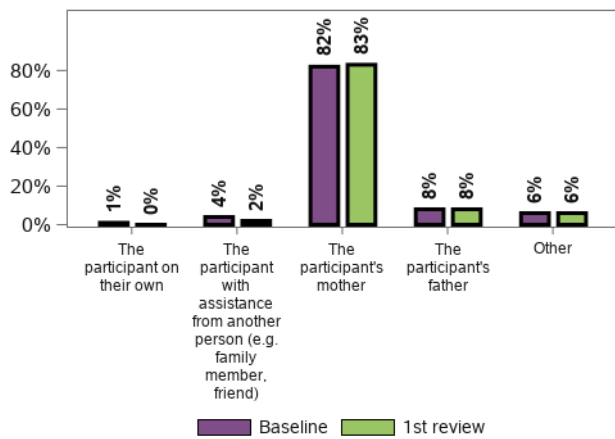
The barriers to my child being more involved with other children are



23602 responses, 8398 missing at baseline/ 1st review

Appendix F.3.6 - Respondent type

Who responded to the questions?

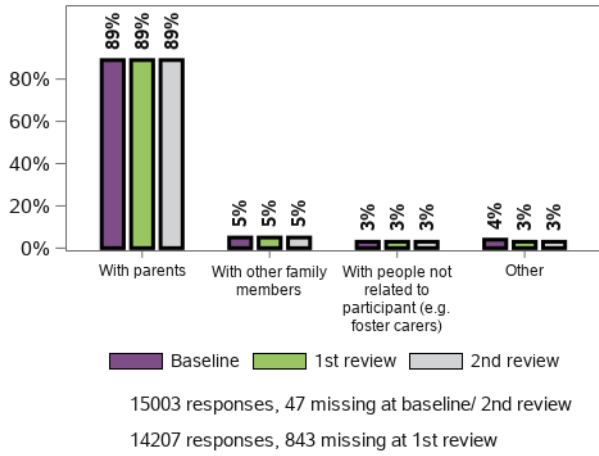


31489 responses, 511 missing at baseline/ 1st review

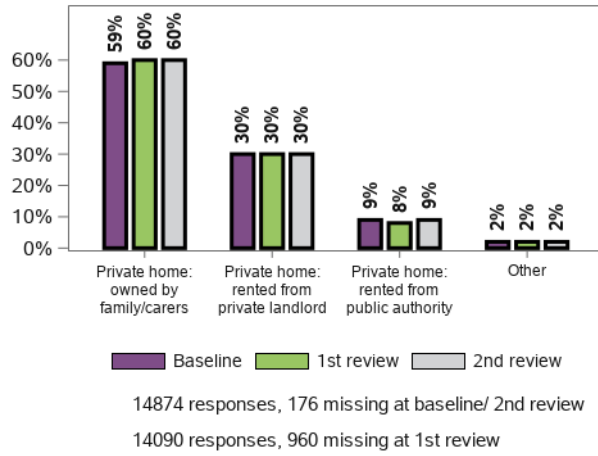
Appendix F.4 - Participants from school to age 14 - Longitudinal indicators from baseline to second review - C2 cohort - aggregate

Appendix F.4.1 - Participant Information

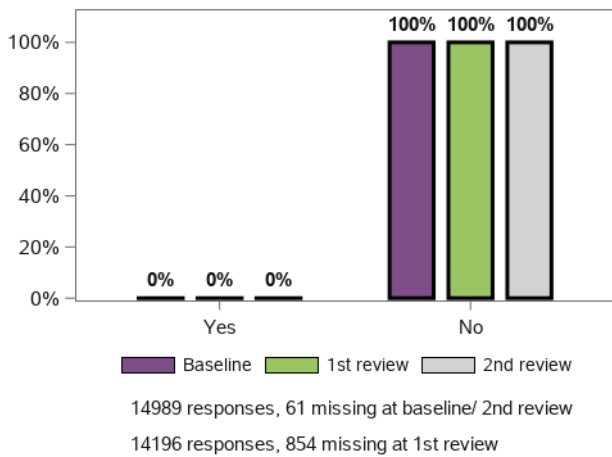
Who does the child currently live with?



What type of housing does the child currently live in?

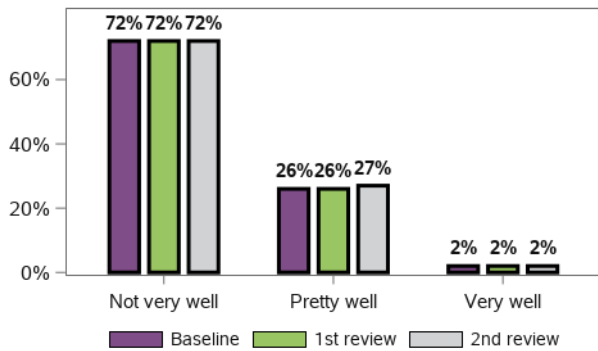


Does the child currently have a job? (including a part time job outside school hours)



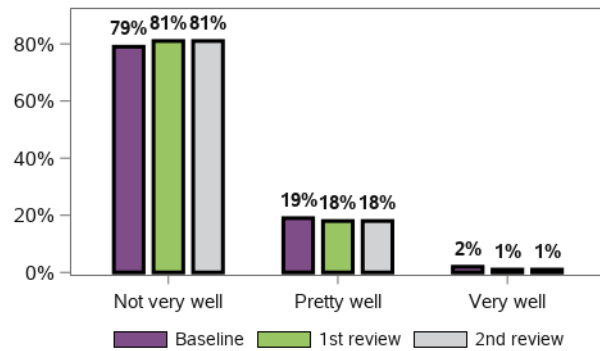
Appendix F.4.2 - Daily living

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



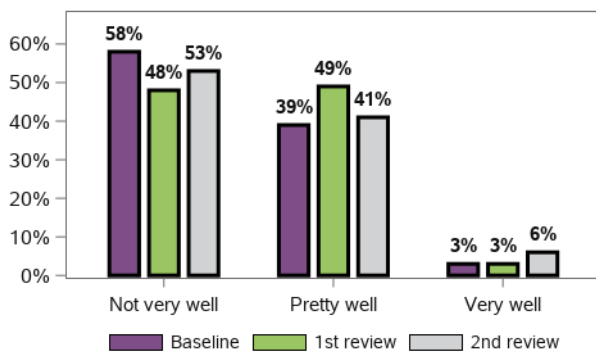
14868 responses, 182 missing at baseline/ 2nd review
14079 responses, 971 missing at 1st review

Most of the time my child manages his/her emotions



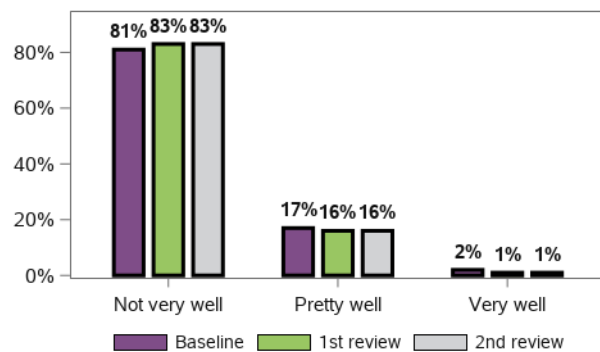
14877 responses, 173 missing at baseline/ 2nd review
14087 responses, 963 missing at 1st review

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



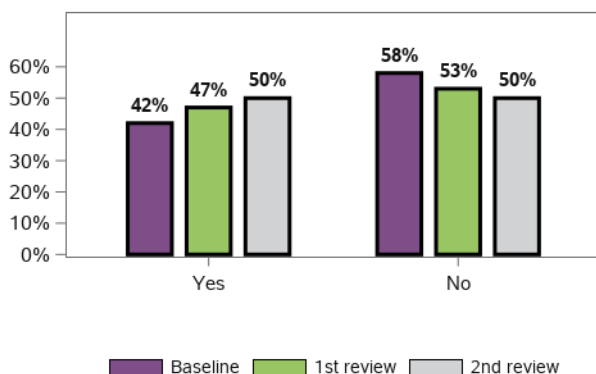
286 responses, 0 missing at baseline/ 2nd review
262 responses, 0 missing at 1st review

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



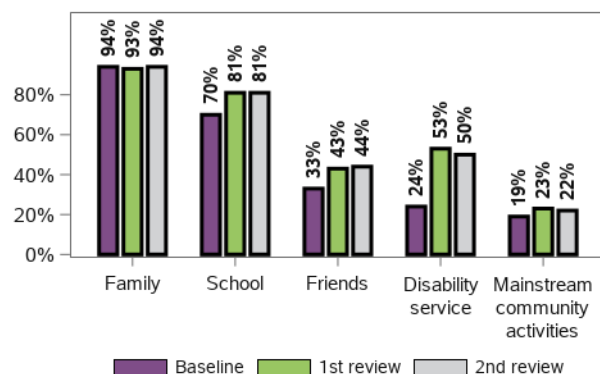
14773 responses, 277 missing at baseline/ 2nd review
13989 responses, 1061 missing at 1st review

My child is becoming more independent



14880 responses, 170 missing at baseline/ 2nd review
14088 responses, 962 missing at 1st review

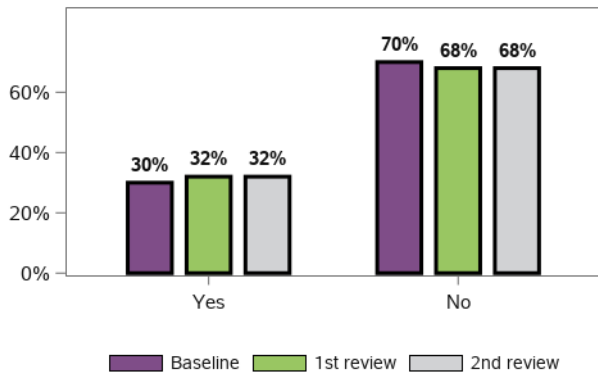
Encouragement to become more independent comes from



139 responses, 0 missing at baseline/ 2nd review
97 responses, 0 missing at 1st review

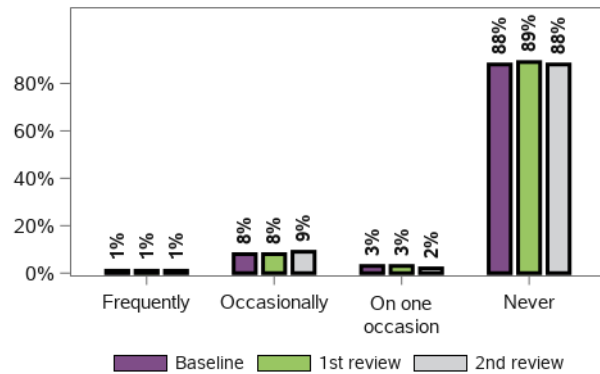
Appendix F.4.2 - Daily living (continued)

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



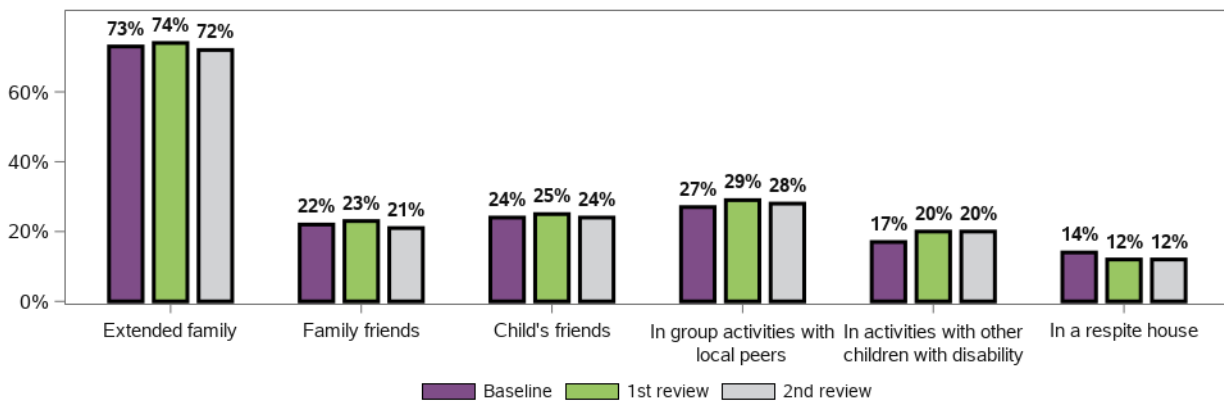
14877 responses, 173 missing at baseline/ 2nd review
14087 responses, 963 missing at 1st review

My child spends time with friends without an adult present



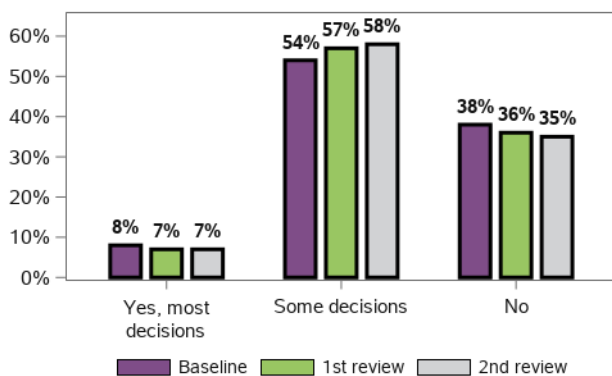
14820 responses, 230 missing at baseline/ 2nd review
14029 responses, 1021 missing at 1st review

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



3043 responses, 12007 missing at baseline/ 2nd review
2860 responses, 12190 missing at 1st review

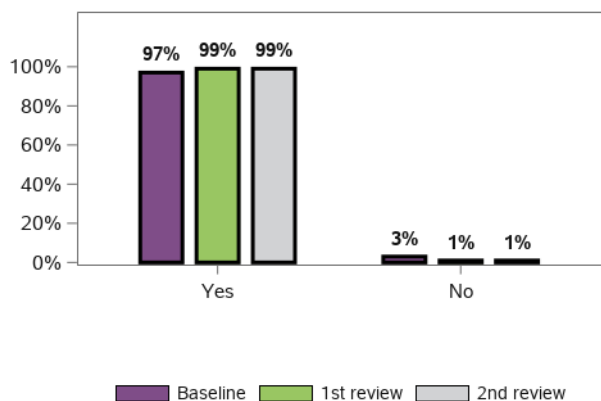
My child has a genuine say in decisions about him/her



14815 responses, 235 missing at baseline/ 2nd review
14027 responses, 1023 missing at 1st review

Appendix F.4.3 - Lifelong learning

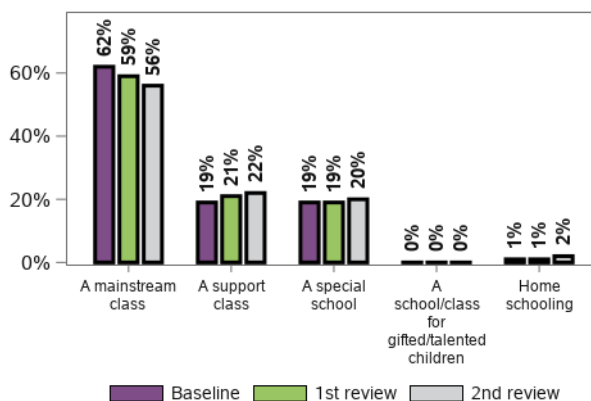
My child attends school



14920 responses, 130 missing at baseline/ 2nd review

14128 responses, 922 missing at 1st review

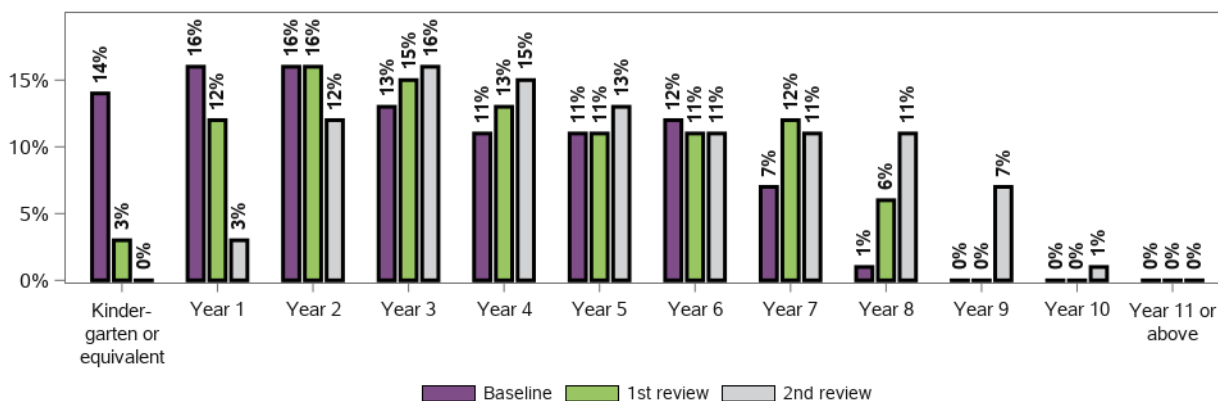
My child is enrolled in



14240 responses, 810 missing at baseline/ 2nd review

13507 responses, 1543 missing at 1st review

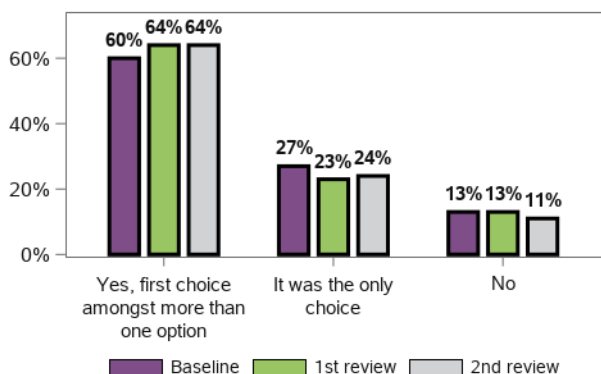
My child's current (or most recently completed) school year is



14171 responses, 879 missing at baseline/ 2nd review

13442 responses, 1608 missing at 1st review

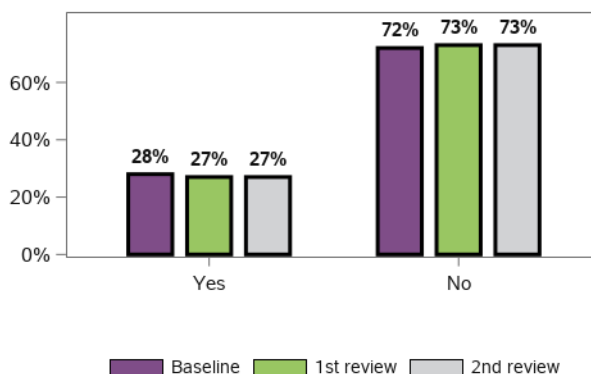
My child's school is my school of first choice



250 responses, 0 missing at baseline/ 2nd review

233 responses, 0 missing at 1st review

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

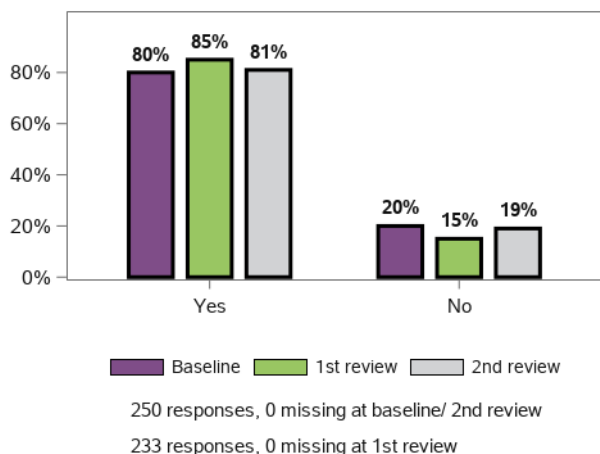


250 responses, 0 missing at baseline/ 2nd review

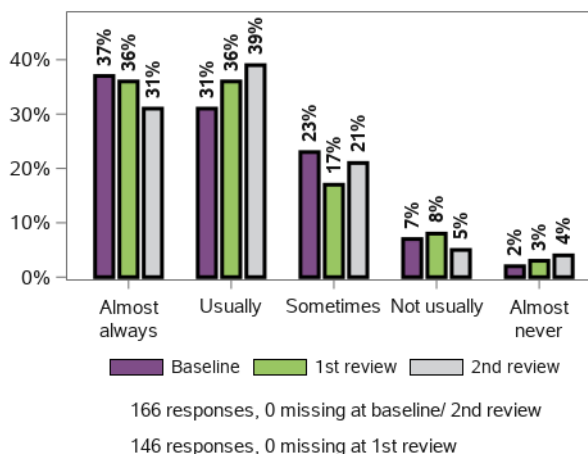
233 responses, 0 missing at 1st review

Appendix F.4.3 - Lifelong learning (continued)

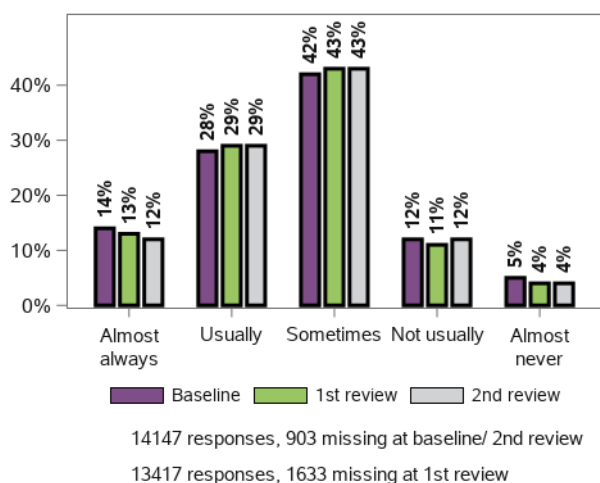
Do you know your child's goals at school?



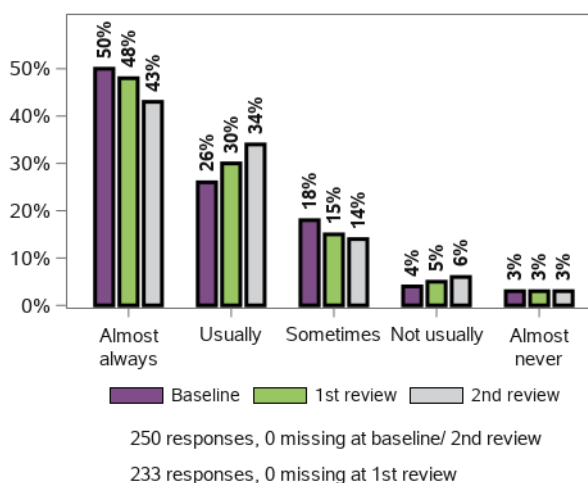
Do you think that your child's education is matched to those goals?



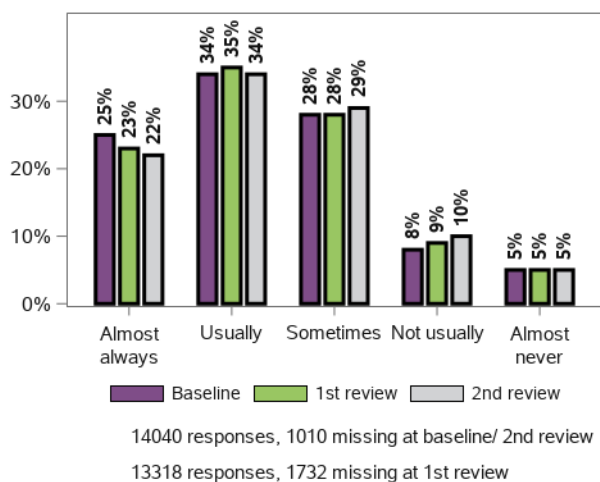
I think that my child is learning at school



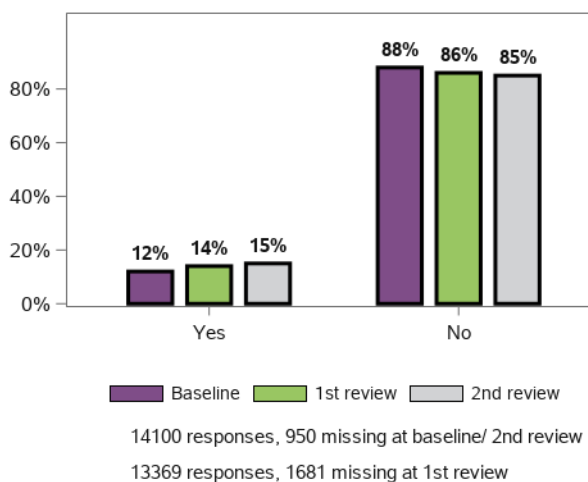
I think my child is genuinely included at school?



I think that my child is happy at school

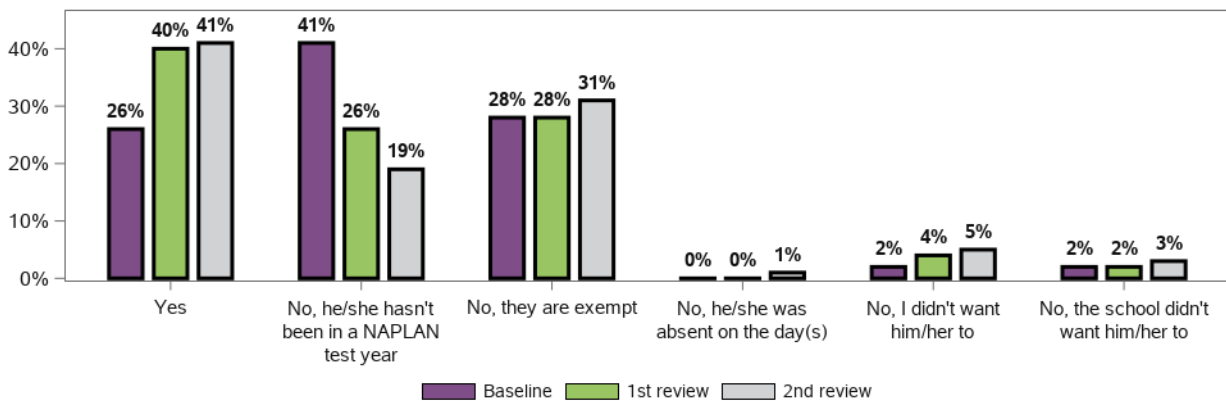


Has your child ever been suspended from school?



Appendix F.4.3 - Lifelong learning (continued)

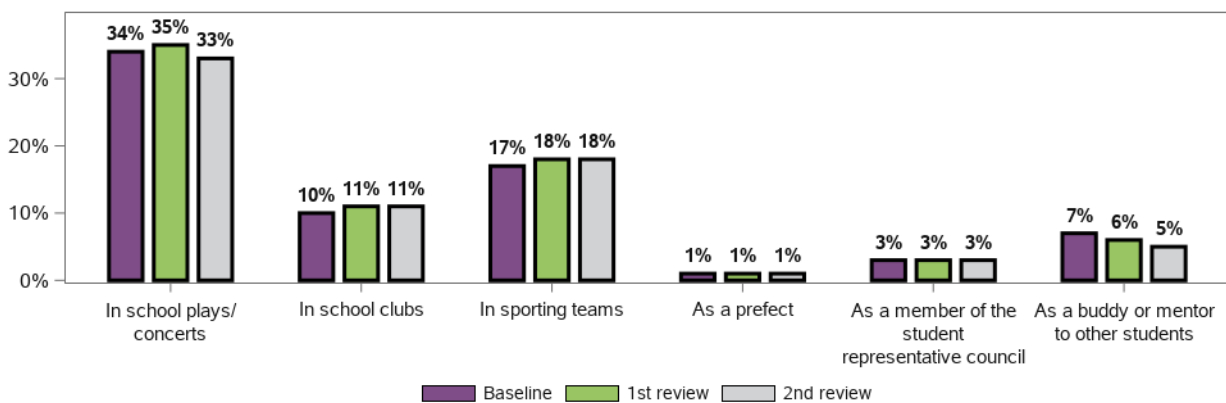
Has your child ever sat a NAPLAN test?



249 responses, 1 missing at baseline/ 2nd review

232 responses, 1 missing at 1st review

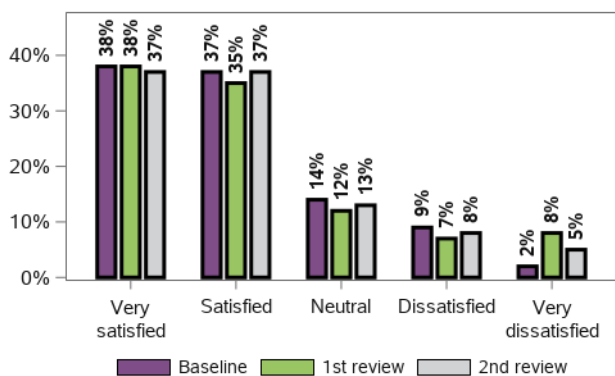
Has your child been in these co-curricular activities at school?



14111 responses, 939 missing at baseline/ 2nd review

13378 responses, 1672 missing at 1st review

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

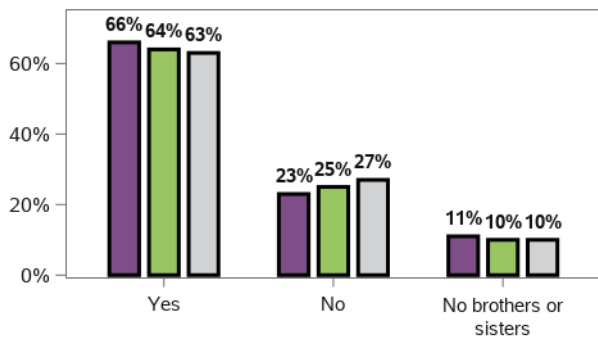


246 responses, 4 missing at baseline/ 2nd review

230 responses, 3 missing at 1st review

Appendix F.4.4 - Relationships

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

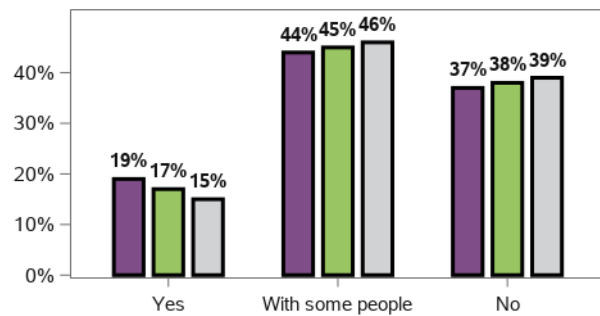


Baseline 1st review 2nd review

14887 responses, 163 missing at baseline/ 2nd review

14097 responses, 953 missing at 1st review

My child can make friends with people outside the family

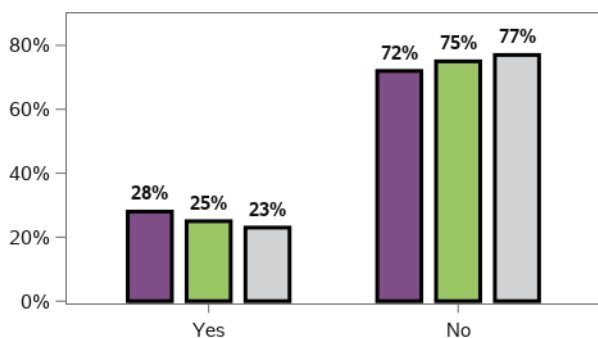


Baseline 1st review 2nd review

14885 responses, 165 missing at baseline/ 2nd review

14095 responses, 955 missing at 1st review

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

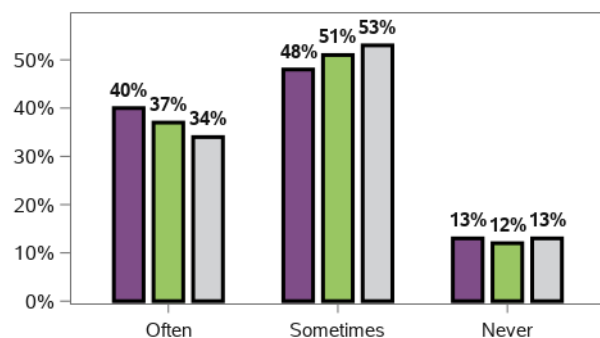


Baseline 1st review 2nd review

14637 responses, 413 missing at baseline/ 2nd review

13856 responses, 1194 missing at 1st review

My child fits well into the everyday life of the family

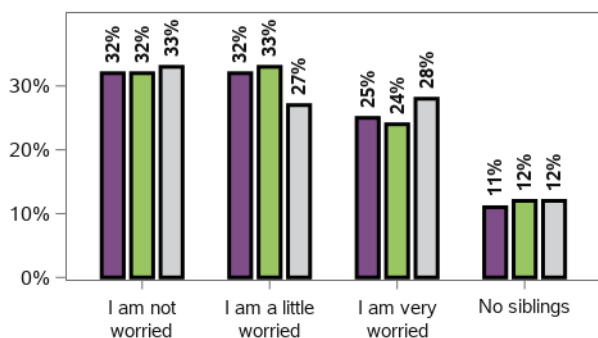


Baseline 1st review 2nd review

14846 responses, 204 missing at baseline/ 2nd review

14062 responses, 988 missing at 1st review

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

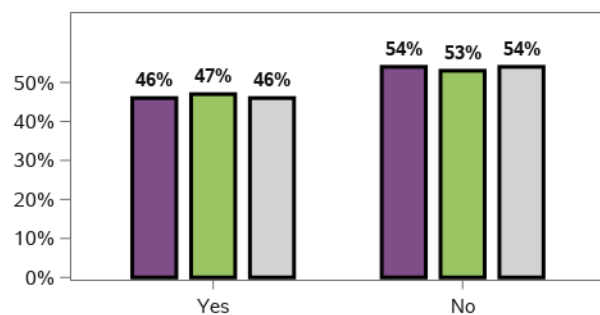


Baseline 1st review 2nd review

285 responses, 1 missing at baseline/ 2nd review

261 responses, 1 missing at 1st review

Are you happy with that arrangement?



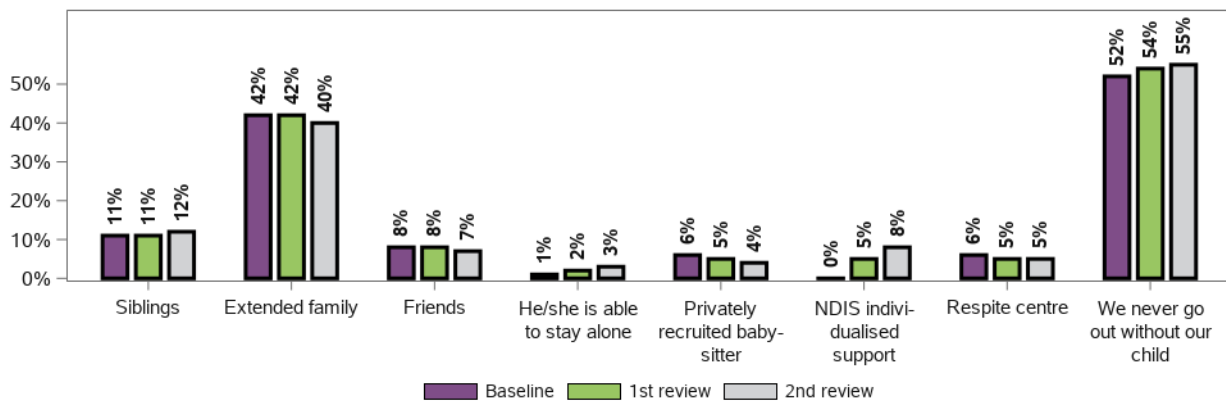
Baseline 1st review 2nd review

14769 responses, 281 missing at baseline/ 2nd review

13981 responses, 1069 missing at 1st review

Appendix F.4.4 - Relationships (continued)

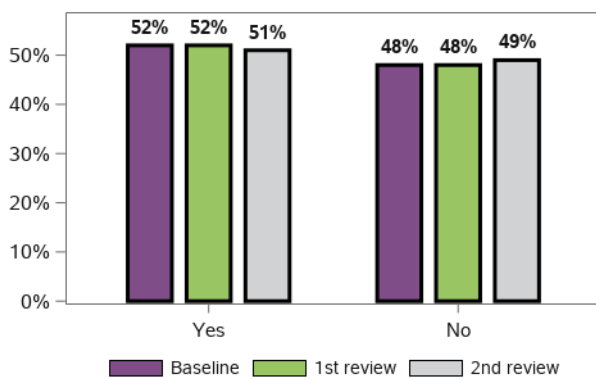
When you need to go out, which of the following options do you use to look after your child?



14635 responses, 415 missing at baseline/ 2nd review

13858 responses, 1192 missing at 1st review

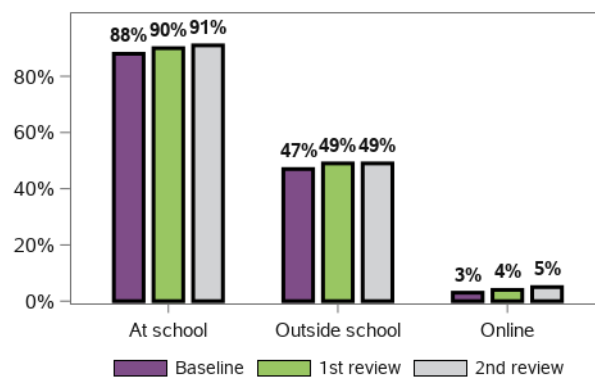
My child has friends that he/she enjoys spending time with



14698 responses, 352 missing at baseline/ 2nd review

13911 responses, 1139 missing at 1st review

The friends are

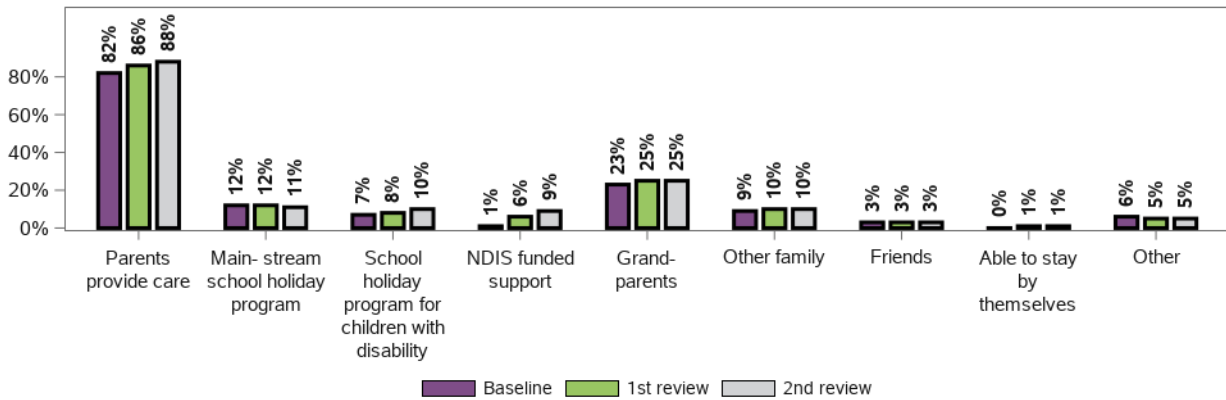


6201 responses, 8849 missing at baseline/ 2nd review

5878 responses, 9172 missing at 1st review

Appendix F.4.5 - Social, community and civic participation

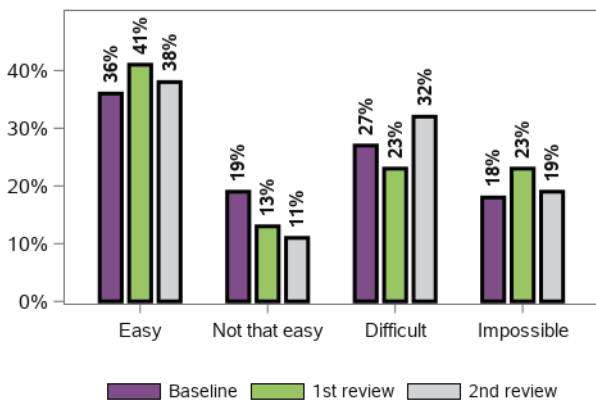
During school holidays I use the following holiday care



14572 responses, 478 missing at baseline/ 2nd review

13802 responses, 1248 missing at 1st review

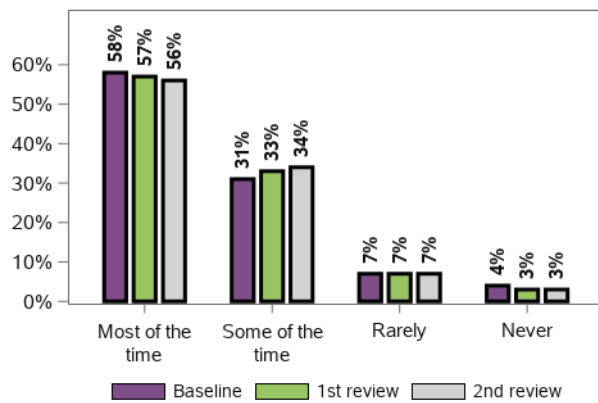
Finding vacation care that welcomes my child is



111 responses, 139 missing at baseline/ 2nd review

87 responses, 146 missing at 1st review

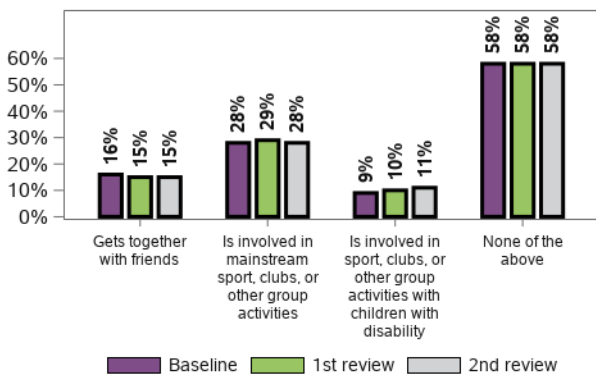
My child is happy with this choice/ these choices



14463 responses, 587 missing at baseline/ 2nd review

13698 responses, 1352 missing at 1st review

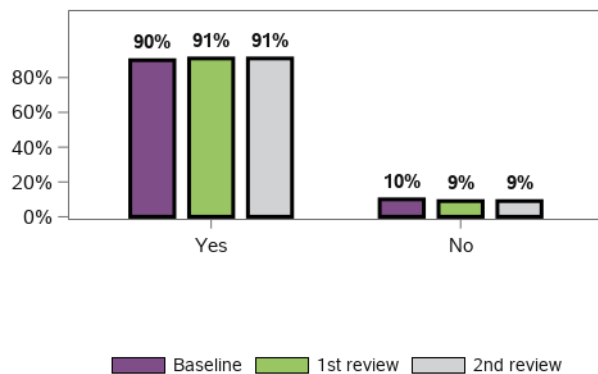
After school and on the weekend my child



13968 responses, 1082 missing at baseline/ 2nd review

13217 responses, 1833 missing at 1st review

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

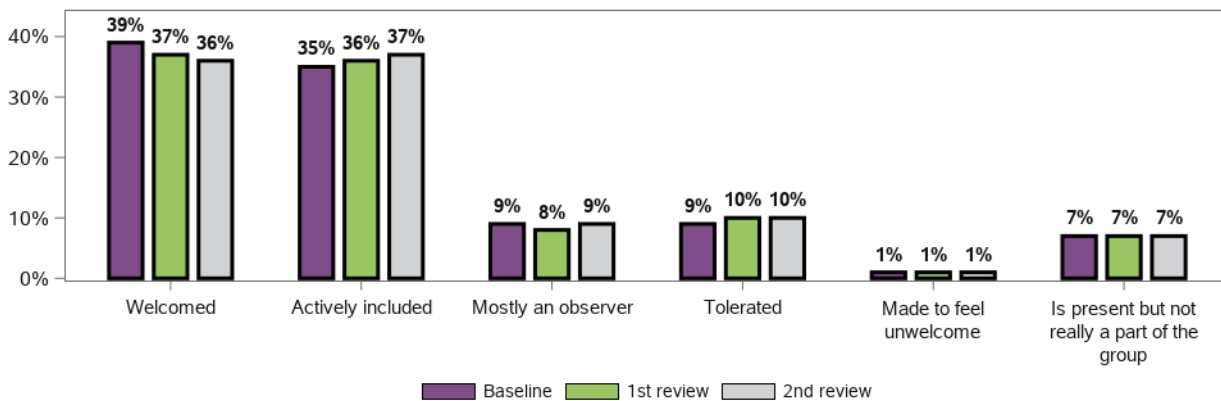


115 responses, 0 missing at baseline/ 2nd review

82 responses, 0 missing at 1st review

Appendix F.4.5 - Social, community and civic participation (continued)

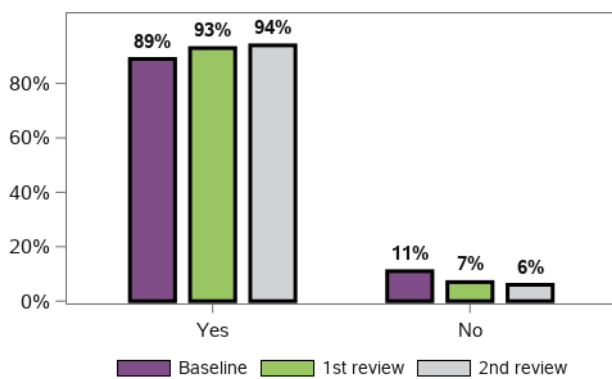
In these activities, I feel my child is:



4969 responses, 10081 missing at baseline/ 2nd review

4737 responses, 10313 missing at 1st review

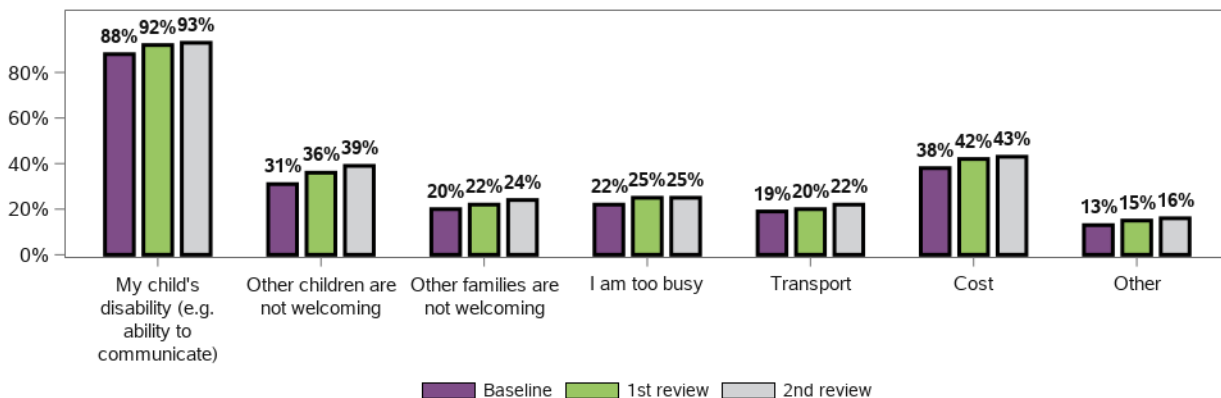
I would like my child to have more opportunity to be involved in activities with other children



14509 responses, 541 missing at baseline/ 2nd review

13738 responses, 1312 missing at 1st review

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

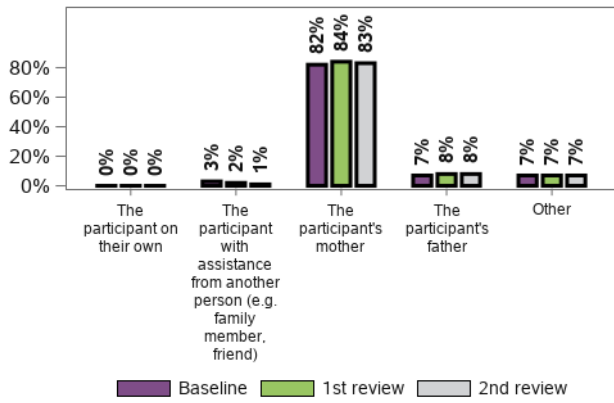


12312 responses, 2738 missing at baseline/ 2nd review

11671 responses, 3379 missing at 1st review

Appendix F.4.6 - Respondent type

Who responded to the questions?



