### Participant and families/carers outcomes at Scheme entry and changes of outcomes between Scheme entry to subsequent yearly reviews, as at 30 June 2021

### Service district: Inner East Melbourne

Autocomes Indicators:
Percentage (%) shown for each outcome indicator represents the proportion of participants whose response satsifies the outcome indicator description.

At Scheme entry: includes participants who entered the Scheme after the 30th of June 2016 and have received their first plan and are still in the Scheme as at 30 June 2021. Percentages are not shown where there are less than 20 participants.

Cheme entry to first review: includes participants who have been in the Scheme for one year as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Cheme entry to second review: include participants who have been in the Scheme for two years as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants. Participant's Local Government Area at Scheme entry is based on participant's address closest to the effective date of the baseline plan. Participant's Local Government Area at subsequent review is based on participant's address closest to the effective date of the review plan Participants from birth to starting school Participant life domain **Outcomes indicator description** entry (%) iving arrangement 0% 5% 14% Housing arrangement % of children who live in a private home owned or rented from private landlord 95% 0% 2% ■ 10% ■ 18% 15% 12% Domain 1: Daily living % of parents/carers with concerns in 6 or more areas 65% Domain 1: Daily living % of children who use specialist services 66% 90% 92% 6% 5% 13% Domain 1: Daily living % of parents/carers who say that specialist services help their child gain skills she/he needs to participate in everyday life 11% 0% 0% % of parents/carers who say that specialist services support them in assisting their child 6% omain 1: Daily living Domain 2: Choice and control % of parents/carers who say their child is able to tell them what he/she wants 68% 28% 27% 5% 9% 5% 6% % of children who get along with his/her brother(s)/sister(s)
% of children who can make friends with people outside the family Domain 3: Relationships 0% 7% 3% 6% 7% 3% 4% 5% 4% 1% 2% 5% Domain 3: Relationships **53%** % of parents/carers who say their child joins them when they complete tasks at home % of parents/carers who say their child joins them when they complete tasks outside the home Domain 3: Relationships 64% 12% 2% -15% omain 3: Relationships 8% Domain 3: Relationships % of parents/carers who say their child fits in with the everyday life of the family 69% % children who have friends that he/she enjoys playing with Of those who have friends, these friends are at preschool or playground 16% 15% Domain 4: Social, community and civic participation 38% **13%** Domain 4: Social, community and civic participation 78% % of children who participate in age appropriate community, cultural or religious activities Of those who participate, % who feel welcomed or actively included -7% Domain 4: Social, community and civic participation 53% 5% 2% 7% Oomain 4: Social, community and civic participation 63% Domain 4: Social, community and civic participation % of parents/carers who would like their child to be more involved in community activities 76% **13%** Oomain 4: Social, community and civic participation % of parents/carers who say their child's disability is one of the barriers to being involved in community activities 7% **21%** Has the NDIS helped? omain 1: Daily living % of parents/carers who say the NDIS has improved their child's development Domain 1: Daily living % of parents/carers who say the NDIS has improved their child's access to specialist services Oomain 2: Choice and control % of parents/carers who say the NDIS has improved their child's ability to communicate what they want % of parents/carers who say the NDIS has improved how their child fits into family life Domain 3: Relationships **85**% Domain 4: Social, community and civic participation % of parents/carers who say the NDIS has improved how their child fits into community life Participants from starting school to age 14 At Scheme entry to fourth year Participant life domain **Outcomes indicator description** entry (%) year review review iving arrangement 1% -3% % of children who live in a private home rented from public authority 0% -1% lousing arrangemen 96% 24% 0% 0% % 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 Domain 1: Daily living 18% 36% -2% 14% Domain 1: Daily living -2% 6% 2% -1% -3% 6% -1% -4% -2% 2% 0% Domain 1: Daily living Domain 1: Daily living % of children who spend time away from parents/carers other than at school
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 0% 0% -1% 1% 0% 25% Domain 1: Daily living 87% 15% % of children who spend time with friends without an adult present. 0% 1% 2% Domain 1: Daily living % of children who have a genuine say in decisions about themselves % of children who attend school (including home schooling) Domain 1: Daily living Domain 2: Lifelong learning 96% % of children attending school in a mainstream class % of children who get along with their siblings -2% -11% -1% -1% -6% -4% Domain 2: Lifelong learning 71% -2% -1% 70% Oomain 3: Relationships -2% 0% -1% % 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 Domain 3: Relationships **59%** -6% 0% -5% 1% Domain 3: Relationships 23% Domain 3: Relationships 86% -1% 1% 0% -1% -4% 0% -6% 1% -2% 0% -5% -5% 3% -3% % who use informal care for their child when they need to go out % who say they are happy with the child care arrangements 86% 37% Domain 3: Relationships Oomain 3: Relationships Domain 3: Relationships % of children who have friends that he/she enjoys spending time with 46% Oomain 3: Relationships Of those who have friends that he/she enjoys spending time with, % who have friends at school 90% 12% Domain 4: Social, community and civic participation % who use a mainstream school holiday program Domain 4: Social, community and civic participation
Domain 4: Social, community and civic participation % 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 -2% -1% 2% -1% 1% 0% -14% 47% -9% 4% 4% Domain 4: Social, community and civic participation Of those who spend time after school and on weekends with friends and/or in mainstream programs, % who are welcomed or actively included 68% -4% % 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 Domain 4: Social, community and civic participation 82% 3% 3% 3% 5% Domain 4: Social, community and civic participation 91% Participant life domain Has the NDIS helped? % of parents/carers who say the NDIS has helped their child become more independent % of parents/carers who say the NDIS has improved their child's access to education % of parents/carers who say the NDIS has improved their child's relationships with family and friends Domain 2: Lifelong learning Domain 3: Relationships 47% 56% ■ 58% ■ 689 Domain 4: Social, community and civic participation % of parents/carers who say the NDIS has improved their child's social and recreational life 59% 64% 65% Families and carers of participants from birth to age 14 entry to second Outcomes indicator description first year fourth yea Families/carers life domain entry (%) Respondent's relationship to the participant % of respondents who are the participant's parent 1% 0% 2% 4% 2% 5% 9% 3% 4% % of families/carers who are in a paid job Of those in a paid job, % who are employed in a permanent position 57% Nork Work Of those in a paid job, % who work 15 hours or more per week 82% 1% 4% 4% 4% -1% Nork % of families/carers and their partners who are able to work as much as they want -1% 0% 3% 2% 1% 3% 1% 1% 3% -1% 0% 6% Of those unable to work as much as they want, % who say the situation of their child/family member with disability is a barrier to working more Of those unable to work as much as they want, % who say availability of jobs is a barrier to working more Of those unable to work as much as they want, % who say insufficient flexibility of jobs is a barrier to working more Work 89% 11% 30% 2% 5% -2% Nork Vork Government benefits % of families/carers who are receiving Carer Payment 10% 3% 1% Sovernment benefits % of families/carers who are receiving Carer Allowance 8% 2% % of families/carers who are currently studying ifelong learning 7% % of families/carers who are able to identify the needs of their child and family
% of families/carers who are able to access available services and supports to meet the needs of their child and family -5% 0% -1% -8% -4% 0% Domain 1: Rights and advocacy 68% Domain 1: Rights and advocacy **50%** Domain 1: Rights and advocacy % of families/carers who are able to advocate for their child 77% families/carers who have experienced no boundaries to acces 0% -1% 0% 1% Domain 2: Families feel supported % of families/carers who have friends they can see as often as they'd like 41% -4% -4% Domain 2: Families feel supported % of families/carers who have people they can ask for practical help as often as they need % of families/carers who have people they can ask for childcare as often as they need 35% 26% -5% -6% 3% -6% -4% 1% Domain 2: Families feel supported Domain 2: Families feel supported % of families/carers who have people they can talk to for emotional support as often as they need 56% omain 2: Families feel supported % of families/carers who get the services and supports they need to care for their child 6% 4% 4% 4% 2% 3% 3% -7% -2% 5% 5% Domain 4: Families help their children develop and learn % of families/carers who know what specialist services are needed to promote their child's learning and development 45% 41% 40% Domain 4: Families help their children develop and learn % of families/carers who know what they can do to support their child's learning and develop 6% 2% 2% 4% -1% 3% Oomain 4: Families help their children develop and learn % of families/carers who get enough support in parenting their child Domain 4: Families help their children develop and learn % of families/carers who feel very confident or somewhat confident in supporting their child's development 83% % of families/carers who rate their health as excellent, very good or good 73% -1% -8% omain 5: Families enjoy health and wellbeing % of families/carers and their partners who are able to engage in social interactions and community life as much as they want -4% Domain 5: Families enjoy health and wellbeing 26% -1% omain 5: Families enjoy health and wellbein Of those unable to engage in the community as much as they want, % who say the situation with their child is a barrier to engaging in more social interactions within the community Has the NDIS helped? Domain 1: Rights and advocacy % of families/carers who say the NDIS improved their capacity to advocate (stand up) for their child 73% omain 2: Families feel supported % of families/carers who say the NDIS improved the level of support for their family Domain 3: Access to services % of families/carers who say the NDIS improved their access to services, programs and activities in the community 80% **82**% 82% % of families/carers who are satisfied with the amount of say they had in the development of their child's NDIS plan, % of families/carers who are satisfied with the amount of say they had in the implementation of their child's NDIS plan Domain 3: Access to services 81% 81% Oomain 3: Access to services **7**5% 81% % of families/carers who say the NDIS improved their ability/capacity to help their child develop and learn Domain 4: Families help their children develop and learn 81% 83% omain 5: Families enjoy health and wellbeing % of families/carers who say the NDIS improved their health and wellbeing

