



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Institute for
Social Science Research

TRANSFORMATIONAL **RESEARCH**

2019 ANNUAL REPORT



INSTITUTE FOR SOCIAL SCIENCE RESEARCH

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ABOUT THE INSTITUTE FOR SOCIAL SCIENCE RESEARCH

The Institute for Social Science Research (ISSR) undertakes transformational, solution-focused research to address new and emerging challenges facing Australian society.

ISSR is an international leader in advanced interdisciplinary and evidence-based social science research, and works collaboratively with government and the private and not-for-profit sectors on pressing social science challenges across four key impact areas:

- Social Science of Policy and Practice
- Social Science of Health
- Social Science of Education
- Social Science of Innovation and Technology.

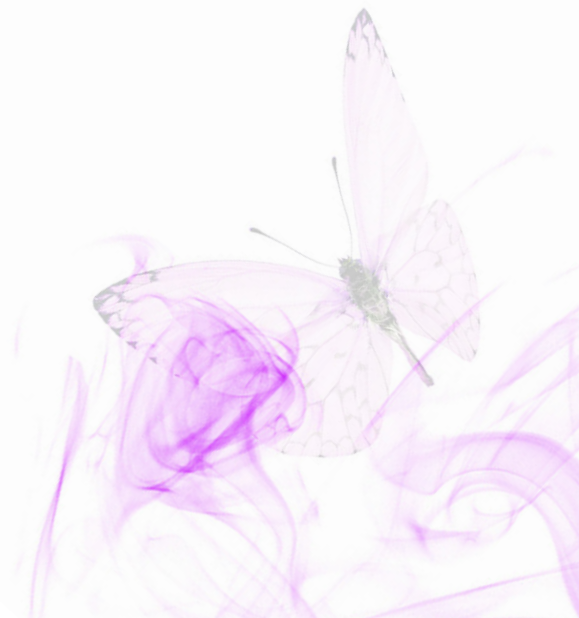
This research is underpinned by cutting-edge social science methodologies including:

- advanced data analytics
- participatory and innovative qualitative research
- observational and biometric measurement techniques
- experimental research designs including social intervention experiments and evaluations.

Our strong focus on co-designed research, and commitment to ongoing training and development, provides significant engagement opportunities for our staff, postgraduate students and industry partners.

ISSR is the administrative headquarters for the Australian Research Council (ARC) Centre of Excellence for Children and Families over the Life Course (Life Course Centre), an international collaboration of 22 organisations working to identify the drivers of deep and persistent disadvantage and develop innovative solutions to address them. From 2020, ISSR will also host a node of the ARC Centre of Excellence for the Digital Child, as well as a site of the Centre for Social Data Analytics based at Auckland University of Technology.

Our strong focus on co-designed research, and commitment to ongoing training and development, provides significant engagement opportunities for our staff, postdoctoral students and industry partners.



A LETTER FROM OUR BOARD CHAIR



JOHN MCGAGH
BOARD CHAIR

Dear colleagues,

As we move into 2020, I wish to share with you my views of our past year's work and hopefully shape some thoughts for the coming year.

As I write this, we are in the extraordinary grip of COVID-19 and as such, we are all having to cope in a social landscape that I doubt many of us would have expected to see in our lifetimes. My thoughts go out to your family, friends and wider society in the hope that we safely navigate our way through these difficult days.

The virus and the subsequent impact on shaping contemporary society will be a discussion spanning a considerable time. While I don't know how the "post-virus dialogue" might shape the work of ISSR going forward, with the assistance of the great ISSR team and input from the Board, I feel sure we can use the inherent capability of ISSR as a continuing force for good as we continue our business as usual work and also generate learnings and opportunities arising from these extraordinary times.

RETROSPECTIVE

Looking back over 2019, I believe it fair to say that the ISSR Board understood from the beginning of the year that ISSR had an ambitious growth plan and was building on a level of demonstrated success. With supporting funds from the University, the Institute planned some significant hires to meet its objectives. The Board supported the growth plans of the Institute, and we also advised the Executive that this would be a significant task and would require focus on building a positive and cohesive culture to embed new staff. This work is well underway.

I was particularly pleased with the Board's proactive input into shaping the strategic directions for the Institute. This was reflected in the ambition presented and the balanced way the Institute sought to support growth objectives, with a focus on building stakeholder partnerships, supporting and developing its staff and improving business processes. Clarifying clear focus areas for the Institute's work was a significant output, which I am sure you will agree with me will best enable the Institute to better define itself and promote its expertise.