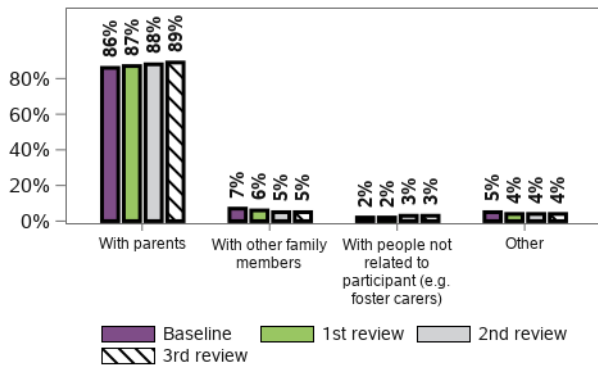
14751 responses, 299 missing at baseline/ 2nd review

13969 responses, 1081 missing at 1st review

Appendix F.5 - Participants from school to age 14 - Longitudinal indicators from baseline to third review - C3 cohort - aggregate

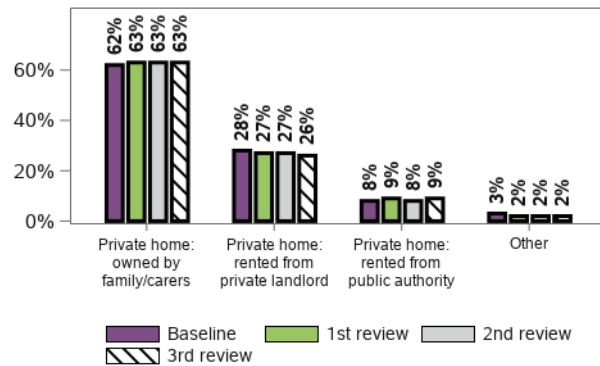
Appendix F.5.1 - Participant Information

Who does the child currently live with?



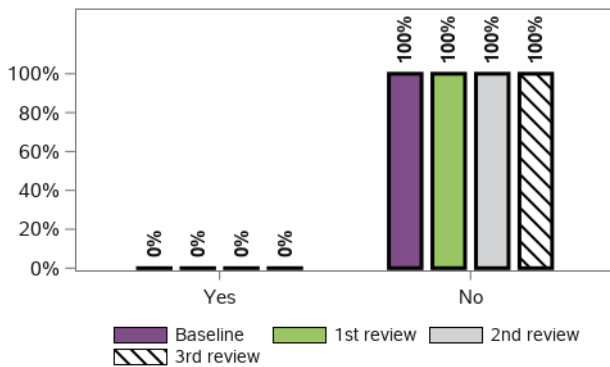
5383 responses, 23 missing at baseline/ 3rd review
 4871 responses, 535 missing at 1st review
 4624 responses, 782 missing at 2nd review

What type of housing does the child currently live in?



5334 responses, 72 missing at baseline/ 3rd review
 4824 responses, 582 missing at 1st review
 4579 responses, 827 missing at 2nd review

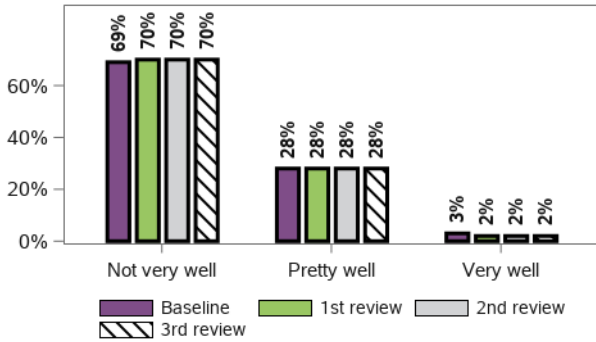
Does the child currently have a job? (including a part time job outside school hours)



5396 responses, 10 missing at baseline/ 3rd review
 4881 responses, 525 missing at 1st review
 4636 responses, 770 missing at 2nd review

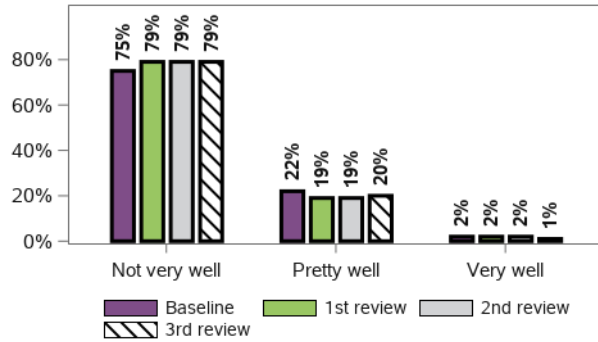
Appendix F.5.2 - Daily living

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



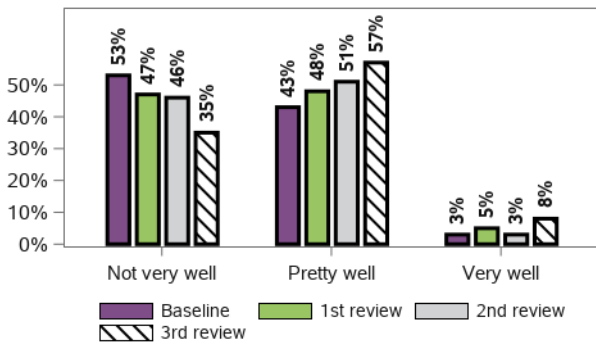
5361 responses, 45 missing at baseline/ 3rd review
 4851 responses, 555 missing at 1st review
 4605 responses, 801 missing at 2nd review

Most of the time my child manages his/her emotions



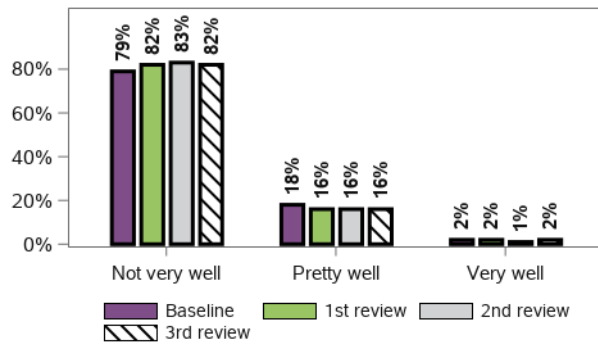
5363 responses, 43 missing at baseline/ 3rd review
 4852 responses, 554 missing at 1st review
 4606 responses, 800 missing at 2nd review

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



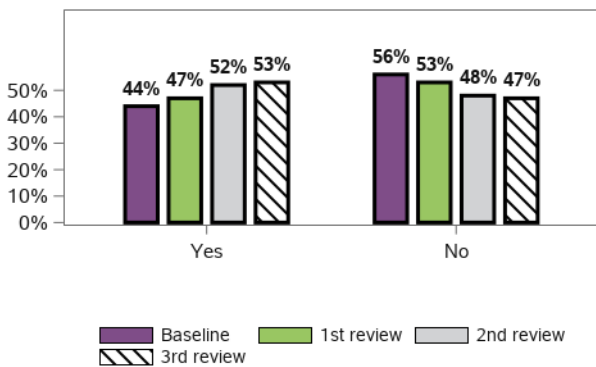
116 responses, 0 missing at baseline/ 3rd review
 116 responses, 0 missing at 1st review
 116 responses, 0 missing at 2nd review

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



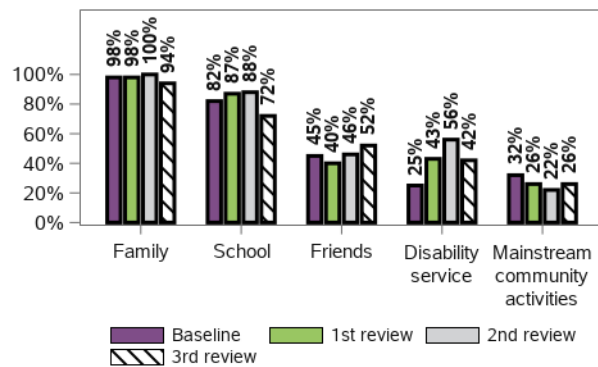
5312 responses, 94 missing at baseline/ 3rd review
 4809 responses, 597 missing at 1st review
 4564 responses, 842 missing at 2nd review

My child is becoming more independent



5399 responses, 7 missing at baseline/ 3rd review
 4884 responses, 522 missing at 1st review
 4638 responses, 768 missing at 2nd review

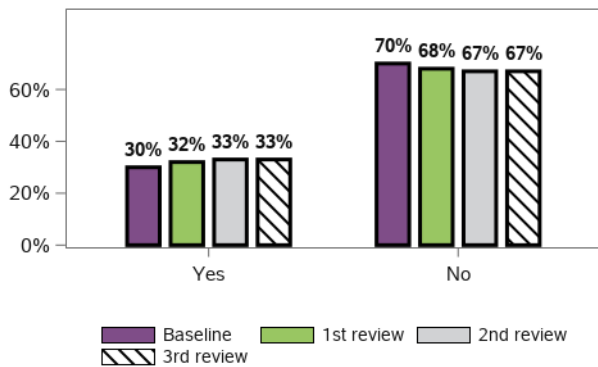
Encouragement to become more independent comes from



65 responses, 0 missing at baseline/ 3rd review
 53 responses, 0 missing at 1st review
 50 responses, 0 missing at 2nd review

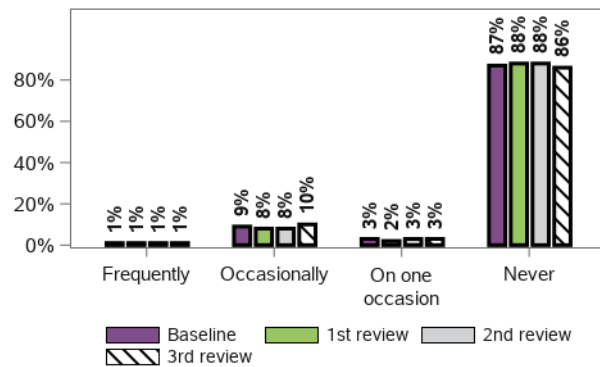
Appendix F.5.2 - Daily living (continued)

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



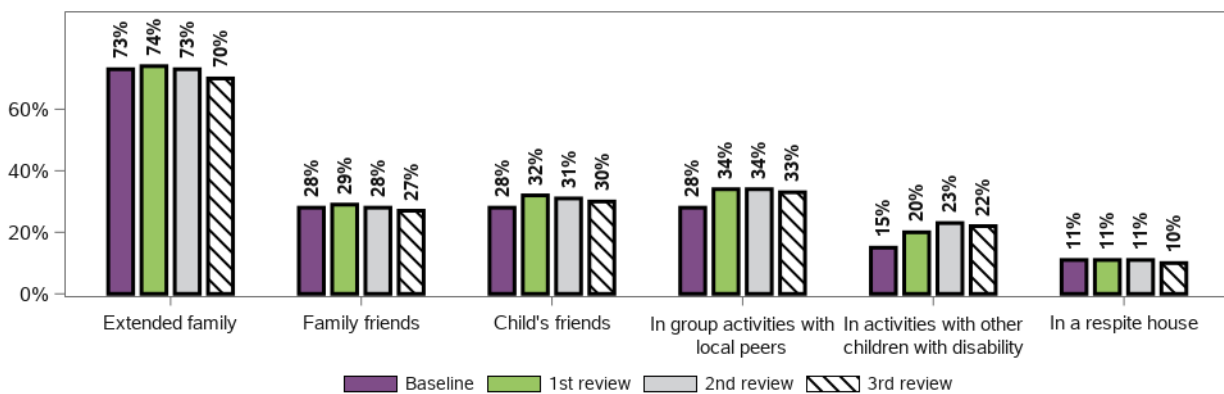
5397 responses, 9 missing at baseline/ 3rd review
 4882 responses, 524 missing at 1st review
 4636 responses, 770 missing at 2nd review

My child spends time with friends without an adult present



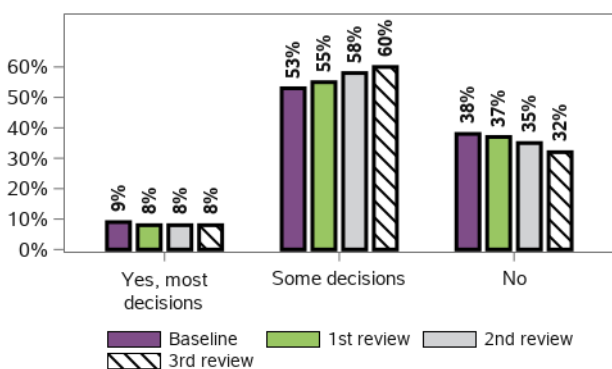
5328 responses, 78 missing at baseline/ 3rd review
 4819 responses, 587 missing at 1st review
 4576 responses, 830 missing at 2nd review

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



914 responses, 4492 missing at baseline/ 3rd review
 808 responses, 4598 missing at 1st review
 763 responses, 4643 missing at 2nd review

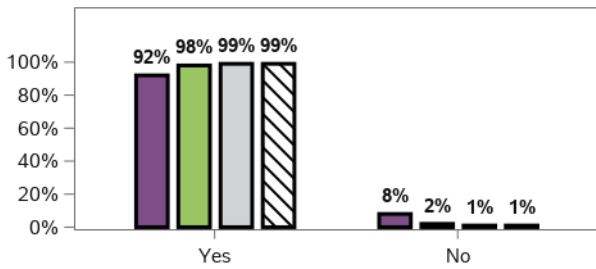
My child has a genuine say in decisions about him/her



5325 responses, 81 missing at baseline/ 3rd review
 4817 responses, 589 missing at 1st review
 4572 responses, 834 missing at 2nd review

Appendix F.5.3 - Lifelong learning

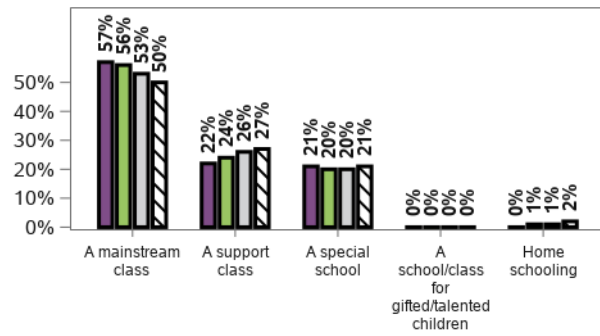
My child attends school



Baseline 1st review 2nd review 3rd review

5397 responses, 9 missing at baseline/ 3rd review
4882 responses, 524 missing at 1st review
4636 responses, 770 missing at 2nd review

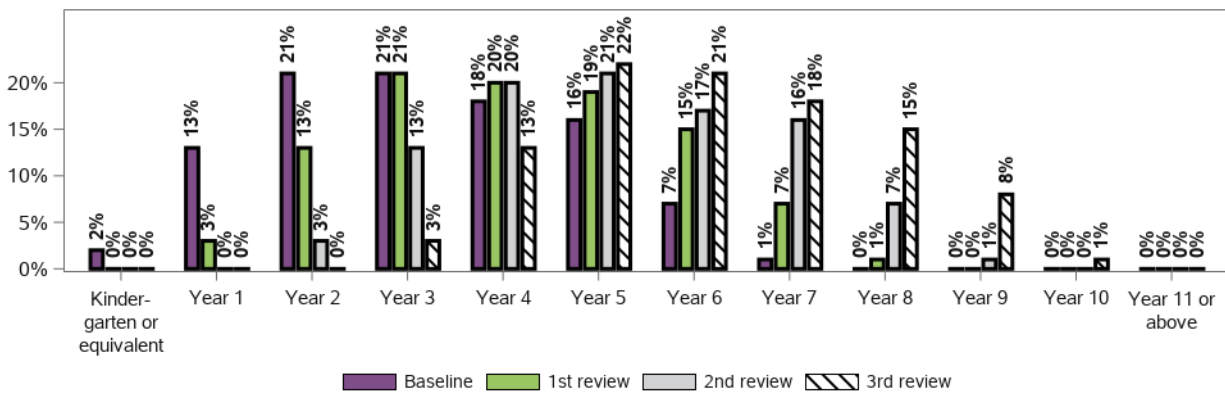
My child is enrolled in



Baseline 1st review 2nd review 3rd review

4899 responses, 507 missing at baseline/ 3rd review
4445 responses, 961 missing at 1st review
4225 responses, 1181 missing at 2nd review

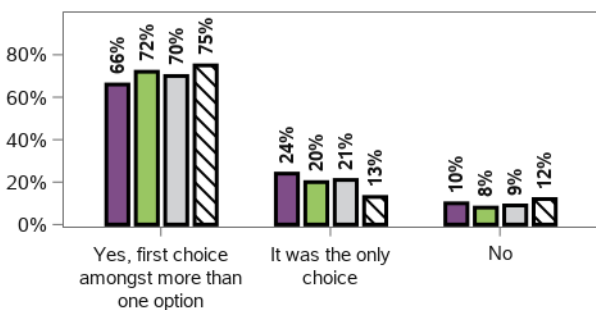
My child's current (or most recently completed) school year is



Baseline 1st review 2nd review 3rd review

4873 responses, 533 missing at baseline/ 3rd review
4420 responses, 986 missing at 1st review
4200 responses, 1206 missing at 2nd review

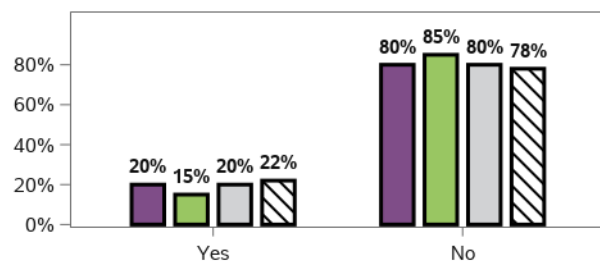
My child's school is my school of first choice



Baseline 1st review 2nd review 3rd review

116 responses, 0 missing at baseline/ 3rd review
114 responses, 0 missing at 1st review
113 responses, 0 missing at 2nd review

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

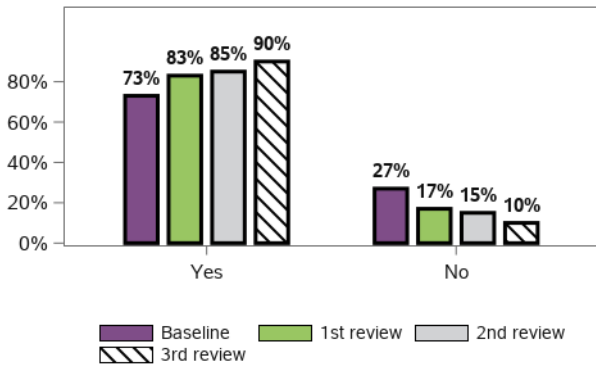


Baseline 1st review 2nd review 3rd review

116 responses, 0 missing at baseline/ 3rd review
114 responses, 0 missing at 1st review
113 responses, 0 missing at 2nd review

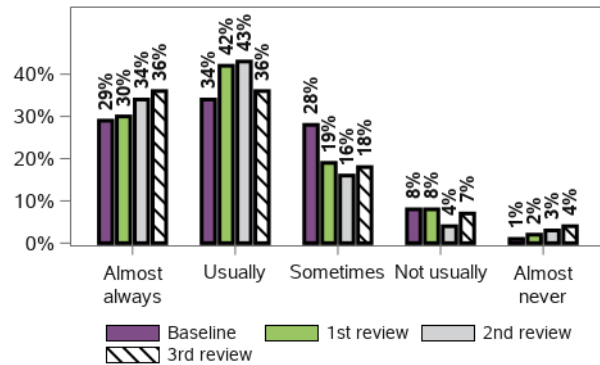
Appendix F.5.3 - Lifelong learning (continued)

Do you know your child's goals at school?



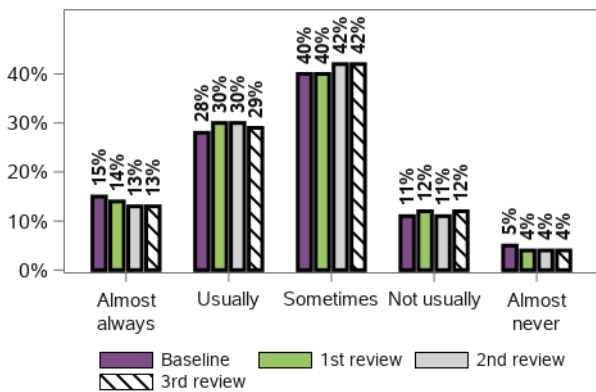
116 responses, 0 missing at baseline/ 3rd review
 114 responses, 0 missing at 1st review
 113 responses, 0 missing at 2nd review

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



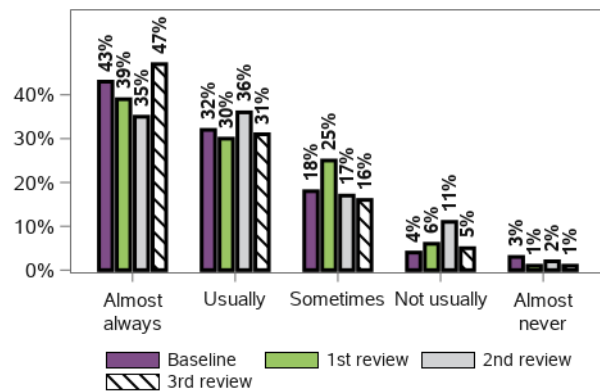
76 responses, 0 missing at baseline/ 3rd review
 64 responses, 0 missing at 1st review
 68 responses, 0 missing at 2nd review

I think that my child is learning at school



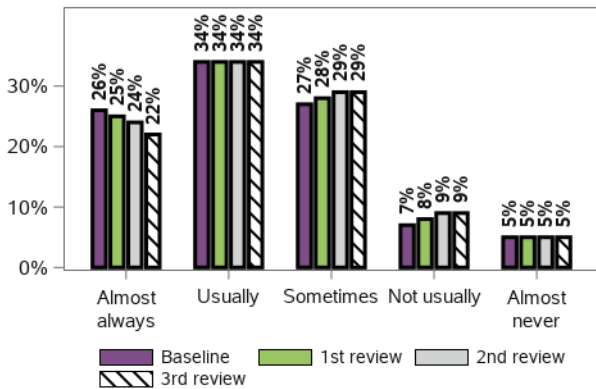
4903 responses, 503 missing at baseline/ 3rd review
 4448 responses, 958 missing at 1st review
 4228 responses, 1178 missing at 2nd review

I think my child is genuinely included at school?



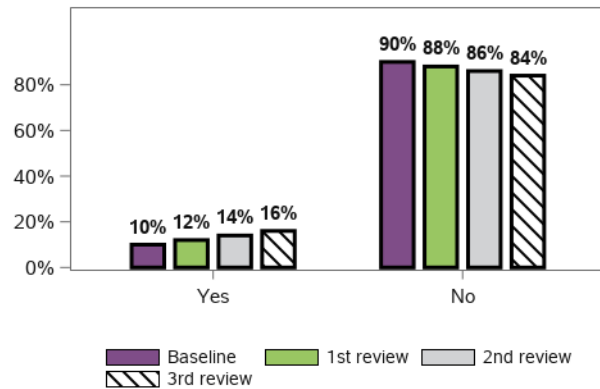
116 responses, 0 missing at baseline/ 3rd review
 114 responses, 0 missing at 1st review
 113 responses, 0 missing at 2nd review

I think that my child is happy at school



4881 responses, 525 missing at baseline/ 3rd review
 4428 responses, 978 missing at 1st review
 4208 responses, 1198 missing at 2nd review

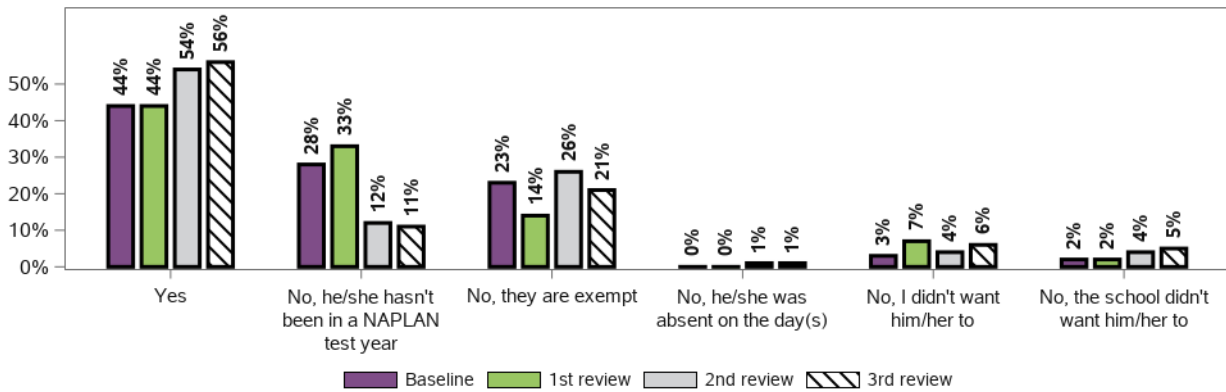
Has your child ever been suspended from school?



4930 responses, 476 missing at baseline/ 3rd review
 4467 responses, 939 missing at 1st review
 4249 responses, 1157 missing at 2nd review

Appendix F.5.3 - Lifelong learning (continued)

Has your child ever sat a NAPLAN test?

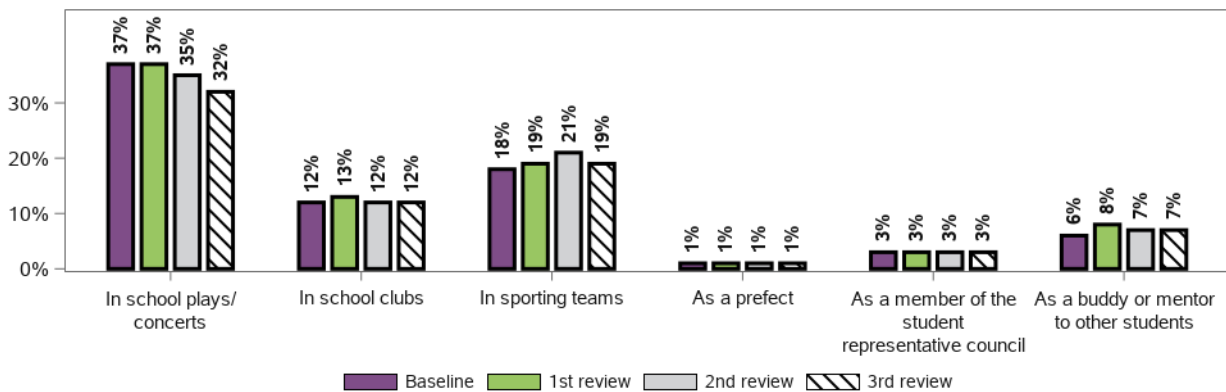


116 responses, 0 missing at baseline/ 3rd review

114 responses, 0 missing at 1st review

113 responses, 0 missing at 2nd review

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

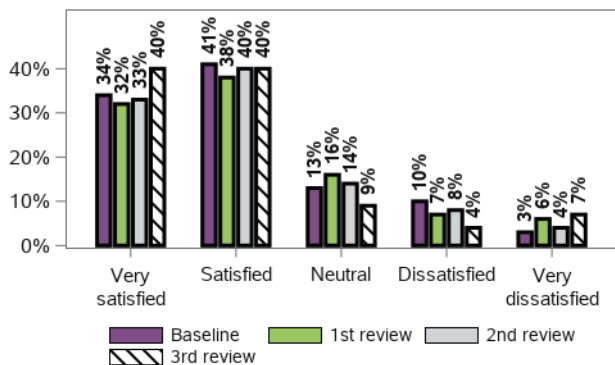


4931 responses, 475 missing at baseline/ 3rd review

4468 responses, 938 missing at 1st review

4251 responses, 1155 missing at 2nd review

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



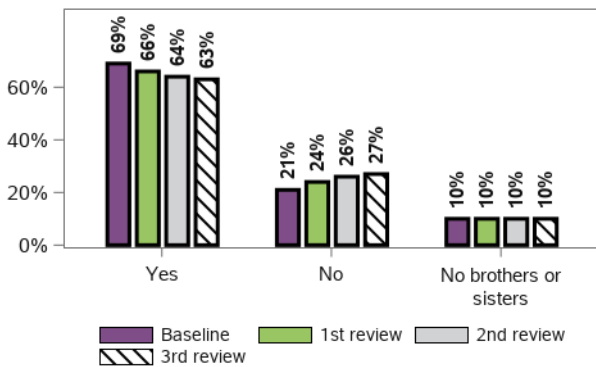
113 responses, 3 missing at baseline/ 3rd review

112 responses, 2 missing at 1st review

112 responses, 1 missing at 2nd review

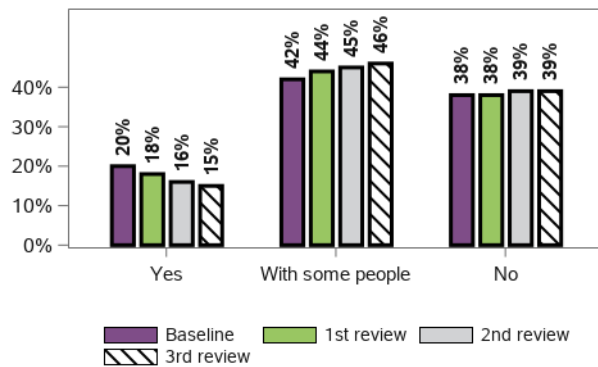
Appendix F.5.4 - Relationships

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



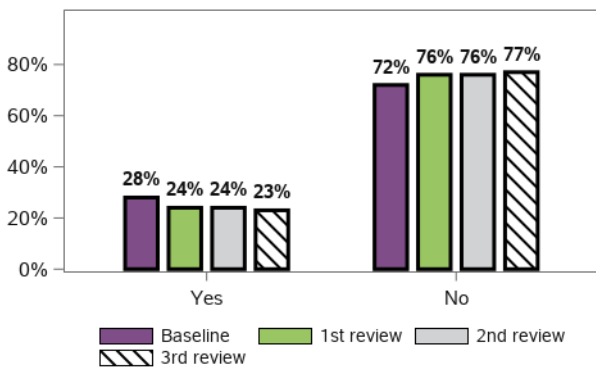
5335 responses, 71 missing at baseline/ 3rd review
 4833 responses, 573 missing at 1st review
 4587 responses, 819 missing at 2nd review

My child can make friends with people outside the family



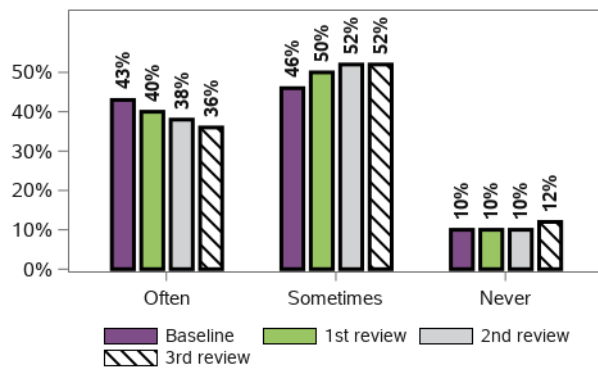
5338 responses, 68 missing at baseline/ 3rd review
 4833 responses, 573 missing at 1st review
 4587 responses, 819 missing at 2nd review

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



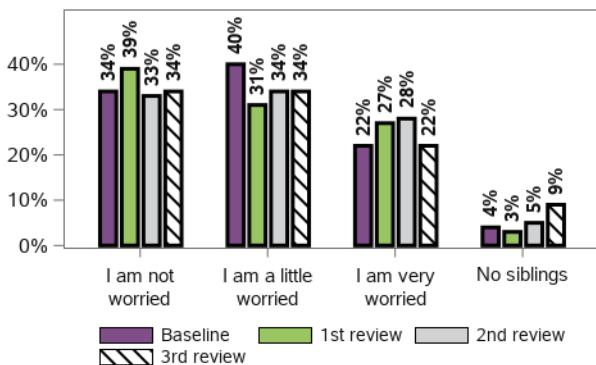
5393 responses, 13 missing at baseline/ 3rd review
 4878 responses, 528 missing at 1st review
 4633 responses, 773 missing at 2nd review

My child fits well into the everyday life of the family



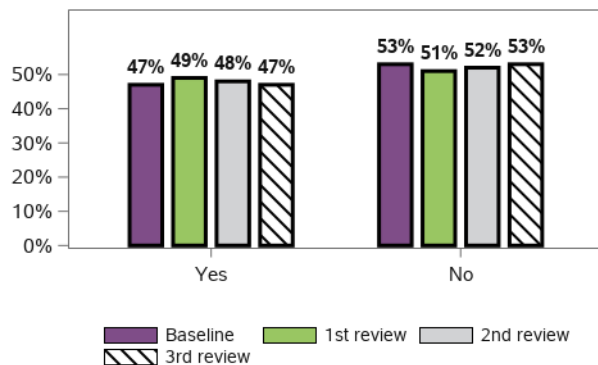
5311 responses, 95 missing at baseline/ 3rd review
 4807 responses, 599 missing at 1st review
 4566 responses, 840 missing at 2nd review

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



116 responses, 0 missing at baseline/ 3rd review
 116 responses, 0 missing at 1st review
 116 responses, 0 missing at 2nd review

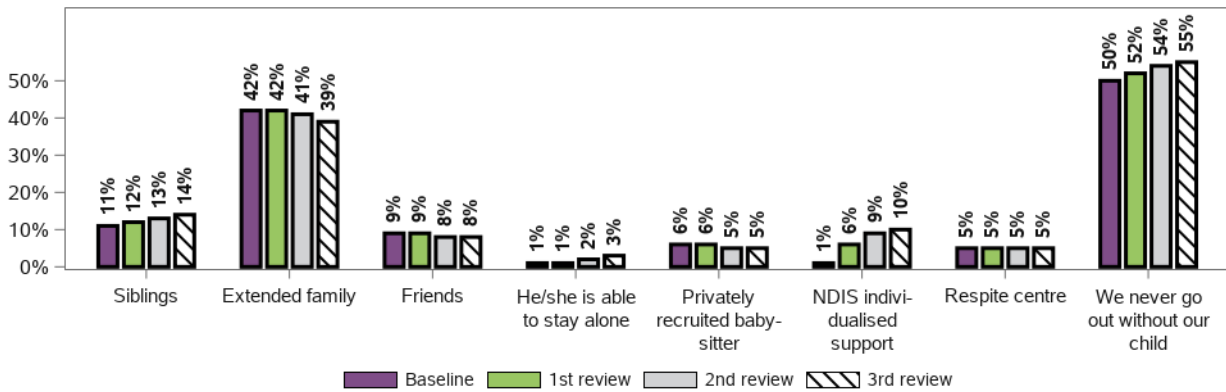
Are you happy with that arrangement?



5400 responses, 6 missing at baseline/ 3rd review
 4885 responses, 521 missing at 1st review
 4639 responses, 767 missing at 2nd review

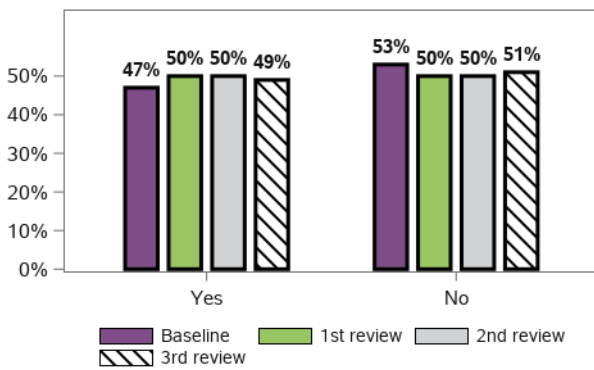
Appendix F.5.4 - Relationships (continued)

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



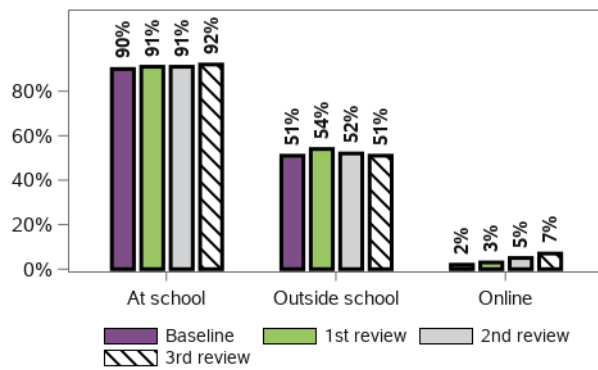
5251 responses, 155 missing at baseline/ 3rd review
 4763 responses, 643 missing at 1st review
 4514 responses, 892 missing at 2nd review

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



5400 responses, 6 missing at baseline/ 3rd review
 4885 responses, 521 missing at 1st review
 4639 responses, 767 missing at 2nd review

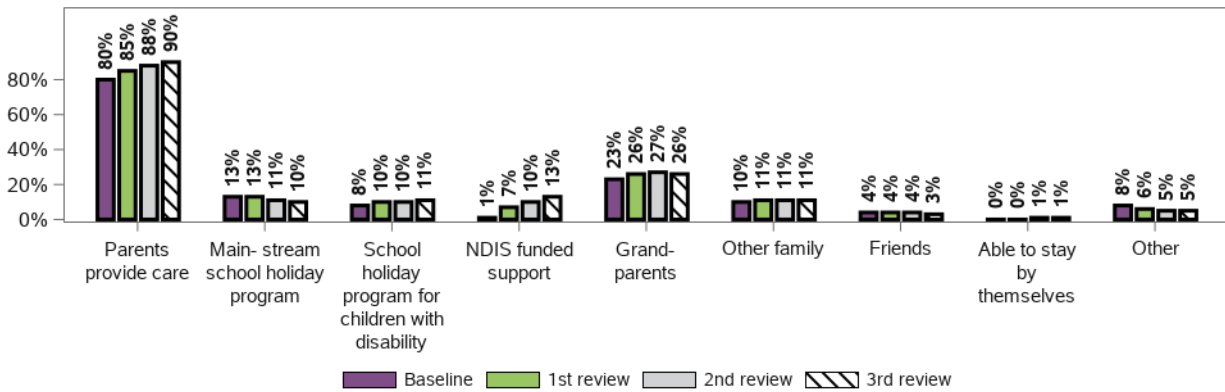
The friends are



1815 responses, 3591 missing at baseline/ 3rd review
 1652 responses, 3754 missing at 1st review
 1568 responses, 3838 missing at 2nd review

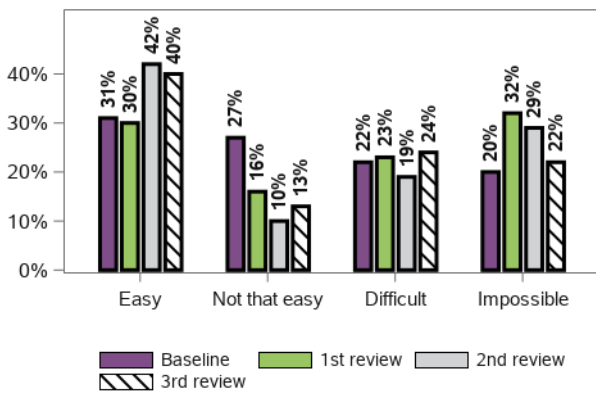
Appendix F.5.5 - Social, community and civic participation

During school holidays I use the following holiday care



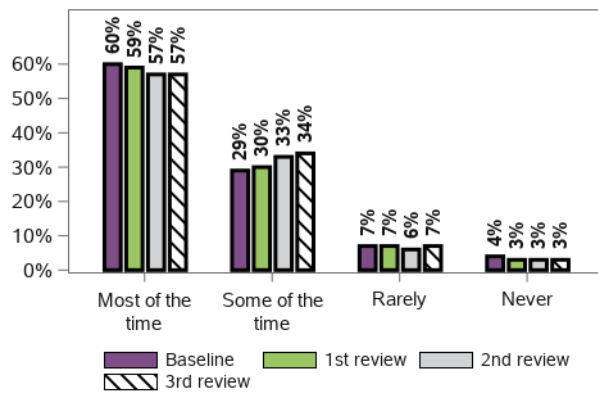
5252 responses, 154 missing at baseline/ 3rd review
 4758 responses, 648 missing at 1st review
 4512 responses, 894 missing at 2nd review

Finding vacation care that welcomes my child is



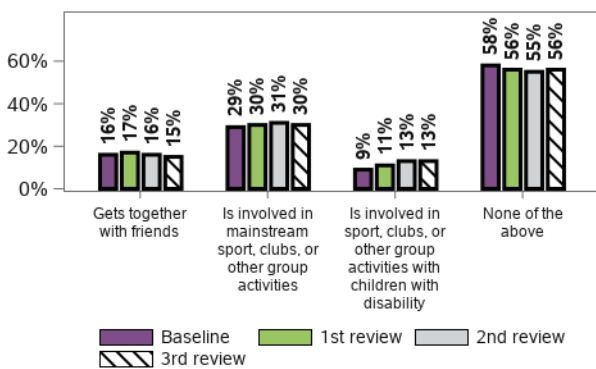
45 responses, 71 missing at baseline/ 3rd review
 44 responses, 70 missing at 1st review
 31 responses, 82 missing at 2nd review

My child is happy with this choice/ these choices



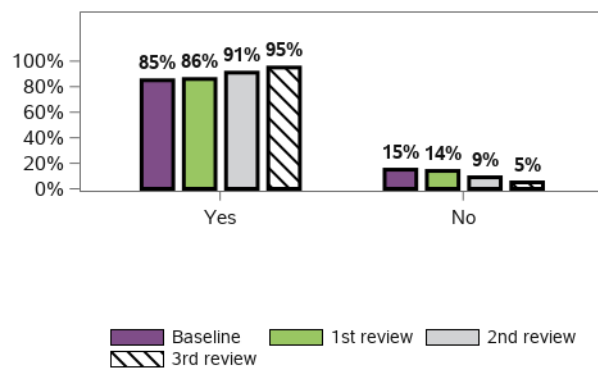
5196 responses, 210 missing at baseline/ 3rd review
 4711 responses, 695 missing at 1st review
 4466 responses, 940 missing at 2nd review

After school and on the weekend my child



4920 responses, 486 missing at baseline/ 3rd review
 4443 responses, 963 missing at 1st review
 4226 responses, 1180 missing at 2nd review

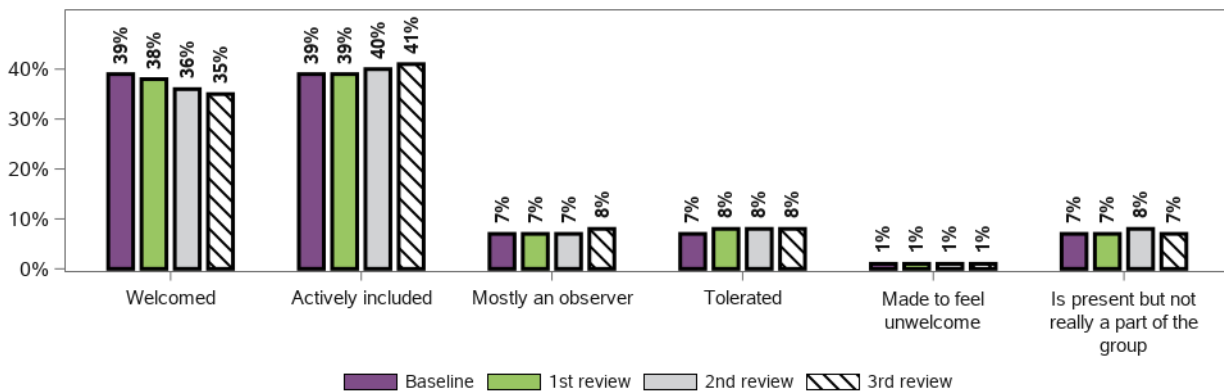
In these activities I think that people ask my child to do tasks appropriate to his/her skills



60 responses, 0 missing at baseline/ 3rd review
 50 responses, 0 missing at 1st review
 54 responses, 0 missing at 2nd review

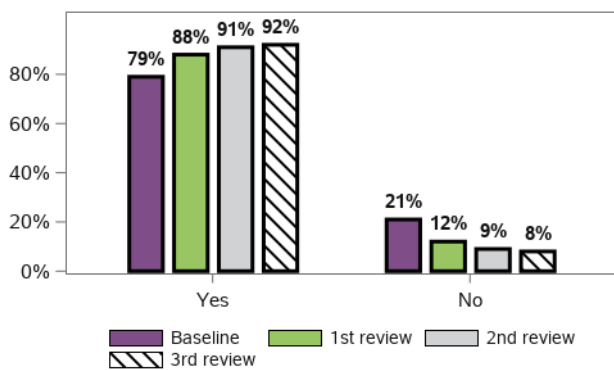
Appendix F.5.5 - Social, community and civic participation (continued)

In these activities, I feel my child is:



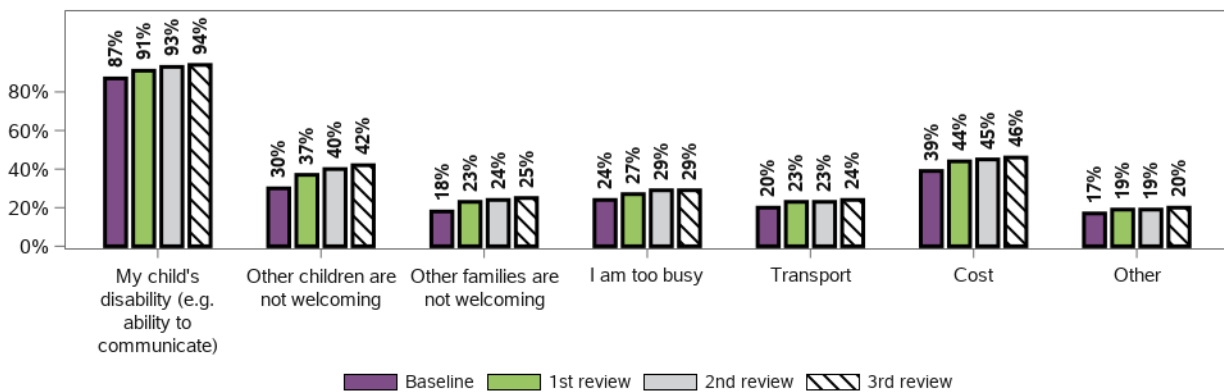
1611 responses, 3795 missing at baseline/ 3rd review
 1464 responses, 3942 missing at 1st review
 1405 responses, 4001 missing at 2nd review

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



5397 responses, 9 missing at baseline/ 3rd review
 4882 responses, 524 missing at 1st review
 4636 responses, 770 missing at 2nd review

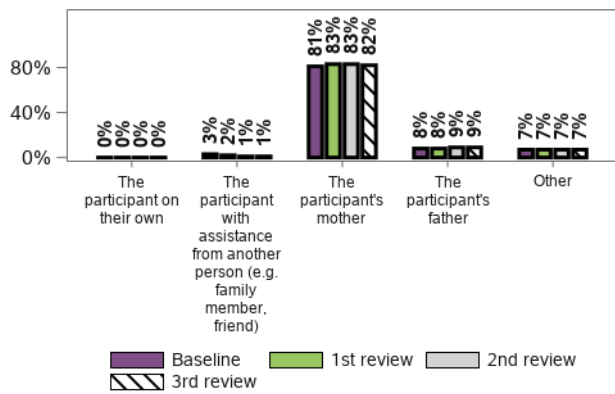
The barriers to my child being more involved with other children are



4015 responses, 1391 missing at baseline/ 3rd review
 3654 responses, 1752 missing at 1st review
 3458 responses, 1948 missing at 2nd review

Appendix F.5.6 - Respondent type

Who responded to the questions?