# Participant and families/carers outcomes at Scheme entry and changes of outcomes between Scheme entry to subsequent yearly reviews, as at 30 June 2021

## Service district: Inner East Melbourne

Outcomes indicators:

Percentage (%) shown for each outcome indicator represents the proportion of participants whose response satsifies the outcome indicator description.

At Scheme entry: includes participants who entered the Scheme after the 30th of June 2016 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Scheme entry to dirst review: includes participants who have been in the Scheme for one year as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Scheme entry to second review: include participants who have been in the Scheme for two years as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Scheme entry to third review: include participants who have been in the Scheme for three years as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Participant's Local Government Area at Scheme entry is based on participant's address closest to the effective date of the baseline plan. Participant's Local Government Area at subsequent review is based on participant's address closest to the effective date of the review plan.

Domain 1: Choice and control Swho choose what they do each Domain 1: Choice and control Swho choose what they do each Swho wat they wat the down the Swho wat the they swho do Swho wat the they swho Swho wat the they swho Swho wat the Swho wat th	I for work  Nor work  Locational activities  dy full time  sought compensation related to their injury/disability  se/control over their life than they did 2 years ago because of factors unrelated to their disability  pendence/control they have now	42% 4% 4% 24% 4% 84% -3% 88% 0% 64% 0% 62% 88% -8% -1	d third year fourth
Domain S. Lifelong learning  who have post-school qualificativing arrangement  who live with parents  who live with parents  who live with parents  who live with parents  who are no working and not lo  promain S. Work  who are no working and not lo  who are working 15 hours or in  who are happy with the level or  who choose what they do each  who choose who cannot be  who choose who cannot be  who choose who cannot be  who choose who can	I for work  Nor work  Locational activities  dy full time  sought compensation related to their injury/disability  se/control over their life than they did 2 years ago because of factors unrelated to their disability  pendence/control they have now	42% 4% 4% 24% 4% 84% -3% 88% 0% 64% 0% 38% 2% 62% 8-8% -3% -1	24% =27%
main c. Liebong learning who how who have post-school qualificating arrangement will gar arrangement who live with parents with a second parent will be with parents who live with parents with a second parent will be liberal parents of Liebong learning and not lot main? Y. Work who are working 15 hours or minin 1. Choice and control will be liberal parents of Liebong and Liebong will be liberal parents of Liebong learning will be liberal parents of Liebong learning will be liberal will be liberal parents of Liebong learning will be liberal will be liberal parents of Liebong learning will be liberal parents	I for work  Nor work  Locational activities  dy full time  sought compensation related to their injury/disability  se/control over their life than they did 2 years ago because of factors unrelated to their disability  pendence/control they have now	24% 4% 84% -3% 88% 0% 64% 2% 88% 2% -8% -1:	
using arrangement main 7: Work main 7: Work main 6: Lifelong learning Of those who are studying, 9-wh with a see seeking on have previous to the seeking on have previous main 1: Choice and control main 2: Relationships main 3: Relationships main 3: Relationships main 3: Relationships main 4: Home main 3: Relationships main 4: Home main 6: Health and wellbeing main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation main 8: Social, community and civic participation main 8: Social, community and civic participation main 8: Lifelong learning ork ork ork  ork main 8: Lifelong learning main 1: Choice and control main 8: Social, community and civic participation main 8: Social, community and civic participation ma	I for work  Nor work  Locational activities  dy full time  sought compensation related to their injury/disability  se/control over their life than they did 2 years ago because of factors unrelated to their disability  pendence/control they have now	88% 0% -64% 0% 38% 2% -62% -8% -3%1	
main 7: Work man 6: Lifelong learning man 7: Work man 6: Lifelong learning man 6: Lifelong learning	I for work  Nor work  Locational activities  dy full time  sought compensation related to their injury/disability  se/control over their life than they did 2 years ago because of factors unrelated to their disability  pendence/control they have now	64% 0% 38% 2% 62%8%1	0% -5% 0% -2%
main 6: Lifelong learning Of those who are subrying, swh your participating Of those who are subrying, swh your participating Of those who are subrying, swh your participating and 1: Choice and control who do not have more indeper main 1: Choice and control who have been and control who have someone outside the who provide care for others who have someone outside the who provide care for others who are happy with the horre! Who complete secondary so who have been the frier who complete secondary so who have been to the hospital who have been and the secondary so who have been to the hospital who care the participation who have been and wellbeing who completed secondary so who care the participation who been to the hospital who care the participation who been to the hospital who care the participation who been to the hospital who care the participation who who car	ucational activities by full time sought compensation related to their injury/disability se/control over their life than they did 2 years ago because of factors unrelated to their disability pendence/control they have now	62% -8% -1	-3% -6%
main s. Liefong learning yorkidability compensation who are seeking of have previous main 1: Choice and control who are seeking of have previous main 1: Choice and control who are seeking of learning of the main 1: Choice and control who are happy with the level or who have happed and control who have not previous and control who have happed and happed hap	dy full time sought compensation related to their injury/disability se/control over their life than they did 2 years ago because of factors unrelated to their disability pendence/control they have now		9%
nydisability compensation main 1: Choice and control main 2: Choice and control main 3: Relationships main 4: Home main 5: Health and wellbeing main 6: Health main 4: Home main 6: Healt	sought compensation related to their injury/disability se/control over their life than they did 2 years ago because of factors unrelated to their disability pendence/control they have now		19% = -37% -8% = -23%
ain 1: Choice and control ain 2: Chalelanonships ain 3: Relationships ain 4: Home ain 3: Relationships ain 4: Home ain 4: Home ain 4: Home ain 4: Home ain 5: Health and wellbeing ain 5: Health and wellbeing ain 5: Health and wellbeing ain 6: Lifelong learning ain 7: Work ain 8: Social, community and civic participation ain 8: Social, commu	pendence/control they have now	1	0% -1%
ain 1: Choice and control ain 2: Relationships ain 1: Choice and control ain 3: Relationships ain 4: Home ain 4: Home ain 4: Home Air 4: Home Air 4: Home Air 4: Home Air 5: Relationships Air 4: Home Air 5: Relationships Air 6: Home Air 7: All 7: All 8: A	• • • • • • • • • • • • • • • • • • • •		-3% -3% 0% 3%
ain 1: Choice and control ain 2: Relationships ain 3: Relationships ain 4: Home Of those who provide care for others ain 4: Home ain 5: Health and wellbeing ain 5: Health and wellbeing ain 5: Health and wellbeing ain 6: Lifelong learning ain 6: Lifelong learnin	∍ tnan tney aid 2 years ago	== /5	10% 3%
ain 1: Choice and control ain 2: Relationships ain 3: Relationships ain 4: Home ain 4: Home ain 4: Home Of those who provide care for or ain 4: Home ain 4: Home Of those who are not happy with the horne to or an ain 4: Home ain 4: Home Of those who are happy with the horne to or an ain 5: Relatin and wellbeing ain 5: Health and wellbeing ain 5: Health and wellbeing ain 5: Health and wellbeing ain 6: Lifelong learning ain 7: Work who are currently articipate in ed. Althour articipation ain 8: Social, community and civic participation ain 6: Lifelong learning	life after school years, % who independently made the decisions		0% -1%