5302 responses, 104 missing at baseline/ 3rd review

4799 responses, 607 missing at 1st review

4555 responses, 851 missing at 2nd review

Appendix F.6 - Participants from school to age 14 - Change in longitudinal indicators from baseline to first review - C1 cohort - by participant characteristics

Appendix F.6.1 - Participant Information

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics

	Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
Overall	Overall - 32000	0%	0%
Age Group			
5 or younger	2906	0%	0%
6 to 8	13057	0%	0%
9 to 11	8823	0%	0%
12 or older	7214	0%	0%
Gender			
Female	9191	0%	0%
Male	22275	0%	0%
Disability Type			
Autism	20123	0%	0%
Cerebral Palsy	1189	0%	-1%
Developmental delay	1730	0%	0%
Down Syndrome	616	0%	0%
Global developmental delay	702	-1%	0%
Hearing Impairment	1028	0%	1%
Intellectual Disability	4350	0%	0%
Other	207	1%	0%
Other Neurological	641	0%	0%
Other Sensory/Speech	430	2%	0%
Psychosocial disability	84	4%	-1%
Spinal Cord Injury / Other Physical	529	0%	0%
Visual Impairment	371	-1%	-1%
Level of function			
High	12803	0%	0%
Medium	12720	0%	0%
Low	6477	0%	0%
Indigenous Status			
Indigenous	2228	0%	-1%
Non-Indigenous	24738	0%	0%

Appendix F.6.1 - Participant Information

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics (continued)

	Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
CALD Status			
CALD	2284	0%	0%
Non-CALD	28267	0%	0%
State/ Territory			
NSW	7928	0%	0%
VIC	9982	0%	0%
QLD	7724	0%	0%
WA	3094	-1%	0%
SA	1792	0%	-1%
TAS	766	-1%	1%
ACT	308	-1%	-1%
NT	399	0%	-1%
Remoteness			
Major Cities	22037	0%	0%
Regional (population greater than 50000)	3477	0%	0%
Regional (population between 15000 and 50000)	2480	1%	0%
Regional (population between 5000 and 15000)	1264	0%	1%
Regional (population less than 5000)	2213	0%	1%
Remote/Very Remote	517	0%	1%
Scheme Access Criteria			
Disability Met	23574	0%	0%
Benefit from EI	8325	0%	0%
Scheme Entry Type			
New	13315	0%	0%
State	14361	0%	0%
Commonwealth	4324	0%	0%
Plan management type			
Agency Managed	10869	0%	0%
Plan Managed	6985	0%	0%
Self Managed Fully	9309	0%	0%
Self Managed Partly	4822	0%	0%

Appendix F.6.1 - Participant Information

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics (continued)

Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
Annualised plan budget		
\$10,000 or less – 7654	0%	0%
\$10-15,000 – 10089	0%	0%
\$15-20,000 – 5353	0%	0%
\$20-30,000 – 3927	0%	0%
Over \$30,000 – 4977	0%	0%
Plan cost allocation		
Capital 5-100% – 2418	0%	-1%
Capacity Building 0-75% – 11335	0%	0%
Capacity Building 75-95% – 9163	0%	0%
Capacity Building 95-100% – 9070	0%	0%
Plan utilisation		
below 20% – 3484	0%	0%
20 - 40% – 4686	0%	0%
40 - 60% – 6985	0%	0%
60 - 80% – 8072	0%	0%
80% and over – 8773	0%	0%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics

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
Overall				
Overall – 32000	0%	-1%	6%	1%
Age Group				
5 or younger – 2906	6%	1%	11%	1%
6 to 8 – 13057	-1%	-2%	5%	1%
9 to 11 – 8823	0%	-1%	7%	1%
12 or older – 7214	1%	-1%	5%	3%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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
Gender					
Female	9191	0%	-1%	6%	2%
Male	22275	0%	-1%	7%	1%
Disability Type					
Autism	20123	1%	0%	7%	1%
Cerebral Palsy	1189	-1%	-3%	7%	3%
Developmental delay	1730	2%	-5%	6%	2%
Down Syndrome	616	0%	-2%	9%	4%
Global developmental delay	702	4%	1%	8%	2%
Hearing Impairment	1028	-1%	-3%	2%	2%
Intellectual Disability	4350	-1%	-3%	4%	1%
Other	207	2%	-1%	9%	2%
Other Neurological	641	-3%	-3%	4%	1%
Other Sensory/Speech	430	-1%	-5%	4%	0%
Psychosocial disability	84	-7%	-1%	6%	0%
Spinal Cord Injury / Other Physical	529	1%	-4%	8%	3%
Visual Impairment	371	-1%	-5%	5%	0%
Level of function					
High	12803	-1%	-3%	4%	1%
Medium	12720	1%	0%	8%	2%
Low	6477	0%	-1%	7%	3%
Indigenous Status					
Indigenous	2228	1%	-1%	6%	1%
Non-Indigenous	24738	0%	-1%	6%	2%
CALD Status					
CALD	2284	0%	-2%	8%	3%
Non-CALD	28267	1%	-1%	7%	1%
State/ Territory					
NSW	7928	2%	-1%	6%	1%
VIC	9982	-1%	-2%	7%	1%
QLD	7724	1%	0%	9%	3%
WA	3094	-4%	-5%	2%	0%
SA	1792	1%	0%	7%	0%
TAS	766	1%	2%	6%	0%
ACT	308	6%	1%	8%	2%
NT	399	-5%	-7%	5%	3%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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
Remoteness				
Major Cities - 22037	0%	-1%	7%	2%
Regional (population greater than 50000) - 3477	0%	-1%	6%	0%
Regional (population between 15000 and 50000) - 2480	1%	-1%	5%	1%
Regional (population between 5000 and 15000) - 1264	-2%	0%	3%	2%
Regional (population less than 5000) - 2213	2%	-1%	6%	2%
Remote/Very Remote - 517	-6%	-3%	3%	1%
Scheme Access Criteria				
Disability Met - 23574	0%	-1%	6%	2%
Benefit from EI - 8325	1%	-1%	7%	1%
Scheme Entry Type				
New - 13315	2%	0%	8%	1%
State - 14361	-1%	-2%	5%	2%
Commonwealth - 4324	1%	-1%	8%	1%
Plan management type				
Agency Managed - 10869	-1%	-2%	4%	0%
Plan Managed - 6985	0%	-1%	7%	2%
Self Managed Fully - 9309	1%	0%	8%	2%
Self Managed Partly - 4822	0%	-1%	7%	2%
Annualised plan budget				
\$10,000 or less - 7654	0%	-1%	5%	0%
\$10-15,000 - 10089	0%	-1%	6%	1%
\$15-20,000 - 5353	0%	-1%	8%	1%
\$20-30,000 - 3927	0%	-1%	8%	3%
Over \$30,000 - 4977	0%	-1%	7%	3%
Plan cost allocation				
Capital 5-100% - 2418	0%	-3%	7%	3%
Capacity Building 0-75% - 11335	0%	-1%	6%	3%
Capacity Building 75-95% - 9163	1%	0%	8%	1%
Capacity Building 95-100% - 9070	0%	-2%	5%	0%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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
Plan utilisation				
below 20% - 3484	0%	-1%	4%	1%
20 - 40% - 4686	1%	-1%	7%	1%
40 - 60% - 6985	1%	-1%	6%	1%
60 - 80% - 8072	0%	-2%	7%	2%
80% and over - 8773	0%	-1%	7%	2%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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 - 32000	0%	0%	2%
Age Group			
5 or younger - 2906	1%	0%	5%
6 to 8 - 13057	0%	-1%	1%
9 to 11 - 8823	-1%	0%	1%
12 or older - 7214	0%	1%	1%
Gender			
Female - 9191	0%	-1%	2%
Male - 22275	-1%	0%	2%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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
Disability Type			
Autism - 20123	-1%	0%	2%
Cerebral Palsy - 1189	1%	0%	1%
Developmental delay - 1730	-1%	0%	5%
Down Syndrome - 616	3%	0%	0%
Global developmental delay - 702	1%	0%	3%
Hearing Impairment - 1028	1%	0%	1%
Intellectual Disability - 4350	-1%	-1%	1%
Other - 207	-2%	-2%	0%
Other Neurological - 641	0%	-2%	0%
Other Sensory/Speech - 430	1%	0%	2%
Psychosocial disability - 84	10%	1%	0%
Spinal Cord Injury / _ - 529	1%	2%	2%
Other Physical - 371	1%	1%	2%
Level of function			
High - 12803	0%	0%	2%
Medium - 12720	-1%	0%	2%
Low - 6477	-1%	0%	1%
Indigenous Status			
Indigenous - 2228	1%	-1%	1%
Non-Indigenous - 24738	-1%	0%	2%
CALD Status			
CALD - 2284	0%	-1%	1%
Non-CALD - 28267	-1%	0%	2%
State/ Territory			
NSW - 7928	0%	0%	2%
VIC - 9982	-1%	0%	1%
QLD - 7724	-1%	0%	2%
WA - 3094	-1%	-1%	0%
SA - 1792	-1%	1%	3%
TAS - 766	2%	0%	1%
ACT - 308	0%	1%	3%
NT - 399	0%	0%	3%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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
Remoteness			
Major Cities - 22037	0%	0%	2%
Regional (population greater than 50000) - 3477	-1%	0%	2%
Regional (population between 15000 and 50000) - 2480	-1%	0%	2%
Regional (population between 5000 and 15000) - 1264	-2%	-1%	1%
Regional (population less than 5000) - 2213	1%	1%	2%
Remote/Very Remote - 517	1%	0%	2%
Scheme Access Criteria			
Disability Met - 23574	-1%	0%	1%
Benefit from EI - 8325	0%	0%	2%
Scheme Entry Type			
New - 13315	0%	1%	2%
State - 14361	0%	0%	1%
Commonwealth - 4324	-1%	-2%	2%
Plan management type			
Agency Managed - 10869	0%	-1%	1%
Plan Managed - 6985	-2%	0%	1%
Self Managed Fully - 9309	0%	0%	2%
Self Managed Partly - 4822	-2%	0%	2%
Annualised plan budget			
\$10,000 or less - 7654	0%	0%	2%
\$10-15,000 - 10089	0%	0%	2%
\$15-20,000 - 5353	-1%	0%	2%
\$20-30,000 - 3927	-2%	0%	2%
Over \$30,000 - 4977	0%	0%	0%
Plan cost allocation			
Capital 5-100% - 2418	0%	0%	1%
Capacity Building 0-75% - 11335	0%	0%	1%
Capacity Building 75-95% - 9163	-1%	0%	2%
Capacity Building 95-100% - 9070	0%	-1%	2%

Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for SF - by 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
Plan utilisation			
below 20% - 3484	0%	0%	2%
20 - 40% - 4686	0%	0%	2%
40 - 60% - 6985	-1%	0%	1%
60 - 80% - 8072	0%	0%	1%
80% and over - 8773	-1%	0%	2%

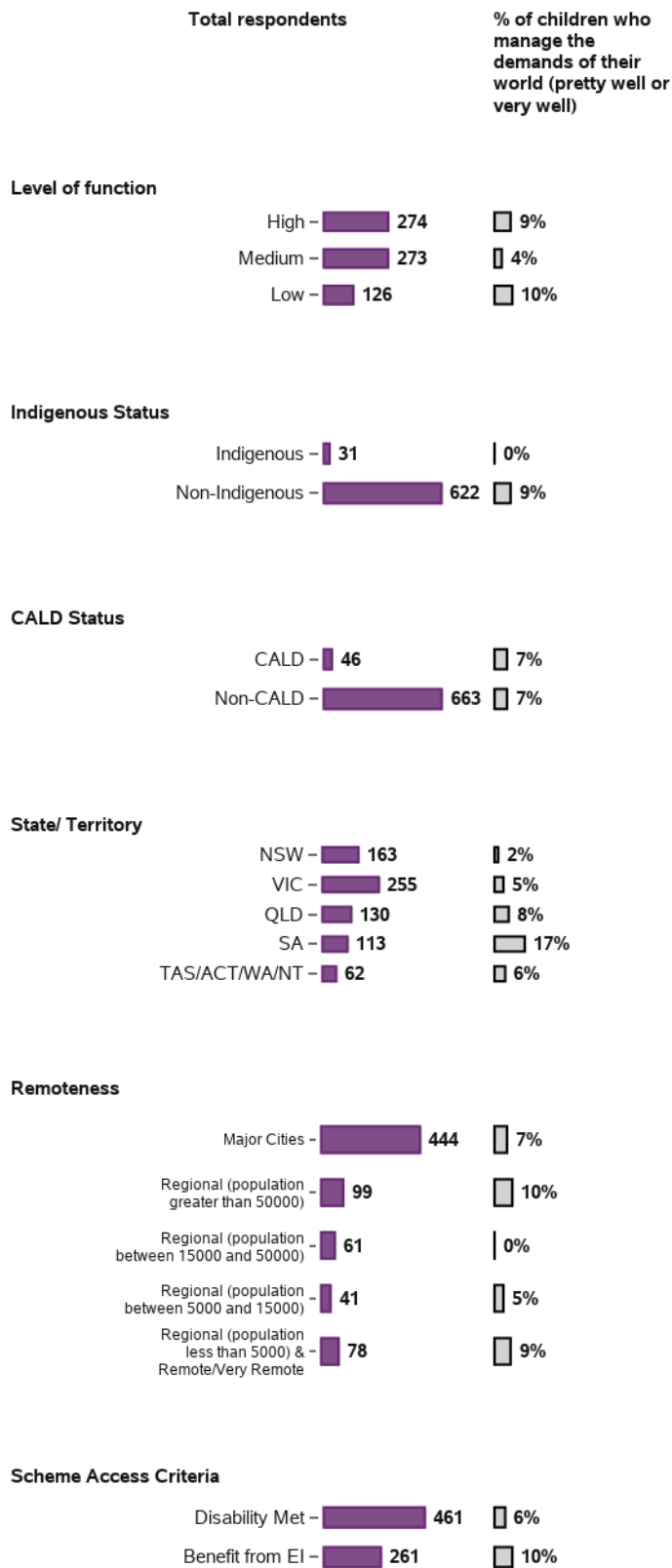
Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics

Total respondents	% of children who manage the demands of their world (pretty well or very well)
Overall	
Overall - 723	7%
Age Group	
Less than 7 - 217	6%
8 to 9 - 99	9%
10 to 11 - 175	7%
12 or older - 232	7%
Gender	
Female - 222	5%
Male - 486	8%
Disability Type	
Autism - 421	7%
Cerebral Palsy/ Other Neurological - 38	5%
Hearing Impairment/ Visual Impairment - low count	
Intellectual disability - 115	6%
Other - 80	14%

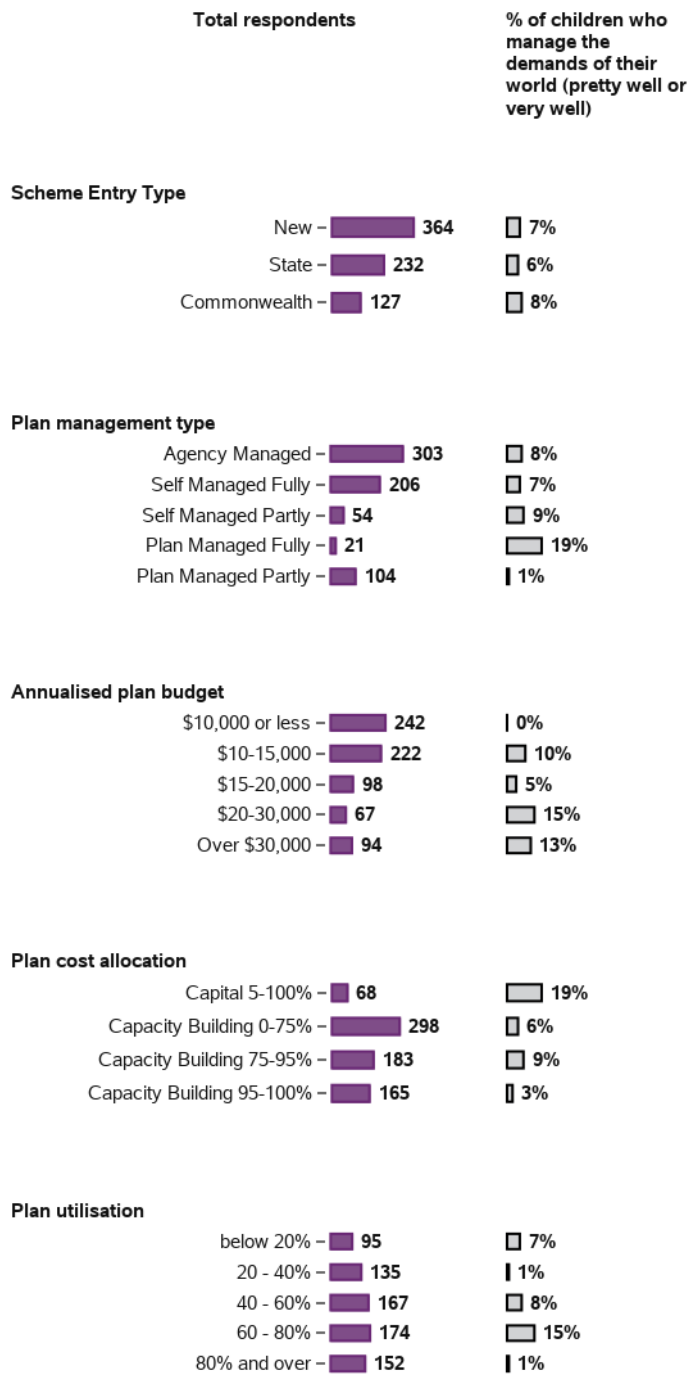
Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.6.2 - Daily living

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics

	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Overall	Overall - 32000	2%	-2%
Age Group			
	5 or younger - 2906	4%	-1%
	6 to 8 - 13057	2%	-2%
	9 to 11 - 8823	2%	-2%
	12 or older - 7214	2%	-3%
Gender			
	Female - 9191	2%	-2%
	Male - 22275	2%	-2%
Disability Type			
	Autism - 20123	2%	-2%
	Cerebral Palsy - 1189	1%	-1%
	Developmental delay - 1730	4%	-2%
	Down Syndrome - 616	3%	-2%
	Global developmental delay - 702	4%	-2%
	Hearing Impairment - 1028	2%	0%
	Intellectual Disability - 4350	2%	-3%
	Other - 207	4%	-3%
	Other Neurological - 641	3%	-3%
	Other Sensory/Speech - 430	4%	-1%
	Psychosocial disability - 84	0%	-4%
	Spinal Cord Injury / - 529	3%	-2%
	Other Physical - 371	2%	-1%
Level of function			
	High - 12803	2%	-2%
	Medium - 12720	2%	-2%
	Low - 6477	2%	-2%
Indigenous Status			
	Indigenous - 2228	2%	-3%
	Non-Indigenous - 24738	2%	-2%

Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics (continued)

	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
CALD Status			
	CALD - 2284	2%	-2%
	Non-CALD - 28267	2%	-2%
State/ Territory			
	NSW - 7928	2%	-4%
	VIC - 9982	2%	-1%
	QLD - 7724	2%	-2%
	WA - 3094	2%	-2%
	SA - 1792	2%	-1%
	TAS - 766	2%	-1%
	ACT - 308	4%	-3%
	NT - 399	2%	-2%
Remoteness			
	Major Cities - 22037	2%	-2%
	Regional (population greater than 50000) - 3477	2%	-3%
	Regional (population between 15000 and 50000) - 2480	1%	-4%
	Regional (population between 5000 and 15000) - 1264	2%	-1%
	Regional (population less than 5000) - 2213	2%	-1%
	Remote/Very Remote - 517	2%	0%
Scheme Access Criteria			
	Disability Met - 23574	2%	-2%
	Benefit from EI - 8325	2%	-2%
Scheme Entry Type			
	New - 13315	2%	-3%
	State - 14361	2%	-2%
	Commonwealth - 4324	1%	-1%
Plan management type			
	Agency Managed - 10869	2%	-3%
	Plan Managed - 6985	2%	-2%
	Self Managed Fully - 9309	2%	-1%
	Self Managed Partly - 4822	2%	-2%

Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics (continued)

Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Annualised plan budget		
\$10,000 or less – 7654	1%	-2%
\$10-15,000 – 10089	2%	-2%
\$15-20,000 – 5353	2%	-2%
\$20-30,000 – 3927	2%	-2%
Over \$30,000 – 4977	2%	-1%
Plan cost allocation		
Capital 5-100% – 2418	1%	-2%
Capacity Building 0-75% – 11335	2%	-2%
Capacity Building 75-95% – 9163	2%	-2%
Capacity Building 95-100% – 9070	2%	-2%
Plan utilisation		
below 20% – 3484	3%	-1%
20 - 40% – 4686	2%	-2%
40 - 60% – 6985	1%	-2%
60 - 80% – 8072	2%	-2%
80% and over – 8773	2%	-3%

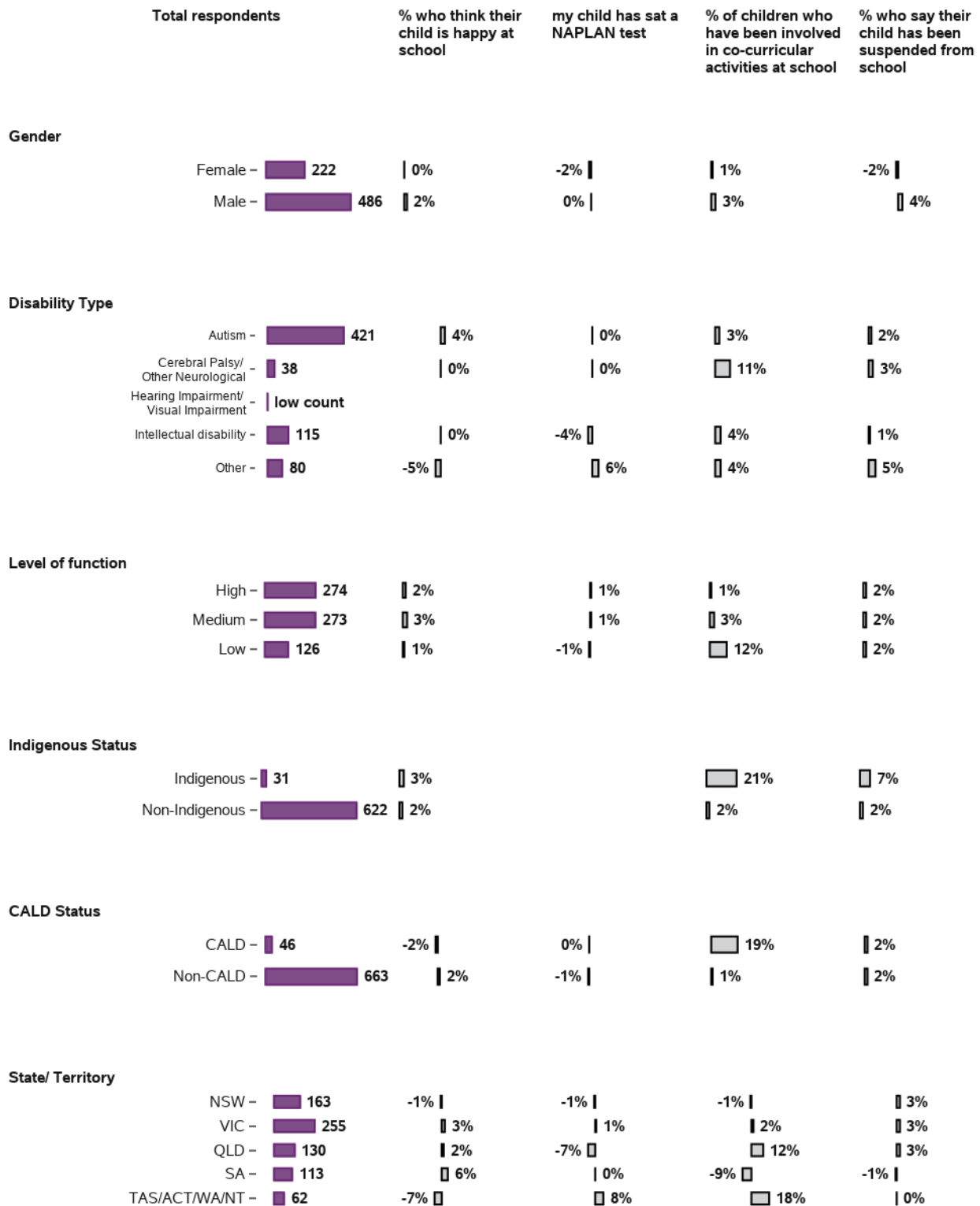
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics

Total respondents	% who think their child is happy at school	my child has sat a NAPLAN test	% of children who have been involved in co-curricular activities at school	% who say their child has been suspended from school
Overall				
Overall – 723	2%	-1%	3%	2%
Age Group				
Less than 7 – 217	1%		10%	0%
8 to 9 – 99	6%	2%	3%	2%
10 to 11 – 175	4%	1%	-1%	4%
12 or older – 232	-1%	-5%	-1%	2%

Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



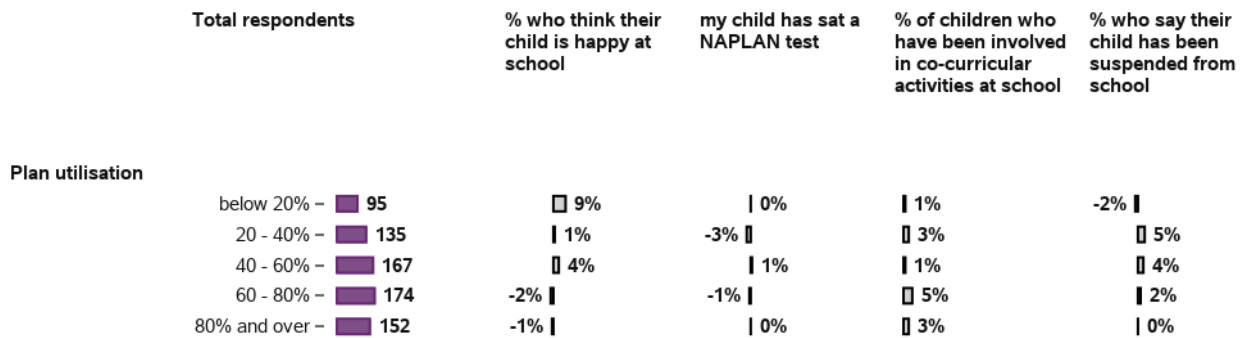
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)

Total respondents	% who think their child is happy at school	my child has sat a NAPLAN test	% of children who have been involved in co-curricular activities at school	% who say their child has been suspended from school
Remoteness				
Major Cities - 444	0%	0%	0%	1%
Regional (population greater than 50000) - 99	-2%	-2%	11%	4%
Regional (population between 15000 and 50000) - 61	5%	0%	7%	2%
Regional (population between 5000 and 15000) - 41	10%	0%	15%	0%
Regional (population less than 5000) & Remote/Very Remote - 78	7%	-2%	0%	4%
Scheme Access Criteria				
Disability Met - 461	1%	-1%	3%	2%
Benefit from EI - 261	2%	2%	2%	2%
Scheme Entry Type				
New - 364	0%	1%	2%	2%
State - 232	5%	-5%	5%	1%
Commonwealth - 127	1%	6%	2%	3%
Plan management type				
Agency Managed - 303	-1%	1%	4%	3%
Self Managed Fully - 206	1%	-2%	1%	3%
Self Managed Partly - 54	2%	0%	0%	2%
Plan Managed Fully - low count				
Plan Managed Partly - 104	9%	3%	2%	0%
Annualised plan budget				
\$10,000 or less - 242	0%	4%	1%	3%
\$10-15,000 - 222	-2%	-1%	-2%	2%
\$15-20,000 - 98	13%	-8%	7%	5%
\$20-30,000 - 67	12%	10%	15%	-1%
Over \$30,000 - 94	-3%	-11%	7%	-1%
Plan cost allocation				
Capital 5-100% - 68	-5%	2%	-8%	3%
Capacity Building 0-75% - 298	4%	-3%	5%	1%
Capacity Building 75-95% - 183	3%	0%	1%	4%
Capacity Building 95-100% - 165	-1%	5%	6%	1%

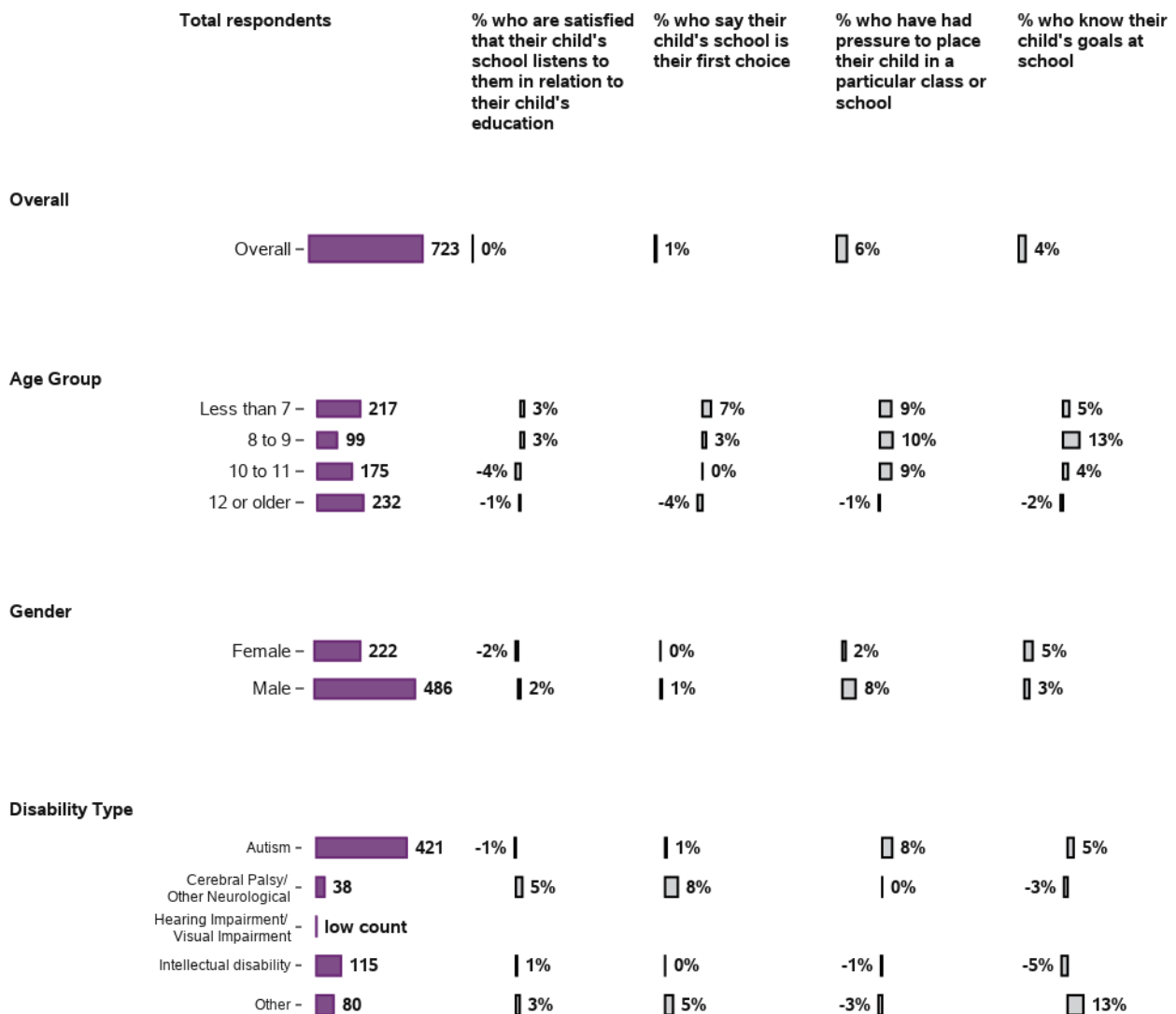
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



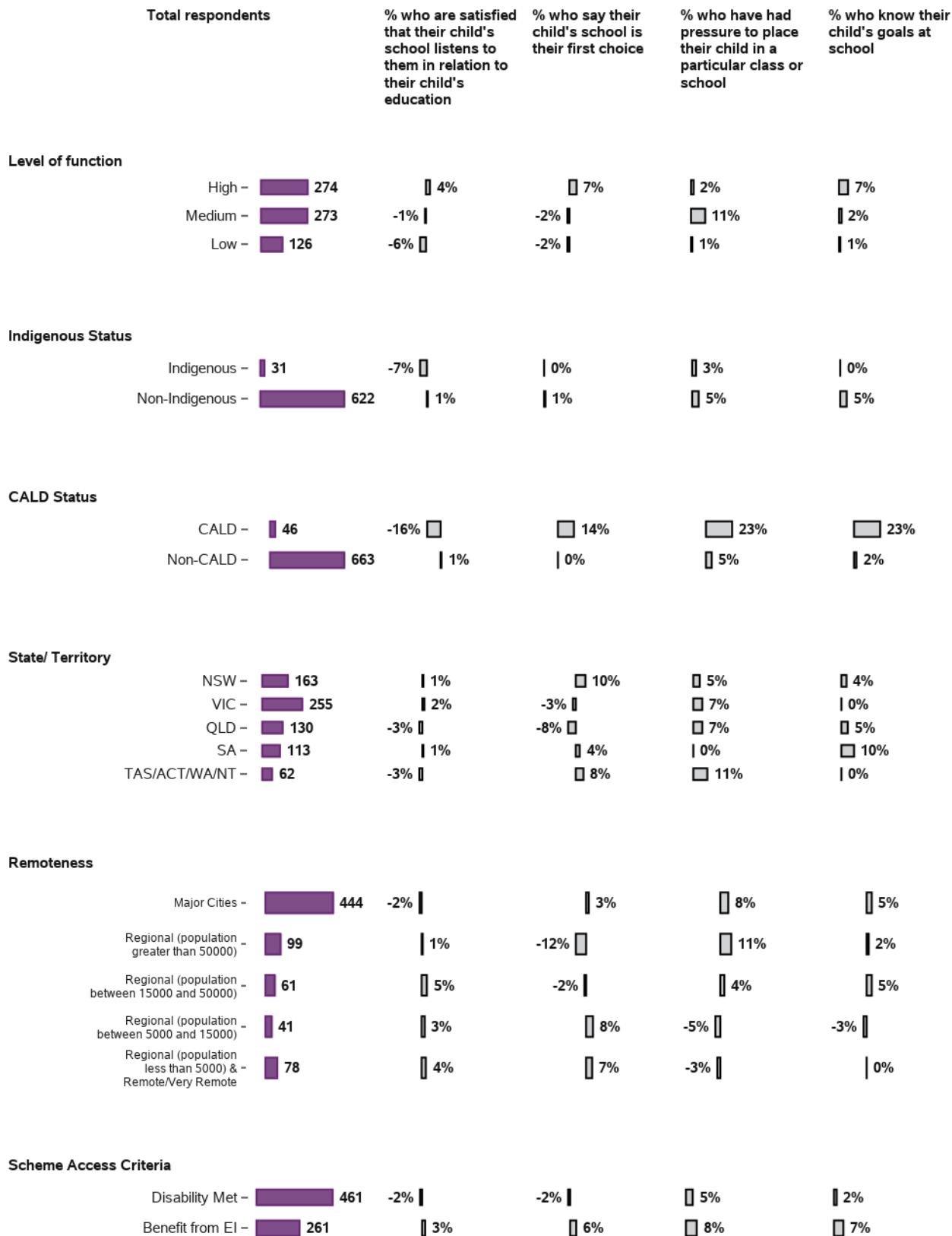
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



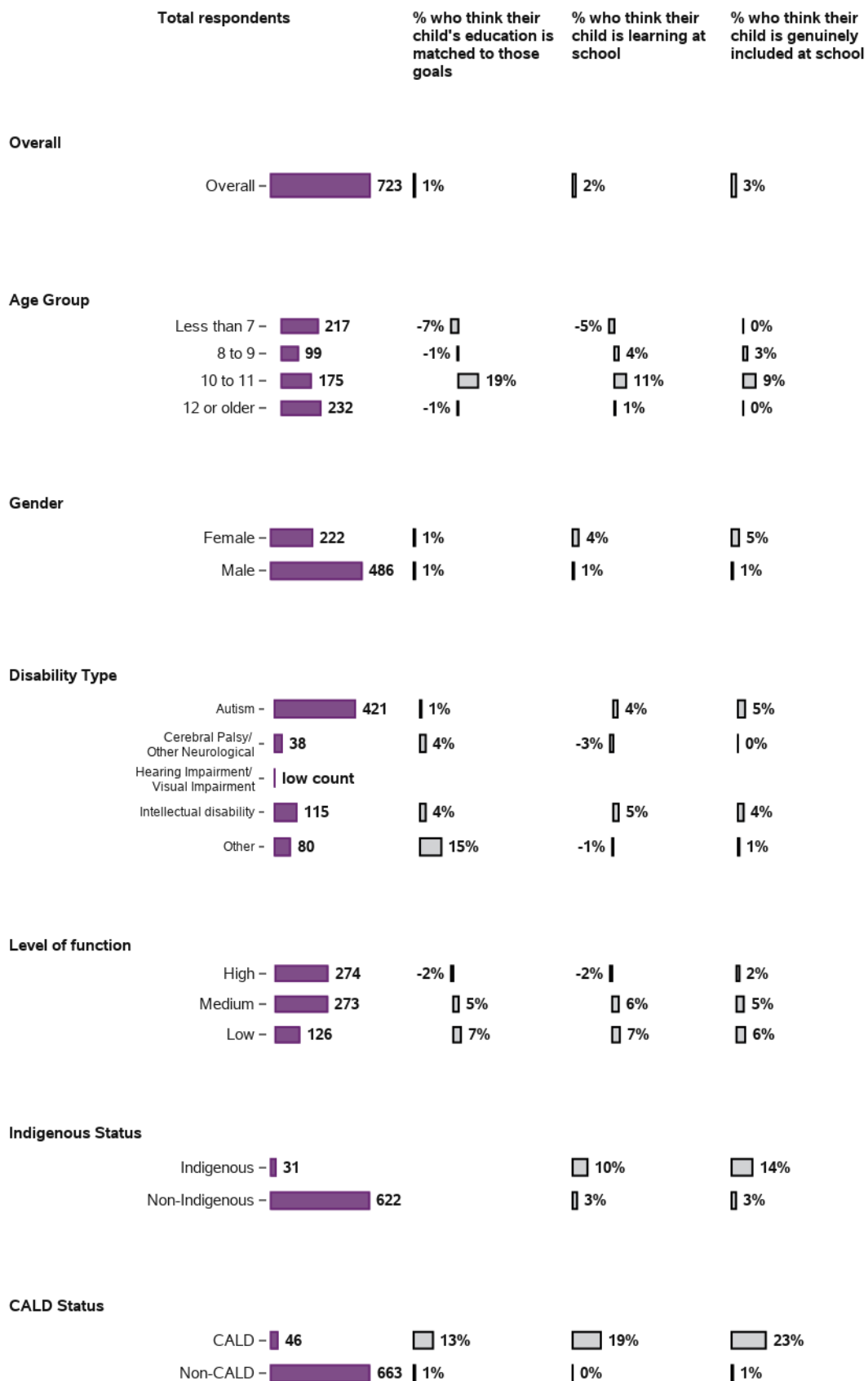
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)

Total respondents	% who are satisfied that their child's school listens to them in relation to their child's education	% who say their child's school is their first choice	% who have had pressure to place their child in a particular class or school	% who know their child's goals at school
Scheme Entry Type				
New - 364	3%	2%	10%	3%
State - 232	-4%	-2%	-3%	2%
Commonwealth - 127	0%	4%	10%	8%
Plan management type				
Agency Managed - 303	-1%	-2%	2%	2%
Self Managed Fully - 206	-1%	0%	10%	9%
Self Managed Partly - 54	-2%	11%	8%	2%
Plan Managed Fully - low count				
Plan Managed Partly - 104	7%	8%	14%	1%
Annualised plan budget				
\$10,000 or less - 242	4%	7%	8%	7%
\$10-15,000 - 222	-3%	-2%	6%	2%
\$15-20,000 - 98	-10%	-1%	11%	3%
\$20-30,000 - 67	13%	-3%	6%	7%
Over \$30,000 - 94	-3%	-2%	-3%	-5%
Plan cost allocation				
Capital 5-100% - 68	0%	-5%	-2%	3%
Capacity Building 0-75% - 298	-2%	1%	1%	1%
Capacity Building 75-95% - 183	4%	-2%	11%	2%
Capacity Building 95-100% - 165	-1%	6%	12%	10%
Plan utilisation				
below 20% - 95	-1%	-3%	9%	12%
20 - 40% - 135	-1%	5%	2%	2%
40 - 60% - 167	4%	4%	7%	-2%
60 - 80% - 174	-2%	-6%	2%	7%
80% and over - 152	-1%	6%	11%	2%

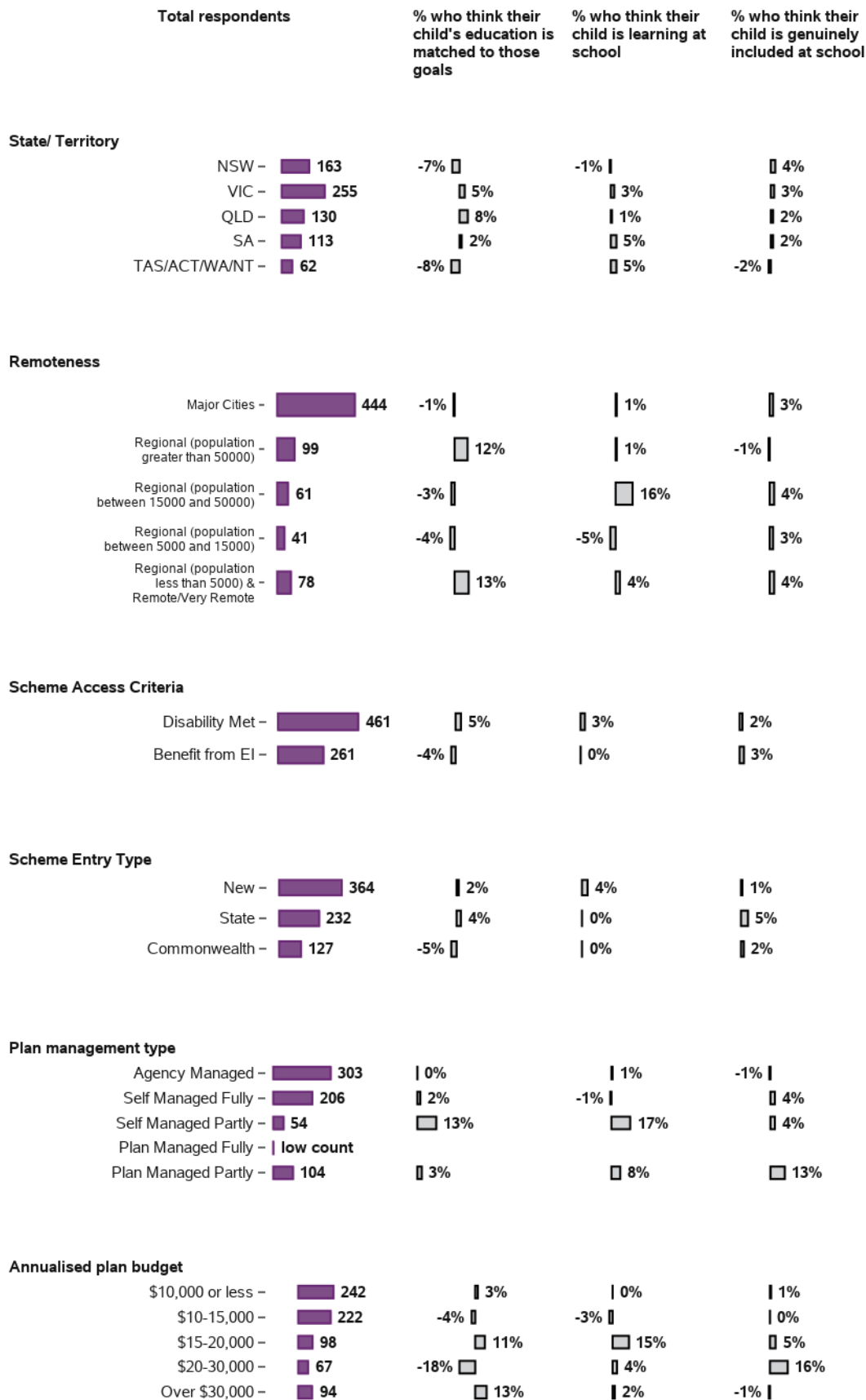
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



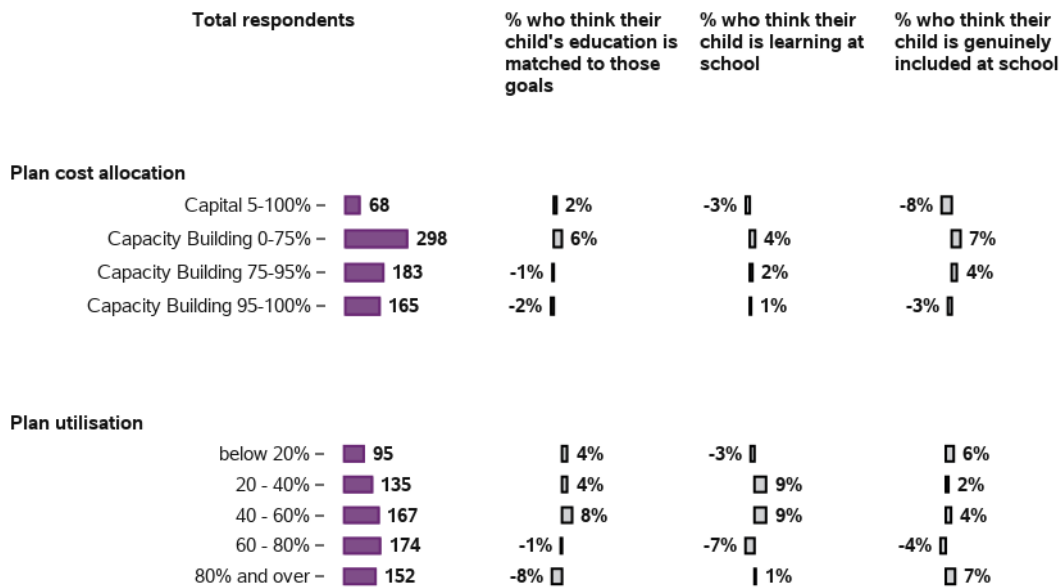
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



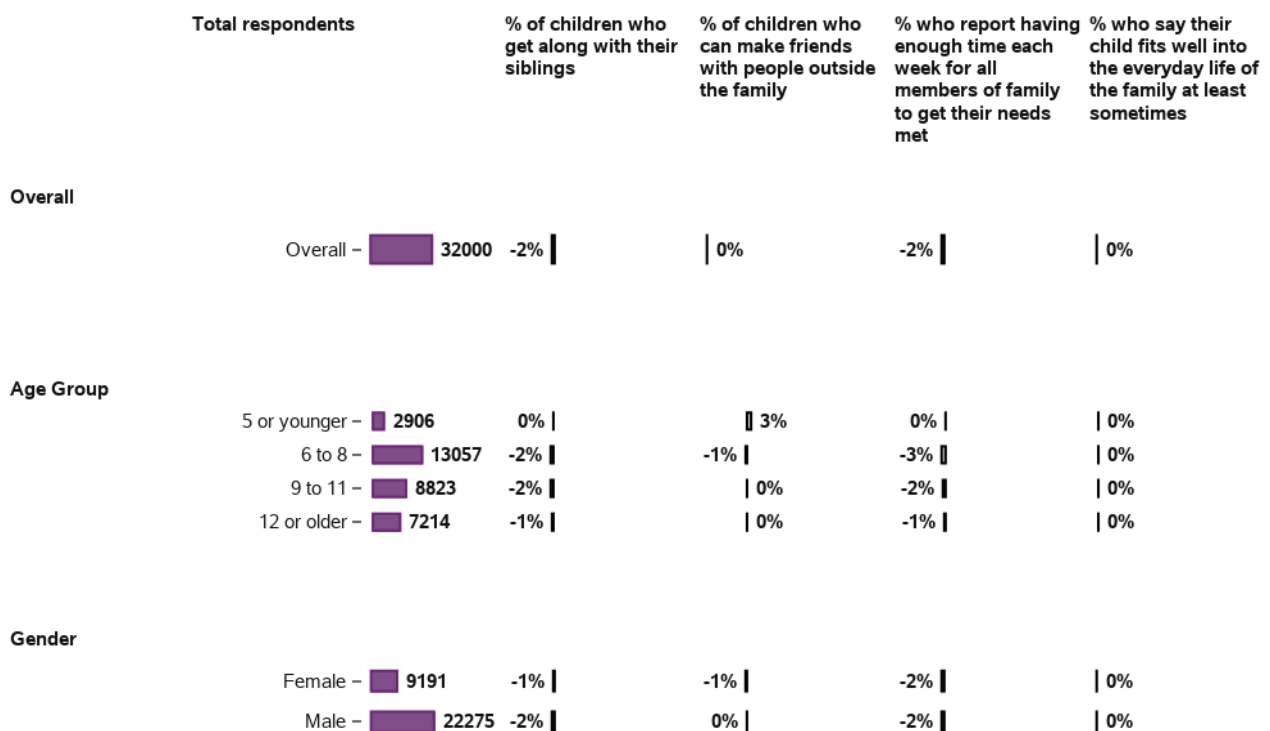
Appendix F.6.3 - Lifelong learning

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics



Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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
Disability Type				
Autism - 20123	-2%	0%	-2%	0%
Cerebral Palsy - 1189	0%	-1%	-1%	0%
Developmental delay - 1730	-1%	1%	-2%	-1%
Down Syndrome - 616	0%	-2%	-3%	1%
Global developmental delay - 702	-2%	0%	-2%	0%
Hearing Impairment - 1028	-2%	0%	0%	0%
Intellectual Disability - 4350	-1%	-1%	-2%	0%
Other - 207	0%	2%	-2%	2%
Other Neurological - 641	-2%	-1%	-4%	-2%
Other Sensory/Speech - 430	1%	-2%	-4%	1%
Psychosocial disability - 84	-5%	5%	-2%	-2%
Spinal Cord Injury / Other Physical - 529	0%	2%	-2%	1%
Visual Impairment - 371	-2%	0%	-2%	0%
Level of function				
High - 12803	-2%	-1%	-2%	0%
Medium - 12720	-2%	0%	-2%	0%
Low - 6477	-1%	0%	-1%	0%
Indigenous Status				
Indigenous - 2228	-1%	0%	-1%	1%
Non-Indigenous - 24738	-2%	0%	-2%	0%
CALD Status				
CALD - 2284	-2%	0%	-2%	0%
Non-CALD - 28267	-2%	0%	-2%	0%
State/ Territory				
NSW - 7928	-1%	-1%	-2%	0%
VIC - 9982	-2%	0%	-2%	0%
QLD - 7724	-2%	0%	-1%	0%
WA - 3094	-4%	-3%	-3%	-1%
SA - 1792	-1%	0%	-1%	0%
TAS - 766	0%	-1%	0%	1%
ACT - 308	0%	3%	-1%	0%
NT - 399	-5%	2%	-6%	1%

Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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
Remoteness				
Major Cities - 22037	-2%	0%	-2%	0%
Regional (population greater than 50000) - 3477	-3%	0%	-3%	0%
Regional (population between 15000 and 50000) - 2480	-2%	-1%	-1%	0%
Regional (population between 5000 and 15000) - 1264	-2%	0%	-3%	1%
Regional (population less than 5000) - 2213	-1%	1%	-2%	1%
Remote/Very Remote - 517	4%	-2%	-2%	2%
Scheme Access Criteria				
Disability Met - 23574	-2%	0%	-2%	0%
Benefit from EI - 8325	-2%	0%	-2%	0%
Scheme Entry Type				
New - 13315	-2%	0%	-2%	0%
State - 14361	-2%	-1%	-2%	0%
Commonwealth - 4324	-2%	0%	-2%	1%
Plan management type				
Agency Managed - 10869	-2%	-1%	-2%	0%
Plan Managed - 6985	-2%	-1%	-1%	0%
Self Managed Fully - 9309	-2%	0%	-1%	0%
Self Managed Partly - 4822	-2%	0%	-2%	0%
Annualised plan budget				
\$10,000 or less - 7654	-2%	0%	-2%	0%
\$10-15,000 - 10089	-2%	0%	-2%	0%
\$15-20,000 - 5353	-2%	0%	-1%	0%
\$20-30,000 - 3927	-1%	0%	-1%	0%
Over \$30,000 - 4977	-1%	-1%	-1%	0%
Plan cost allocation				
Capital 5-100% - 2418	-1%	0%	0%	0%
Capacity Building 0-75% - 11335	-2%	0%	-1%	0%
Capacity Building 75-95% - 9163	-2%	0%	-2%	0%
Capacity Building 95-100% - 9070	-2%	-1%	-3%	0%

Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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 utilisation				
below 20% - 3484	-1%	1%	0%	1%
20 - 40% - 4686	-1%	1%	-1%	1%
40 - 60% - 6985	-2%	0%	-2%	1%
60 - 80% - 8072	-2%	-1%	-2%	0%
80% and over - 8773	-2%	-1%	-2%	-1%

Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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 - 32000	-1%	0%	1%	1%
Age Group				
5 or younger - 2906	0%	3%	6%	3%
6 to 8 - 13057	-1%	-1%	0%	2%
9 to 11 - 8823	-1%	0%	0%	1%
12 or older - 7214	-2%	2%	1%	0%
Gender				
Female - 9191	-1%	1%	1%	1%
Male - 22275	-1%	0%	1%	1%

Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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 - 20123	-1%	0%	1%	1%
Cerebral Palsy - 1189	-1%	2%	2%	2%
Developmental delay - 1730	-1%	1%	3%	2%
Down Syndrome - 616	-2%	0%	1%	3%
Global developmental delay - 702	-1%	1%	4%	2%
Hearing Impairment - 1028	0%	1%	3%	0%
Intellectual Disability - 4350	-1%	0%	0%	1%
Other - 207	0%	1%	1%	1%
Other Neurological - 641	-1%	1%	0%	0%
Other Sensory/Speech - 430	0%	1%	-1%	2%
Psychosocial disability - 84	-2%	-1%	1%	-3%
Spinal Cord Injury / Other Physical - 529	-1%	0%	2%	1%
Visual Impairment - 371	-1%	1%	1%	1%
Level of function				
High - 12803	0%	0%	1%	1%
Medium - 12720	-1%	0%	1%	1%
Low - 6477	-3%	3%	1%	1%
Indigenous Status				
Indigenous - 2228	-1%	1%	1%	2%
Non-Indigenous - 24738	-1%	1%	1%	1%
CALD Status				
CALD - 2284	-1%	1%	1%	2%
Non-CALD - 28267	-1%	1%	1%	1%
State/ Territory				
NSW - 7928	-1%	-1%	0%	2%
VIC - 9982	-1%	1%	1%	1%
QLD - 7724	-1%	2%	1%	1%
WA - 3094	0%	-2%	0%	1%
SA - 1792	0%	1%	3%	0%
TAS - 766	-1%	3%	3%	1%
ACT - 308	-1%	-1%	3%	1%
NT - 399	1%	-1%	1%	0%

Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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
Remoteness				
Major Cities - 22037	-1%	1%	1%	1%
Regional (population greater than 50000) - 3477	-1%	0%	1%	1%
Regional (population between 15000 and 50000) - 2480	0%	1%	0%	2%
Regional (population between 5000 and 15000) - 1264	-1%	1%	-1%	2%
Regional (population less than 5000) - 2213	-1%	-1%	2%	0%
Remote/Very Remote - 517	0%	2%	1%	2%
Scheme Access Criteria				
Disability Met - 23574	-1%	0%	1%	1%
Benefit from EI - 8325	0%	1%	2%	1%
Scheme Entry Type				
New - 13315	0%	0%	1%	1%
State - 14361	-1%	1%	1%	1%
Commonwealth - 4324	0%	0%	0%	2%
Plan management type				
Agency Managed - 10869	-1%	-1%	1%	2%
Plan Managed - 6985	-2%	1%	1%	1%
Self Managed Fully - 9309	-1%	1%	1%	1%
Self Managed Partly - 4822	-1%	2%	1%	1%
Annualised plan budget				
\$10,000 or less - 7654	0%	-1%	1%	1%
\$10-15,000 - 10089	0%	-1%	1%	2%
\$15-20,000 - 5353	-1%	0%	0%	0%
\$20-30,000 - 3927	-1%	2%	1%	1%
Over \$30,000 - 4977	-4%	4%	1%	0%
Plan cost allocation				
Capital 5-100% - 2418	-1%	2%	2%	1%
Capacity Building 0-75% - 11335	-2%	2%	1%	1%
Capacity Building 75-95% - 9163	0%	0%	1%	1%
Capacity Building 95-100% - 9070	0%	-1%	1%	2%

Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for SF - by 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
Plan utilisation				
below 20% - 3484	0%	1%	2%	2%
20 - 40% - 4686	0%	1%	1%	1%
40 - 60% - 6985	-1%	0%	1%	1%
60 - 80% - 8072	-1%	0%	1%	1%
80% and over - 8773	-2%	0%	0%	1%

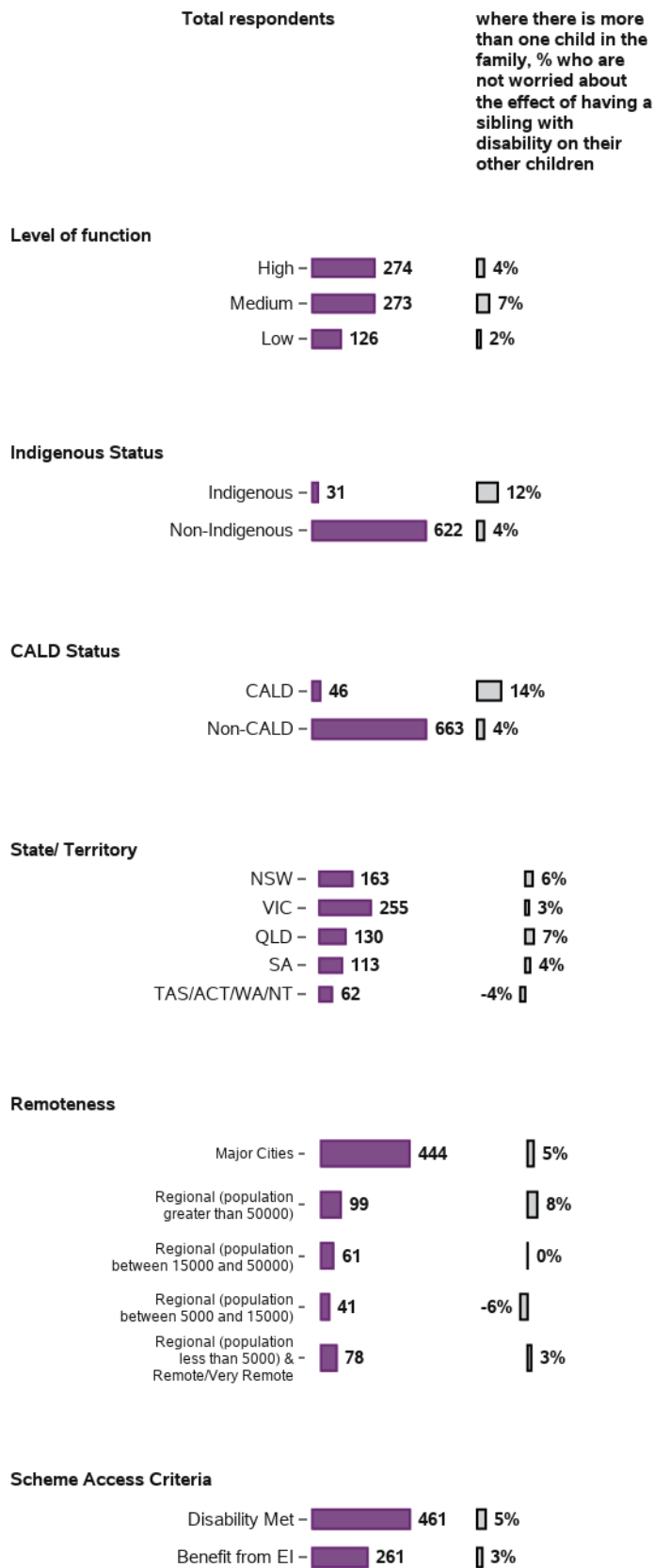
Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics

Total respondents	where there is more than one child in the family, % who are not worried about the effect of having a sibling with disability on their other children
Overall	
Overall - 723	4%
Age Group	
Less than 7 - 217	1%
8 to 9 - 99	2%
10 to 11 - 175	5%
12 or older - 232	6%
Gender	
Female - 222	7%
Male - 486	3%
Disability Type	
Autism - 421	4%
Cerebral Palsy/ Other Neurological - 38	9%
Hearing Impairment/ Visual Impairment - low count	
Intellectual disability - 115	9%
Other - 80	0%

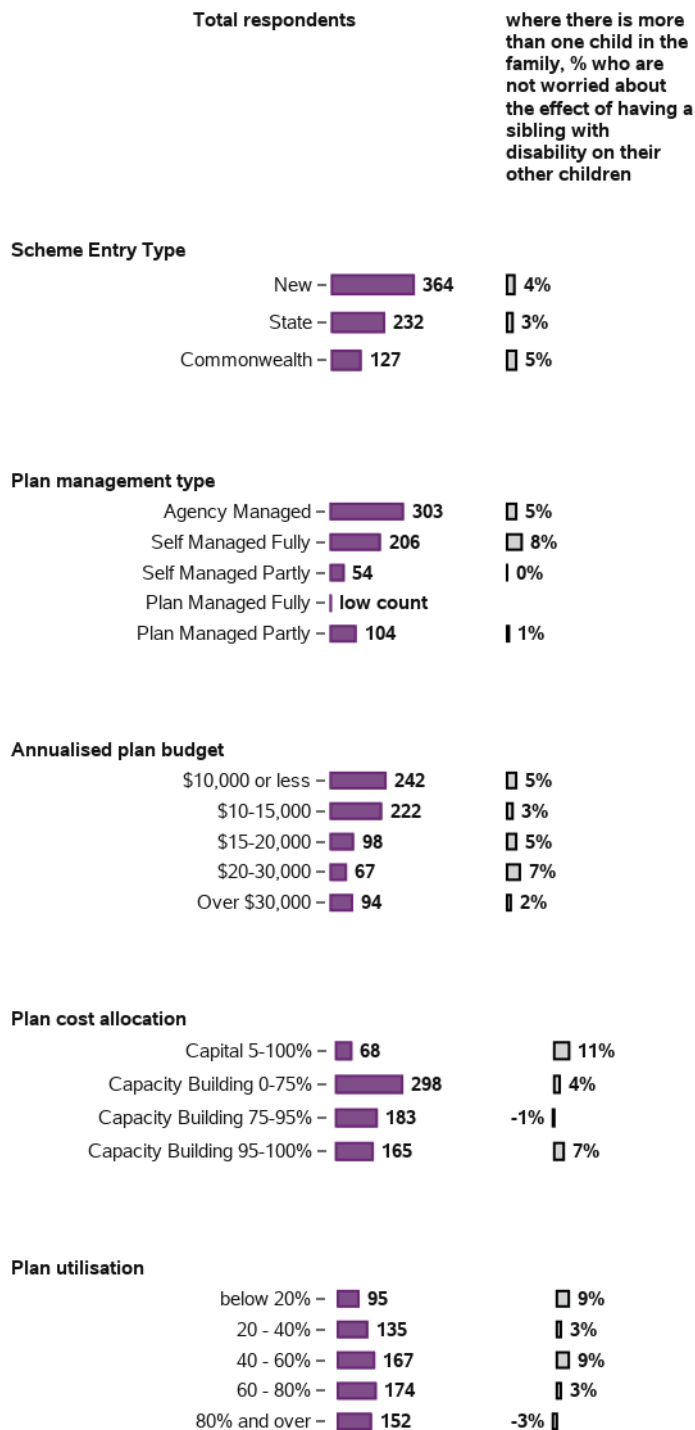
Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)




























Appendix F.6.4 - Relationships

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for SF - by participant characteristics

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 include
Overall	Overall -  32000 0%	0%	0%	-2%
Age Group				
5 or younger -  2906	2%	0%	1%	3%
6 to 8 -  13057	0%	0%	0%	-2%
9 to 11 -  8823	-1%	0%	0%	-3%
12 or older -  7214	-1%	0%	-1%	-1%
Gender				
Female -  9191	0%	0%	0%	-2%
Male -  22275	0%	0%	0%	-2%
Disability Type				
Autism -  20123	0%	0%	0%	-2%
Cerebral Palsy -  1189	1%	1%	-1%	-1%
Developmental delay -  1730	2%	0%	0%	0%
Down Syndrome -  616	-1%	1%	-2%	-3%
Global developmental delay -  702	1%	0%	2%	-1%
Hearing Impairment -  1028	0%	0%	2%	0%
Intellectual Disability -  4350	-1%	0%	-1%	-2%
Other -  207	0%	-2%	-2%	1%
Other Neurological -  641	1%	0%	-1%	-2%
Other Sensory/Speech -  430	1%	2%	1%	0%
Psychosocial disability -  84	-1%	-1%	1%	3%
Spinal Cord Injury / Other Physical -  529	-1%	1%	-1%	-2%
Visual Impairment -  371	0%	0%	1%	-4%
Level of function				
High -  12803	0%	0%	0%	-2%
Medium -  12720	0%	0%	0%	-1%
Low -  6477	-1%	1%	0%	-3%
Indigenous Status				
Indigenous -  2228	0%	0%	0%	-1%
Non-Indigenous -  24738	0%	0%	0%	-2%

Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for SF - by 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 include
CALD Status					
	CALD - 2284	0%	1%	0%	-3%
	Non-CALD - 28267	0%	0%	0%	-1%
State/ Territory					
	NSW - 7928	0%	0%	0%	-1%
	VIC - 9982	0%	0%	0%	-2%
	QLD - 7724	-1%	1%	0%	0%
	WA - 3094	0%	0%	-1%	-6%
	SA - 1792	1%	-1%	0%	-1%
	TAS - 766	-1%	1%	1%	3%
	ACT - 308	3%	1%	3%	2%
	NT - 399	1%	1%	1%	-5%
Remoteness					
	Major Cities - 22037	0%	0%	0%	-2%
	Regional (population greater than 50000) - 3477	-1%	1%	-1%	-1%
	Regional (population between 15000 and 50000) - 2480	0%	0%	-1%	-2%
	Regional (population between 5000 and 15000) - 1264	-1%	0%	0%	-4%
	Regional (population less than 5000) - 2213	0%	0%	0%	0%
	Remote/Very Remote - 517	-1%	0%	1%	-1%
Scheme Access Criteria					
	Disability Met - 23574	0%	0%	0%	-2%
	Benefit from EI - 8325	0%	0%	0%	-1%
Scheme Entry Type					
	New - 13315	0%	0%	0%	-2%
	State - 14361	0%	0%	0%	-3%
	Commonwealth - 4324	0%	1%	0%	0%
Plan management type					
	Agency Managed - 10869	0%	0%	-1%	-2%
	Plan Managed - 6985	0%	0%	0%	-2%
	Self Managed Fully - 9309	0%	0%	0%	-1%
	Self Managed Partly - 4822	0%	0%	-1%	-2%

Appendix F.6.5 - Social, community and civic participation
Change in longitudinal indicators from baseline to first review for SF - by 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 include
Annualised plan budget				
\$10,000 or less - 7654	0%	0%	0%	-1%
\$10-15,000 - 10089	0%	-1%	0%	-2%
\$15-20,000 - 5353	0%	0%	0%	-2%
\$20-30,000 - 3927	-1%	1%	0%	-2%
Over \$30,000 - 4977	0%	1%	0%	-2%
Plan cost allocation				
Capital 5-100% - 2418	0%	1%	0%	0%
Capacity Building 0-75% - 11335	-1%	1%	0%	-2%
Capacity Building 75-95% - 9163	0%	0%	0%	-2%
Capacity Building 95-100% - 9070	1%	0%	0%	-1%
Plan utilisation				
below 20% - 3484	0%	0%	-1%	0%
20 - 40% - 4686	0%	0%	0%	-1%
40 - 60% - 6985	0%	0%	0%	-1%
60 - 80% - 8072	0%	0%	0%	-2%
80% and over - 8773	0%	0%	0%	-3%

Appendix F.6.5 - Social, community and civic participation
Change in longitudinal indicators from baseline to first review for SF - by 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
Overall		
Overall - 32000	6%	3%
Age Group		
5 or younger - 2906	7%	2%
6 to 8 - 13057	7%	4%
9 to 11 - 8823	6%	3%
12 or older - 7214	6%	4%

Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for SF - by 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
Gender			
Female	9191	6%	3%
Male	22275	6%	3%
Disability Type			
Autism	20123	6%	3%
Cerebral Palsy	1189	6%	4%
Developmental delay	1730	7%	5%
Down Syndrome	616	9%	3%
Global developmental delay	702	8%	4%
Hearing Impairment	1028	6%	4%
Intellectual Disability	4350	6%	4%
Other	207	4%	4%
Other Neurological	641	5%	2%
Other Sensory/Speech	430	8%	5%
Psychosocial disability	84	2%	0%
Spinal Cord Injury / Other Physical	529	6%	5%
Visual Impairment	371	3%	8%
Level of function			
High	12803	7%	5%
Medium	12720	6%	3%
Low	6477	7%	2%
Indigenous Status			
Indigenous	2228	7%	4%
Non-Indigenous	24738	6%	3%
CALD Status			
CALD	2284	6%	3%
Non-CALD	28267	6%	3%

Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for SF - by 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
State/ Territory		
NSW - 7928	4%	4%
VIC - 9982	6%	3%
QLD - 7724	7%	3%
WA - 3094	13%	4%
SA - 1792	4%	4%
TAS - 766	5%	1%
ACT - 308	4%	2%
NT - 399	9%	7%
Remoteness		
Major Cities - 22037	6%	3%
Regional (population greater than 50000) - 3477	6%	4%
Regional (population between 15000 and 50000) - 2480	5%	3%
Regional (population between 5000 and 15000) - 1264	7%	4%
Regional (population less than 5000) - 2213	5%	4%
Remote/Very Remote - 517	11%	4%
Scheme Access Criteria		
Disability Met - 23574	6%	3%
Benefit from EI - 8325	6%	4%
Scheme Entry Type		
New - 13315	6%	3%
State - 14361	7%	4%
Commonwealth - 4324	6%	3%
Plan management type		
Agency Managed - 10869	7%	4%
Plan Managed - 6985	6%	3%
Self Managed Fully - 9309	6%	3%
Self Managed Partly - 4822	6%	3%

Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for SF - by 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
Annualised plan budget		
\$10,000 or less – 7654	5%	5%
\$10-15,000 – 10089	7%	4%
\$15-20,000 – 5353	7%	3%
\$20-30,000 – 3927	6%	2%
Over \$30,000 – 4977	7%	2%
Plan cost allocation		
Capital 5-100% – 2418	7%	3%
Capacity Building 0-75% – 11335	6%	3%
Capacity Building 75-95% – 9163	6%	3%
Capacity Building 95-100% – 9070	7%	5%
Plan utilisation		
below 20% – 3484	5%	4%
20 - 40% – 4686	6%	4%
40 - 60% – 6985	6%	3%
60 - 80% – 8072	7%	3%
80% and over – 8773	7%	3%

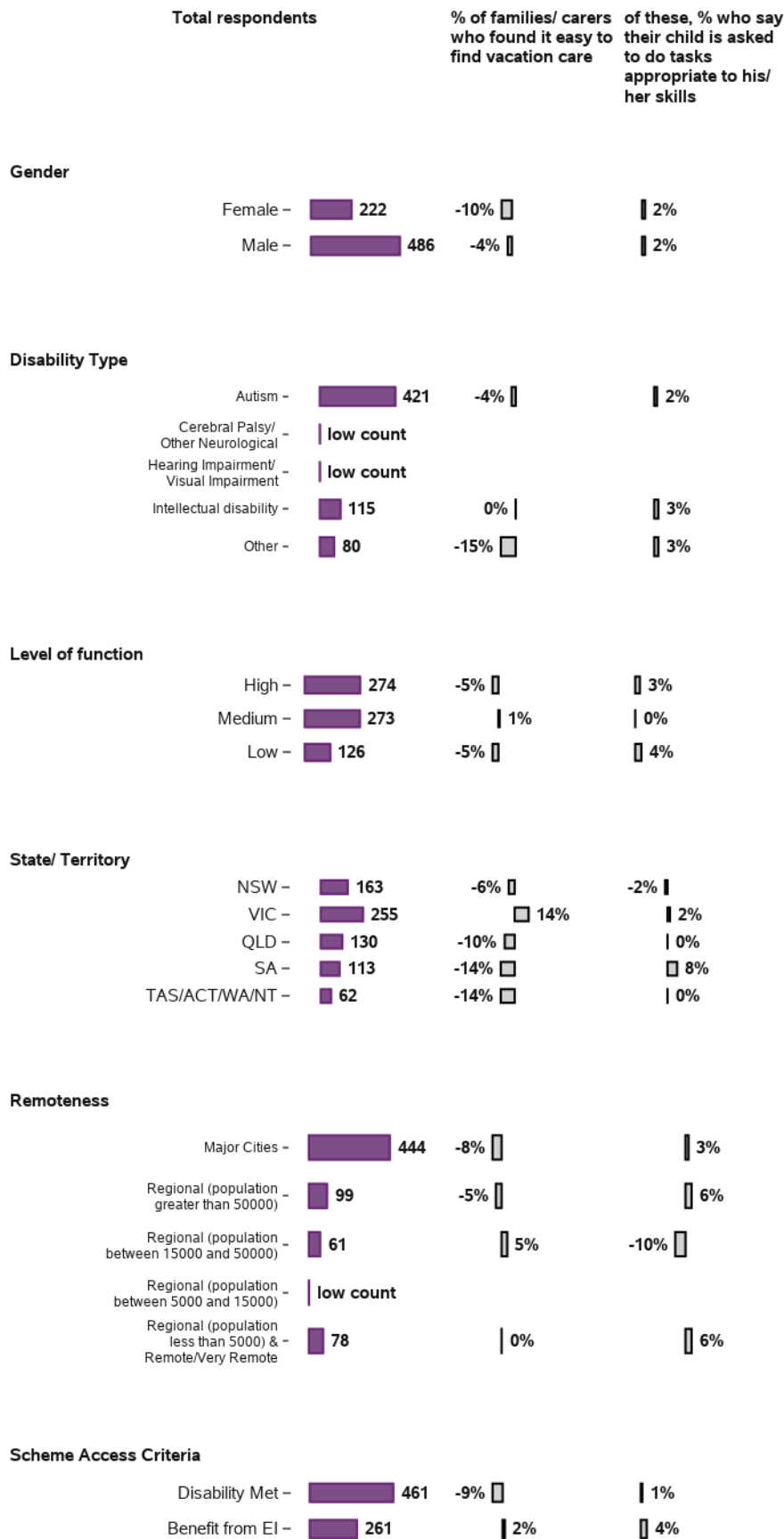
Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics

Total respondents	% of families/ carers who found it easy to find vacation care	of these, % who say their child is asked to do tasks appropriate to his/ her skills
Overall		
Overall – 723	-5%	2%
Age Group		
Less than 7 – 217	-1%	5%
8 to 9 – 99	-8%	5%
10 to 11 – 175	-6%	3%
12 or older – 232	-6%	-4%

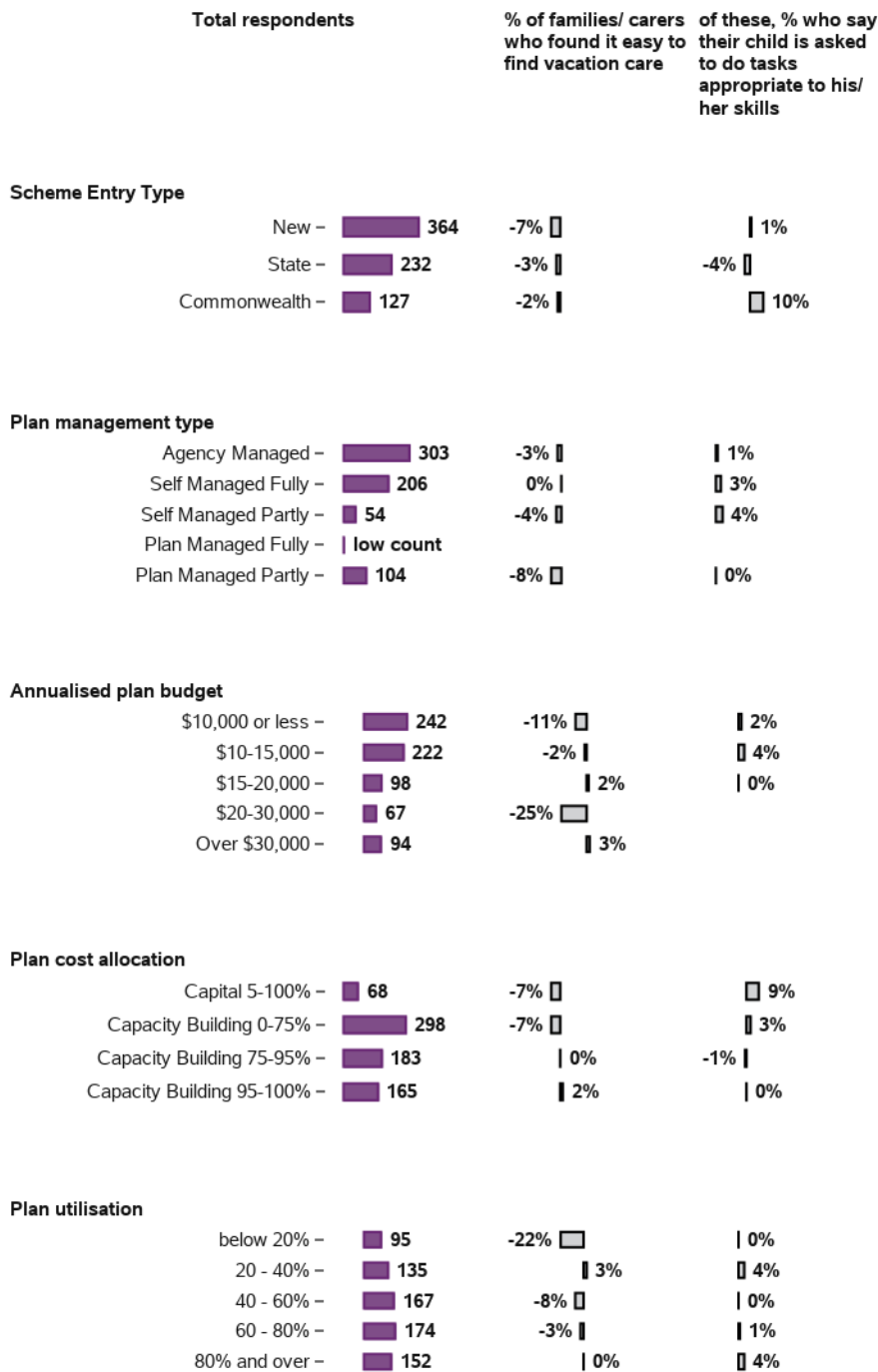
Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.6.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to first review for LF - by participant characteristics (continued)



Appendix F.7 - Participants from school to age 14 - Change in longitudinal indicators from baseline to second review - C2 cohort - by participant characteristics

Appendix F.7.1 - Participant Information

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics

	Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
Overall	Overall - 15050	1%	0%
Age Group			
5 or younger	879	0%	0%
6 to 8	6600	1%	0%
9 to 11	5105	1%	0%
12 or older	2466	2%	0%
Gender			
Female	4197	1%	0%
Male	10435	1%	0%
Disability Type			
Autism	9469	1%	0%
Cerebral Palsy	711	0%	0%
Developmental delay	379	-1%	1%
Down Syndrome	366	2%	1%
Global developmental delay	143	0%	-3%
Hearing Impairment	430	1%	0%
Intellectual Disability	2434	0%	-1%
Other	94	1%	2%
Other Neurological	306	-1%	-1%
Other Sensory/Speech	270	2%	0%
Psychosocial disability	46	2%	-4%
Spinal Cord Injury / Other Physical	201	0%	1%
Visual Impairment	201	1%	1%
Level of function			
High	6101	1%	0%
Medium	5685	1%	0%
Low	3264	1%	-1%
Indigenous Status			
Indigenous	1082	0%	-2%
Non-Indigenous	9288	1%	0%

Appendix F.7.1 - Participant Information

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics (continued)

	Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
CALD Status			
	CALD - 795	1%	0%
	Non-CALD - 14232	1%	0%
State/ Territory			
	NSW - 8101	1%	0%
	VIC - 3257	0%	0%
	QLD - 1866	1%	0%
	WA - 189	2%	-1%
	SA - 779	1%	0%
	TAS - 671	1%	0%
	ACT - 144	1%	1%
	NT - 43	2%	5%
Remoteness			
	Major Cities - 8286	1%	0%
	Regional (population greater than 50000) - 2168	0%	-1%
	Regional (population between 15000 and 50000) - 1930	1%	0%
	Regional (population between 5000 and 15000) - 965	1%	0%
	Regional (population less than 5000) - 1555	-1%	0%
	Remote/Very Remote - 146	1%	4%
Scheme Access Criteria			
	Disability Met - 10990	1%	0%
	Benefit from EI - 3966	1%	0%
Scheme Entry Type			
	New - 4925	1%	0%
	State - 8113	1%	0%
	Commonwealth - 2012	1%	0%
Plan management type			
	Agency Managed - 4796	1%	0%
	Plan Managed - 3481	1%	-1%
	Self Managed Fully - 2575	1%	0%
	Self Managed Partly - 4195	1%	0%

Appendix F.7.1 - Participant Information

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics (continued)

Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
Annualised plan budget		
\$10,000 or less – 4222	1%	0%
\$10-15,000 – 4485	1%	0%
\$15-20,000 – 2100	1%	0%
\$20-30,000 – 1740	1%	-1%
Over \$30,000 – 2503	1%	-1%
Plan cost allocation		
Capital 5-100% – 2172	2%	0%
Capacity Building 0-75% – 5788	1%	0%
Capacity Building 75-95% – 4250	1%	0%
Capacity Building 95-100% – 2838	0%	0%
Plan utilisation		
below 20% – 997	2%	0%
20 - 40% – 1836	1%	0%
40 - 60% – 3470	1%	0%
60 - 80% – 4473	1%	0%
80% and over – 4274	1%	0%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics

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
Overall				
Overall – 15050	0%	-2%	8%	2%
Age Group				
5 or younger – 879	0%	-3%	11%	2%
6 to 8 – 6600	-2%	-3%	7%	1%
9 to 11 – 5105	2%	0%	10%	2%
12 or older – 2466	2%	-1%	7%	4%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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
Gender				
Female - 4197	-1%	-2%	7%	1%
Male - 10435	0%	-1%	8%	2%
Disability Type				
Autism - 9469	1%	0%	10%	2%
Cerebral Palsy - 711	-2%	-4%	2%	4%
Developmental delay - 379	-5%	-9%	7%	2%
Down Syndrome - 366	-3%	-10%	4%	5%
Global developmental delay - 143	-4%	-7%	4%	0%
Hearing Impairment - 430	3%	-2%	6%	3%
Intellectual Disability - 2434	-1%	-2%	7%	2%
Other - 94	-3%	0%	12%	-1%
Other Neurological - 306	0%	-1%	8%	5%
Other Sensory/Speech - 270	-1%	-7%	3%	0%
Psychosocial disability - 46	0%	2%	16%	2%
Spinal Cord Injury / _ - 201	-8%	-10%	3%	3%
Other Physical - 201	-2%	-4%	10%	-3%
Level of function				
High - 6101	0%	-1%	7%	1%
Medium - 5685	1%	-1%	10%	2%
Low - 3264	0%	-2%	8%	4%
Indigenous Status				
Indigenous - 1082	-4%	-3%	7%	0%
Non-Indigenous - 9288	0%	-2%	8%	2%
CALD Status				
CALD - 795	1%	-1%	9%	3%
Non-CALD - 14232	0%	-2%	8%	2%
State/ Territory				
NSW - 8101	0%	-2%	8%	1%
VIC - 3257	-3%	-3%	7%	2%
QLD - 1866	1%	1%	12%	6%
WA - 189	1%	1%	1%	-5%
SA - 779	6%	3%	8%	2%
TAS - 671	-3%	0%	6%	1%
ACT - 144	15%	6%	24%	8%
NT - 43	-5%	-2%	19%	14%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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
Remoteness				
Major Cities - 8286	1%	-2%	10%	1%
Regional (population greater than 50000) - 2168	0%	0%	8%	2%
Regional (population between 15000 and 50000) - 1930	-3%	-2%	5%	4%
Regional (population between 5000 and 15000) - 965	-3%	-3%	5%	0%
Regional (population less than 5000) - 1555	1%	-2%	7%	1%
Remote/Very Remote - 146	3%	0%	7%	9%
Scheme Access Criteria				
Disability Met - 10990	-1%	-3%	7%	1%
Benefit from EI - 3966	4%	1%	12%	3%
Scheme Entry Type				
New - 4925	5%	2%	12%	3%
State - 8113	-3%	-4%	5%	1%
Commonwealth - 2012	0%	-1%	12%	3%
Plan management type				
Agency Managed - 4796	0%	-2%	8%	1%
Plan Managed - 3481	-2%	-1%	6%	1%
Self Managed Fully - 2575	2%	0%	12%	3%
Self Managed Partly - 4195	0%	-3%	8%	3%
Annualised plan budget				
\$10,000 or less - 4222	1%	-1%	8%	2%
\$10-15,000 - 4485	0%	-2%	9%	0%
\$15-20,000 - 2100	0%	0%	9%	2%
\$20-30,000 - 1740	-1%	-2%	9%	1%
Over \$30,000 - 2503	-1%	-2%	7%	5%
Plan cost allocation				
Capital 5-100% - 2172	-1%	-3%	8%	3%
Capacity Building 0-75% - 5788	0%	-1%	7%	3%
Capacity Building 75-95% - 4250	1%	-1%	9%	0%
Capacity Building 95-100% - 2838	-1%	-2%	9%	1%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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
Plan utilisation				
below 20% - 997	3%	0%	3%	5%
20 - 40% - 1836	1%	0%	8%	1%
40 - 60% - 3470	2%	-1%	8%	2%
60 - 80% - 4473	-2%	-2%	8%	1%
80% and over - 4274	-1%	-2%	10%	3%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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 - 15050	-1%	1%	3%
Age Group			
5 or younger - 879	-1%	-1%	7%
6 to 8 - 6600	-1%	-1%	3%
9 to 11 - 5105	0%	2%	4%
12 or older - 2466	-2%	4%	3%
Gender			
Female - 4197	0%	0%	3%
Male - 10435	-1%	1%	3%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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
Disability Type			
Autism - 9469	-2%	1%	▣ 4%
Cerebral Palsy - 711	1%	1%	1%
Developmental delay - 379	-3% ▣	-5% ▣	▣ 3%
Down Syndrome - 366	2%	-1%	1%
Global developmental delay - 143	▣ 8%	1%	1%
Hearing Impairment - 430	-1%	▣ 7%	▣ 3%
Intellectual Disability - 2434	1%	0%	1%
Other - 94		-3% ▣	▣ 4%
Other Neurological - 306	0%	2%	▣ 3%
Other Sensory/Speech - 270	1%	0%	▣ 3%
Psychosocial disability - 46		0%	▣ 7%
Spinal Cord Injury / _ - 201	-4% ▣	1%	▣ 4%
Other Physical Impairment - 201	1%	▣ 5%	▣ 2%
Level of function			
High - 6101	0%	1%	▣ 4%
Medium - 5685	-1%	1%	▣ 4%
Low - 3264	-2%	0%	1%
Indigenous Status			
Indigenous - 1082	▣ 3%	-1%	▣ 2%
Non-Indigenous - 9288	-1%	1%	▣ 3%
CALD Status			
CALD - 795	▣ 7%	-1%	1%
Non-CALD - 14232	-1%	1%	▣ 3%
State/ Territory			
NSW - 8101	0%	1%	▣ 3%
VIC - 3257	-1%	-1%	▣ 4%
QLD - 1866	-1%	0%	▣ 4%
WA - 189	-2%	2%	-4% ▣
SA - 779	-2%	▣ 4%	▣ 6%
TAS - 671	0%	1%	1%
ACT - 144	0%	▣ 6%	▣ 3%
NT - 43		2%	▣ 12%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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
Remoteness			
Major Cities - 8286	-2%	0%	3%
Regional (population greater than 50000) - 2168	-1%	1%	4%
Regional (population between 15000 and 50000) - 1930	0%	1%	5%
Regional (population between 5000 and 15000) - 965	1%	-1%	5%
Regional (population less than 5000) - 1555	0%	1%	3%
Remote/Very Remote - 146	5%	7%	3%
Scheme Access Criteria			
Disability Met - 10990	0%	0%	3%
Benefit from EI - 3966	-2%	1%	4%
Scheme Entry Type			
New - 4925	-1%	2%	5%
State - 8113	0%	0%	3%
Commonwealth - 2012	-2%	-1%	3%
Plan management type			
Agency Managed - 4796	0%	1%	3%
Plan Managed - 3481	-1%	0%	4%
Self Managed Fully - 2575	-2%	1%	5%
Self Managed Partly - 4195	-1%	1%	2%
Annualised plan budget			
\$10,000 or less - 4222	0%	2%	5%
\$10-15,000 - 4485	-1%	0%	5%
\$15-20,000 - 2100	-1%	0%	3%
\$20-30,000 - 1740	-1%	1%	1%
Over \$30,000 - 2503	-2%	0%	1%
Plan cost allocation			
Capital 5-100% - 2172	0%	1%	2%
Capacity Building 0-75% - 5788	-2%	1%	2%
Capacity Building 75-95% - 4250	0%	0%	4%
Capacity Building 95-100% - 2838	0%	0%	5%

Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for SF - by 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
Plan utilisation			
below 20% - 997	1%	4%	2%
20 - 40% - 1836	1%	2%	5%
40 - 60% - 3470	1%	1%	4%
60 - 80% - 4473	-2%	0%	3%
80% and over - 4274	-2%	-1%	3%

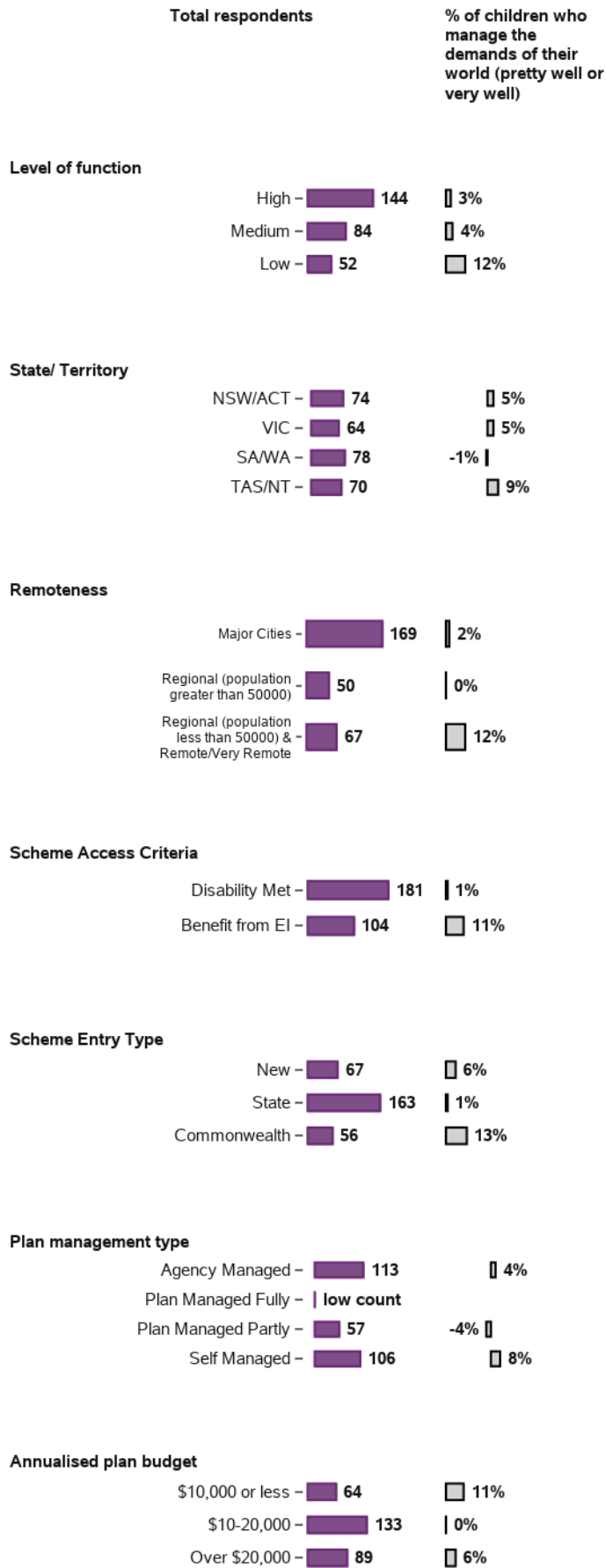
Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics

Total respondents	% of children who manage the demands of their world (pretty well or very well)
Overall	
Overall - 286	4%
Age Group	
Less than 7 - 76	11%
8 to 9 - 51	0%
10 to 11 - 58	2%
12 or older - 101	3%
Gender	
Female - 79	4%
Male - 196	6%
Disability Type	
Autism - 161	4%
Other - 120	6%

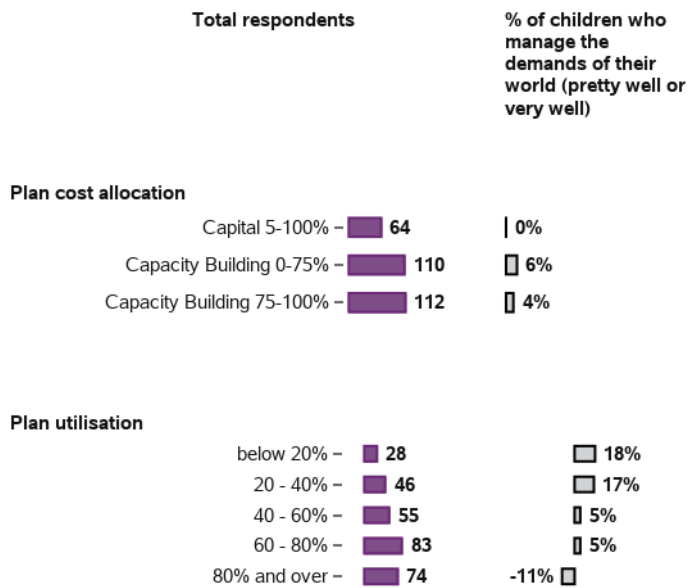
Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



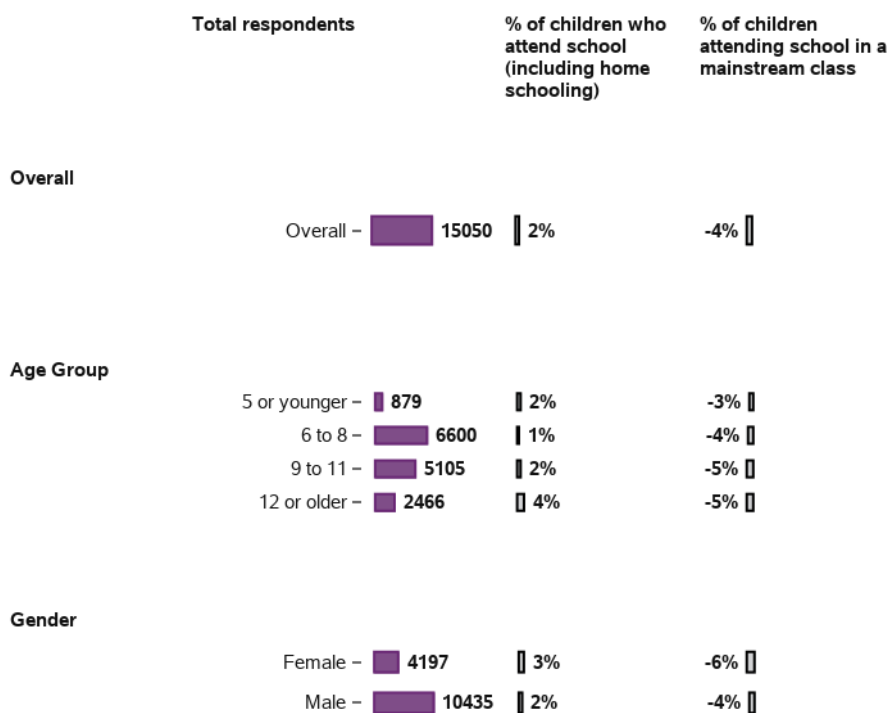
Appendix F.7.2 - Daily living

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics



Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics (continued)

	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Disability Type			
Autism -	9469	2%	-5%
Cerebral Palsy -	711	2%	-2%
Developmental delay -	379	1%	-4%
Down Syndrome -	366	3%	-7%
Global developmental delay -	143	1%	-4%
Hearing Impairment -	430	1%	0%
Intellectual Disability -	2434	3%	-6%
Other -	94	10%	-6%
Other Neurological -	306	2%	-3%
Other Sensory/Speech -	270	4%	-3%
Psychosocial disability -	46	7%	-7%
Spinal Cord Injury /	201	4%	2%
Other Physical			
Visual Impairment -	201	3%	-3%
Level of function			
High -	6101	2%	-4%
Medium -	5685	2%	-5%
Low -	3264	2%	-4%
Indigenous Status			
Indigenous -	1082	3%	-7%
Non-Indigenous -	9288	2%	-4%
CALD Status			
CALD -	795	2%	-3%
Non-CALD -	14232	2%	-5%
State/ Territory			
NSW -	8101	2%	-6%
VIC -	3257	1%	-3%
QLD -	1866	2%	-1%
WA -	189	4%	-8%
SA -	779	2%	-4%
TAS -	671	1%	-4%
ACT -	144	5%	-6%
NT -	43	7%	-3%

Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics (continued)

Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Remoteness		
Major Cities - 8286	2%	-4%
Regional (population greater than 50000) - 2168	1%	-5%
Regional (population between 15000 and 50000) - 1930	1%	-5%
Regional (population between 5000 and 15000) - 965	2%	-5%
Regional (population less than 5000) - 1555	2%	-5%
Remote/Very Remote - 146	5%	-2%
Scheme Access Criteria		
Disability Met - 10990	2%	-4%
Benefit from EI - 3966	2%	-5%
Scheme Entry Type		
New - 4925	2%	-6%
State - 8113	2%	-4%
Commonwealth - 2012	1%	-3%
Plan management type		
Agency Managed - 4796	2%	-4%
Plan Managed - 3481	2%	-5%
Self Managed Fully - 2575	1%	-4%
Self Managed Partly - 4195	2%	-5%
Annualised plan budget		
\$10,000 or less - 4222	2%	-5%
\$10-15,000 - 4485	2%	-4%
\$15-20,000 - 2100	2%	-5%
\$20-30,000 - 1740	2%	-5%
Over \$30,000 - 2503	3%	-4%
Plan cost allocation		
Capital 5-100% - 2172	3%	-2%
Capacity Building 0-75% - 5788	2%	-5%
Capacity Building 75-95% - 4250	2%	-6%
Capacity Building 95-100% - 2838	1%	-4%

Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics (continued)

Plan utilisation	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
below 20% -	997	2%	-2%
20 - 40% -	1836	3%	0%
40 - 60% -	3470	2%	-6%
60 - 80% -	4473	2%	-5%
80% and over -	4274	1%	-5%

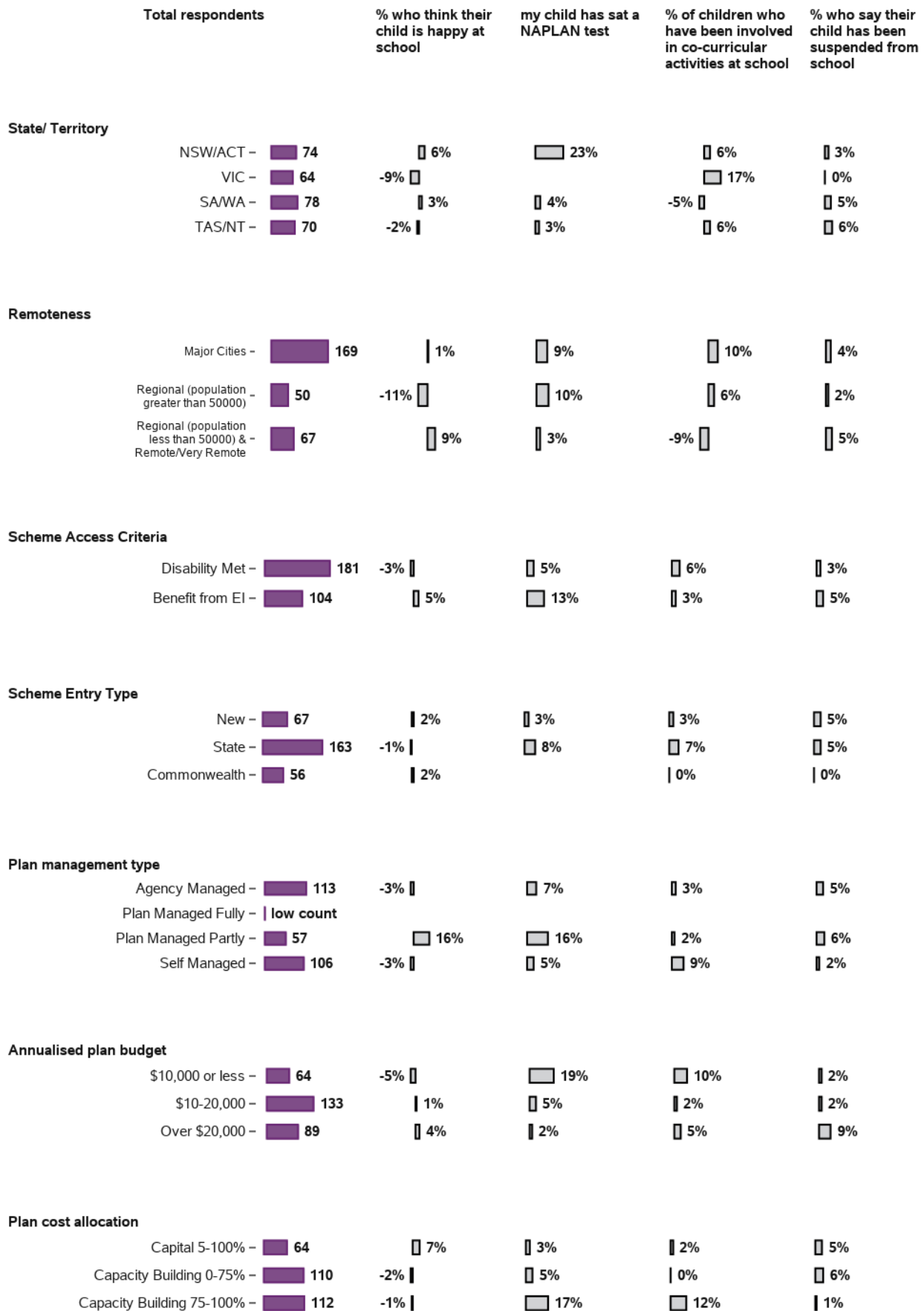
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics

	Total respondents	% who think their child is happy at school	my child has sat a NAPLAN test	% of children who have been involved in co-curricular activities at school	% who say their child has been suspended from school
Overall	Overall - 286	0%	8%	5%	4%
Age Group					
Less than 7 -	76	-8%		24%	4%
8 to 9 -	51	9%		23%	4%
10 to 11 -	58	7%	6%	-14%	2%
12 or older -	101	-3%	3%	-3%	5%
Gender					
Female -	79	-4%	5%	10%	3%
Male -	196	2%	7%	2%	5%
Disability Type					
Autism -	161	4%	7%	-3%	4%
Other -	120	-4%	9%	16%	4%
Level of function					
High -	144	0%	15%	13%	6%
Medium -	84	-4%	5%	-3%	0%
Low -	52	9%	-5%	-2%	7%

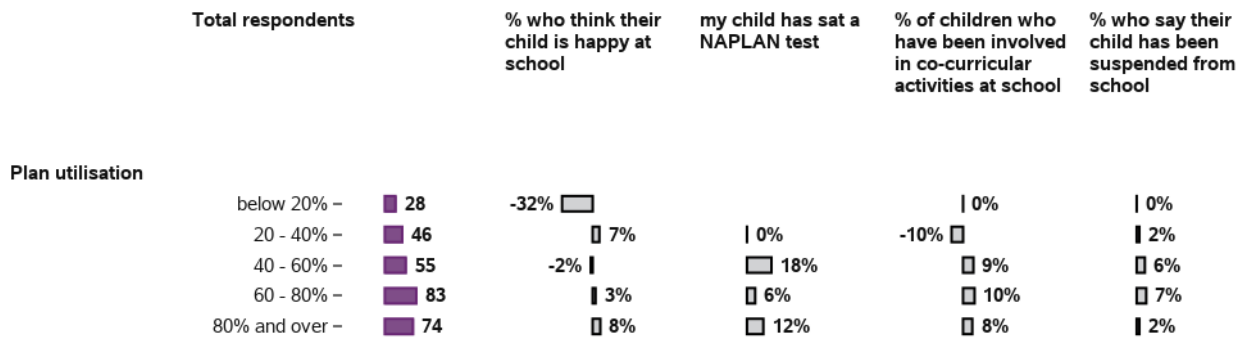
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



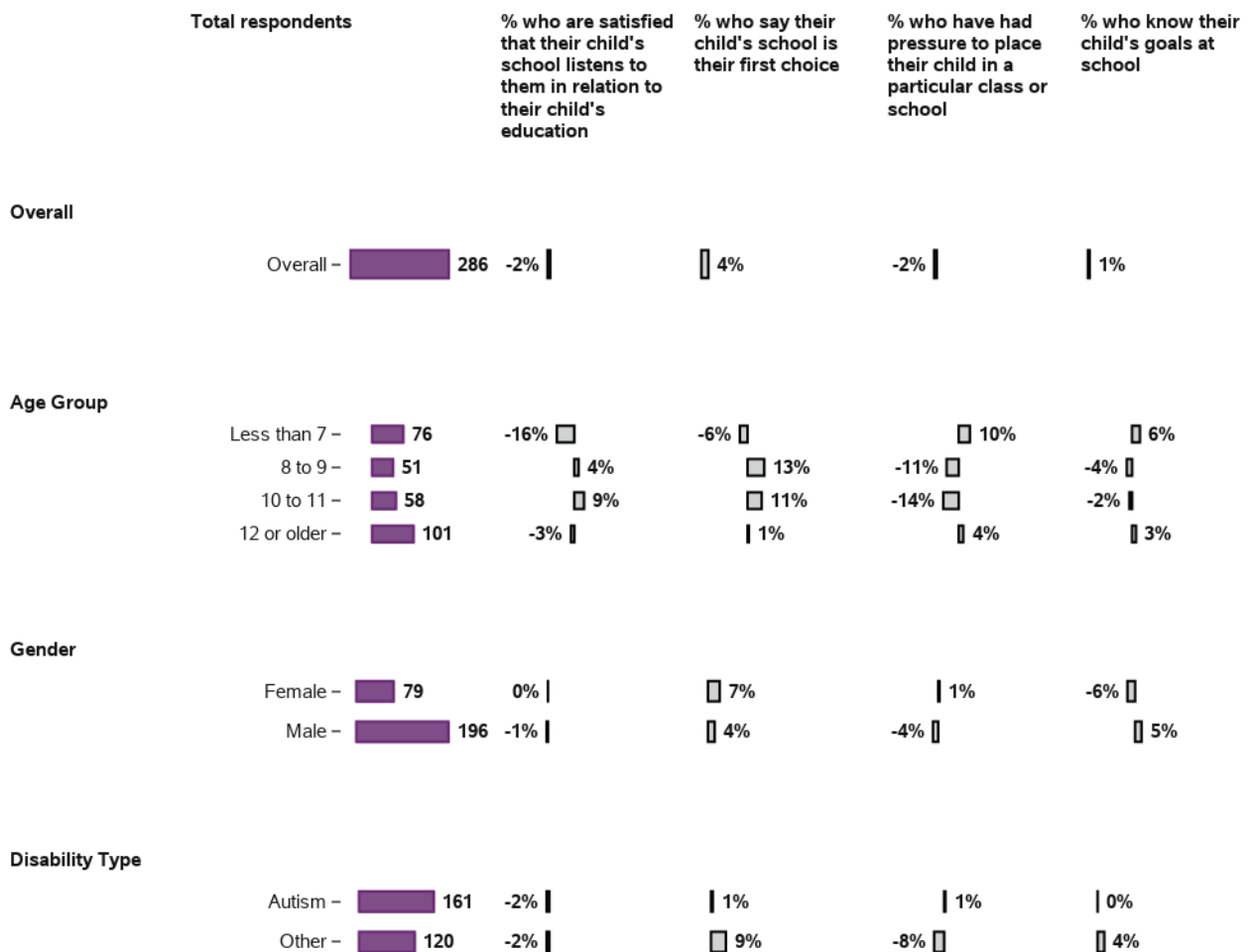
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



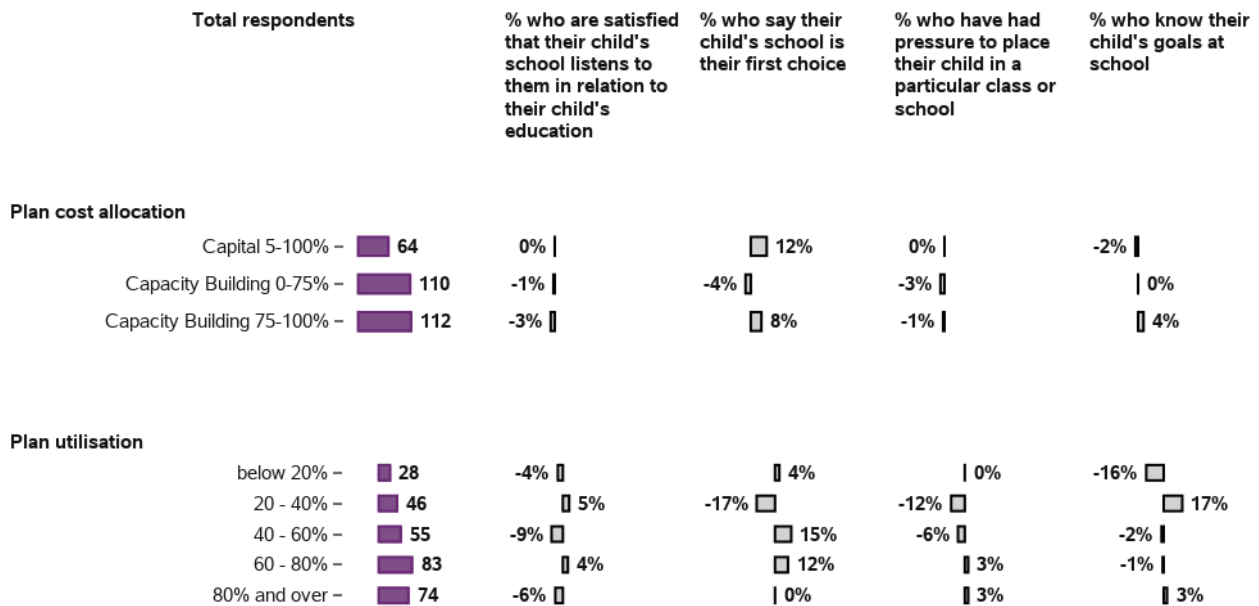
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)

Total respondents	% who are satisfied that their child's school listens to them in relation to their child's education	% who say their child's school is their first choice	% who have had pressure to place their child in a particular class or school	% who know their child's goals at school
Level of function				
High - 144	2%	7%	-2%	6%
Medium - 84	-8%	1%	-1%	0%
Low - 52	-2%	2%	-7%	-7%
State/ Territory				
NSW/ACT - 74	5%	5%	-2%	-5%
VIC - 64	-15%	4%	-2%	-6%
SA/WA - 78	5%	3%	-1%	14%
TAS/NT - 70	-6%	5%	-2%	-3%
Remoteness				
Major Cities - 169	-1%	3%	-2%	1%
Regional (population greater than 50000) - 50	-11%	6%	-2%	-6%
Regional (population less than 50000) & Remote/Very Remote - 67	4%	5%	0%	9%
Scheme Access Criteria				
Disability Met - 181	-4%	5%	1%	1%
Benefit from EI - 104	2%	1%	-6%	2%
Scheme Entry Type				
New - 67	6%	-2%	-3%	5%
State - 163	-4%	7%	1%	0%
Commonwealth - 56	-6%	2%	-6%	0%
Plan management type				
Agency Managed - 113	-5%	5%	-5%	2%
Plan Managed Fully - low count				
Plan Managed Partly - 57	8%	2%	2%	-2%
Self Managed - 106	-2%	3%	1%	4%
Annualised plan budget				
\$10,000 or less - 64	4%	7%	3%	-8%
\$10-20,000 - 133	-3%	4%	-3%	6%
Over \$20,000 - 89	-4%	1%	-4%	1%

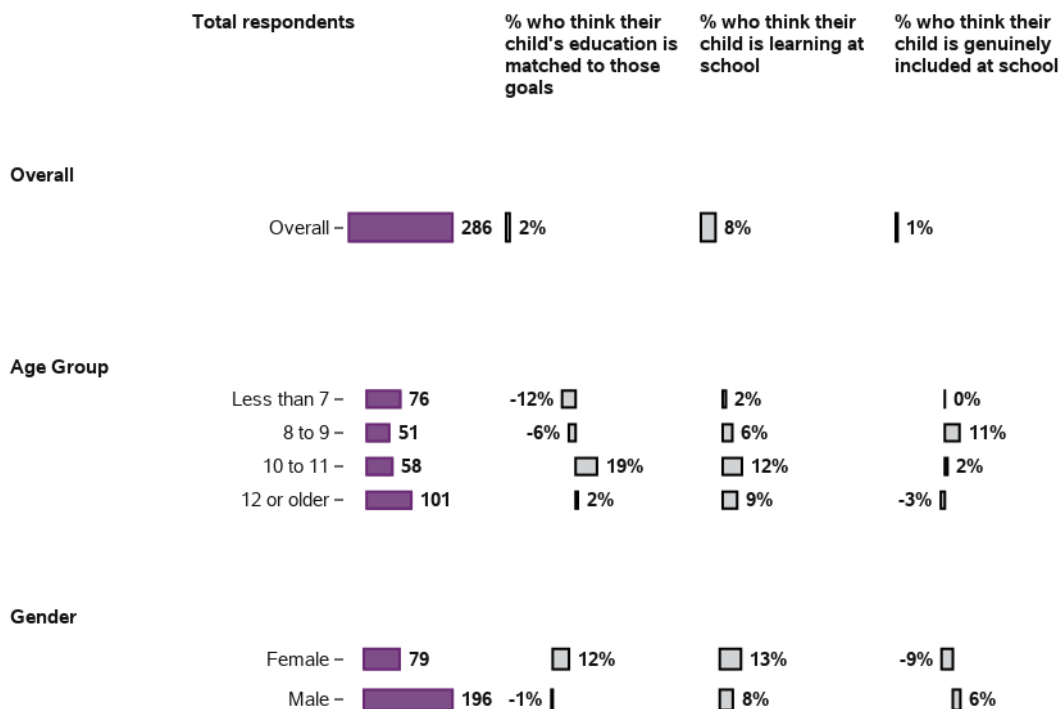
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



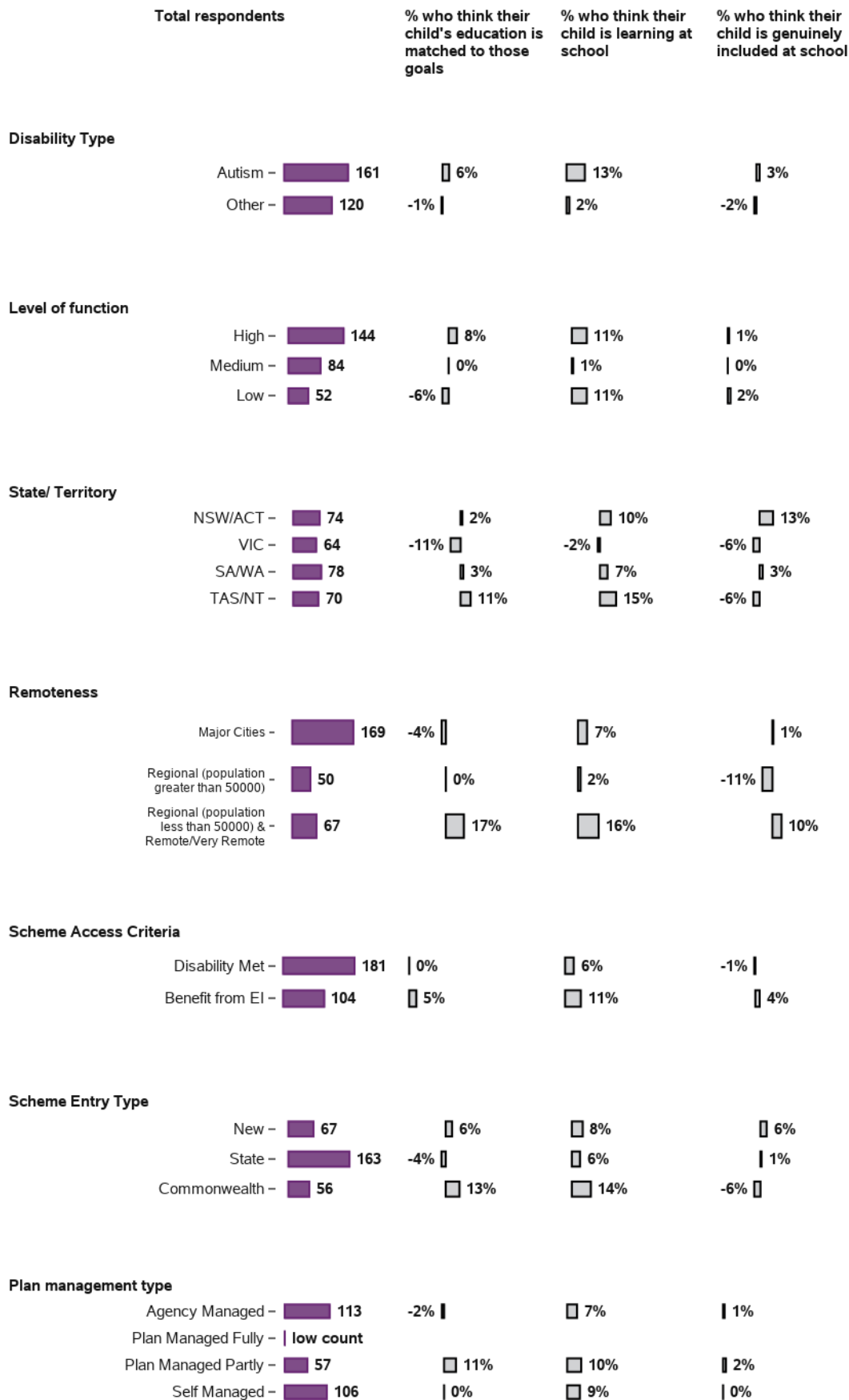
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



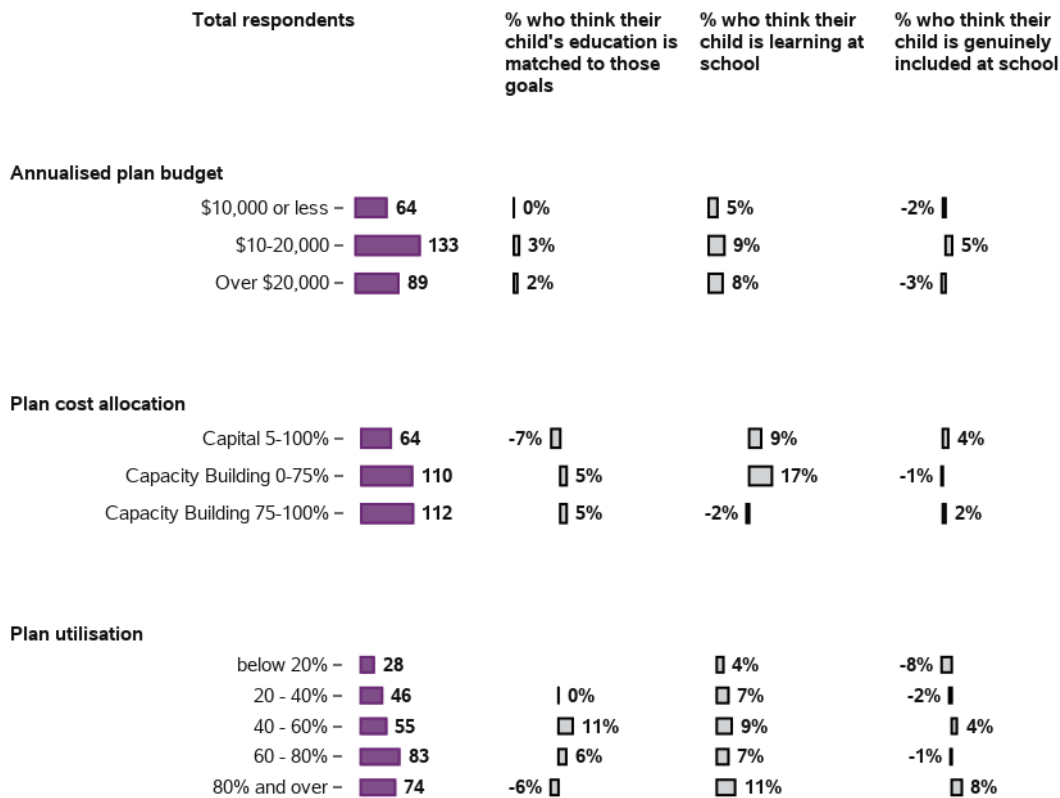
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



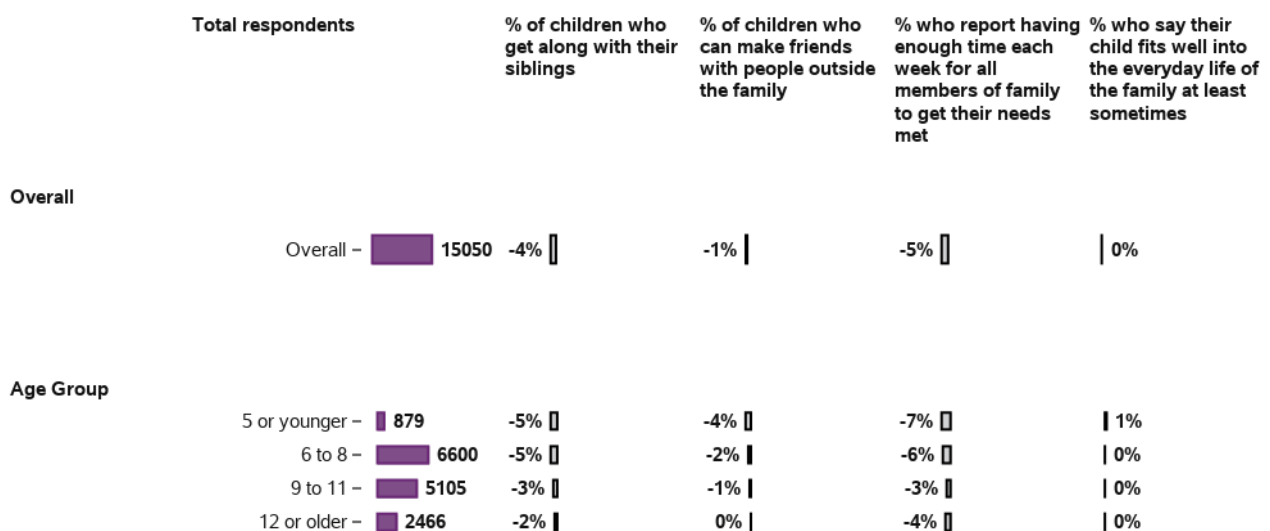
Appendix F.7.3 - Lifelong learning

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics



Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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
Gender					
Female	4197	-3%	-1%	-5%	0%
Male	10435	-4%	-1%	-4%	0%
Disability Type					
Autism	9469	-4%	-1%	-5%	0%
Cerebral Palsy	711	-1%	-4%	-5%	0%
Developmental delay	379	-6%	-7%	-12%	0%
Down Syndrome	366	-3%	-2%	-4%	-2%
Global developmental delay	143	-8%	-7%	-13%	-2%
Hearing Impairment	430	1%	-1%	-4%	1%
Intellectual Disability	2434	-4%	-1%	-5%	-1%
Other	94	-4%	-8%	1%	-1%
Other Neurological	306	-4%	-1%	-2%	1%
Other Sensory/Speech	270	-8%	-3%	-2%	0%
Psychosocial disability	46	-8%	-2%	-9%	7%
Spinal Cord Injury / Other Physical	201	-6%	-4%	-8%	1%
Visual Impairment	201	1%	0%	-1%	1%
Level of function					
High	6101	-4%	-1%	-5%	0%
Medium	5685	-4%	-1%	-5%	1%
Low	3264	-3%	-2%	-4%	-1%
Indigenous Status					
Indigenous	1082	-4%	0%	-5%	1%
Non-Indigenous	9288	-4%	-2%	-5%	0%
CALD Status					
CALD	795	0%	-3%	-5%	-1%
Non-CALD	14232	-4%	-1%	-5%	0%
State/ Territory					
NSW	8101	-4%	-2%	-5%	0%
VIC	3257	-5%	-1%	-6%	0%
QLD	1866	-5%	0%	-4%	1%
WA	189	-6%	-2%	-14%	-4%
SA	779	-1%	1%	-4%	0%
TAS	671	-3%	-2%	-5%	-1%
ACT	144	3%	8%	0%	4%
NT	43	-5%	2%	-2%	10%

Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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
Remoteness				
Major Cities - 8286	-4%	-1%	-4%	0%
Regional (population greater than 50000) - 2168	-4%	-1%	-5%	0%
Regional (population between 15000 and 50000) - 1930	-3%	-2%	-6%	1%
Regional (population between 5000 and 15000) - 965	-6%	0%	-7%	1%
Regional (population less than 5000) - 1555	-5%	-1%	-5%	0%
Remote/Very Remote - 146	1%	-2%	-7%	3%
Scheme Access Criteria				
Disability Met - 10990	-4%	-2%	-5%	0%
Benefit from EI - 3966	-3%	1%	-3%	1%
Scheme Entry Type				
New - 4925	-3%	1%	-3%	1%
State - 8113	-4%	-3%	-5%	-1%
Commonwealth - 2012	-5%	0%	-6%	0%
Plan management type				
Agency Managed - 4796	-3%	-2%	-5%	0%
Plan Managed - 3481	-5%	-2%	-4%	-1%
Self Managed Fully - 2575	-3%	0%	-6%	2%
Self Managed Partly - 4195	-5%	-2%	-5%	0%
Annualised plan budget				
\$10,000 or less - 4222	-4%	0%	-5%	1%
\$10-15,000 - 4485	-4%	-2%	-6%	0%
\$15-20,000 - 2100	-3%	1%	-4%	1%
\$20-30,000 - 1740	-3%	-3%	-4%	-1%
Over \$30,000 - 2503	-4%	-3%	-2%	-1%
Plan cost allocation				
Capital 5-100% - 2172	-1%	-1%	-3%	-1%
Capacity Building 0-75% - 5788	-4%	-1%	-4%	-1%
Capacity Building 75-95% - 4250	-5%	0%	-5%	1%
Capacity Building 95-100% - 2838	-5%	-3%	-8%	1%

Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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 utilisation				
below 20% - 997	-4% ▮	1% ▮	-3% ▮	1% ▮
20 - 40% - 1836	-1% ▮	3% ▮	-5% ▮	1% ▮
40 - 60% - 3470	-4% ▮	-2% ▮	-5% ▮	0% ▮
60 - 80% - 4473	-4% ▮	-2% ▮	-5% ▮	0% ▮
80% and over - 4274	-5% ▮	-2% ▮	-5% ▮	-1% ▮

Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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 - 15050	-2% ▮	-1% ▮	-1% ▮	2% ▮
Age Group				
5 or younger - 879	1% ▮	-2% ▮	1% ▮	9% ▮
6 to 8 - 6600	-1% ▮	-3% ▮	-2% ▮	2% ▮
9 to 11 - 5105	-2% ▮	0% ▮	0% ▮	1% ▮
12 or older - 2466	-2% ▮	4% ▮	1% ▮	3% ▮
Gender				
Female - 4197	-2% ▮	-2% ▮	-1% ▮	2% ▮
Male - 10435	-1% ▮	0% ▮	-1% ▮	2% ▮

Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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 - 9469	-2%	-1%	-1%	2%
Cerebral Palsy - 711	-4%	0%	0%	4%
Developmental delay - 379	1%	-5%	-2%	4%
Down Syndrome - 366	0%	-1%	-5%	6%
Global developmental delay - 143	-1%	-9%	-4%	5%
Hearing Impairment - 430	1%	2%	3%	1%
Intellectual Disability - 2434	-3%	0%	-2%	2%
Other - 94	-5%	5%	-3%	0%
Other Neurological - 306	-2%	2%	4%	5%
Other Sensory/Speech - 270	2%	-1%	-3%	3%
Psychosocial disability - 46	4%	-9%	4%	
Spinal Cord Injury / Other Physical - 201	-5%	1%	-1%	2%
Visual Impairment - 201	2%	-3%	-1%	1%
Level of function				
High - 6101	0%	-2%	-1%	2%
Medium - 5685	-1%	-1%	-1%	2%
Low - 3264	-6%	2%	-1%	2%
Indigenous Status				
Indigenous - 1082	-1%	-2%	-2%	5%
Non-Indigenous - 9288	-1%	0%	-1%	2%
CALD Status				
CALD - 795	-3%	1%	0%	4%
Non-CALD - 14232	-2%	-1%	-1%	2%
State/ Territory				
NSW - 8101	-1%	-1%	-2%	3%
VIC - 3257	-3%	-1%	-2%	1%
QLD - 1866	-1%	1%	-1%	1%
WA - 189	-3%	-14%	-2%	6%
SA - 779	0%	1%	5%	4%
TAS - 671	-3%	4%	1%	6%
ACT - 144	3%	0%	6%	2%
NT - 43	-4%	0%	7%	

Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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
Remoteness				
Major Cities - 8286	-2%	-1%	-1%	2%
Regional (population greater than 50000) - 2168	-2%	0%	-1%	3%
Regional (population between 15000 and 50000) - 1930	-2%	-1%	-1%	3%
Regional (population between 5000 and 15000) - 965	-2%	-1%	-2%	4%
Regional (population less than 5000) - 1555	-1%	-1%	-1%	1%
Remote/Very Remote - 146	0%	2%	3%	2%
Scheme Access Criteria				
Disability Met - 10990	-2%	-1%	-2%	3%
Benefit from EI - 3966	0%	0%	1%	2%
Scheme Entry Type				
New - 4925	0%	0%	1%	2%
State - 8113	-3%	-1%	-2%	3%
Commonwealth - 2012	0%	-3%	-1%	3%
Plan management type				
Agency Managed - 4796	-1%	-1%	0%	3%
Plan Managed - 3481	-2%	0%	-2%	2%
Self Managed Fully - 2575	1%	-2%	0%	4%
Self Managed Partly - 4195	-3%	0%	-2%	2%
Annualised plan budget				
\$10,000 or less - 4222	0%	-1%	0%	2%
\$10-15,000 - 4485	0%	-3%	-1%	3%
\$15-20,000 - 2100	0%	0%	0%	2%
\$20-30,000 - 1740	-3%	-2%	-4%	2%
Over \$30,000 - 2503	-9%	4%	-2%	2%
Plan cost allocation				
Capital 5-100% - 2172	-3%	2%	0%	2%
Capacity Building 0-75% - 5788	-4%	1%	-2%	1%
Capacity Building 75-95% - 4250	0%	-3%	0%	3%
Capacity Building 95-100% - 2838	0%	-4%	-1%	4%

Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for SF - by 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
Plan utilisation				
below 20% - 997	1%	2%	0%	2%
20 - 40% - 1836	1%	0%	0%	3%
40 - 60% - 3470	0%	0%	-1%	2%
60 - 80% - 4473	-2%	-1%	-1%	2%
80% and over - 4274	-4%	-1%	-2%	3%

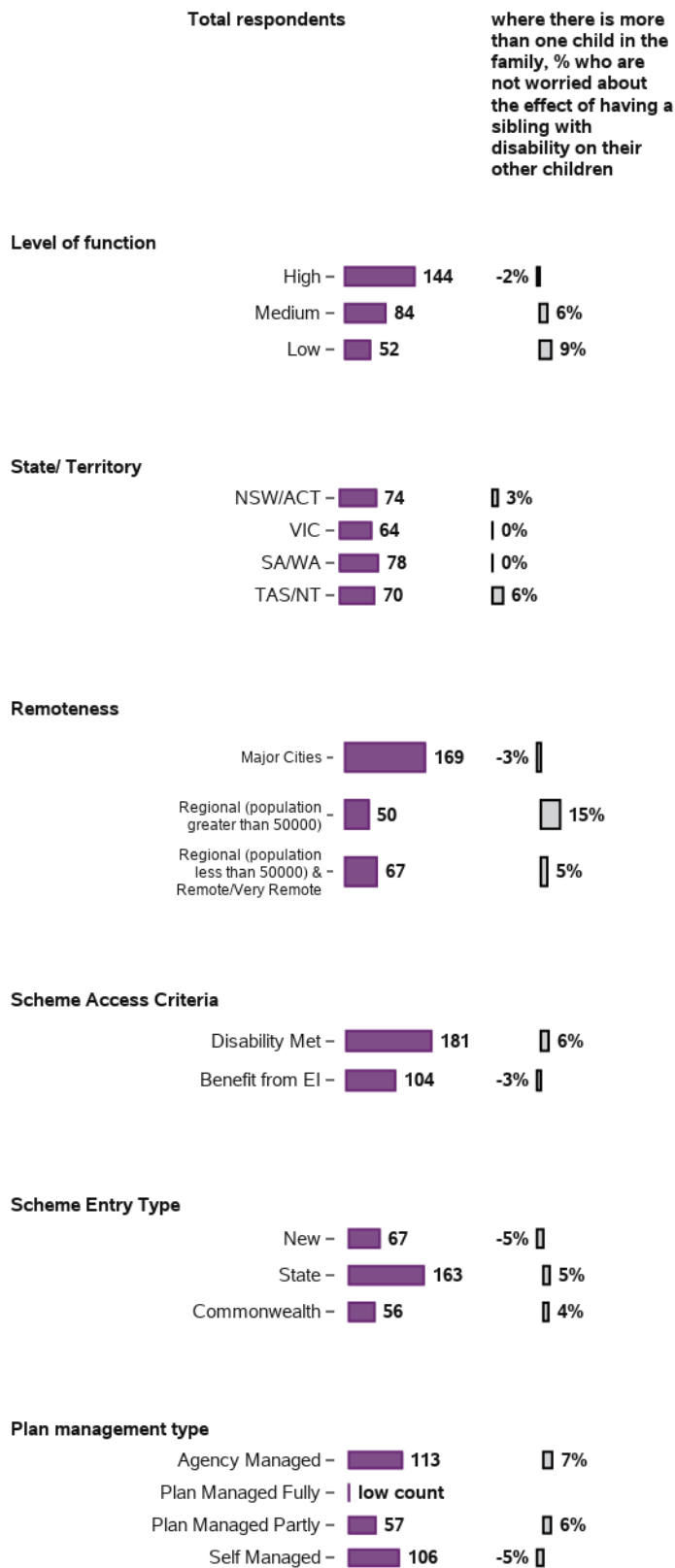
Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics

Total respondents	where there is more than one child in the family, % who are not worried about the effect of having a sibling with disability on their other children
Overall	
Overall - 286	2%
Age Group	
Less than 7 - 76	0%
8 to 9 - 51	-2%
10 to 11 - 58	8%
12 or older - 101	3%
Gender	
Female - 79	4%
Male - 196	4%
Disability Type	
Autism - 161	4%
Other - 120	-1%

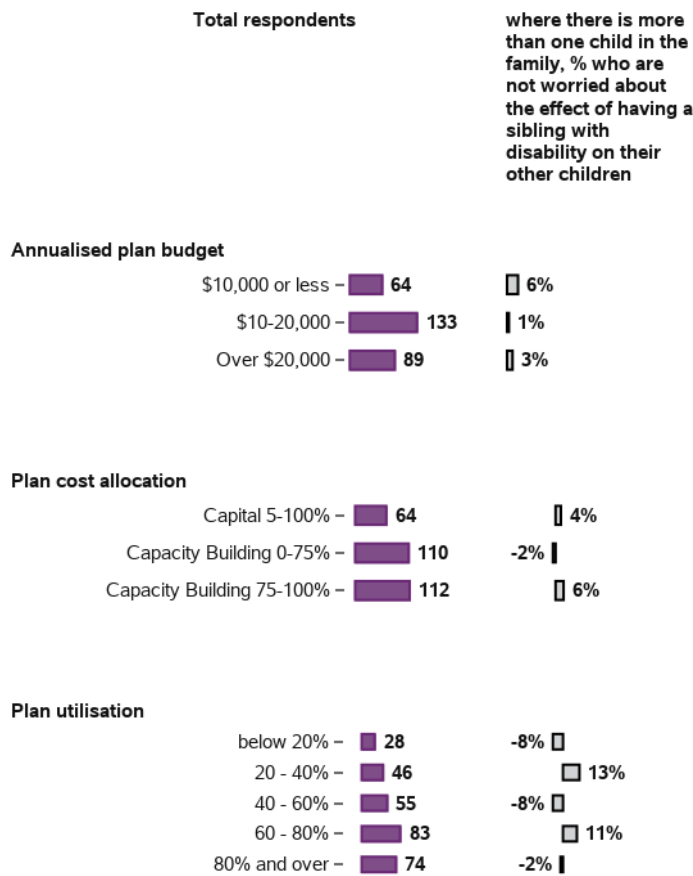
Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



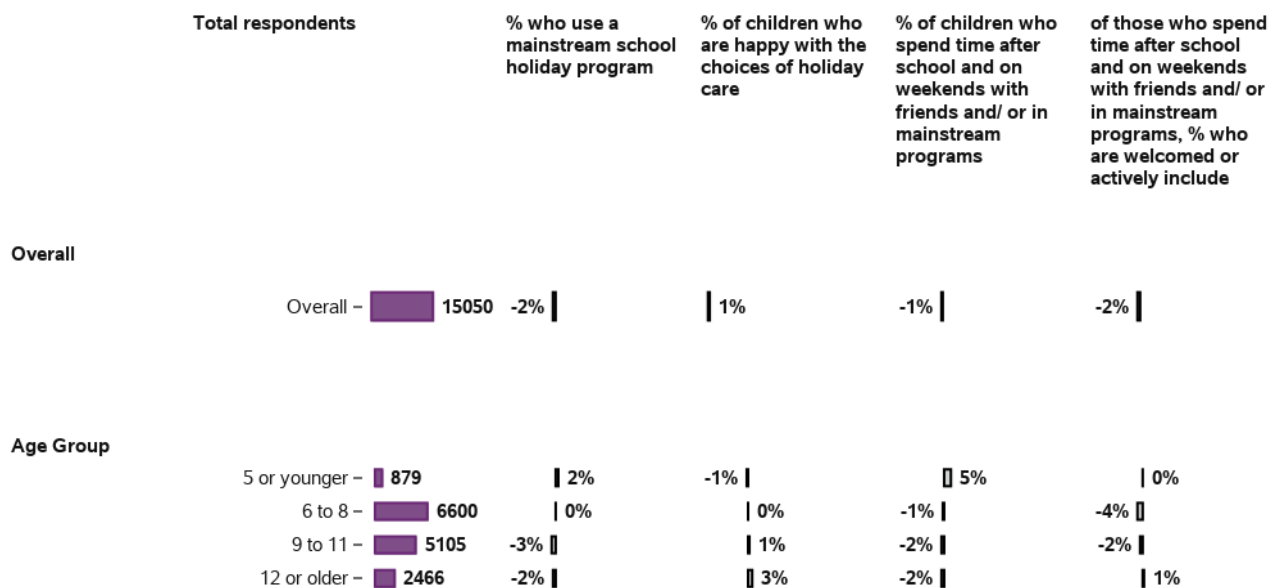
Appendix F.7.4 - Relationships

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by participant characteristics



Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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 include
Gender					
Female	4197	-2%	1%	0%	-4%
Male	10435	-2%	1%	-1%	-2%
Disability Type					
Autism	9469	-2%	1%	-1%	-2%
Cerebral Palsy	711	-2%	0%	2%	1%
Developmental delay	379	1%	-1%	2%	-10%
Down Syndrome	366	-2%	0%	-4%	-4%
Global developmental delay	143	6%	-2%	-2%	2%
Hearing Impairment	430	0%	2%	1%	0%
Intellectual Disability	2434	-2%	0%	-1%	-4%
Other	94	-5%	3%	1%	-7%
Other Neurological	306	-3%	3%	2%	1%
Other Sensory/Speech	270	-1%	1%	-7%	-2%
Psychosocial disability	46	-5%	0%	5%	
Spinal Cord Injury /	201	2%	1%	-2%	-4%
Other Physical	201				
Visual Impairment	201	-1%	0%	-1%	-6%
Level of function					
High	6101	-1%	0%	0%	-2%
Medium	5685	-2%	1%	-2%	-1%
Low	3264	-2%	2%	-1%	-4%
Indigenous Status					
Indigenous	1082	-2%	-1%	-1%	-6%
Non-Indigenous	9288	-2%	1%	-1%	-2%
CALD Status					
CALD	795	0%	0%	0%	-4%
Non-CALD	14232	-2%	1%	-1%	-2%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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 include
State/ Territory					
NSW -	8101	-1%	1%	-1%	-2%
VIC -	3257	-1%	1%	0%	-5%
QLD -	1866	-2%	1%	-1%	2%
WA -	189	-2%	0%	-5%	-9%
SA -	779	-3%	1%	-4%	0%
TAS -	671	0%	2%	0%	-2%
ACT -	144	0%	0%	4%	6%
NT -	43	-6%	5%	13%	
Remoteness					
Major Cities -	8286	-1%	1%	-1%	-2%
Regional (population greater than 50000) -	2168	-2%	1%	-2%	-4%
Regional (population between 15000 and 50000) -	1930	-2%	1%	-1%	-2%
Regional (population between 5000 and 15000) -	965	-1%	-1%	-1%	0%
Regional (population less than 5000) -	1555	-1%	0%	0%	-3%
Remote/Very Remote -	146	-5%	1%	5%	7%
Scheme Access Criteria					
Disability Met -	10990	-1%	0%	-1%	-2%
Benefit from EI -	3966	-2%	2%	0%	-1%
Scheme Entry Type					
New -	4925	-2%	1%	-1%	-1%
State -	8113	-2%	1%	-1%	-4%
Commonwealth -	2012	0%	1%	0%	0%
Plan management type					
Agency Managed -	4796	-1%	0%	-1%	-3%
Plan Managed -	3481	-2%	1%	-1%	-5%
Self Managed Fully -	2575	-2%	1%	-1%	0%
Self Managed Partly -	4195	-1%	1%	-1%	-1%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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 include
Annualised plan budget				
\$10,000 or less – 4222	-2%	0%	-2%	-1%
\$10-15,000 – 4485	0%	0%	0%	-2%
\$15-20,000 – 2100	-2%	1%	-1%	-5%
\$20-30,000 – 1740	-2%	0%	-2%	-2%
Over \$30,000 – 2503	-3%	3%	0%	-3%
Plan cost allocation				
Capital 5-100% – 2172	-1%	1%	0%	0%
Capacity Building 0-75% – 5788	-2%	2%	-1%	-5%
Capacity Building 75-95% – 4250	-2%	-1%	-2%	-1%
Capacity Building 95-100% – 2838	1%	0%	0%	-2%
Plan utilisation				
below 20% – 997	-2%	1%	1%	4%
20 - 40% – 1836	-2%	1%	-2%	-2%
40 - 60% – 3470	-1%	1%	0%	-3%
60 - 80% – 4473	-1%	1%	-1%	-2%
80% and over – 4274	-2%	0%	-1%	-3%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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
Overall		
Overall – 15050	5%	5%
Age Group		
5 or younger – 879	3%	5%
6 to 8 – 6600	4%	6%
9 to 11 – 5105	5%	5%
12 or older – 2466	7%	5%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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
Gender			
	Female - 4197	5%	6%
	Male - 10435	5%	5%
Disability Type			
	Autism - 9469	4%	5%
	Cerebral Palsy - 711	5%	6%
	Developmental delay - 379	7%	5%
	Down Syndrome - 366	5%	2%
	Global developmental delay - 143	4%	5%
	Hearing Impairment - 430	5%	10%
	Intellectual Disability - 2434	6%	6%
	Other - 94	12%	4%
	Other Neurological - 306	7%	5%
	Other Sensory/Speech - 270	4%	13%
	Psychosocial disability - 46	15%	0%
	Spinal Cord Injury / - 201	8%	9%
	Other Physical		
	Visual Impairment - 201	8%	10%
Level of function			
	High - 6101	5%	7%
	Medium - 5685	4%	5%
	Low - 3264	6%	3%
Indigenous Status			
	Indigenous - 1082	5%	6%
	Non-Indigenous - 9288	5%	5%
CALD Status			
	CALD - 795	5%	3%
	Non-CALD - 14232	5%	5%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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
State/ Territory		
NSW - 8101	5%	6%
VIC - 3257	4%	4%
QLD - 1866	5%	5%
WA - 189	4%	3%
SA - 779	7%	5%
TAS - 671	4%	6%
ACT - 144	9%	7%
NT - 43	7%	3%
Remoteness		
Major Cities - 8286	5%	5%
Regional (population greater than 50000) - 2168	4%	6%
Regional (population between 15000 and 50000) - 1930	5%	7%
Regional (population between 5000 and 15000) - 965	5%	5%
Regional (population less than 5000) - 1555	6%	6%
Remote/Very Remote - 146	6%	2%
Scheme Access Criteria		
Disability Met - 10990	5%	5%
Benefit from EI - 3966	5%	5%
Scheme Entry Type		
New - 4925	5%	4%
State - 8113	5%	6%
Commonwealth - 2012	4%	5%
Plan management type		
Agency Managed - 4796	6%	6%
Plan Managed - 3481	4%	6%
Self Managed Fully - 2575	4%	4%
Self Managed Partly - 4195	5%	5%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for SF - by 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
Annualised plan budget		
\$10,000 or less - 4222	5%	8%
\$10-15,000 - 4485	4%	6%
\$15-20,000 - 2100	5%	4%
\$20-30,000 - 1740	4%	3%
Over \$30,000 - 2503	6%	3%
Plan cost allocation		
Capital 5-100% - 2172	7%	4%
Capacity Building 0-75% - 5788	5%	4%
Capacity Building 75-95% - 4250	4%	6%
Capacity Building 95-100% - 2838	4%	7%
Plan utilisation		
below 20% - 997	5%	7%
20 - 40% - 1836	6%	5%
40 - 60% - 3470	5%	5%
60 - 80% - 4473	5%	5%
80% and over - 4274	5%	5%

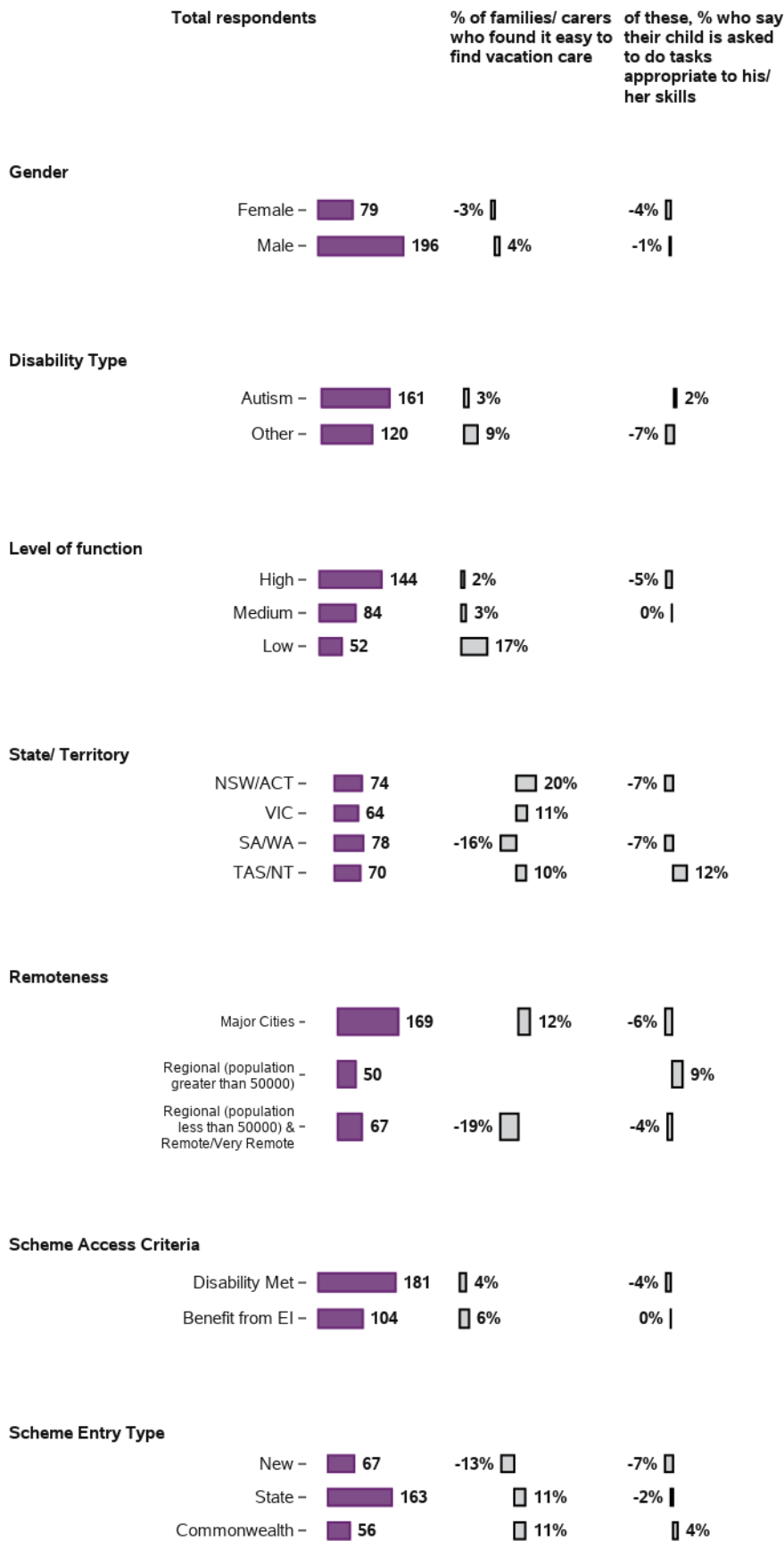
Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics

Total respondents	% of families/ carers who found it easy to find vacation care	of these, % who say their child is asked to do tasks appropriate to his/ her skills
Overall		
Overall - 286	5%	-2%
Age Group		
Less than 7 - 76	6%	-7%
8 to 9 - 51	11%	
10 to 11 - 58	16%	-9%
12 or older - 101	-7%	0%

Appendix F.7.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)



Appendix F.7.5 - Social, community and civic participation

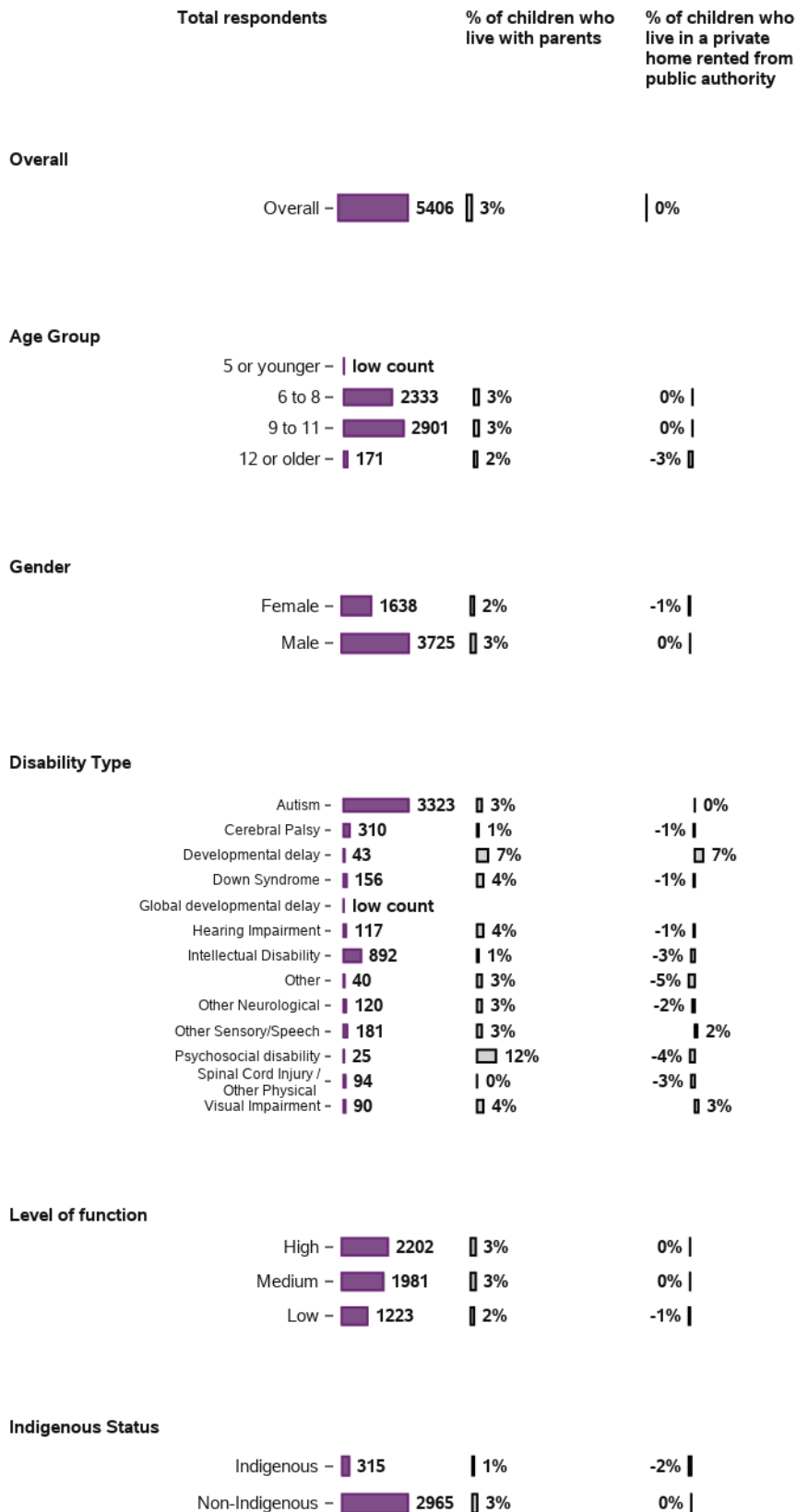
Change in longitudinal indicators from baseline to second review for LF - by participant characteristics (continued)

Total respondents	% of families/ carers who found it easy to find vacation care	of these, % who say their child is asked to do tasks appropriate to his/ her skills
Plan management type		
Agency Managed - 113	2%	-5%
Plan Managed Fully - low count		
Plan Managed Party - 57	4%	
Self Managed - 106	10%	-5%
Annualised plan budget		
\$10,000 or less - 64	4%	-4%
\$10-20,000 - 133	-2%	-8%
Over \$20,000 - 89	15%	14%
Plan cost allocation		
Capital 5-100% - 64	27%	-17%
Capacity Building 0-75% - 110	-4%	14%
Capacity Building 75-100% - 112	0%	-4%
Plan utilisation		
below 20% - low count		
20 - 40% - low count		
40 - 60% - low count		
60 - 80% - 83	5%	0%
80% and over - 74	13%	-3%

Appendix F.8 - Participants from school to age 14 - Change in longitudinal indicators from baseline to third review - C3 cohort - by participant characteristics

Appendix F.8.1 - Participant Information

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics



Appendix F.8.1 - Participant Information

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)

	Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
CALD Status			
CALD	374	3%	0%
Non-CALD	5028	3%	0%
State/ Territory			
NSW	3226	3%	0%
VIC	728	2%	0%
QLD	531	4%	0%
WA	138	0%	1%
SA	585	3%	-2%
TAS	93	1%	-5%
ACT	97	5%	2%
NT	low count		
Remoteness			
Major Cities	3756	3%	0%
Regional (population greater than 50000)	648	3%	-1%
Regional (population between 15000 and 50000)	303	3%	2%
Regional (population between 5000 and 15000)	273	0%	0%
Regional (population less than 5000)	383	4%	1%
Remote/Very Remote	43	0%	0%
Scheme Access Criteria			
Disability Met	3671	2%	-1%
Benefit from EI	1663	3%	0%
Scheme Entry Type			
New	2057	3%	-1%
State	2802	2%	0%
Commonwealth	547	3%	1%
Plan management type			
Agency Managed	1761	3%	-1%
Plan Managed	871	3%	-1%
Self Managed Fully	409	3%	0%
Self Managed Partly	2364	2%	1%

Appendix F.8.1 - Participant Information

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)

Total respondents	% of children who live with parents	% of children who live in a private home rented from public authority
Annualised plan budget		
\$10,000 or less – 1468	2%	1%
\$10-15,000 – 1426	3%	0%
\$15-20,000 – 758	3%	-1%
\$20-30,000 – 756	5%	-1%
Over \$30,000 – 998	1%	-1%
Plan cost allocation		
Capital 5-100% – 1348	2%	0%
Capacity Building 0-75% – 2221	3%	-1%
Capacity Building 75-95% – 1353	3%	0%
Capacity Building 95-100% – 483	1%	2%
Plan utilisation		
below 20% – 275	0%	-2%
20 - 40% – 579	5%	-1%
40 - 60% – 1294	3%	0%
60 - 80% – 1848	3%	0%
80% and over – 1410	2%	0%

Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics

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
Overall				
Overall – 5406	-1%	-4%	9%	3%
Age Group				
5 or younger – low count				
6 to 8 – 2333	-2%	-5%	9%	3%
9 to 11 – 2901	-1%	-3%	9%	3%
12 or older – 171	3%	-2%	9%	1%

Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by 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
Gender					
Female	1638	-1%	-6%	9%	3%
Male	3725	-1%	-3%	9%	3%
Disability Type					
Autism	3323	-1%	-1%	11%	3%
Cerebral Palsy	310	-3%	-13%	-1%	-1%
Developmental delay	43	-5%	-5%	12%	0%
Down Syndrome	156	-5%	-7%	12%	11%
Global developmental delay	low count				
Hearing Impairment	117	1%	-1%	0%	5%
Intellectual Disability	892	-3%	-9%	7%	3%
Other	40	10%	-8%	15%	5%
Other Neurological	120	-8%	-11%	6%	4%
Other Sensory/Speech	181	2%	-6%	8%	1%
Psychosocial disability	25	4%	8%	12%	-8%
Spinal Cord Injury / _	94	1%	-6%	3%	4%
Other Physical					
Visual Impairment	90	-6%	-9%	12%	4%
Level of function					
High	2202	0%	-4%	9%	1%
Medium	1981	-1%	-2%	10%	3%
Low	1223	-4%	-5%	7%	5%
Indigenous Status					
Indigenous	315	3%	-2%	6%	2%
Non-Indigenous	2965	-1%	-3%	9%	3%
CALD Status					
CALD	374	2%	-5%	12%	6%
Non-CALD	5028	-2%	-3%	9%	3%
State/ Territory					
NSW	3226	-2%	-4%	8%	3%
VIC	728	-3%	-6%	12%	4%
QLD	531	-1%	-2%	15%	4%
WA	138	-1%	-2%	7%	3%
SA	585	1%	-1%	5%	0%
TAS	93	-4%	-4%	-3%	3%
ACT	97	11%	5%	14%	12%
NT	low count				

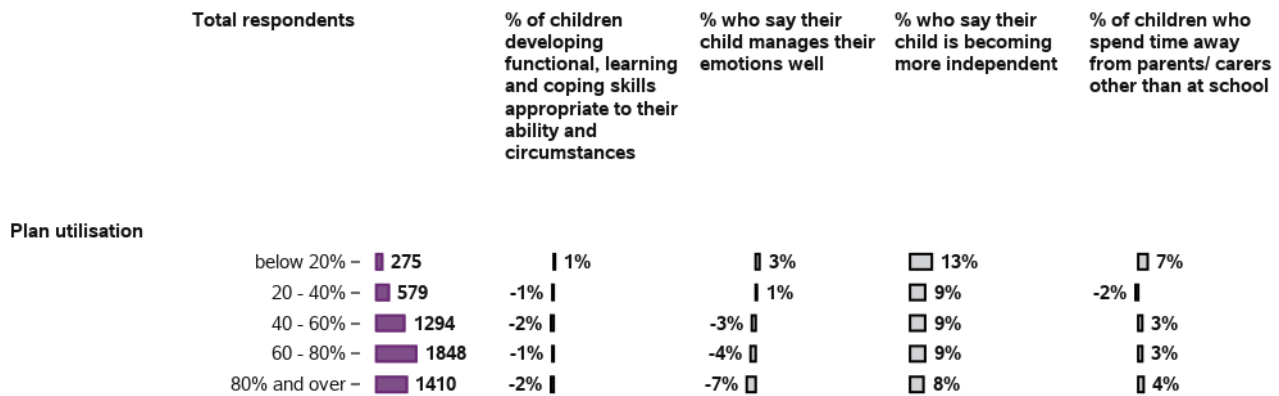
Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by 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
Remoteness				
Major Cities - 3756	-1%	-4%	8%	3%
Regional (population greater than 50000) - 648	2%	-2%	11%	4%
Regional (population between 15000 and 50000) - 303	-4%	-7%	7%	2%
Regional (population between 5000 and 15000) - 273	-3%	-7%	7%	4%
Regional (population less than 5000) - 383	-2%	-1%	12%	4%
Remote/Very Remote - 43	2%	2%	19%	7%
Scheme Access Criteria				
Disability Met - 3671	-3%	-5%	7%	3%
Benefit from EI - 1663	2%	-1%	13%	3%
Scheme Entry Type				
New - 2057	3%	-1%	13%	4%
State - 2802	-5%	-6%	5%	2%
Commonwealth - 547	-1%	-2%	14%	5%
Plan management type				
Agency Managed - 1761	-2%	-4%	7%	0%
Plan Managed - 871	-5%	-3%	9%	4%
Self Managed Fully - 409	4%	1%	23%	7%
Self Managed Partly - 2364	0%	-4%	8%	4%
Annualised plan budget				
\$10,000 or less - 1468	2%	-3%	11%	2%
\$10-15,000 - 1426	0%	-2%	9%	2%
\$15-20,000 - 758	-5%	-3%	9%	2%
\$20-30,000 - 756	-3%	-6%	10%	4%
Over \$30,000 - 998	-4%	-5%	5%	6%
Plan cost allocation				
Capital 5-100% - 1348	-2%	-7%	7%	4%
Capacity Building 0-75% - 2221	-3%	-3%	7%	4%
Capacity Building 75-95% - 1353	1%	-1%	13%	2%
Capacity Building 95-100% - 483	4%	-3%	11%	0%

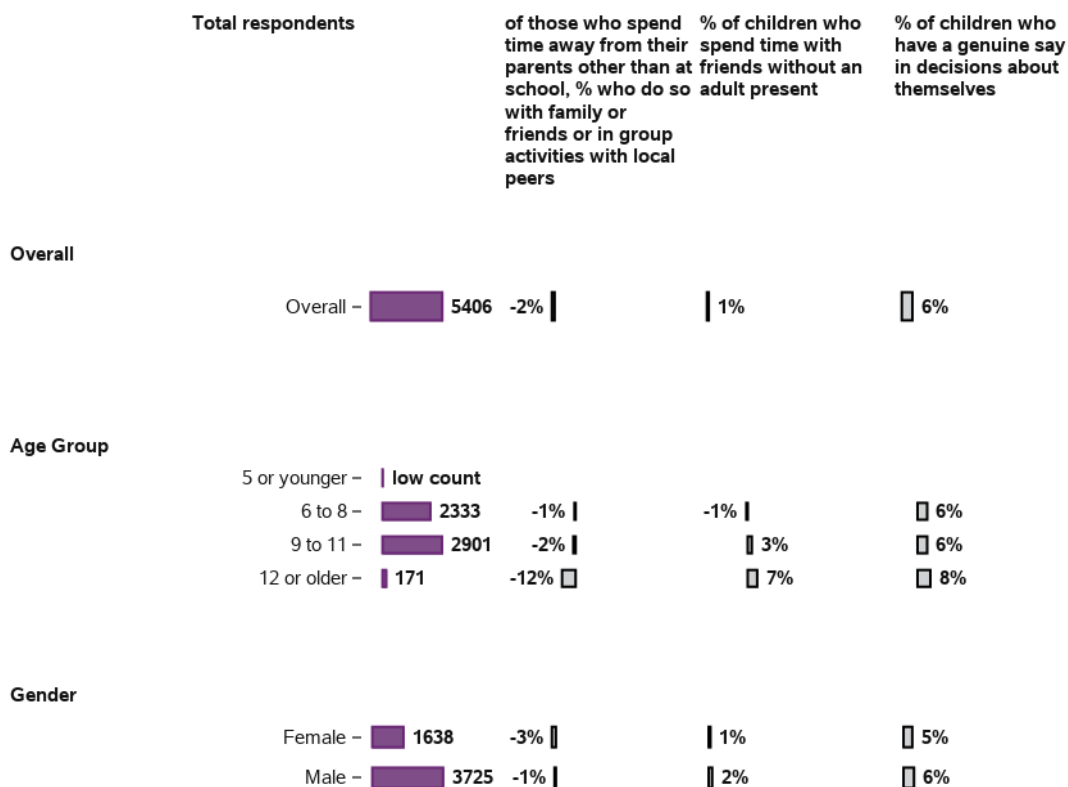
Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)



Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)



Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by 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
Disability Type			
Autism - 3323	-2%	1%	7%
Cerebral Palsy - 310	2%	5%	3%
Developmental delay - 43		0%	-2%
Down Syndrome - 156		1%	3%
Global developmental delay - low count			
Hearing Impairment - 117	3%	9%	9%
Intellectual Disability - 892	-3%	-1%	6%
Other - 40		5%	8%
Other Neurological - 120	-7%	6%	4%
Other Sensory/Speech - 181	0%	0%	2%
Psychosocial disability - 25		-4%	-20%
Spinal Cord Injury / _ - 94		2%	4%
Other Physical - 90	4%	6%	8%
Level of function			
High - 2202	-1%	3%	7%
Medium - 1981	-2%	1%	8%
Low - 1223	-3%	0%	2%
Indigenous Status			
Indigenous - 315	-7%	4%	7%
Non-Indigenous - 2965	-1%	0%	7%
CALD Status			
CALD - 374	17%	1%	-1%
Non-CALD - 5028	-2%	1%	7%
State/ Territory			
NSW - 3226	0%	1%	6%
VIC - 728	-7%	-1%	5%
QLD - 531	0%	0%	11%
WA - 138	0%	5%	5%
SA - 585	-1%	4%	7%
TAS - 93	-14%	-2%	7%
ACT - 97	0%	2%	-1%
NT - low count			

Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by 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
Remoteness			
Major Cities - 3756	-1%	1%	5%
Regional (population greater than 50000) - 648	-5%	-2%	8%
Regional (population between 15000 and 50000) - 303	0%	2%	6%
Regional (population between 5000 and 15000) - 273	2%	4%	5%
Regional (population less than 5000) - 383	0%	4%	12%
Remote/Very Remote - 43		7%	19%
Scheme Access Criteria			
Disability Met - 3671	-2%	1%	5%
Benefit from EI - 1663	-1%	1%	9%
Scheme Entry Type			
New - 2057	-2%	2%	9%
State - 2802	-2%	1%	4%
Commonwealth - 547	0%	-1%	8%
Plan management type			
Agency Managed - 1761	-2%	1%	6%
Plan Managed - 871	-3%	1%	5%
Self Managed Fully - 409	4%	5%	11%
Self Managed Partly - 2364	-2%	1%	6%
Annualised plan budget			
\$10,000 or less - 1468	-1%	3%	7%
\$10-15,000 - 1426	0%	2%	9%
\$15-20,000 - 758	-1%	0%	7%
\$20-30,000 - 756	-2%	1%	4%
Over \$30,000 - 998	-6%	-1%	1%
Plan cost allocation			
Capital 5-100% - 1348	-1%	3%	6%
Capacity Building 0-75% - 2221	-2%	0%	5%
Capacity Building 75-95% - 1353	-3%	2%	8%
Capacity Building 95-100% - 483	2%	2%	9%

Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for SF - by 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
Plan utilisation			
below 20% - 275	-4% ▮	▮ 8%	▮ 4%
20 - 40% - 579	-2% ▮	▮ 3%	▮ 6%
40 - 60% - 1294	0%	▮ 2%	▮ 8%
60 - 80% - 1848	-3% ▮	1%	▮ 6%
80% and over - 1410	0%	-2% ▮	▮ 5%

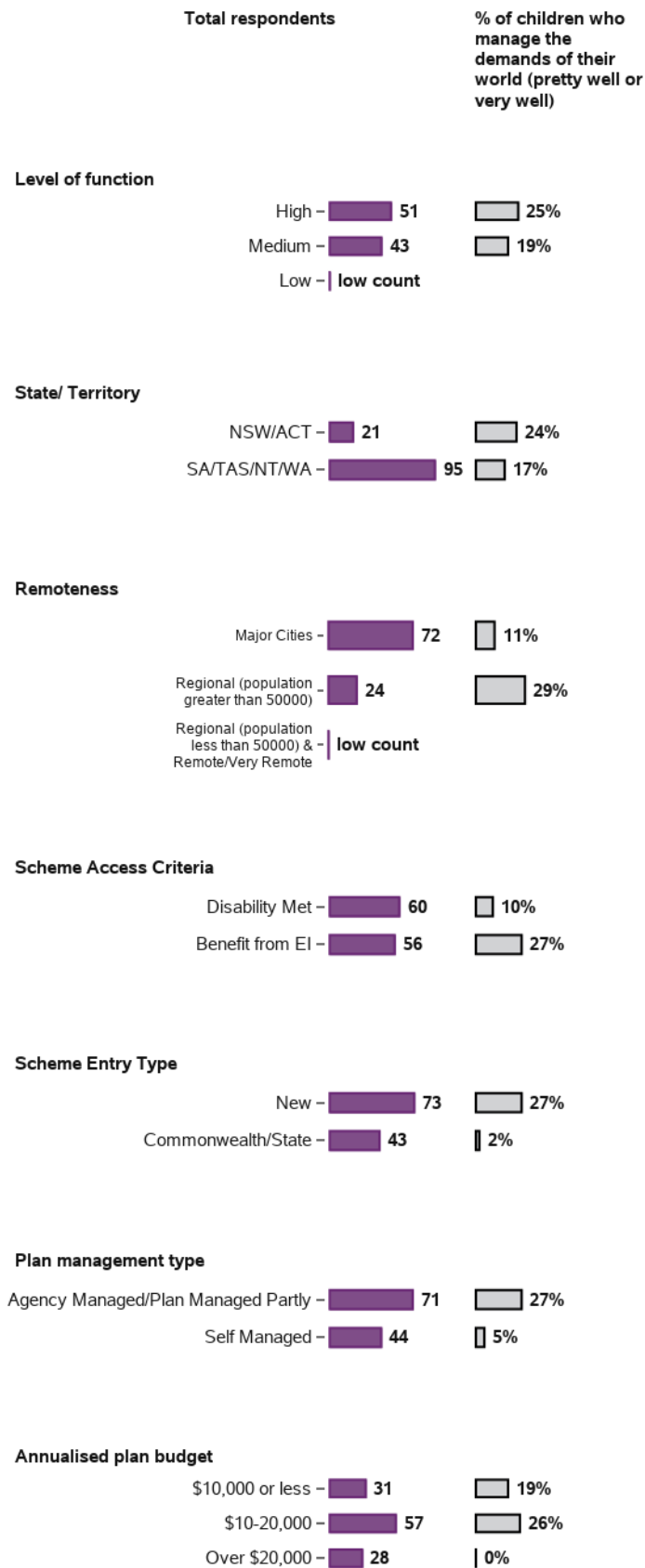
Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics

Total respondents	% of children who manage the demands of their world (pretty well or very well)
Overall	
Overall - 116	▮ 18%
Age Group	
Less than 11 - 50	▮ 12%
12 or older - 66	▮ 23%
Gender	
Female - 40	▮ 5%
Male - 76	▮ 25%
Disability Type	
Autism - 70	▮ 34%
Other - 43	-5% ▮

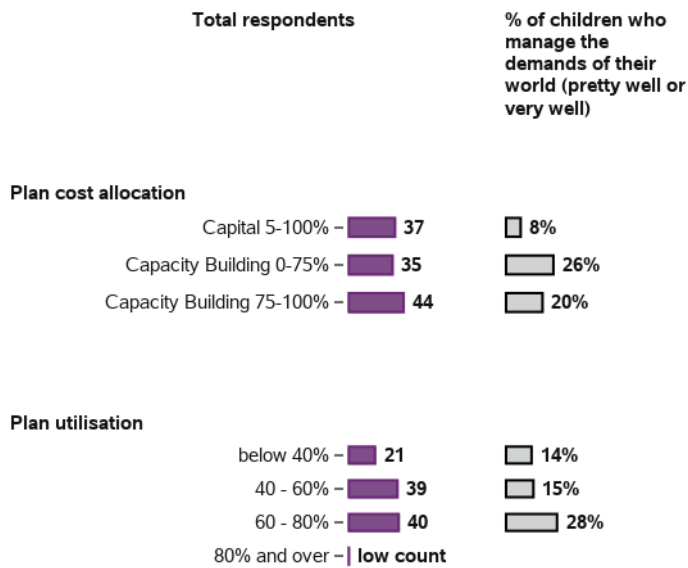
Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



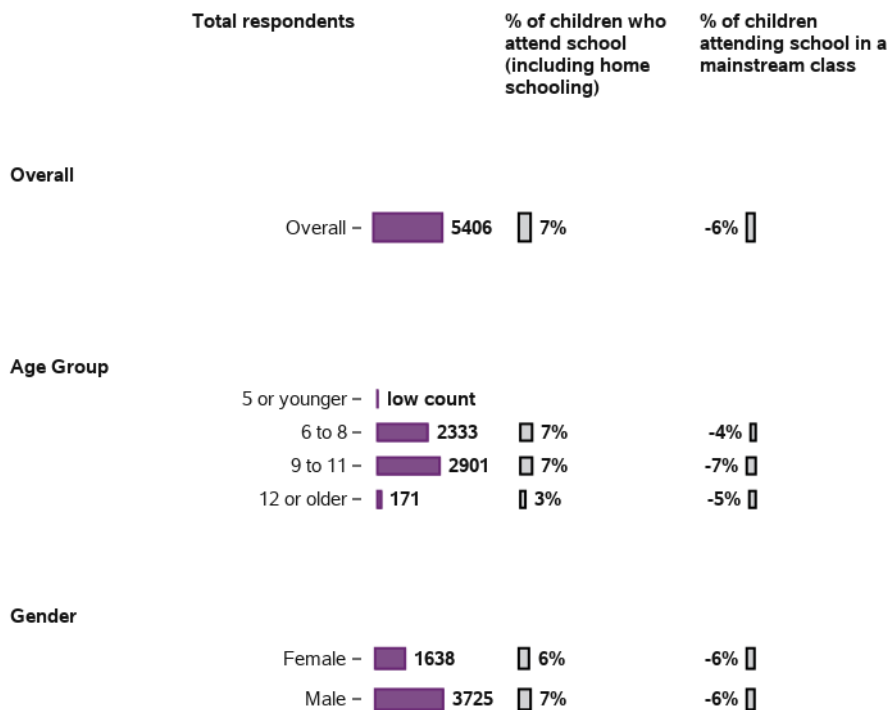
Appendix F.8.2 - Daily living

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics



Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)

	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Disability Type			
Autism -	3323	7%	-5%
Cerebral Palsy -	310	7%	-6%
Developmental delay -	43	7%	-11%
Down Syndrome -	156	6%	-7%
Global developmental delay -	low count		
Hearing Impairment -	117	9%	5%
Intellectual Disability -	892	5%	-11%
Other -	40	8%	-8%
Other Neurological -	120	5%	-7%
Other Sensory/Speech -	181	7%	-5%
Psychosocial disability -	25	4%	-9%
Spinal Cord Injury / _	94	5%	-7%
Other Physical			
Visual Impairment -	90	6%	-4%
Level of function			
High -	2202	6%	-5%
Medium -	1981	7%	-7%
Low -	1223	7%	-6%
Indigenous Status			
Indigenous -	315	9%	-7%
Non-Indigenous -	2965	7%	-6%
CALD Status			
CALD -	374	6%	-7%
Non-CALD -	5028	7%	-6%
State/ Territory			
NSW -	3226	7%	-7%
VIC -	728	6%	-6%
QLD -	531	8%	-3%
WA -	138	13%	-15%
SA -	585	5%	-3%
TAS -	93	5%	-5%
ACT -	97	7%	-2%
NT -	low count		

Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)

Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
Remoteness		
Major Cities - 3756	6%	-6%
Regional (population greater than 50000) - 648	7%	-6%
Regional (population between 15000 and 50000) - 303	11%	-10%
Regional (population between 5000 and 15000) - 273	9%	-12%
Regional (population less than 5000) - 383	6%	-2%
Remote/Very Remote - 43	9%	11%
Scheme Access Criteria		
Disability Met - 3671	7%	-6%
Benefit from EI - 1663	7%	-5%
Scheme Entry Type		
New - 2057	6%	-8%
State - 2802	7%	-5%
Commonwealth - 547	6%	-3%
Plan management type		
Agency Managed - 1761	6%	-8%
Plan Managed - 871	8%	-5%
Self Managed Fully - 409	6%	0%
Self Managed Partly - 2364	8%	-6%
Annualised plan budget		
\$10,000 or less - 1468	6%	-4%
\$10-15,000 - 1426	7%	-7%
\$15-20,000 - 758	7%	-8%
\$20-30,000 - 756	9%	-6%
Over \$30,000 - 998	7%	-5%
Plan cost allocation		
Capital 5-100% - 1348	8%	-6%
Capacity Building 0-75% - 2221	7%	-6%
Capacity Building 75-95% - 1353	6%	-4%
Capacity Building 95-100% - 483	6%	-9%

Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)

Plan utilisation	Total respondents	% of children who attend school (including home schooling)	% of children attending school in a mainstream class
below 20% -	275	5%	-4%
20 - 40% -	579	7%	-4%
40 - 60% -	1294	6%	-4%
60 - 80% -	1848	7%	-6%
80% and over -	1410	7%	-8%