ain 1: Choice and control ain 2: Relationships ain 3: Relationships ain 4: Home ain 5: Health and wellbeing ain 5: Health and wellbeing ain 5: Health and wellbeing ain 6: Lifelong learning ain 6: Lifelong lear			1% 0% -1% -3%
nain 1: Choice and control ain 3: Relationships ain 4: Home ain 5: Relationships ain 4: Home ain 6: Leftenip dearning ain 7: Work ain 8: Social, community and civic participation ain 8: Social, com		25% 0%	2% -2%
ain 1: Choice and control ain 3: Relationships ain 4: Home ain 5: Health and wellbeing ain 5: Health and wellbeing ain 5: Health and wellbeing ain 6: Lifelong learning ain 6: Lif	) for themselves to participate in a self-advocacy group meeting, conference, or event		1% -1% 0% 1%
ana 3: Relationships ana 4: Home ana 5: Health and wellbeing ana 5: Health and wellbeing ana 5: Relationships ana 6: Relationships and 6: Health and wellbeing ana 6: Sebala, and wellbeing ana 6: Lelefong learning ana 7: Work ana 8: Social, community and civic participation ana 6: Social, community and civic participati			4% 5%
ain 3: Relationships ain 3: Relationships ain 3: Relationships ain 3: Relationships ain 4: Home ain 5: Relationships ain 4: Home ain 6: Ho			4% 1%
nain 3: Relationships nain 3: Relationships nain 3: Relationships nain 4: Home Of those who are happy with the home Of those who are happy with the home of those who are happy with the home nain 4: Home nain 5: Health and wellbeing nain 5: Health and wellbeing nain 5: Health and wellbeing nain 6: Health and wellbeing nain 6: Health and wellbeing nain 6: Lelfolong learning Of those who currently participate in edu Of those who currently participate nain 7: Work nain 8: Social, community and civic participation nain 8: Social, community and	re often		-4% 3% 0% 1%
nain 3: Relationships nain 4: Home Of those who are happy with the home Of those who are happy with the home nain 4: Home nain 5: Health and wellbeing nain 5: Health and wellbeing nain 5: Health and wellbeing nain 6: Lifelong learning of those who currently participate in edu of those who currently participate of those who currently participate in edu of those who currently participate nain 7: Work nain 8: Social, community and civic participation nain	nd need help to continue, % who do not receive enough assistance	3/0   0/0	170
main 4: Home nain 5: Health and wellbeing nain 5: Health and wellbeing nain 6: Heldong learning nain 6: Heldong learning nain 6: Heldong learning nain 6: Heldong learning nain 6: Lifelong learning nain 6: Social, community and civic participation nain 8: Social, community and civ			1% 5%
nain 4: Home nain 6: Health and wellbeing nain 5: Health and wellbeing nain 5: Health and wellbeing nain 6: Lifelong learning nain 7: Work nain 8: Social, community and civic participation nain 8: Social, community and divic participation nain 8: Social, community and divic participation nain 8: Social, community and divic participation nain 8: Social, community and civic participation nain 8: Social, community nain 9: Social, community nain 9: Social, community nain 9: Social, community nain 9: Soc			2% 3% 0% -1%
main 6: Health and wellbeing main 6: Lifelong learning main 7: Work main 7: Work main 7: Work main 8: Social, community and civic participation main 8: Social	ent home, % who would like to live there in 5 years time		-2% -3%
nain S. Health and wellbeing nain S. Lifelong learning nain S. Social, community and civic participation	current home and/or would like to move somewhere else in 5 years time, % who feel lack of support		-2% 2%
nain S. Health and wellbeing nain S. Lefelong learning nain S. Social, community and civic participation n			0% -1% -1% -3%
main 5: Health and wellbeing main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation main 9: Who say the NDIS helped then main 9: Who say the NDIS helped then main 1: Choice and control main 1: Choice and control main 2: Daily living main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  Figure 1: The main 6: L	gular basis	85% 4%	3% 7%
main 6: Lifelong learning main 6: Social, community and civic participation main 8: Social, community and civic participation main 9: Social, community and civic participation main 9: Social, community and civic participation main 9: Social, community and civic participation main 1: Choice and control main 2: Daily living main 3: Relationships who say the NDIS helped then main 6: Lifelong learning who say the NDIS helped then main 6: Lifelong learning main 7: Work  Mrk  Of those in a paid job, % who are of k  Of those in a paid job, % who are of the series in a paid job, % who are of the series in a paid job, % who are able work as much of the series of a paid job, % who are able work as much of the series of a paid job, who are of the series of a paid job, who ar			3% 1% 10% <b>■ -2</b> 1%
main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation main 9: Moha say the NDIS helped then main 9: Moha say the NDIS			10% -21% 2% -2%
main 6: Lifelong learning My who are currently participate My who wanted to do a course or wante for whate do those who currently participate main 7: Work main 8: Social, community and civic participation who say the NDIS helped then main 9: The Work main 1: Choice and control main 9: Daily living main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  who say the NDIS helped then main 8: Social, community and civic participation  who say the NDIS helped then main 8: Social, community and civic participation  who say the NDIS helped then main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  who say the NDIS helped then fix % of families/carers who are nec who say the NDIS helped then who say the NDIS helped then fix % of families/carers who are nec who are main 1: Rights and advocacy main 1: Families feel supported main 2: Families feel supported main 3: Access to services main 3: Access to s		44% 5% 2	23% 29%
main 6: Lifelong learning main 7: Work % who are currently whorking in a main 7: Work % who are currently working in a main 8: Social, community and civic participation % who wanted to do certain thing main 8: Social, community and civic participation % who know people in their commain 8: Social, community and civic participation % who feet they are able to have who say the NDIS helped them wh	ttended school in a mainstream class		-3% 1% 5% 9%
main 6: Lifelong learning Tof those who currently participate of those who currently participate of those who currently participate of those who are currently working in a main 7: Work who are currently working in an amain 7: Work who are currently working in an amain 8: Social, community and civic participation main 8: Social, community and civic participation who have been actively involved main 8: Social, community and civic participation who know people in their commain 8: Social, community and civic participation who know people in their commain 8: Social, community and civic participation who know people in their commain 8: Social, community and civic participation who know people in their commain 8: Social, community and civic participation who say the NDIS helped them main 9: Learning who say the NDIS helped them main 9: Learning who say the NDIS helped them main 9: Learning who say the NDIS helped them who say t			-6% -13%
main 6: Lifelong learning main 7: Work main 7: Work main 8: Social, community and civic participation main 9: Social, community and civic participation main 1: Choice and control main 1: Choice and control main 2: Daily living main 3: Relationships main 4: Home main 5: Health and wellbeing main 6: Lifelong learning main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 6: Great participation  main 6: Great participation  main 6: Mosay the NDIS helped then main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 6: Great participation  main 6: Great participation  main 7: Work main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 1: Rights and advocacy main 2: Families feel supported main 2: Families feel supported main 3: Access to services main 4: Families feel supported main 3: Access to services main 4: Families feel supported main 3: Access to services main 4: Families feel supported main 4: Families feel supported main 4:	ducation, training or skill development, % who do so in a disability education facility	32% 1%	-4% -2%