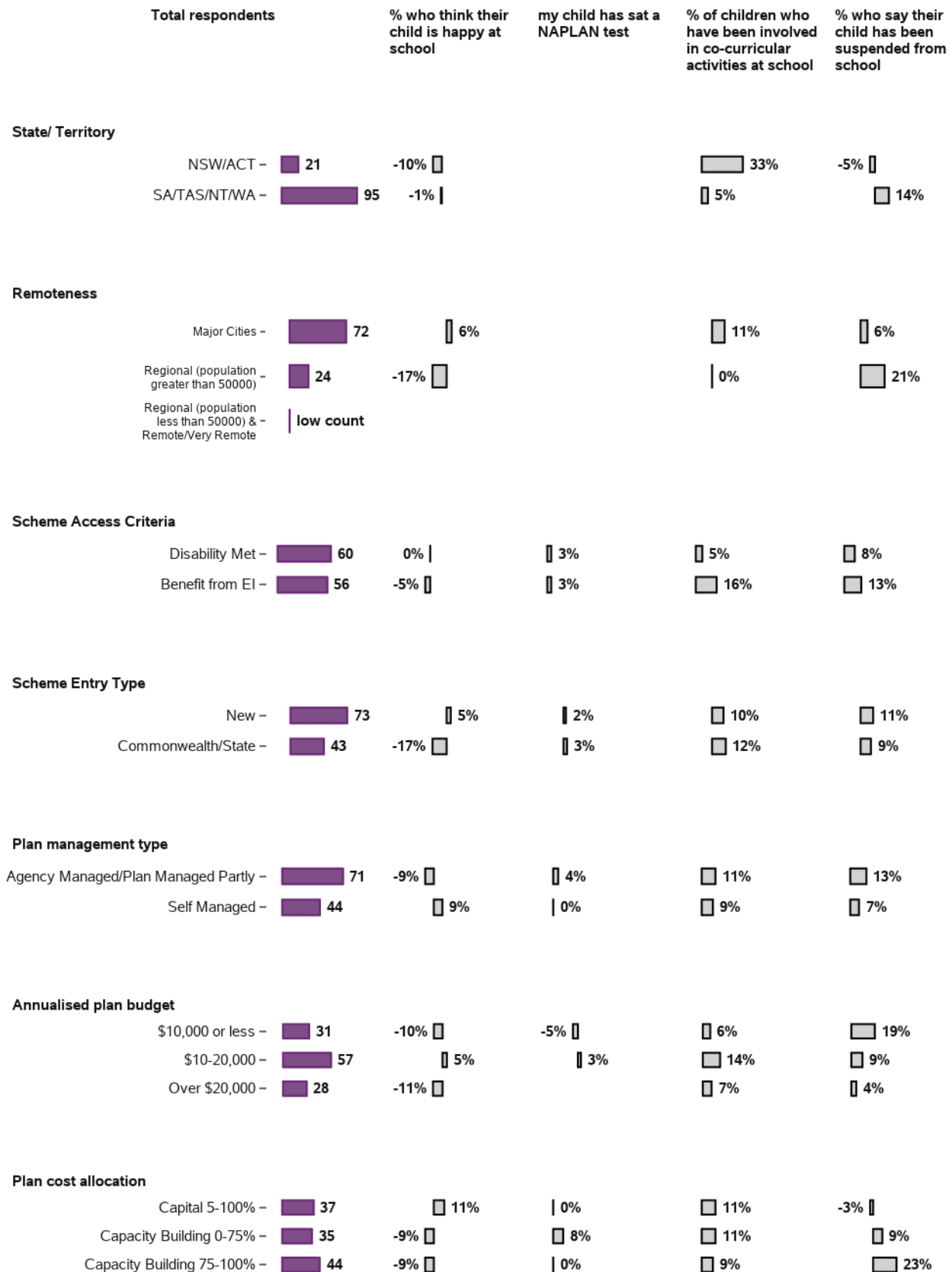
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics

	Total respondents	% who think their child is happy at school	my child has sat a NAPLAN test	% of children who have been involved in co-curricular activities at school	% who say their child has been suspended from school
Overall	Overall - 116	-3%	3%	10%	10%
Age Group					
	Less than 11 - 50	-6%		28%	8%
	12 or older - 66	0%		-3%	12%
Gender					
	Female - 40	0%	0%	10%	8%
	Male - 76	-4%	4%	11%	12%
Disability Type					
	Autism - 70	0%	2%	1%	16%
	Other - 43	-5%	3%	23%	2%
Level of function					
	High - 51	-4%	-3%	12%	16%
	Medium - 43	0%	7%	9%	7%
	Low - low count				

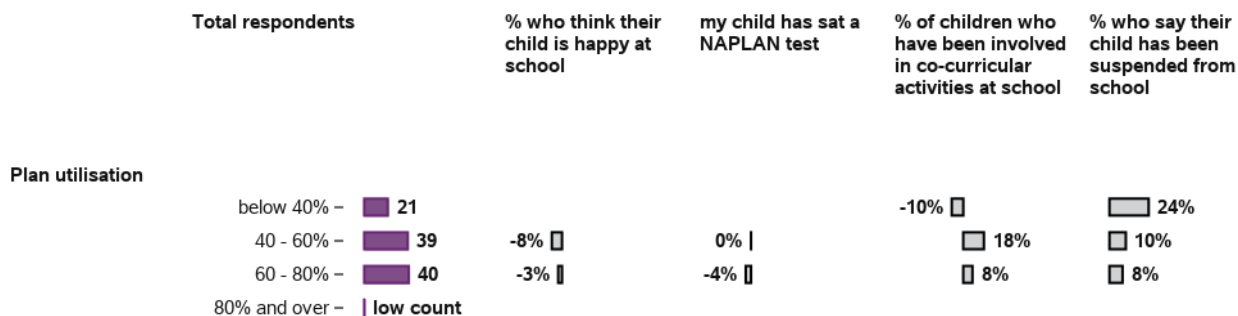
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



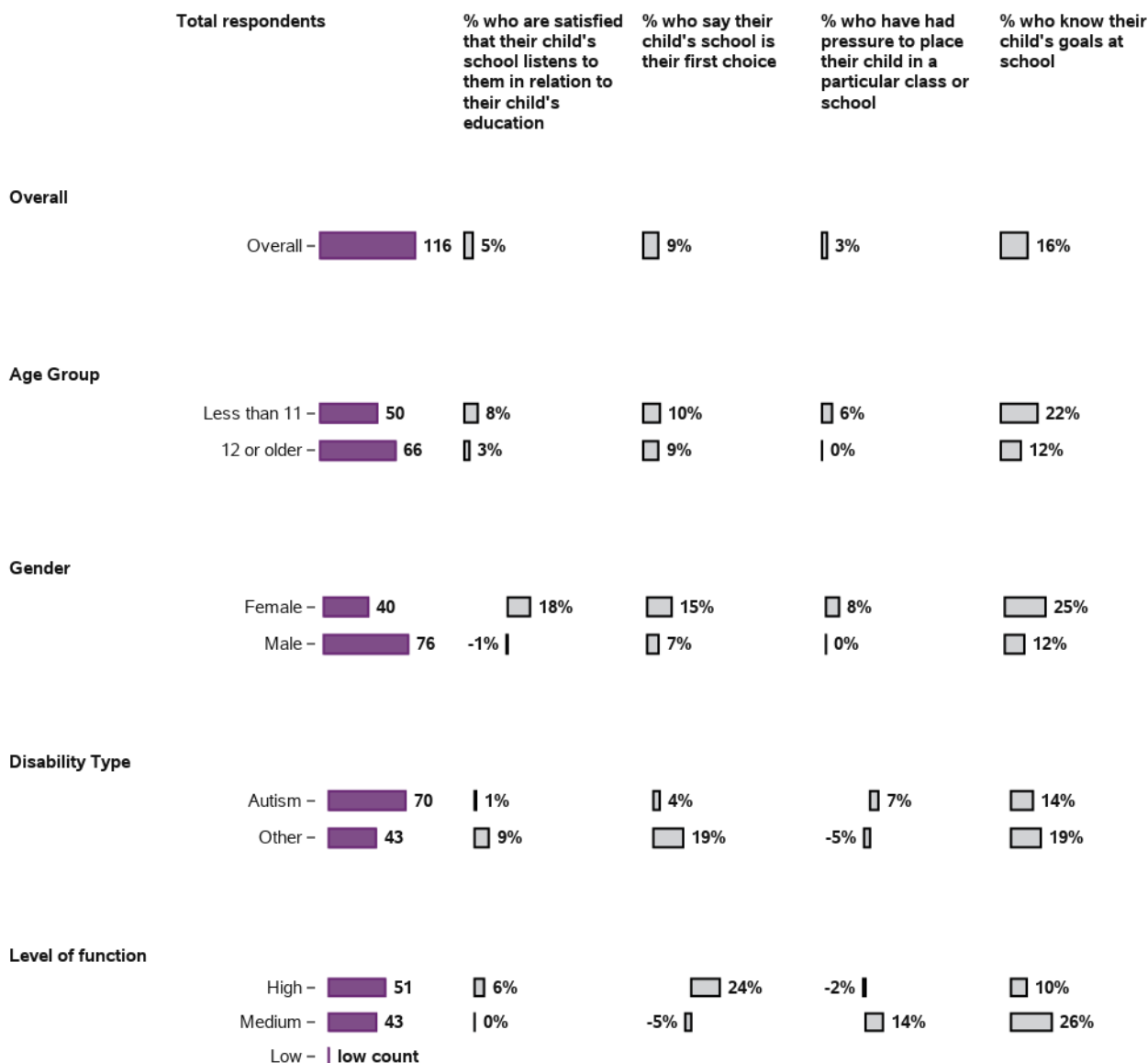
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



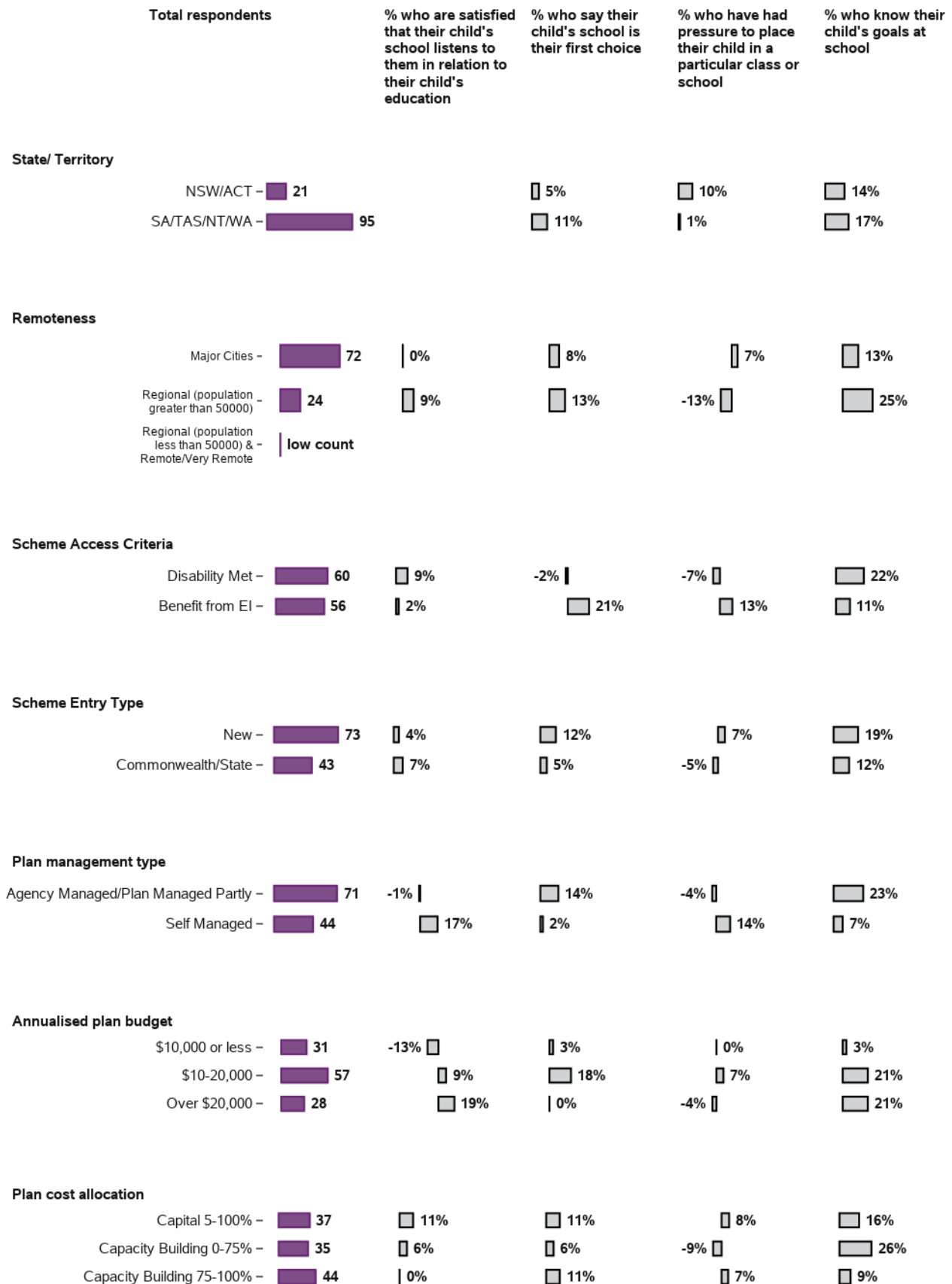
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



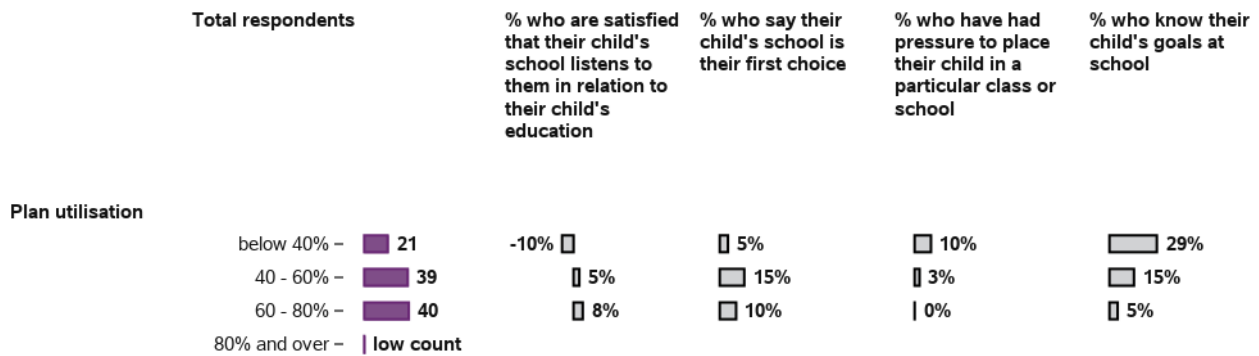
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



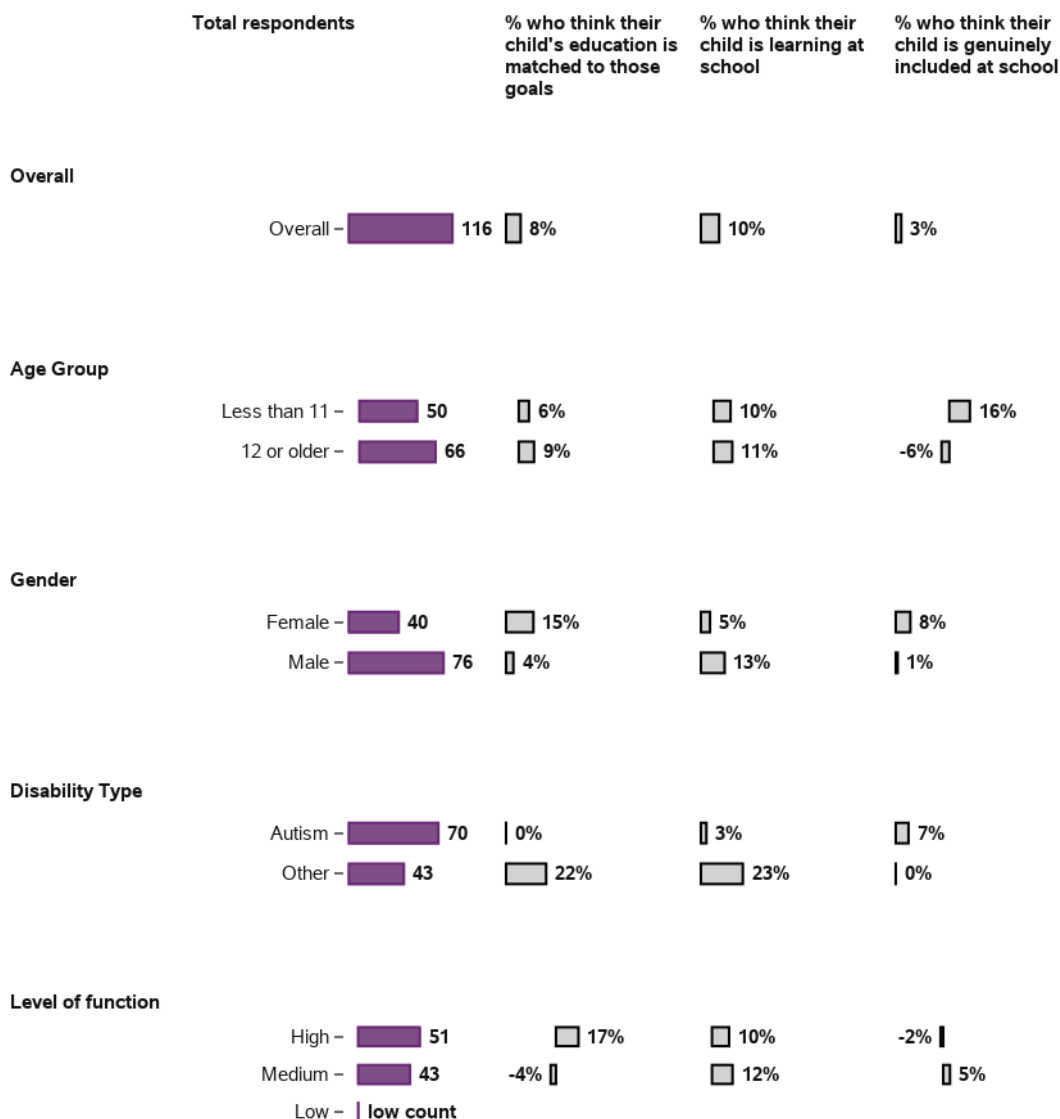
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



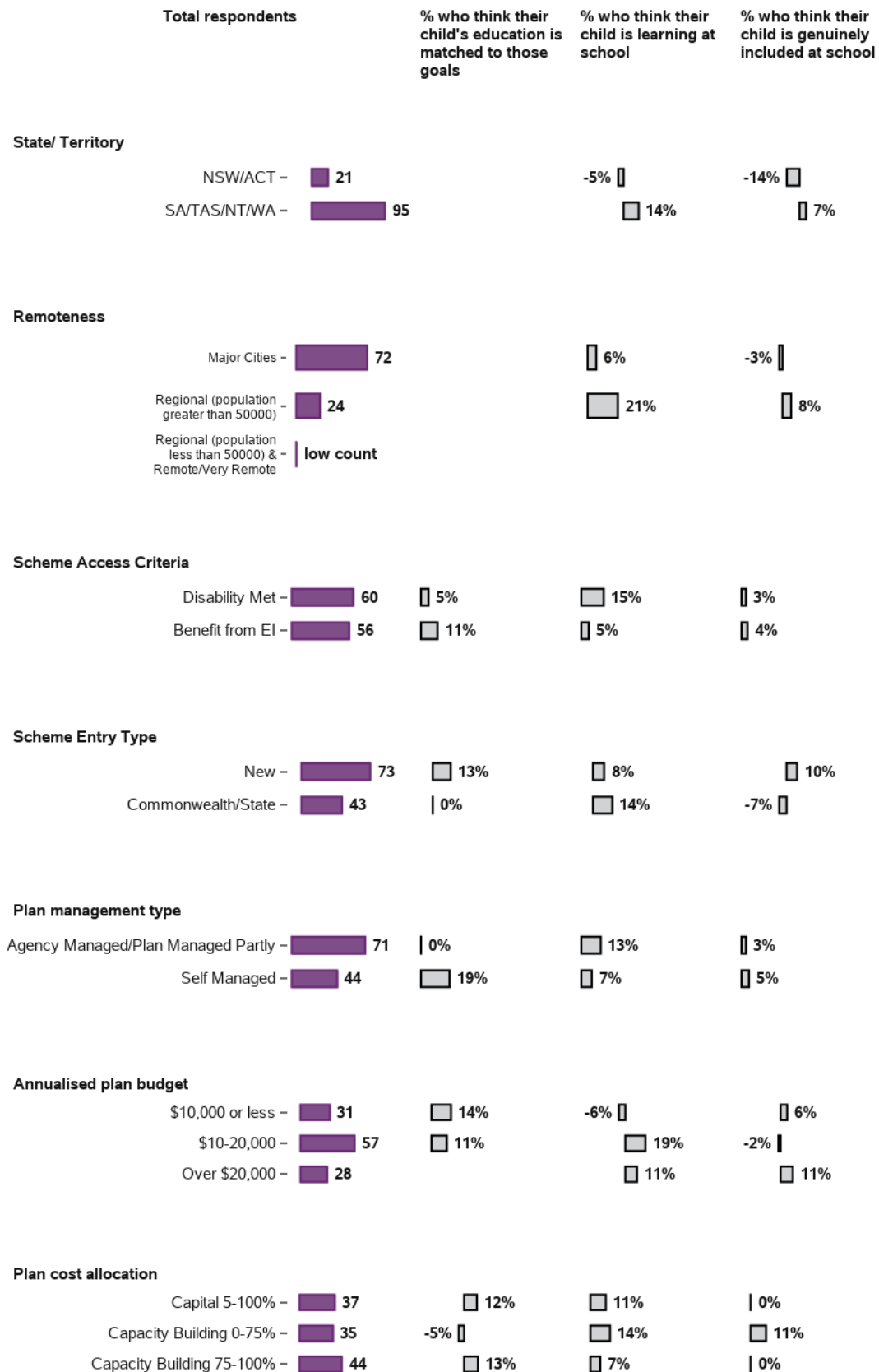
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



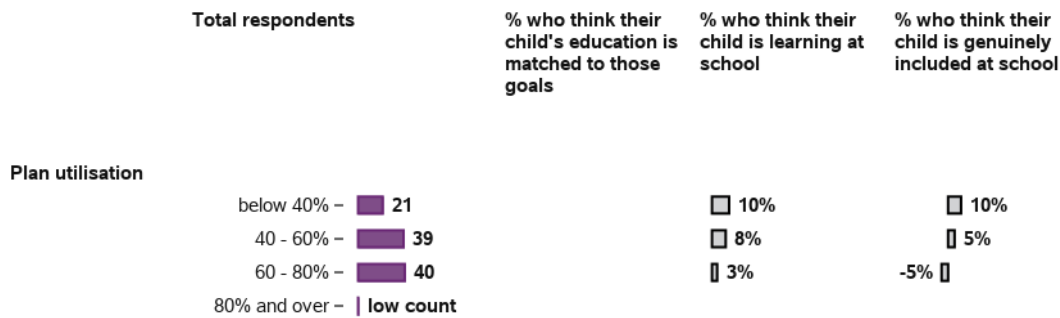
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



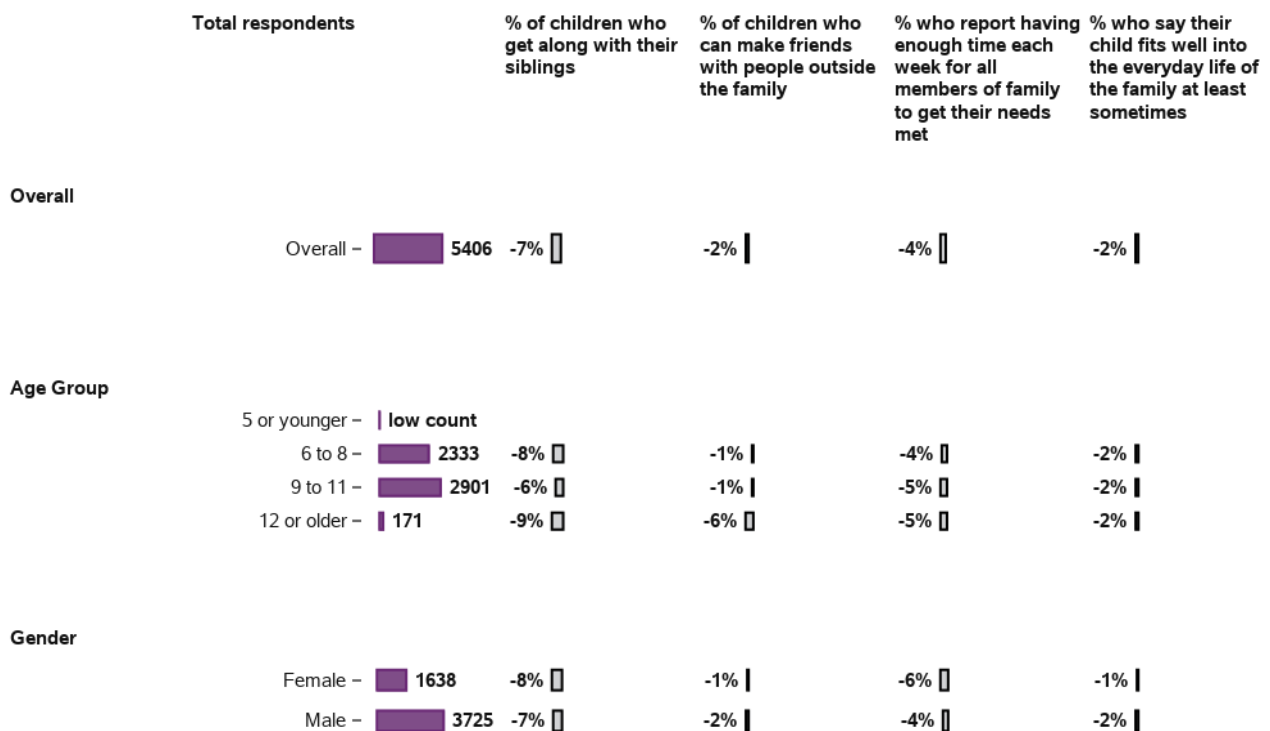
Appendix F.8.3 - Lifelong learning

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics



Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by 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
Disability Type				
Autism - 3323	-8%	-1%	-4%	-2%
Cerebral Palsy - 310	-4%	-3%	-5%	0%
Developmental delay - 43	5%	-2%	-14%	0%
Down Syndrome - 156	-1%	-2%	-2%	-1%
Global developmental delay - low count				
Hearing Impairment - 117	-2%	1%	-1%	0%
Intellectual Disability - 892	-9%	0%	-7%	-3%
Other - 40	-3%	-13%	-3%	3%
Other Neurological - 120	-12%	-6%	-3%	2%
Other Sensory/Speech - 181	-2%	-3%	-6%	-1%
Psychosocial disability - 25	-5%	-24%	-4%	-12%
Spinal Cord Injury / Other Physical - 94	0%	-1%	-9%	-1%
Visual Impairment - 90	3%	-1%	10%	1%
Level of function				
High - 2202	-7%	0%	-5%	0%
Medium - 1981	-8%	-2%	-4%	-2%
Low - 1223	-7%	-3%	-5%	-4%
Indigenous Status				
Indigenous - 315	-11%	-2%	-4%	-2%
Non-Indigenous - 2965	-7%	-2%	-5%	-2%
CALD Status				
CALD - 374	-5%	0%	-2%	-4%
Non-CALD - 5028	-7%	-2%	-5%	-2%
State/ Territory				
NSW - 3226	-7%	-1%	-4%	-2%
VIC - 728	-7%	-3%	-6%	-3%
QLD - 531	-8%	-1%	-2%	-2%
WA - 138	-10%	-5%	-7%	2%
SA - 585	-5%	1%	-3%	-1%
TAS - 93	-12%	-11%	-12%	-4%
ACT - 97	-7%	5%	-10%	0%
NT - low count				

Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by 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
Remoteness				
Major Cities - 3756	-7%	-2%	-5%	-2%
Regional (population greater than 50000) - 648	-8%	-3%	-6%	-2%
Regional (population between 15000 and 50000) - 303	-6%	-1%	-3%	0%
Regional (population between 5000 and 15000) - 273	-8%	-2%	-5%	-1%
Regional (population less than 5000) - 383	-10%	3%	-1%	1%
Remote/Very Remote - 43	0%	5%	2%	5%
Scheme Access Criteria				
Disability Met - 3671	-7%	-1%	-4%	-2%
Benefit from EI - 1663	-7%	-3%	-5%	0%
Scheme Entry Type				
New - 2057	-6%	0%	-5%	-1%
State - 2802	-8%	-2%	-4%	-3%
Commonwealth - 547	-8%	-2%	-4%	-2%
Plan management type				
Agency Managed - 1761	-6%	-1%	-5%	-1%
Plan Managed - 871	-11%	-2%	-5%	-4%
Self Managed Fully - 409	-5%	2%	-2%	0%
Self Managed Partly - 2364	-7%	-2%	-4%	-2%
Annualised plan budget				
\$10,000 or less - 1468	-5%	0%	-4%	0%
\$10-15,000 - 1426	-7%	-1%	-5%	-1%
\$15-20,000 - 758	-7%	-2%	-4%	1%
\$20-30,000 - 756	-7%	-3%	-5%	-4%
Over \$30,000 - 998	-11%	-4%	-4%	-6%
Plan cost allocation				
Capital 5-100% - 1348	-5%	-3%	-3%	-2%
Capacity Building 0-75% - 2221	-8%	-3%	-5%	-2%
Capacity Building 75-95% - 1353	-8%	1%	-5%	-1%
Capacity Building 95-100% - 483	-5%	1%	-5%	1%

Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by 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 utilisation				
below 20% - 275	-2% ↓	0% ↓	-4% ↓	-1% ↓
20 - 40% - 579	-5% ↓	2% ↓	0% ↓	1% ↓
40 - 60% - 1294	-6% ↓	-1% ↓	-5% ↓	0% ↓
60 - 80% - 1848	-8% ↓	-2% ↓	-6% ↓	-1% ↓
80% and over - 1410	-9% ↓	-3% ↓	-5% ↓	-5% ↓

Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by 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 - 5406	-2% ↓	0% ↓	2% ↓	1% ↓
Age Group				
5 or younger - low count				
6 to 8 - 2333	-2% ↓	-2% ↓	2% ↓	2% ↓
9 to 11 - 2901	-2% ↓	2% ↓	2% ↓	2% ↓
12 or older - 171	1% ↓	4% ↓	5% ↓	-9% ↓
Gender				
Female - 1638	-1% ↓	0% ↓	4% ↓	1% ↓
Male - 3725	-2% ↓	0% ↓	2% ↓	2% ↓

Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by 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 - 3323	-2% ▮	▮ 1%	▮ 2%	▮ 2%
Cerebral Palsy - 310	-6% ▮	▮ 0%	▮ 3%	-2% ▮
Developmental delay - 43	-4% ▮	▮ 2%	▮ 5%	
Down Syndrome - 156	-3% ▮	▮ 0%	▮ 3%	▮ 6%
Global developmental delay - low count				
Hearing Impairment - 117	-1% ▮	▮ 2%	▮ 3%	▮ 0%
Intellectual Disability - 892	-1% ▮	▮ 0%	▮ 3%	▮ 4%
Other - 40	▮ 0%	-13% ▮	▮ 8%	-5% ▮
Other Neurological - 120	-2% ▮	-2% ▮	-4% ▮	▮ 2%
Other Sensory/Speech - 181	-1% ▮	-3% ▮	▮ 2%	▮ 0%
Psychosocial disability - 25		▮ 4%	-4% ▮	
Spinal Cord Injury / Other Physical - 94	▮ 13%	▮ 2%	-1% ▮	-6% ▮
Visual Impairment - 90	▮ 0%	▮ 11%	▮ 8%	▮ 2%
Level of function				
High - 2202	-1% ▮	-2% ▮	▮ 2%	▮ 0%
Medium - 1981	-2% ▮	▮ 1%	▮ 4%	▮ 3%
Low - 1223	-5% ▮	▮ 3%	▮ 0%	▮ 3%
Indigenous Status				
Indigenous - 315	-4% ▮	▮ 8%	▮ 3%	▮ 5%
Non-Indigenous - 2965	-1% ▮	▮ 0%	▮ 2%	▮ 1%
CALD Status				
CALD - 374	-5% ▮	-2% ▮	▮ 2%	▮ 5%
Non-CALD - 5028	-2% ▮	▮ 0%	▮ 2%	▮ 1%
State/ Territory				
NSW - 3226	-1% ▮	▮ 0%	▮ 3%	▮ 1%
VIC - 728	-3% ▮	▮ 1%	-2% ▮	▮ 2%
QLD - 531	-2% ▮	▮ 1%	▮ 0%	▮ 1%
WA - 138	▮ 0%	-1% ▮	-3% ▮	▮ 14%
SA - 585	-3% ▮	▮ 1%	▮ 5%	▮ 2%
TAS - 93	▮ 0%	▮ 1%	▮ 0%	▮ 0%
ACT - 97	-2% ▮	▮ 6%	▮ 11%	-6% ▮
NT - low count				

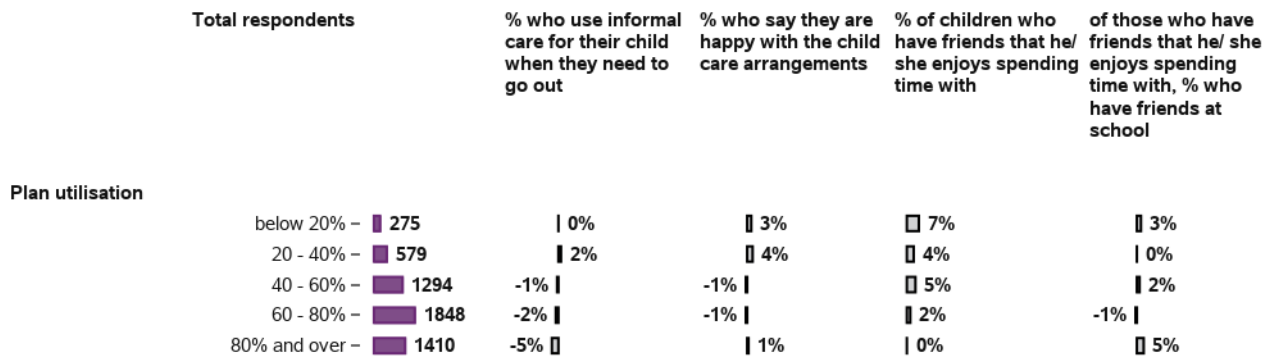
Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by 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
Remoteness				
Major Cities - 3756	-2%	0%	3%	2%
Regional (population greater than 50000) - 648	-2%	0%	1%	0%
Regional (population between 15000 and 50000) - 303	-3%	0%	6%	0%
Regional (population between 5000 and 15000) - 273	1%	1%	-1%	-5%
Regional (population less than 5000) - 383	-2%	4%	1%	1%
Remote/Very Remote - 43	-4%	14%	-5%	
Scheme Access Criteria				
Disability Met - 3671	-2%	1%	2%	1%
Benefit from EI - 1663	-1%	-1%	3%	1%
Scheme Entry Type				
New - 2057	-1%	-1%	3%	1%
State - 2802	-2%	1%	1%	2%
Commonwealth - 547	-1%	-1%	3%	1%
Plan management type				
Agency Managed - 1761	-1%	-2%	3%	2%
Plan Managed - 871	-5%	0%	2%	2%
Self Managed Fully - 409	-1%	6%	4%	1%
Self Managed Partly - 2364	-1%	1%	2%	1%
Annualised plan budget				
\$10,000 or less - 1468	0%	-1%	5%	1%
\$10-15,000 - 1426	0%	-1%	1%	1%
\$15-20,000 - 758	0%	-1%	3%	0%
\$20-30,000 - 756	-3%	-3%	1%	5%
Over \$30,000 - 998	-10%	6%	0%	1%
Plan cost allocation				
Capital 5-100% - 1348	-1%	1%	3%	-2%
Capacity Building 0-75% - 2221	-4%	2%	1%	3%
Capacity Building 75-95% - 1353	0%	-2%	2%	2%
Capacity Building 95-100% - 483	0%	0%	7%	4%

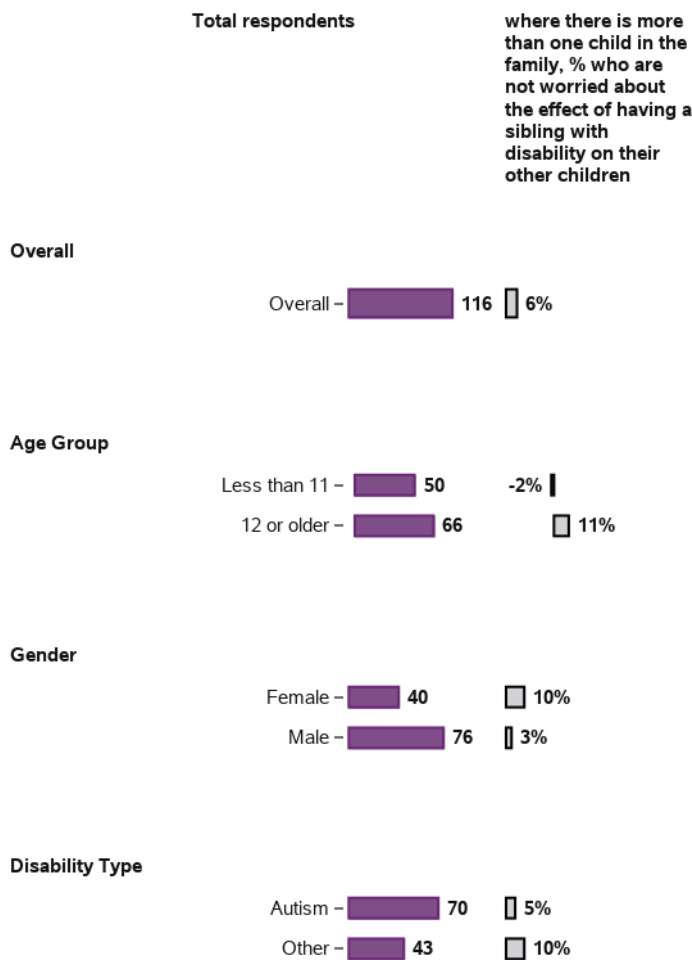
Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)



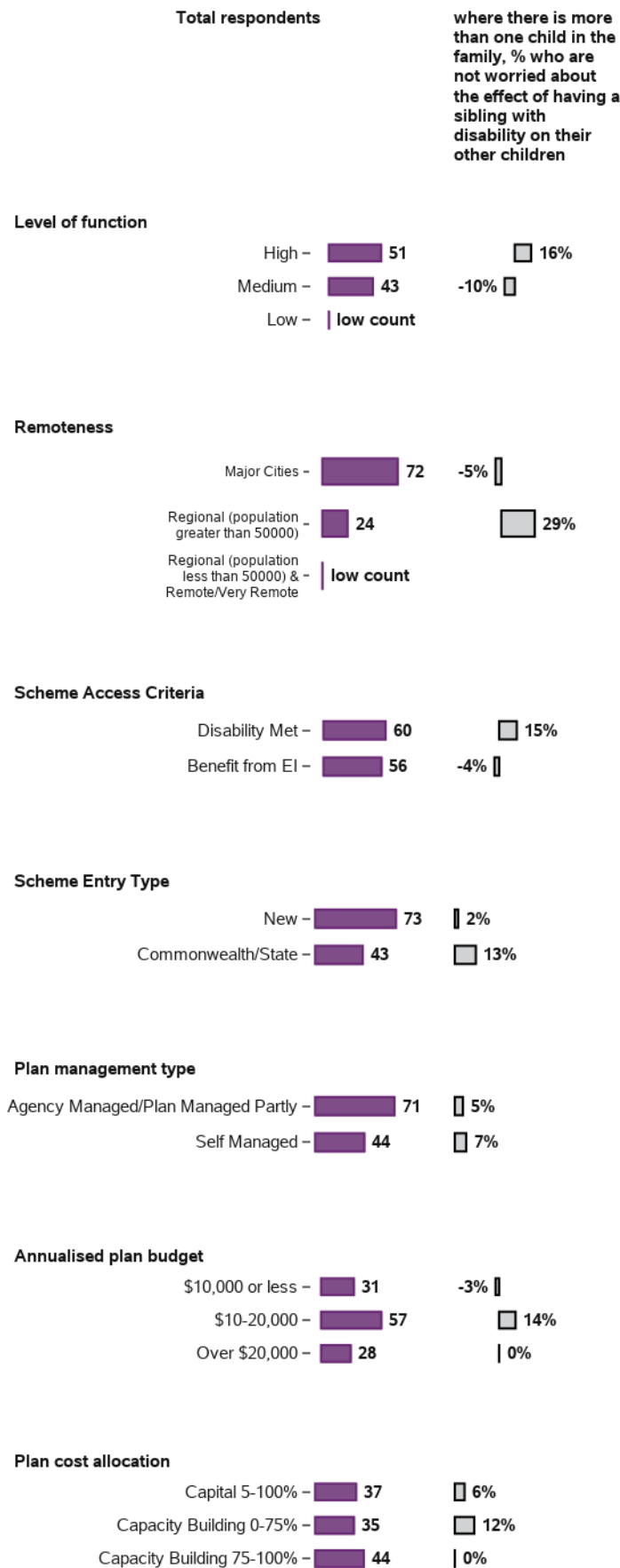
Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics



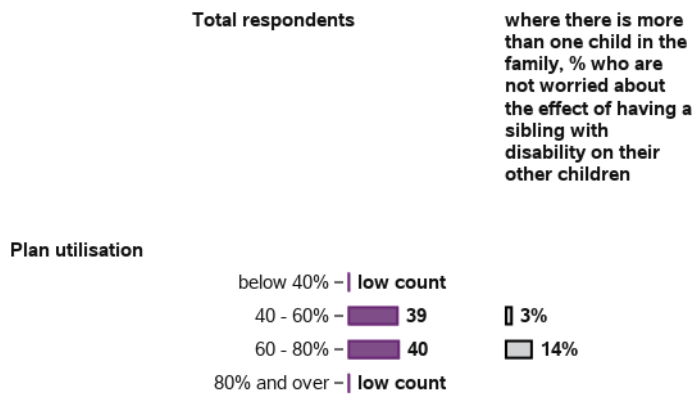
Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



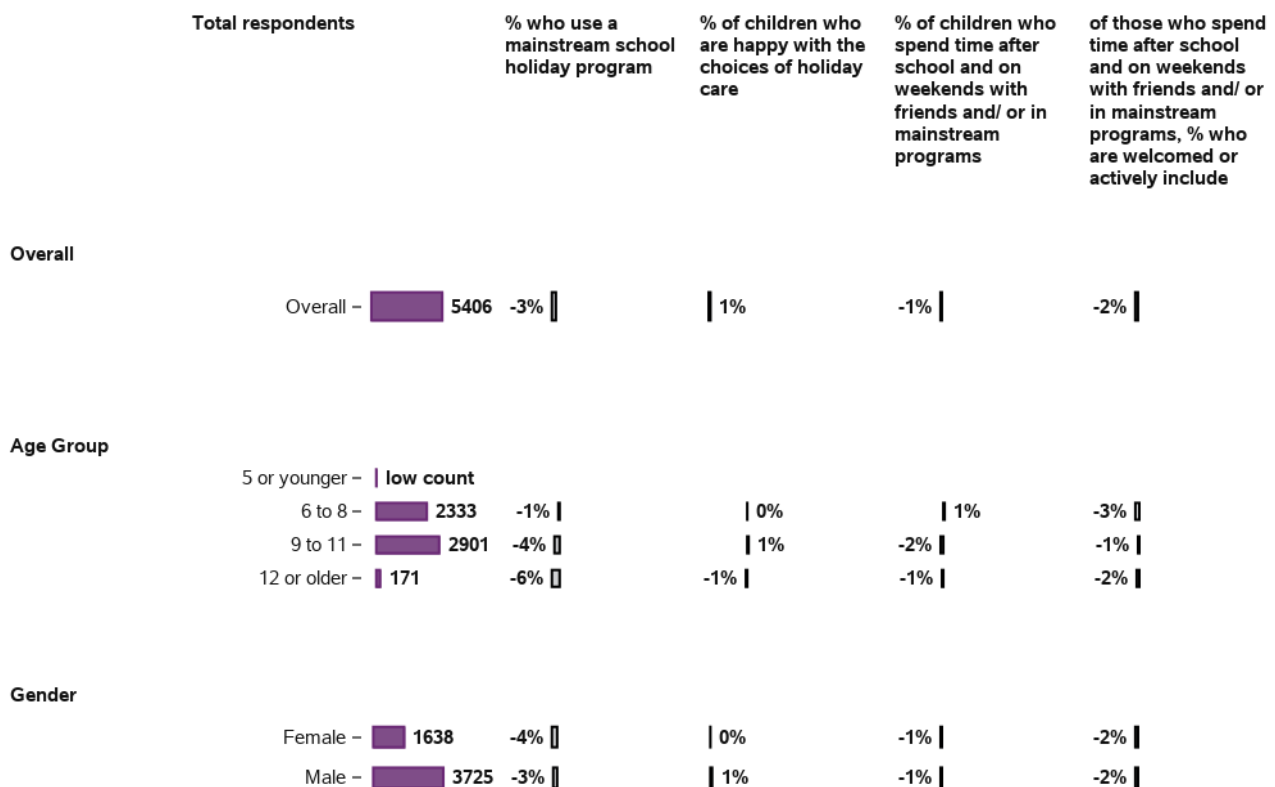
Appendix F.8.4 - Relationships

Change in longitudinal indicators from baseline to third review for LF - by participant characteristics (continued)



Appendix F.8.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics



Appendix F.8.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to third review for SF - by 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 include
Disability Type					
Autism -	3323	-3% ▮	▮ 1%	-1% ▮	-1% ▮
Cerebral Palsy -	310	-2% ▮	▮ 0%	-4% ▮	▮ 5%
Developmental delay -	43	▮ 0%	▮ 2%	-3% ▮	
Down Syndrome -	156	-2% ▮	-3% ▮	-4% ▮	-2% ▮
Global developmental delay -	low count				
Hearing Impairment -	117	-1% ▮	▮ 2%	▮ 1%	-1% ▮
Intellectual Disability -	892	-3% ▮	▮ 1%	-1% ▮	-6% ▮
Other -	40	-3% ▮	▮ 0%	▮ 0%	
Other Neurological -	120	-4% ▮	-2% ▮	▮ 0%	▮ 3%
Other Sensory/Speech -	181	-4% ▮	-2% ▮	▮ 2%	-9% ▮
Psychosocial disability -	25	▮ 4%	-8% ▮	▮ 22%	
Spinal Cord Injury / _	94	-1% ▮	-1% ▮	-2% ▮	▮ 5%
Other Physical					
Visual Impairment -	90	▮ 1%	-1% ▮	▮ 1%	-2% ▮
Level of function					
High -	2202	-3% ▮	▮ 1%	0% ▮	-3% ▮
Medium -	1981	-3% ▮	▮ 0%	-2% ▮	0% ▮
Low -	1223	-2% ▮	▮ 1%	-1% ▮	-4% ▮
Indigenous Status					
Indigenous -	315	-7% ▮	▮ 2%	-2% ▮	-6% ▮
Non-Indigenous -	2965	-3% ▮	▮ 0%	-1% ▮	-2% ▮
CALD Status					
CALD -	374	-2% ▮	-1% ▮	-2% ▮	▮ 3%
Non-CALD -	5028	-3% ▮	▮ 1%	-1% ▮	-2% ▮
State/ Territory					
NSW -	3226	-2% ▮	▮ 1%	-1% ▮	-3% ▮
VIC -	728	-2% ▮	-1% ▮	-2% ▮	-2% ▮
QLD -	531	-5% ▮	▮ 5%	▮ 1%	-6% ▮
WA -	138	-2% ▮	▮ 2%	▮ 2%	▮ 9%
SA -	585	-7% ▮	-1% ▮	-4% ▮	▮ 3%
TAS -	93	-2% ▮	▮ 1%	-5% ▮	
ACT -	97	▮ 1%	▮ 1%	▮ 5%	-12% ▮
NT -	low count				