main 6: Lifelong learning main 7: Work main 7: Work main 7: Work main 8: Social, community and civic participation main 9: Social, community and civic participation main 1: Choice and control main 1: Choice and control main 1: Choice and control main 3: Relationships main 3: Relationships main 3: Relationships main 3: Relationships main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 9: Work main 9: Work main 9: Social, community and civic participation  main 1: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 9: Work main 9: Social, community and civic participation  main 1: Rights and carers of participation  main 1: Rights and advocacy main 2: Families feel supported main 2: Families feel supported main 3: Access to services main 3: Access	ducation, training or skill development, % who are in a class for students with disability ducation, training or skill development in a mainstream class, % who prefer their current study arrangement		2% -2% 0%
main 7: Work main 8: Social, community and civic participation main 9: Social, community and civic participation  main 1: Choice and control main 2: Daily living main 3: Relationships main 4: Families feel supported main 5: Health and wellbeing main 6: Lifelong learning main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  Multiparticipa	ducation, training or skill development in a mainstream class, % who prefer their current study arrangement arrangement arrangement study arrangement study arrangement study arrangement study arrangement study arrangement		0% 0%
main 7: Work main 8: Social, community and civic participation  main 6: Social, community and civic participation  main 1: Choice and control main 2: Daily living main 3: Relationships main 4: Home main 6: Heloting learning main 6: Heloting learning main 7: Work main 8: Social, community and civic participation  main 7: Work main 8: Social, community and civic participation  main 7: Work main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 6: Lifetong learning main 7: Work main 8: Social, community and civic participation  main 9: Social, community and civic participation  main 8: Social, community and civic participation  main 9: Capation learning main 1: Rights and advocacy main 1: Families feel supported main 2: Families feel supported main 3: Access to services main 3: Access to services main 3: Acces	ng in the last 12 months, but could not		-4% -3%
main 8: Social, community and civic participation  ### Who have been actively involve who know people in their community who know the NDIS helped then who say the NDIS helpe			3% 3% 3% 3%
main 8: Social, community and civic participation  main 1: Choice and control main 2: Daily living main 3: Relationships main 3: Relationships main 3: Relationships main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 9: Lifelong learning main 1: Lifelong learning main 1: Lifelong learning main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 1: Lifelong learning main 8: Social, community and civic participation  main 1: Lifelong learning main 8: Social, community and civic participation  main 1: Lifelong learning main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 1: Lifelong learning main 1: Lifelong learning main 1: Rights and advocacy main 1: Farnilles feel supported main 2: Farnilles feel supported main 2: Farnilles feel supported main 2: Farnilles feel supported main 3: Access to services main 4: Farnilles help their young person become independent  main 4: Farnilles help their young person become independent  main 4: Farnilles help their young person become independent		1470 270	11% 7%
main 8: Social, community and civic participation who feel they are able to have recipied main 1: Choice and control main 2: Daily living who say the NDIS helped them who say the NDIS h	e last 12 months, but could not		-1% 4%
main 8: Social, community and civic participation main 8: Social, community and civic participation main 8: Social, community and civic participation  main 8: Social, community and civic participation  main 1: Choice and control main 2: Daily living main 3: Relationships main 3: Relationships main 3: Home main 5: Health and wellbeing main 6: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 8: More and the North Supported and participation  main 9: Families feel supported and advocacy and participation  main 1: Rights and advocacy and participation  main 1: Rights and advocacy and participation  main 1: Families feel supported and participation  main 1: Families feel supported and participation  main 3: Access to services and 3: Access to services  main 3: Access to services  main 4: Families feel supported  main 4: Families feel supported  main 3: Access to services  main 4: Families feel supported  main 6: Families feel supported  main 7: Families feel supported  main 8: Families feel supported  main 9: Families feel supported  main 13: Access to services  main 14: Families feel supported  main 15: Families feel supported  main 16: Families feel supported  main 17: Families feel supported  main 18: Families feel supported	a community, cultural or religious group in the last 12 months		6% 0% 2% 7%
priticipant life domain  Priticipant life life life life life life life life			0% 1%
omain 1: Choice and control omain 2: Daily living omain 3: Relationships omain 3: Relationships omain 4: Home omain 5: Health and wellbeing omain 6: Lifelong learning omain 6: Lifelong learning omain 8: Social, community and civic participation  amilies and carers of participants aged 15 to 24  amillies/carers life domain  Outcomes indicator description  amilies/carers life domain  Outcomes indicator description  Outcomes indicator description  Outcomes indicator description  ork ork ork ork ork ork ork ork ork or	with their support services most of the time or all of the time	28% 0%	1% 3%
omain 2: Daily living omain 3: Relationships omain 3: Relationships omain 3: Relationships omain 3: Home omain 5: Health and wellbeing omain 6: Lifelong learning omain 6: Lifelong learning omain 6: Lifelong learning omain 8: Social, community and civic participation  amilies and carers of participants aged 15 to 24  amilies/carers life domain  Outcomes indicator description  amilies/carers life domain  Outcomes indicator description  ork ork ork ork ork ork ork ork ork or		At first year At secor review year revi (%) (%)	ond At third At fo iew year review year r (%) (%
omain 2: Daily living omain 3: Relationships omain 3: Relationships omain 3: Relationships omain 4: Home omain 5: Health and wellbeing omain 6: Lifelong learning omain 6: Lifelong learning omain 7: Work omain 8: Social, community and civic participation  amilies and carers of participants aged 15 to 24  amilies/carers life domain  Outcomes indicator description  amilies/carers who are the participant who are the participant of those in a paid job, who wore of those in a paid job, who wore of those unable to work as much or who was much or who were ment benefits of families/carers who are the participant of those unable to work as much or who were ment benefits of families/carers who are rece who are current or families feel supported of families/carers who are able omain 1: Rights and advocacy of families/carers who are able omain 2: Families feel supported of families/carers who have free or families feel supported of families/carers who have pe omain 2: Families feel supported of families/carers who have pe omain 3: Access to services of families/carers who leel that omain 3: Access to services of families/carers who say that omain 3: Access to services of families/carers who know what of families/carers who say that omain 3: Families help their young person become independent of families/carers who know what one of families/carers who say that omain 3: Access to services of families/carers who known who are free families feel supported of families/carers who say that omain 3: Access to services of families/carers who sho known who main 4: Families help their young person become independent of families/carers who known who was the feel supported of familie	e more choices and more control over their life	64%	70% 77%
main 4: Home main 5: Health and wellbeing main 5: Lifelong learning main 7: Work main 8: Social, community and civic participation  main 9: Access to services  main 1: Rights and carers of participation  main 1: Rights and advocacy  main 1: Rights and advocacy			<b>7</b> 7% <b>81</b> %
main 5: Health and wellbeing main 6: Lifelong learning main 7: Work who say the NDIS helped them wain 8: Social, community and civic participation  main 9: Carers life domain  Outcomes indicator description  main 1: Rights and job, who work			59%