Appendix F.8.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to third review for SF - by 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 include
Remoteness				
Major Cities - 3756	-3%	0%	-2%	-2%
Regional (population greater than 50000) - 648	-5%	1%	1%	-4%
Regional (population between 15000 and 50000) - 303	1%	1%	-1%	-4%
Regional (population between 5000 and 15000) - 273	-3%	1%	-2%	8%
Regional (population less than 5000) - 383	0%	4%	3%	1%
Remote/Very Remote - 43	-3%	-2%	-9%	
Scheme Access Criteria				
Disability Met - 3671	-2%	1%	-2%	-2%
Benefit from EI - 1663	-5%	0%	1%	-3%
Scheme Entry Type				
New - 2057	-5%	0%	1%	-2%
State - 2802	-2%	1%	-3%	-2%
Commonwealth - 547	1%	3%	3%	-3%
Plan management type				
Agency Managed - 1761	-1%	-1%	-1%	-4%
Plan Managed - 871	-3%	1%	-2%	0%
Self Managed Fully - 409	-7%	2%	4%	2%
Self Managed Partly - 2364	-3%	1%	-1%	-3%
Annualised plan budget				
\$10,000 or less - 1468	-2%	1%	2%	-5%
\$10-15,000 - 1426	-3%	0%	-2%	1%
\$15-20,000 - 758	-6%	2%	-1%	2%
\$20-30,000 - 756	-3%	0%	-3%	-1%
Over \$30,000 - 998	-2%	1%	-2%	-8%
Plan cost allocation				
Capital 5-100% - 1348	-3%	0%	-2%	-2%
Capacity Building 0-75% - 2221	-2%	1%	-3%	-2%
Capacity Building 75-95% - 1353	-4%	0%	1%	-1%
Capacity Building 95-100% - 483	-2%	2%	6%	-5%

Appendix F.8.5 - Social, community and civic participation
Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)

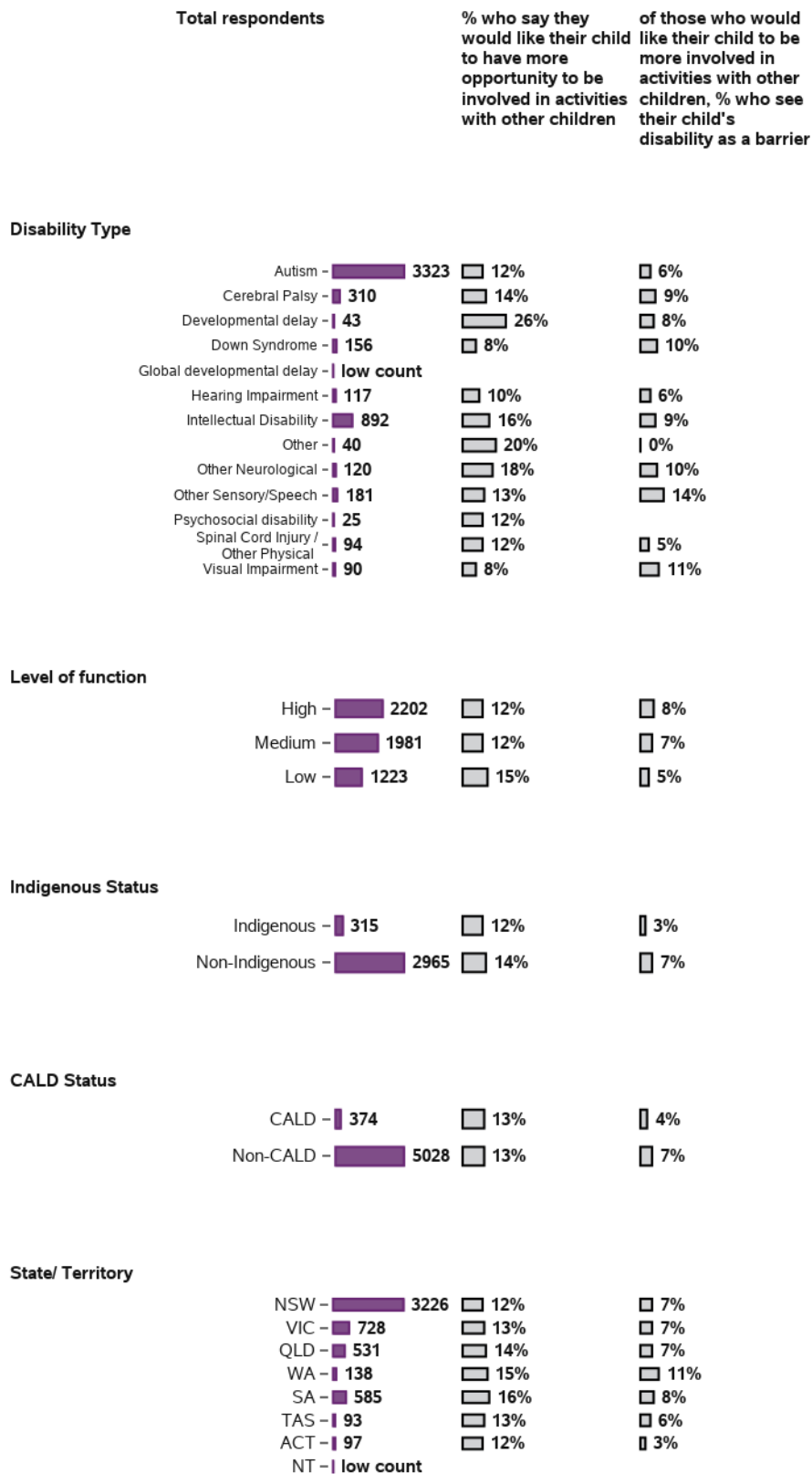
Total respondents	% who use a mainstream school holiday program	% of children who are happy with the choices of holiday care	% of children who spend time after school and on weekends with friends and/ or in mainstream programs	of those who spend time after school and on weekends with friends and/ or in mainstream programs, % who are welcomed or actively include
Plan utilisation				
below 20% - 275	-2%	2%	-2%	1%
20 - 40% - 579	-1%	1%	0%	-2%
40 - 60% - 1294	-3%	3%	1%	-1%
60 - 80% - 1848	-4%	0%	-2%	-1%
80% and over - 1410	-3%	-1%	-1%	-5%

Appendix F.8.5 - Social, community and civic participation
Change in longitudinal indicators from baseline to third review for SF - by 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
Overall		
Overall - 5406	13%	7%
Age Group		
5 or younger - low count		
6 to 8 - 2333	14%	8%
9 to 11 - 2901	12%	7%
12 or older - 171	8%	7%
Gender		
Female - 1638	13%	8%
Male - 3725	13%	7%

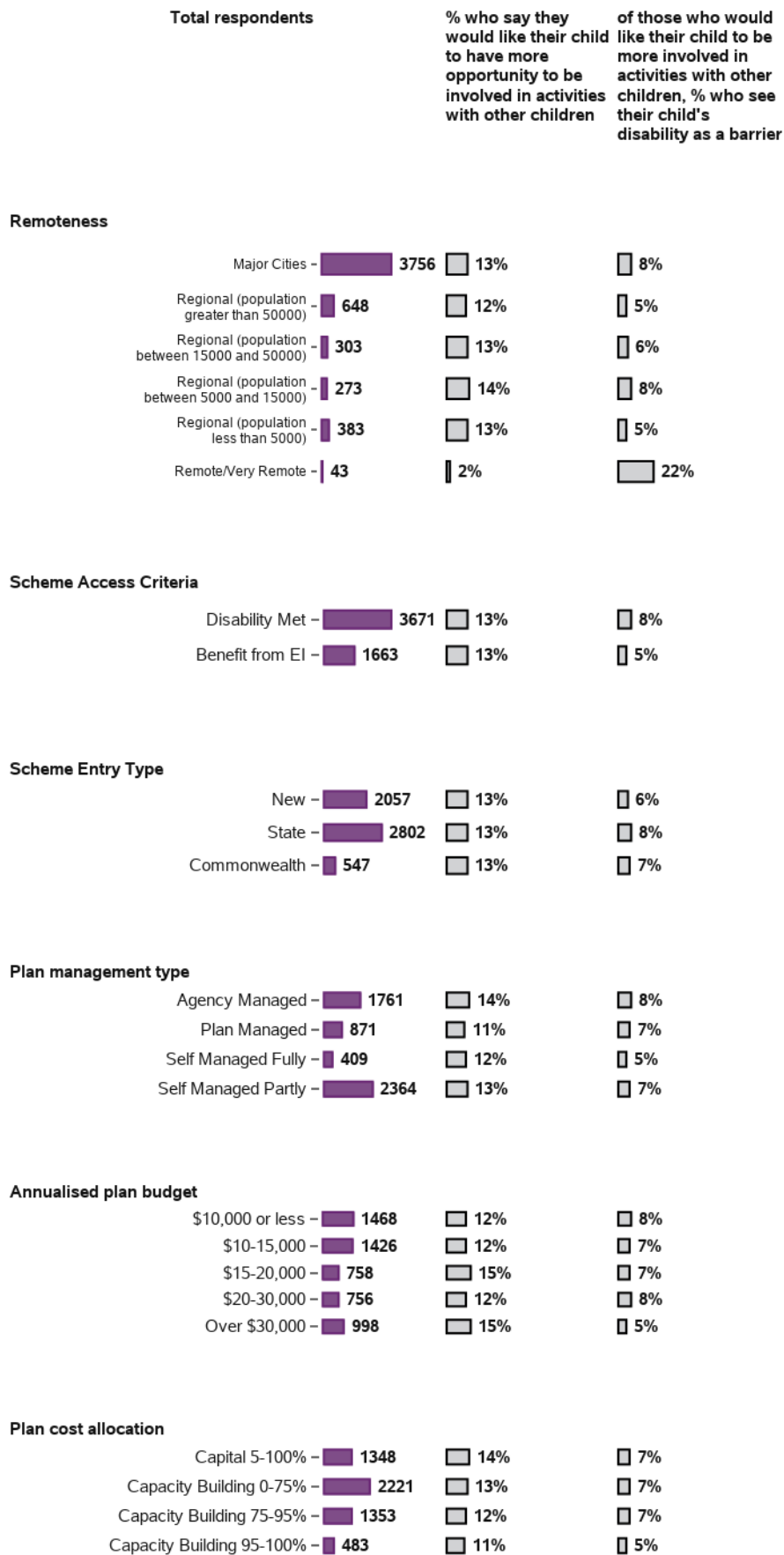
Appendix F.8.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)



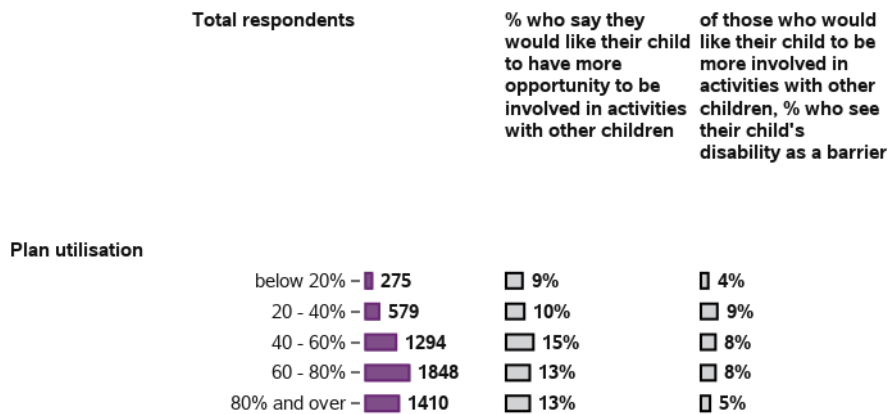
Appendix F.8.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)



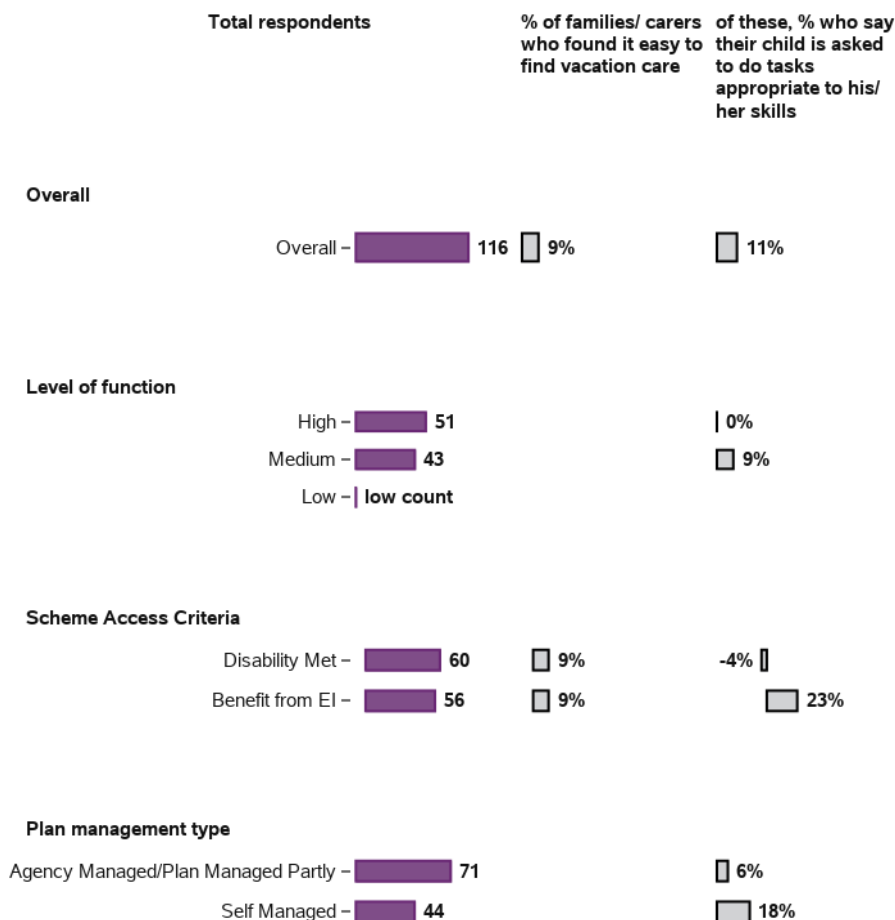
Appendix F.8.5 - Social, community and civic participation

Change in longitudinal indicators from baseline to third review for SF - by participant characteristics (continued)



Appendix F.8.5 - Social, community and civic participation

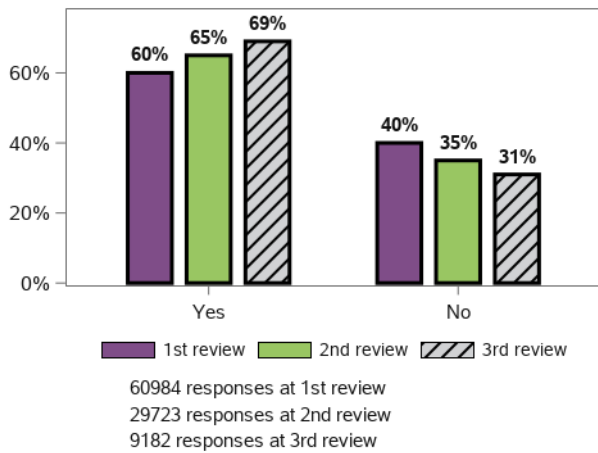
Change in longitudinal indicators from baseline to third review for LF - by participant characteristics



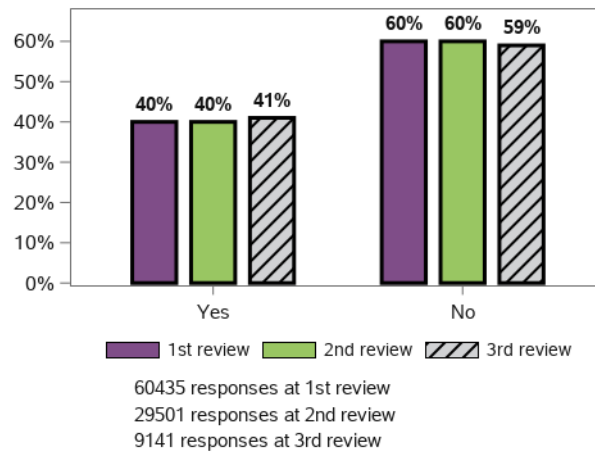
Appendix F.9 - Participants from school to age 14 - Has the NDIS helped? indicators at first, second and third reviews - aggregate

Appendix F.9.1 - All domains

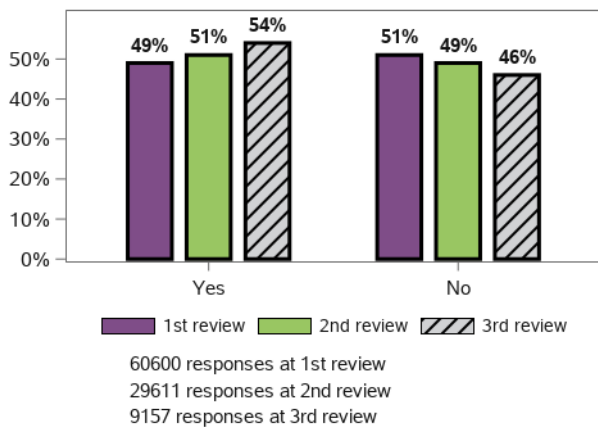
Daily living: Has the NDIS helped your child to become more independent?



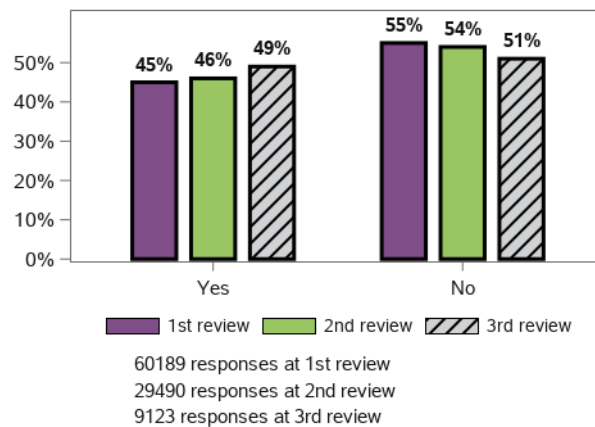
Lifelong learning: Has the NDIS improved your child's access to education?



Relationships: Has the NDIS improved your child's relationships with family and friends?



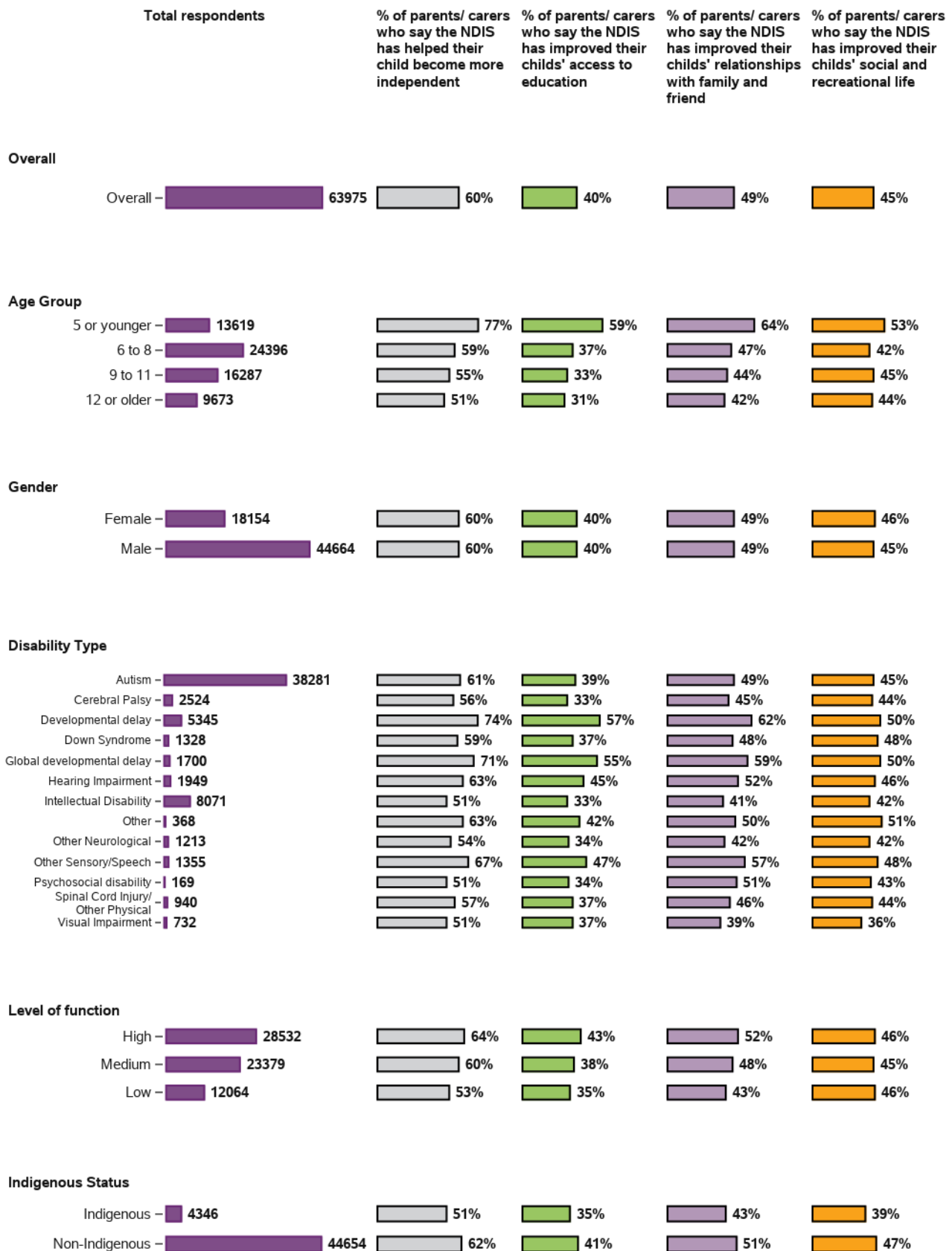
Social, community and civic participation: Has the NDIS improved your child's social and recreational life?



Appendix F.10 - Participants from school to age 14 - Has The NDIS helped? indicators at first review - by participant characteristics

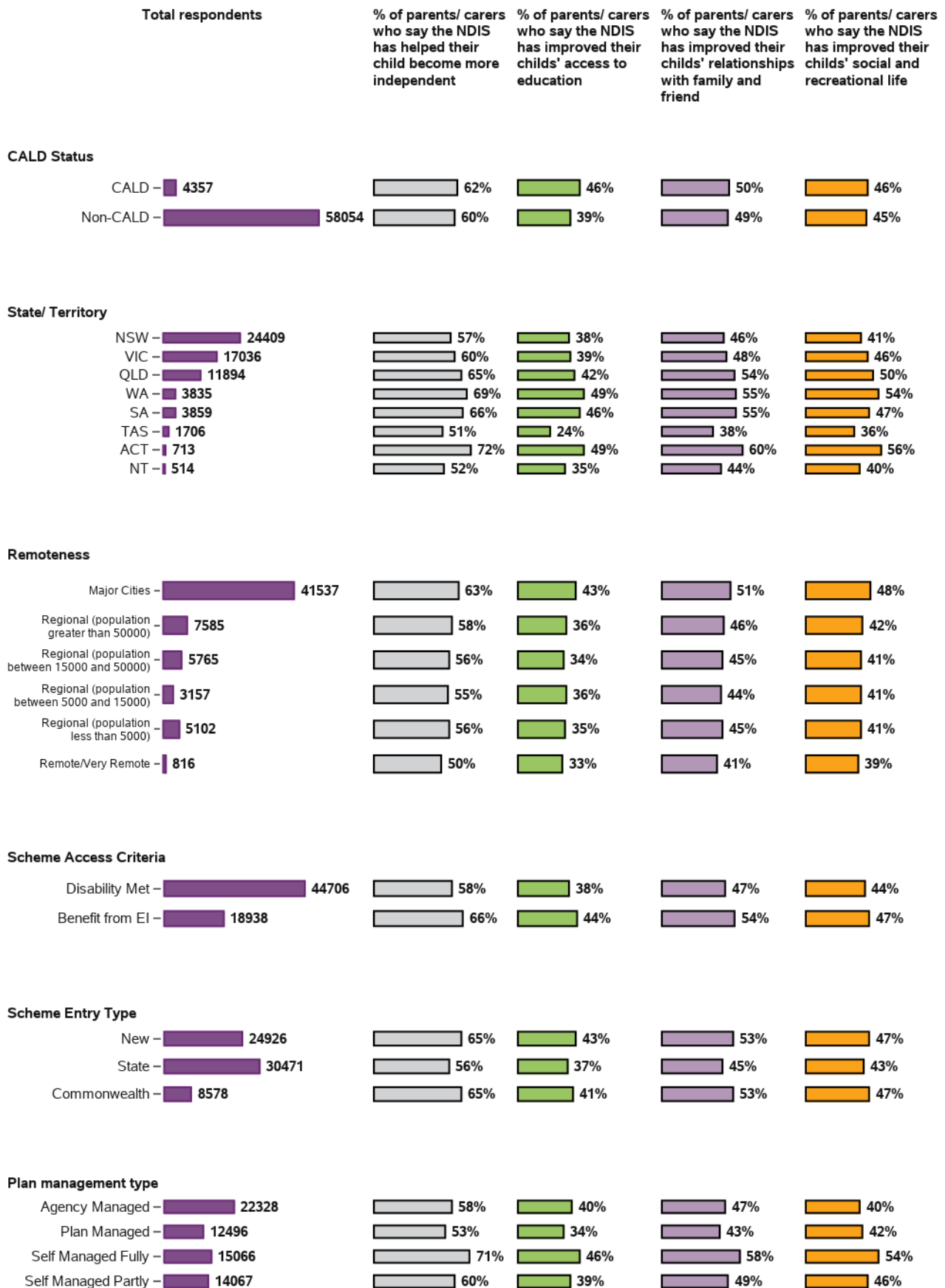
Appendix F.10.1 - All domains

Has The NDIS Helped? indicators at first review for SF - by participant characteristics



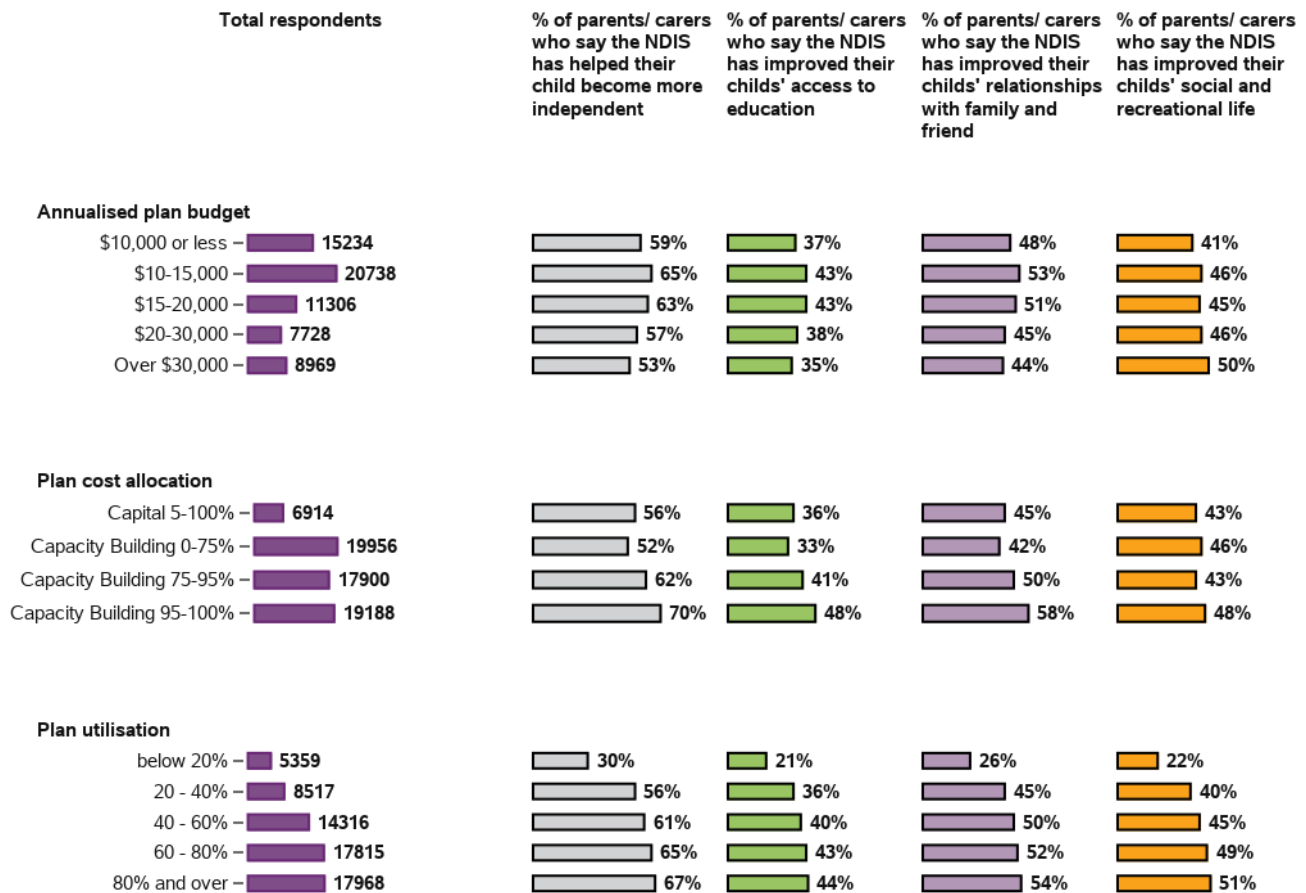
Appendix F.10.1 - All domains

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



Appendix F.10.1 - All domains

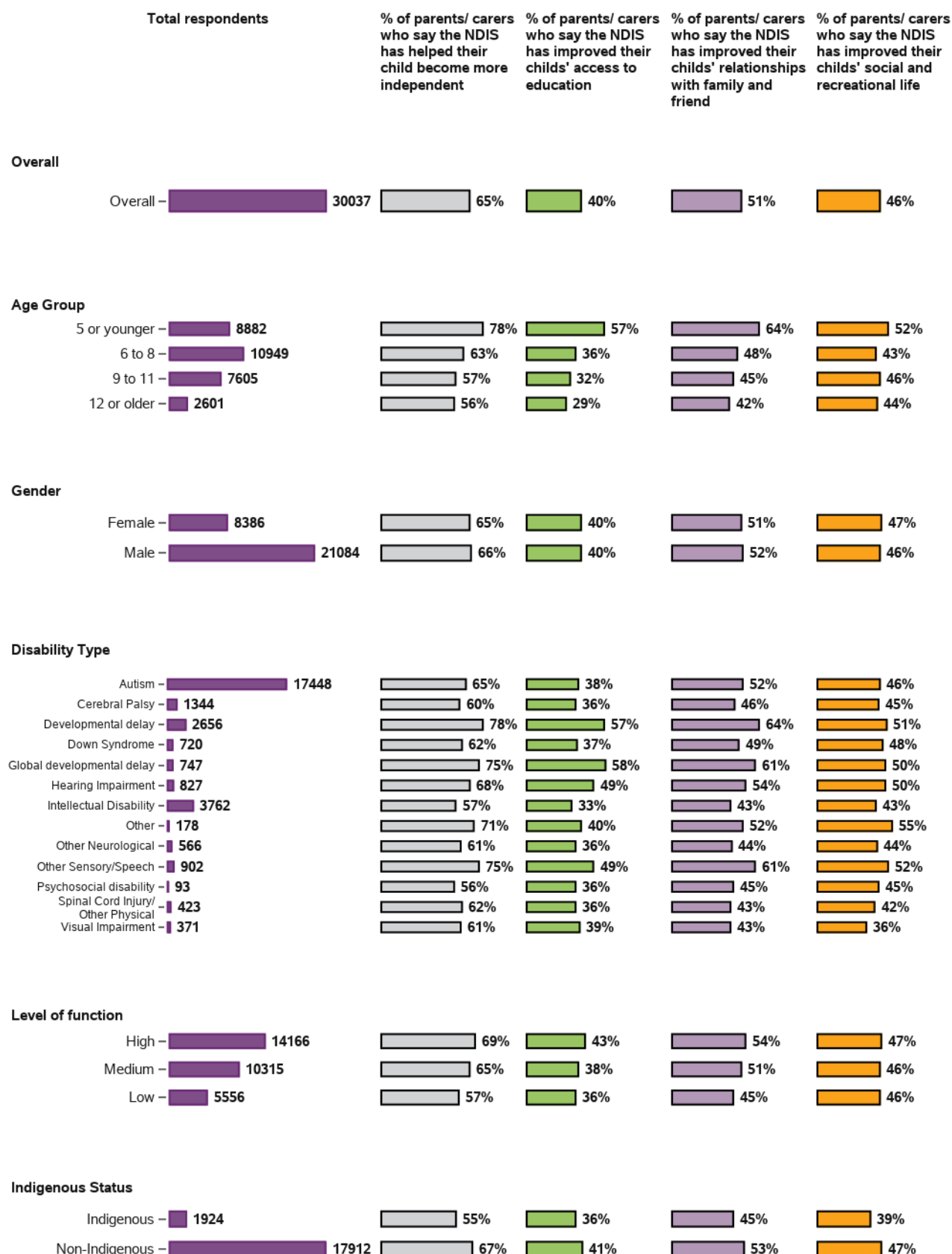
Has The NDIS Helped? indicators at first review for SF - by participant characteristics (continued)



Appendix F.11 - Participants from school to age 14 - Has The NDIS helped? indicators at second review - by participant characteristics

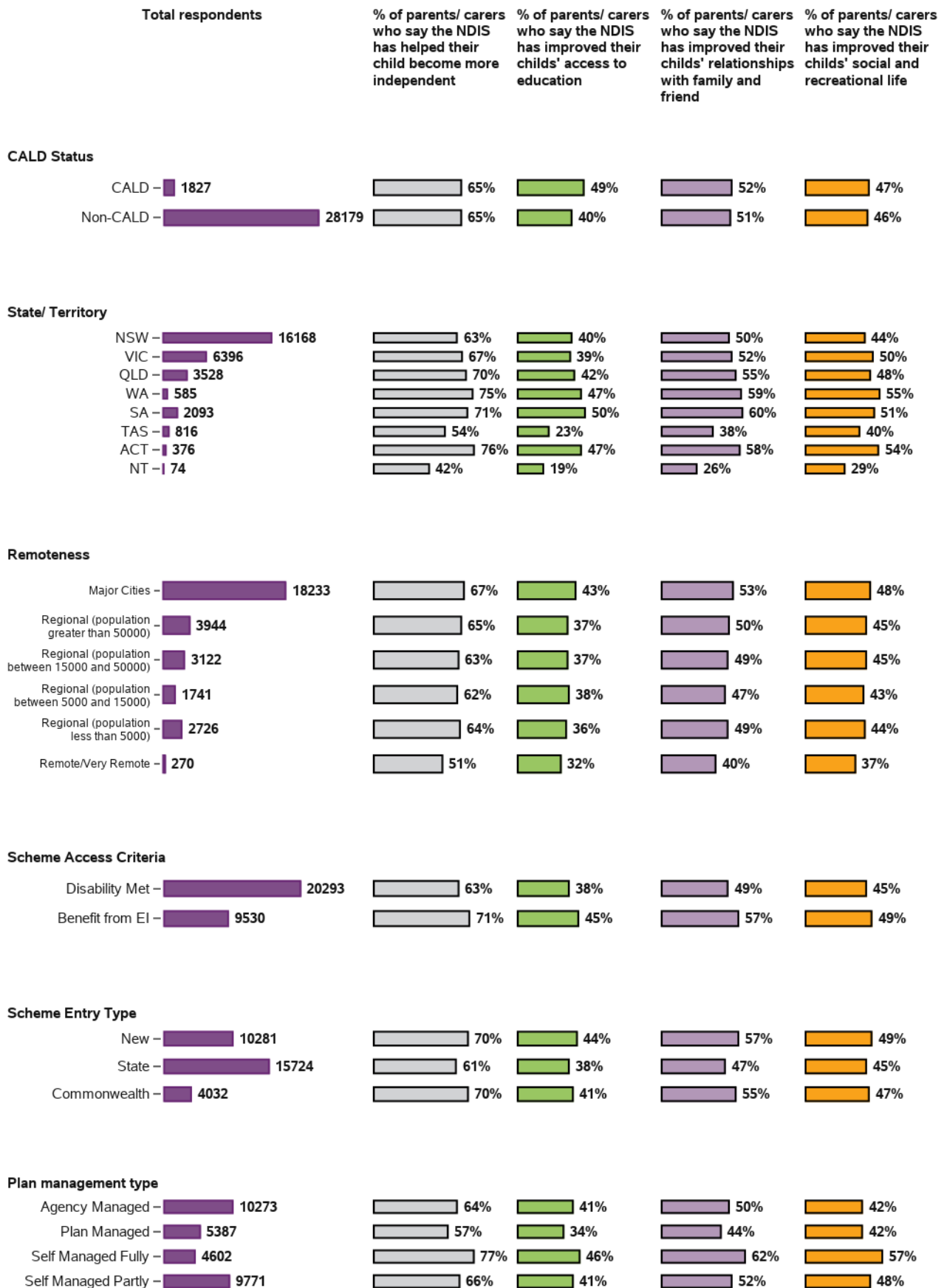
Appendix F.11.1 - All domains

Has The NDIS Helped? indicators at second review for SF - by participant characteristics



Appendix F.11.1 - All domains

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



Appendix F.11.1 - All domains

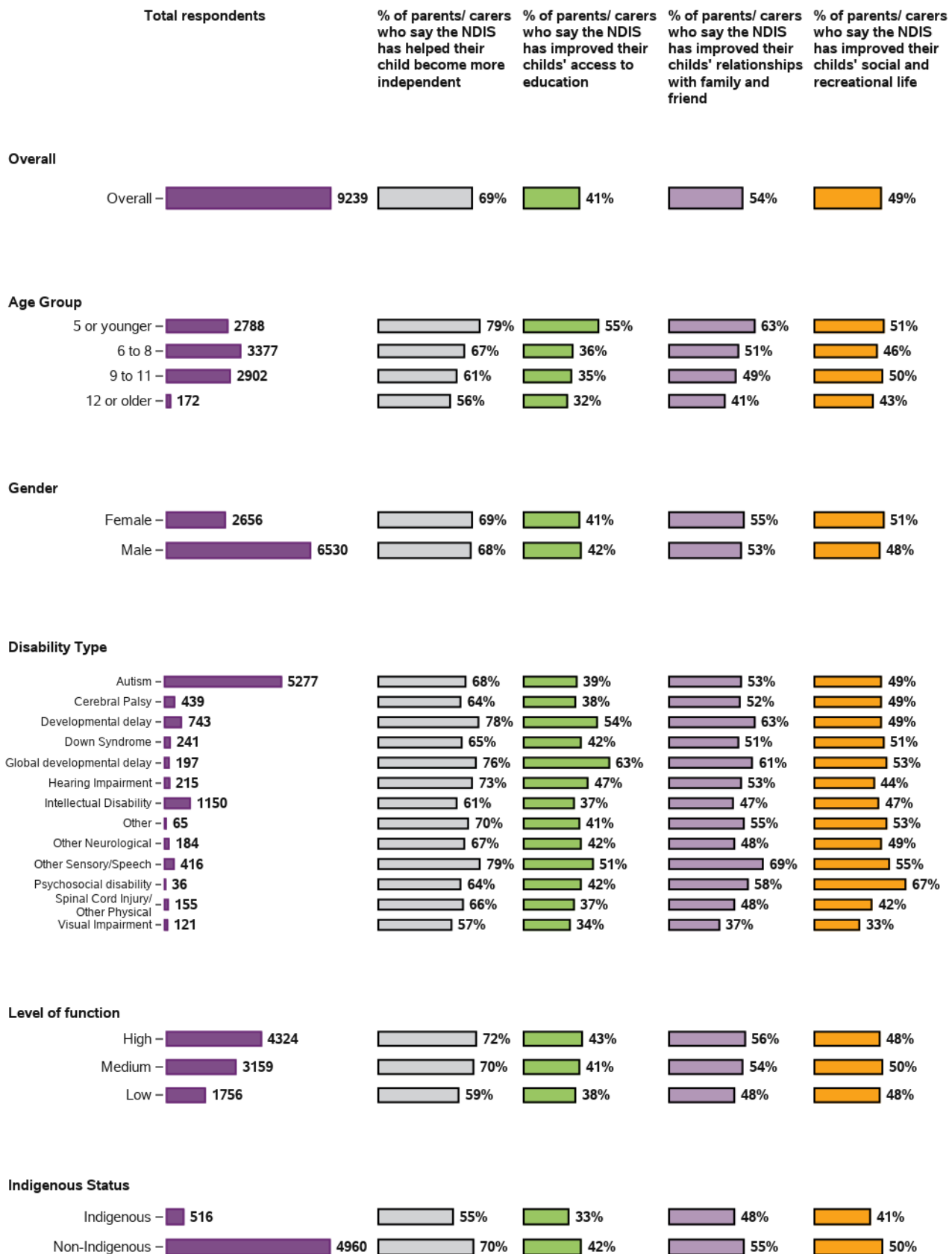
Has The NDIS Helped? indicators at second review for SF - by participant characteristics (continued)



Appendix F.12 - Participants from school to age 14 - Has The NDIS helped? indicators at third review - by participant characteristics

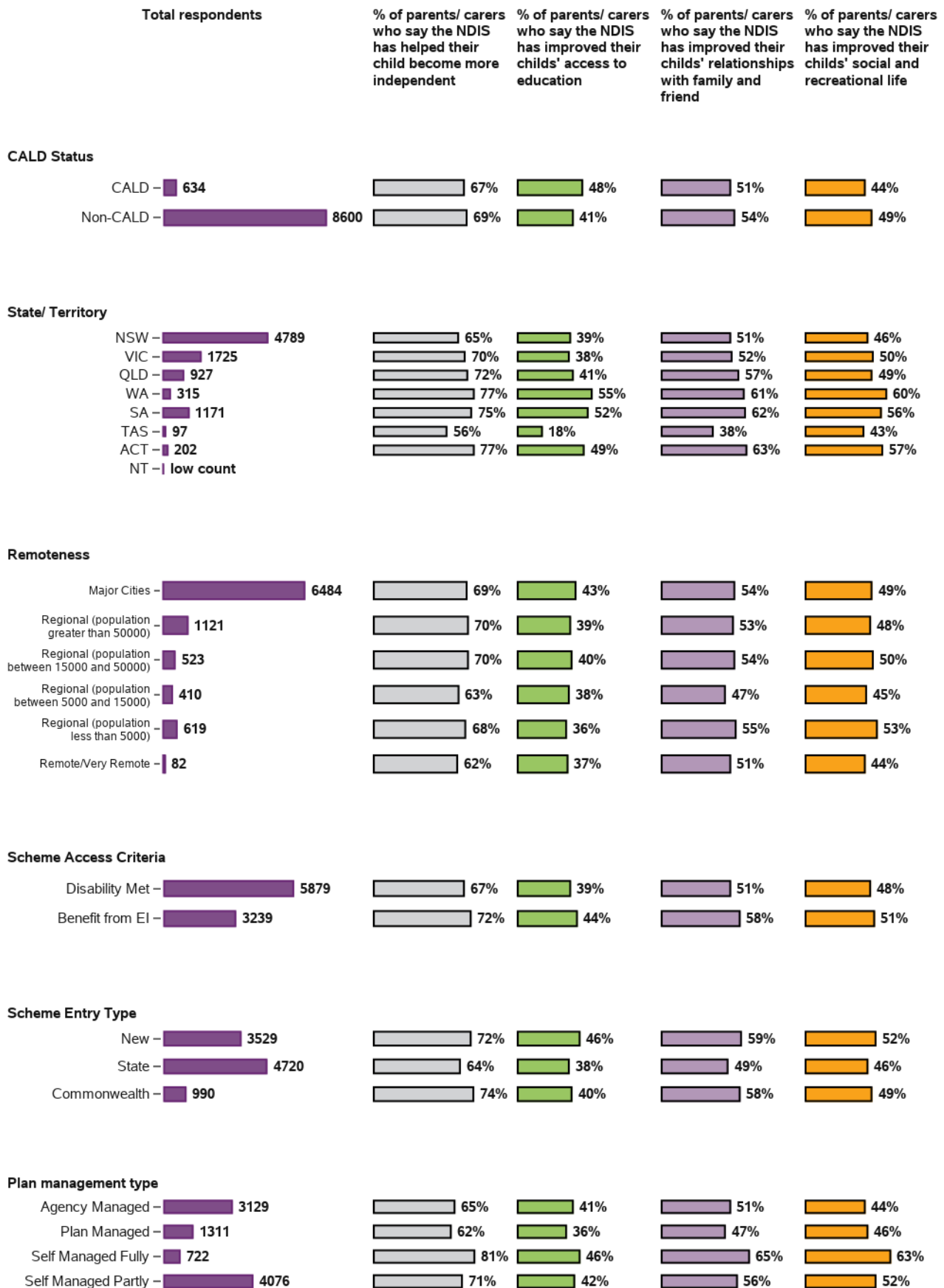
Appendix F.12.1 - All domains

Has The NDIS Helped? indicators at third review for SF - by participant characteristics



Appendix F.12.1 - All domains

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



Appendix F.12.1 - All domains

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