who say the NDIS helped them who say that the say the NDIS helped them who say that the normal factor in the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the NDIS helped them who say that the normal say the			20% <b>2</b> 1% 52% 63%
amilies and carers of participants aged 15 to 24  amilies and carers of participants aged 15 to 24  amilies/carers life domain  Outcomes indicator description  approached to the participant ork  and ork  ork  ork  ork  ork  ork  ork  ork	n things they want to learn or to take courses	40% 40%	43% 45%
espondent's relationship to the participant ork of families/carers who are the participant ork of those in a paid job, % who are ork of those in a paid job, % who are ork ork of those in a paid job, % who are ork ork of those in a paid job, % who are ork ork of those unable to work as much ork of families/carers who are rece wernment benefits % of families/carers who are rece wernment benefits % of families/carers who are rece wernment it. Rights and advocacy % of families/carers who are able or in the participant of th			15% 10% 67% 69%
espondent's relationship to the participant ork ork ork Of those in a paid job, % who are ork ork ork Of those in a paid job, % who are ork ork ork ork Of those in a paid job, % who are ork ork ork ork ork ork ork Of those unable to work as much ork ork of those unable to work as much ork ork of those unable to work as much ork ork of those unable to work as much ork ork of those unable to work as much ork of families/carers who are rece wormment benefits % of families/carers who are rece of those unable to work as much ork ork of those unable to work as much ork ork of those unable to work as much ork of those unable to work as much ork ork of those unable to work as much of those unable to work as much or families/carers who are rece % of families/carers who are rece % of families/carers who are able ormain 1: Rights and advocacy % of families/carers who have pe ormain 2: Families feel supported % of families/carers who have pe ormain 2: Families feel supported % of families/carers who have pe ormain 2: Families feel supported % of families/carers who pet the ormain 3: Access to services % of families/carers who feel that ormain 3: Access to services % of families/carers who say that ormain 4: Families help their young person become independent			
espondent's relationship to the participant  ork  of families/carers who are the participant  ork  Of those in a paid job, % who work  ork  Of those in a paid job, % who work  ork  Of those in a paid job, % who work  ork  Of those unable to work as much  of those unable to work as much  ork  Of those unable to work as much  of tamilies/carers who are ecce  of families/carers who are ecce  of families/carers who have per  omain 2: Families feel supported  omain 2: Families feel supported  omain 2: Families feel supported  omain 3: Access to services  omain 4: Families/earers who feel that  omain 4: Families help their young person become independent  of those unable to work as much  of those una		Scheme Scheme At Scheme entry to entry to	to entry to ent
ork ork ork Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are of those in a paid job, % who are of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those in a paid job, % who are Of those unable to work as much Of those unable to work		entry first year second (%) review year revi (% change) (% change)	
ork  ork  ork  Of those in a paid job, % who are ork  Of those in a paid job, % who are ork  ork  Of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those in a paid job, % who are ork  of those unable to work as much  of tamilies/carers who are ecc  of families/carers who are ecc  of families/carers who are able  in the provided and	ant's parent		0% 0%
ork of families/carers who provide of families/carers who are unable to work as much ork of those unable to work as much ork of families/carers who are each ork of families/carers who are each ork of families/carers who are able ork of families/carers who are able ork of families/carers who are able ork of families/carers who have per ork of families/carers who are to the care of families/carers who are to the care of		58% -1%	0% -2%
rk /			1% -3%
of those unable to work as much rick.  Of those unable to work as much rick.  Of those unable to work as much vernment benefits.  Vernment benefit	hours or more perweek nal care to the family member with disability and are able to work as much as they want		-1% 0% 6% 4%
of those unable to work as much vernment benefits % of families/carers who are rece vernment benefits % of families/carers who are rece fong learning % of families/carers who are curn and 1: Rights and advocacy % of families/carers who are able anin 1: Rights and advocacy % of families/carers who are able anin 2: Families feel supported % of families/carers who have frien anin 2: Families feel supported % of families/carers who have pe nain 2: Families feel supported % of families/carers who have pe nain 2: Families feel supported % of families/carers who have pe nain 3: Access to services % of families/carers who feel that nain 3: Access to services % of families/carers who feel in comin 3: Access to services % of families/carers who feel in comin 3: Access to services % of families/carers who say that nain 4: Families help their young person become independent % of families/carers who know who would be a families/carer who know who who we will be a families/carer who know who who we will be a families/carer who know who who we will be a families/carer who know who we will be a families/carer who who who we will be a families/carer who who who will be a families/carer who who who will be a families/carer who who who will be a families/carer who who who who will be a families/carer who who who who will be a families/carer who who who will be a families/care	ey want, % who say the situation of their child/family member with disability is a barrier to working more	95% 1%	1% 0%
rernment benefits % of families/carers who are rece rernment benefits % of families/carers who are rece rernment benefits % of families/carers who are rece rernment benefits % of families/carers who are curr responsible of the state of the state of the state of the state rain 1: Rights and advocacy % of families/carers who are able rain 2: Families feel supported % of families/carers who have pre repain 2: Families feel supported % of families/carers who have pre reain 2: Families feel supported % of families/carers who have pre reain 2: Families feel supported % of families/carers who have pre reain 3: Access to services % of families/carers who get the state of families/carers who feel in care in 3: Access to services % of families/carers who feel in care in 3: Access to services % of families/carers who set that reain 3: Access to services % of families/carers who say that reain 3: Access to services % of families/carers who know w	ey want, % who say availability of jobs is a barrier to working more		5% 0%
rerment benefits % of families/carers who are rece ong learning % of families/carers who are rece ong learning % of families/carers who are exe main 1: Rights and advocacy % of families/carers who are able nain 2: Families feel supported % of families/carers who have pre nain 2: Families feel supported % of families/carers who have pre nain 2: Families feel supported % of families/carers who have pe nain 2: Families feel supported % of families/carers who have pe nain 2: Families feel supported % of families/carers who have pe nain 3: Access to services % of families/carers who feel that nain 3: Access to services % of families/carers who feel in cr nain 3: Access to services % of families/carers who say that sain 3: Access to services % of families/carers who say that sain 4: Families help their young person become independent % of families/carers who know who	WALLE TO WITH SAY INSTRUCTION HAVING OF IODE IS A DATRICE TO WASHING MADE		4% 13% 0% 0%
main 1: Rights and advocacy main 2: Families feel supported main 3: Access to services main 4: Families/carers who say that main 4: Families help their young person become independent  % of families/carers who know who work in the families/carers who know who was whoth the families/carers who know whoth the fami	ey want, % who say insufficient flexibility of jobs is a barrier to working more Carer Pavment	46% -1% -	-1% -13%
main 1: Rights and advocacy  main 2: Families feel supported  main 3: Access to services  main 4: Families help their young person become independent  % of families/carers who know who were the families of fami	Carer Payment Carer Allowance		-2% 2% 0% -10%
main 2: Families feel supported main 3: Families feel supported main 3: Families feel supported main 3: Access to services main 4: Families help their young person become independent	Carer Payment Carer Allowance studying		0% -10% 0% -15%
main 2: Families feel supported main 2: Families feel supported main 2: Families feel supported main 3: Access to services main 4: Families feel supported main 4: Families help their young person become independent % of families/carers who know who	Carer Payment Carer Allowance	33% 0%	-3% 2%
main 2: Families feel supported % of families/carers who have pe main 2: Families feel supported % of families/carers who get the smain 3: Access to services % of families/carers who feel in comain 3: Access to services % of families/carers who feel in comain 3: Access to services % of families/carers who say that main 4: Families help their young person become independent % of families/carers who know who who was the same and the	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to me twocate (stand up) for their family member with disability they can see as often as they'd like		-5% 4% -6% -4%
main 2: Families feel supported % of families/carers who get the smain 3: Access to services % of families/carers who feel that main 3: Access to services % of families/carers who feel in commain 3: Access to services % of families/carers who say that main 4: Families help their young person become independent % of families/carers who know who will be a families/carers who know who will be a families for the small be a	Carer Payment Carer Allowance Studying Entity the needs of their family and family member with disability and know how to access available services and supports to methocate (stand up) for their family member with disability they can see as often as they'd like they can see as often as they'd like they can ask for practical help as often as they need	12.10	-6% -4% 2% 8%
main 3: Access to services % of families/carers who feel in commain 3: Access to services % of families/carers who say that main 4: Families help their young person become independent % of families/carers who know which were the families of families of the families of f	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to me twocate (stand up) for their family member with disability they can see as often as they'd like	□ 6% 4%	3% 0%
main 3: Access to services % of families/carers who say that main 4: Families help their young person become independent % of families/carers who know when the control of	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to metvocate (stand up) for their family member with disability they can see as often as they'd like they can ask for practical help as often as they need they can ask for practical help as often with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability		1% 0% -4% -2%
	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to me forcate (stand up) for their family member with disability they can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them	13% 5%	5% 15%
	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to me fivocate (stand up) for their family member with disability they can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability and their family receive meet their needs	35% -2% -	-4% -6%
main 4: Families help their young person become independent % of families/carers who enable a	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to me floocate (stand up) for their family member with disability they can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability and their family receive meet their needs eir family can do to enable their family member with disability to be as independent as possible	0070 270	-2% 7% 1% 4% -6% -8%
omain 5: Families enjoy health and wellbeing % of families/carers who rate thei amilies/carers life domain Has the NDIS helped?	Carer Payment Carer Allowance studying entity the needs of their family and family member with disability and know how to access available services and supports to me for their family member with disability hey can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability and their family receive meet their needs eir family can do to enable their family member with disability to be as independent as possible upport their family member with disability to make more decisions in their life upport their family member with disability to interact and develop strong relationships with non-family members	51% -1% -35% 0%	U/0 - 8%
	Carer Payment Carer Allowance studying entify the needs of their family and family member with disability and know how to access available services and supports to me twocate (stand up) for their family member with disability hey can see as often as they'd like they can ask for practical help as often as they need they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability and their family receive meet their needs eir family member with disability and their family receive meet their needs eir family can do to enable their family member with disability to be as independent as possible upport their family member with disability to make more decisions in their life	51% -1% -35% 0% -3% -4 At first year At second	
omain 2: Families feel supported % of families/carers who say the	Carer Payment Carer Allowance Studying antify the needs of their family and family member with disability and know how to access available services and supports to methocate (stand up) for their family member with disability they can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability receive meet their needs eir family can do to enable their family member with disability to be as independent as possible support their family member with disability to make more decisions in their life support their family member with disability to interact and develop strong relationships with non-family members lith as excellent, very good or good	51% -1% -3% -3% -3% -3% -3% -3% -3% -3% -3% -3	iew year review year (%)
	Carer Payment Carer Allowance studying entity the needs of their family and family member with disability and know how to access available services and supports to me for their family member with disability hey can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability and their family receive meet their needs eir family can do to enable their family member with disability to be as independent as possible upport their family member with disability to make more decisions in their life upport their family member with disability to interact and develop strong relationships with non-family members	51% -1% -3% -3% -3% -3% -3% -56% -66	iew year review year (%)
omain 4: Families help their young person become independent % of families/carers who say the omain 5: Families enjoy health and wellbeing % of families/carers who say the	Carer Payment Carer Allowance Studying antify the needs of their family and family member with disability and know how to access available services and supports to methocate (stand up) for their family member with disability they can see as often as they'd like they can ask for practical help as often as they need they can ask to support their family member with disability as often as needed they can talk to for emotional support as often as they need es and supports they need to care for their family member with disability ervices they use for their family member with disability listen to them selecting the services and supports for their family member with disability ervices their family member with disability and their family receive meet their needs eir family can do to enable their family member with disability to be as independent as possible upport their family member with disability to make more decisions in their life upport their family member with disability to interact and develop strong relationships with non-family members lith as excellent, very good or good  improved their capacity to advocate (stand up) for their family member with disability improved their access to services, programs and activities in the community	51% -1% -1% -35% 0% -3% -3% -4 At second review year review (%) (%) -56% 63% -6	iew year review year (%) 63% 74% 83% 74%

# Participant and families/carers outcomes at Scheme entry and changes of outcomes between Scheme entry to subsequent yearly reviews, as at 30 June 2021

## Service district: Inner East Melbourne

Outcomes indicators:

Percentage (%) shown for each outcome indicator represents the proportion of participants whose response satsifies the outcome indicator description.

At Scheme entry: includes participants who entered the Scheme after the 30th of June 2016 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Scheme entry to dirst review: includes participants who have been in the Scheme for one year as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Scheme entry to second review: include participants who have been in the Scheme for two years as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Scheme entry to third review: include participants who have been in the Scheme for three years as at 30 June 2021 and have responded to the same age group specific survey from Scheme entry. Percentages are not shown where there are less than 20 participants.

Participant's Local Government Area at Scheme entry is based on participant's address closest to the effective date of the baseline plan. Participant's Local Government Area at subsequent review is based on participant's address closest to the effective date of the review plan.

Participants aged 25 and over						
Davisinant life demain		At Scheme		entry to	Scheme entry to	Scheme entry to
Participant life domain	Outcomes indicator description	entry (%)	first year review (% change		review	ourth year review % change)
Domain 6: Lifelong learning	% who completed Year 12 or above	51%		% 0%		-3%
Domain 6: Lifelong learning	% who have post-school qualification	48%		% 0% % -1%		3% -6%
Living arrangement Housing arrangement	% who live with parents % who live in a private home owned or rented from private landlord	60%				-13%
Domain 7: Work	% who are not working and not looking for work	65%				<b>10%</b>
Domain 7: Work Domain 6: Lifelong learning	% who are working 15 hours or more per week % who are currently participating in educational activities	72% 9%				-10%
Domain 6: Lifelong learning	Of those who are studying, % who study full time	30%				-10/8
Injury/disability compensation	% who are seeking or have previously sought compensation related to their injury/disability	5%	- , -			-3%
Domain 1: Choice and control Domain 1: Choice and control	% who choose who supports them % who choose what they do each day	53% 62%	- ; -			0% ■ -13%
Domain 1: Choice and control	% who make most decisions in their life	55%	- ; -			0%
Domain 1: Choice and control	% who feel able to advocate (stand up) for themselves	40%				-6%
Domain 1: Choice and control  Domain 1: Choice and control	% who had been given the opportunity to participate in a self-advocacy group meeting, conference, or event % who want more choice and control in their life	29% 86%	- 1			□ 3% ■ 10%
Domain 3: Relationships	% who have someone outside their home to call when they need help	78%			2%	-7%
Domain 3: Relationships	% who would like to see their family more often	45% 16%	- 1	% 0% % -1%		7% 0%
Domain 3: Relationships Domain 3: Relationships	% who provide care for others  Of those who provide care for others and need help to continue, % who do not receive enough assistance	84%				0 78
Domain 3: Relationships	% who have no friends other than family or paid staff	33%				-11%
Domain 3: Relationships Domain 4: Home	% who would like to see their friends more often % who are happy with the home they live in	71% 70%				■20% ■ 10%
Domain 4: Home	Of those who are happy with their current home, % who would like to live there in 5 years time	83%		% -1%		- 10/8
Domain 4: Home	Of those who are not happy with their current home and/or would like to move somewhere else in 5 years time, % who feel lack of support	44%	-			
Domain 4: Home Domain 5: Health and wellbeing	% who feel safe or very safe in their home % who rate their health as excellent, very good or good	70% 39%				0% ■ -18%
Domain 5: Health and wellbeing  Domain 5: Health and wellbeing	% who rate their health as excellent, very good or good % who have a doctor they see on a regular basis	91%				-18% 10%
Domain 5: Health and wellbeing	% who did not have any difficulties accessing health services	61%	6 2	% 3%	3%	-4%
Domain 5: Health and wellbeing Domain 5: Health and wellbeing	% who have been to the hospital in the last 12 months % who feel safe getting out and about in their community	45% 34%	-			-11% 0%
Domain 6: Lifelong learning	% who get opportunities to learn new things	36%			4%	-7%
Domain 6: Lifelong learning	% who currently participate in education, training or skill development	17%	6 -1	%   -3%		-6%
Domain 6: Lifelong learning Domain 6: Lifelong learning	Of those who currently participate in education, training or skill development, % who do so in a disability education facility  Of those who currently participate in education, training or skill development, % who do so in a disability education facility  Of those who currently participate in education, training or skill development, % who are in a class for students with the	34% 59%				
Domain 6: Lifelong learning  Domain 6: Lifelong learning	Of those who currently participate in education, training or skill development, % who are in a class for students with disability Of those who currently participate in education, training or skill development in a mainstream class, % who prefer their current study arrangement	70%	-			
Domain 6: Lifelong learning	Of those who currently participate in education, training or skill development in a class for students with disability, % who prefer their current study arrangement	89%	6 0	% 0%	7%	i
Domain 6: Lifelong learning Domain 7: Work	% who wanted to do a course or training in the last 12 months, but could not % who are currently working in an unpaid job	44% 6%				0% -6%
Domain 7: Work	% who are currently working in a paid job	22%				0%
Domain 8: Social, community and civic participation	% who spend their free time doing activities that interest them	51%				<b>16%</b>
Domain 8: Social, community and civic participation Domain 8: Social, community and civic participation	% who wanted to do certain things in the last 12 months, but could not % who are currently a volunteer	74% 11%		% 2% % 1%		<b>■29%</b> -7%
Domain 8: Social, community and civic participation	% who have been actively involved in a community, cultural or religious group in the last 12 months	37%	6 1		9%	10%
Domain 8: Social, community and civic participation	% who know people in their community	49%				3% -7%
Domain 8: Social, community and civic participation	% who feel they are able to have a say with their support services most of the time or all of the time	417		,		
Participant life domain	Has the NDIS helped?		At first year review (%)	ar At second year review (%)	At third y year review y (%)	At fourth ear review (%)
Domain 1: Choice and control	% who say the NDIS helped them have more choices and more control over their life		73	% 76%	% <b>78</b> % ■	84%
Domain 2: Daily living	% who say the NDIS helped them with daily living activities					87%
Domain 3: Relationships Domain 4: Home	% who say the NDIS helped them meet more people % who say the NDIS helped them choose a home that's right for them		52	% 60% % 33%	64% <b>64%</b> 35%	61% 24%
Domain 5: Health and wellbeing	% who say the NDIS improved their health and wellbeing		60		62%	
Domain 6: Lifelong learning	% who say the NDIS helped them learn things they want to learn or to take courses				37%	
Domain 7: Work Domain 8: Social, community and civic participation	% who say the NDIS helped them find a job that's right for them % who say the NDIS helped them be more involved			% 16% % 69%	20% <b>20% 70%</b>	
Familiar and assess of modification of a set of						
Families and carers of participants aged 2	5 and over	At Scheme	Scheme entry to		Scheme entry to	Scheme entry to
Families/carers life domain	Outcomes indicator description	entry (%)	first year review	second	third year f	ourth year review
Decreadant's relationship to the portion of	Wasterproducts who are the participant's parent		(% change		(% change) (	% change)
Respondent's relationship to the participant Work	% of respondents who are the participant's parent % of families/carers who are in a paid job	55% 43%		% 0% % -5%		
Work	Of those in a paid job, % who are employed in a permanent position	76%	6 2	% 1%	0%	
Work	Of those in a paid job, % who work 15 hours or more per week	85%				
Work Work	% of families/carers who provide informal care to their family member with disability and are able to work as much as they want Of those unable to work as much as they want, % of families/carers who say the situation with their family member with disability is a barrier to working more	51% 91%				
Work	Of those unable to work as much as they want, % of families/carers who say availability of jobs is a barrier to working more	8%	6 1	% 4%	0%	
Work	Of those unable to work as much as they want, % of families/carers who say insufficient flexibility of jobs is a barrier to working more	20%	-			
Government benefits Government benefits	% of families/carers who are receiving Carer Payment % of families/carers who are receiving Carer Allowance	28%				
Lifelong learning	% of families/carers who are currently studying	3%	6 0	% 0%	0%	
Domain 1: Rights and advocacy	% of families/carers who are able to identify the needs of their family and family member with disability and know how to access available services and supports to meet these ne					
Domain 1: Rights and advocacy Domain 2: Families feel supported	% of families/carers who are able to advocate (stand up) for their family member with disability % of families/carers who have friends they can see as often as they'd like	58% 44%				
Domain 2: Families feel supported	% of families/carers who have people they can ask for practical help as often as they need	31%	6 0	%   -3%	3%	
Domain 2: Families feel supported	% of families/carers who have people they can ask to support their family member with disability as often as they need	22%				
Domain 2: Families feel supported Domain 2: Families feel supported	% of families/carers who have people they can talk to for emotional support as often as they need % of families/carers who get the services and supports they need to care for their family member with disability	9%	-			
Domain 3: Access to services	% of families/carers who feel that the services they use for their family member with disability listen to them	69%	6 1	% 2%	8%	
Domain 3: Access to services	% of families/carers who feel in control selecting the services and supports for their family member with disability	34%				
Domain 3: Access to services  Domain 4: Families have succession plans	% of families/carers who say that the services their family member with disability and their family receive meet their needs, % of families/carers who have made plans for when they are no longer able to care for their family member with disability	15% 10%	-		-	
Domain 4: Families have succession plans		66%	6 1	% 16%	9%	
	Of those who made or have begun making plans, % of families/carers who have asked for help from service providers, professionals or support workers				a <b>-8</b> %	
Domain 5: Families enjoy health and wellbeing Domain 5: Families enjoy health and wellbeing	Of those who made or have begun making plans, % of families/carers who have asked for help from service providers, professionals or support workers % of families/carers who rate their health as excellent, very good or good % of families/carers who feel their family member with disability gets the support they need	56% 20%				
Domain 5: Families enjoy health and wellbeing Domain 5: Families enjoy health and wellbeing	% of families/carers who rate their health as excellent, very good or good % of families/carers who feel their family member with disability gets the support they need		At first year	% 15%	At third	At fourth
Domain 5: Families enjoy health and wellbeing	% of families/carers who rate their health as excellent, very good or good		6 11	% 15%	20%	
Domain 5: Families enjoy health and wellbeing Domain 5: Families enjoy health and wellbeing	% of families/carers who rate their health as excellent, very good or good % of families/carers who feel their family member with disability gets the support they need		At first year review (%)	% 15%  ar At second year review (%)  77%	At third y year review y (%)	ear review
Domain 5: Families enjoy health and wellbeing Domain 5: Families enjoy health and wellbeing  Families/carers life domain  Domain 1: Rights and advocacy Domain 2: Families feel supported Domain 3: Access to services	% of families/carers who rate their health as excellent, very good or good % of families/carers who feel their family member with disability gets the support they need  Has the NDIS helped?  % of families/carers who say the NDIS improved the level of support for their family % of families/carers who say the NDIS improved their capacity to advocate (stand up) for their family member % of families/carers who say the NDIS improved their capacity to advocate (stand up) for their family member		At first year review (%)  75 60 65	% 15%  ar At second year review (%)  % 77% % 64% % 74%	At third y year review y (%)  83% 71%	ear review
Domain 5: Families enjoy health and wellbeing Domain 5: Families enjoy health and wellbeing  Families/carers life domain  Domain 1: Rights and advocacy Domain 2: Families feel supported	% of families/carers who rate their health as excellent, very good or good % of families/carers who feel their family member with disability gets the support they need  Has the NDIS helped?  % of families/carers who say the NDIS improved the level of support for their family % of families/carers who say the NDIS improved their capacity to advocate (stand up) for their family member		At first year review (%)  75 60 65	% 15%  ar At second year review (%)  % 77% 64%	At third y year review y (%)  83% 6 71% 6 75% 6 56%	ear review