A highlight of the year was the Board attendance at the ISSR's flagship public event to hear the Institute's new Professor, Rhema Vaithianathan, present on her cutting-edge work to introduce machine learning techniques to public sector social data analytics to improve decision-making in high stakes and contentious use cases. It was most impressive to learn that her work was structured so as to engage across a wide range of stakeholders, while reaching out and achieving community acceptance about the use of their data for social good – a truly pioneering pathway!

PEOPLE

We would like to thank the people who we farewelled from the Board in 2019 and acknowledge their contribution:

- Tim Reddel (who joined ISSR as a new Professor in Social Solutions)

- Michael Hogan (Director-General, Queensland Department of Child Safety, Youth and Women).

We welcomed two new members to the Board:

- Troy Sloan, Group Manager (Analysis, Evaluation and Data Group), Commonwealth Department of Social Services
- Christine Castley, Deputy Director-General, Queensland Department of the Premier and Cabinet.

LOOKING TO THE FUTURE

We do live in a time of uncertainty and change brought on by extraordinary global forces, and we all need to manage through these times. ISSR, as part of the University, will be called upon to navigate through what I anticipate will be necessary, as yet unknown, changes, and we the Board will be called to assist.

I trust I reflect the Board sentiment when I say we are all enthusiastic about the future prospects of ISSR, and enjoy the discussions about the research and impact ISSR has and could have in the future, whatever shape the future takes!

Please stay safe and I look forward to our next Board meeting.

Warm regards
John McGagh

DIRECTOR'S REPORT



PROFESSOR MARK WESTERN
DIRECTOR, ISSR

ISSR had another successful and busy year in 2019, securing over 30 new projects and increasing our annual income over our 2018 result.

Social science research is increasingly playing a central role in ensuring that new public policy and innovations in technology are human-centred and designed for positive social impact. ISSR's research seeks to understand social context, ensure social licence for the use of data and technologies, improve equity in opportunity, and apply evidence to develop timely and appropriate social solutions.

To enhance our capability to respond to critical social challenges, we had a big recruitment drive in 2019 and welcomed many new academic staff and professional staff to support business operations. Importantly, we aimed to build leadership and capacity in key areas for ISSR, recruiting three new professors – Lisa McDaid (Social Science of Health); Tim Reddel (Social Solutions) and Rhema Vaithianathan (Advanced Social Data Analytics) – and promoting Simon Smith to Professor (Health and Sleep Science) to enhance our capability to respond to critical social challenges.

ISSR undertook a strategic planning process over 2019 to position the Institute for the future, and we have redefined our vision and mission – to undertake transformational research that makes meaningful difference to people's lives. As part of this process, we consulted with the Institute Board, staff and students to redefine our areas of focus to the social science of policy and practice, health, education, and innovation and technology. I want to particularly thank the Institute Leadership Group for their consideration and shaping of what we mean by transformational research in these areas.

We also had significant recognition of our capability in the achievement of ARC funding to host the new ARC Centre of Excellence for Children and Families over the Life Course. We were the only Centre in the 2020 round to be re-funded, all of the other Centres are new – testament to the quality of the existing Centre. Congratulations to Professor Janeen Baxter (Director of the Centre),

her team based at ISSR and our partners in the new Centre for all their contributions. The new Centre significantly deepens and expands the current Centre's research, and is half as big again as the current Centre.

We were also announced as a node of the new ARC Centre of Excellence for the Digital Child, exploring the key challenges and benefits of childhood in a digital age. Professor Karen Thorpe, Professor Simon Smith and Dr Sally Staton are Chief Investigators, and will lead The University of Queensland (UQ) node.

We had great success in securing several significant multi-year projects that demonstrate our breadth in scope, including:

- the Evaluation of the Pharmaceutical Benefits Scheme (PBS) Subsidised Take Home Naloxone (THN) Pilot, Australian Government Department of Health, led by Dr Caroline Salom
- the development of the Queensland Housing Strategy Evaluation Framework and Research Agenda, led by Professor Tim Reddel
- the Evaluation of the Digital Pregnancy Health Record, HealthShare NSW, led by Associate Professor Fran Boyle
- the re-signing of the important national survey into Drug Trends 2019 (UNSW sub-contract), Australian Government Department of Health via University of New South Wales, led by Dr Caroline Salom
- Investigating the Effects of Cumulative Factors of Disadvantage, HEPPP 2018, Australian Government Department of Education, led by Associate Professor Wojtek Tomaszewski.

We have also established many new collaborations, and on behalf of ISSR, I would like to thank our collaborators and partners for their support and contributions to our research activities in 2019. Without strong partnerships and a commitment to robust research, many of the research impacts we have achieved would not have happened.

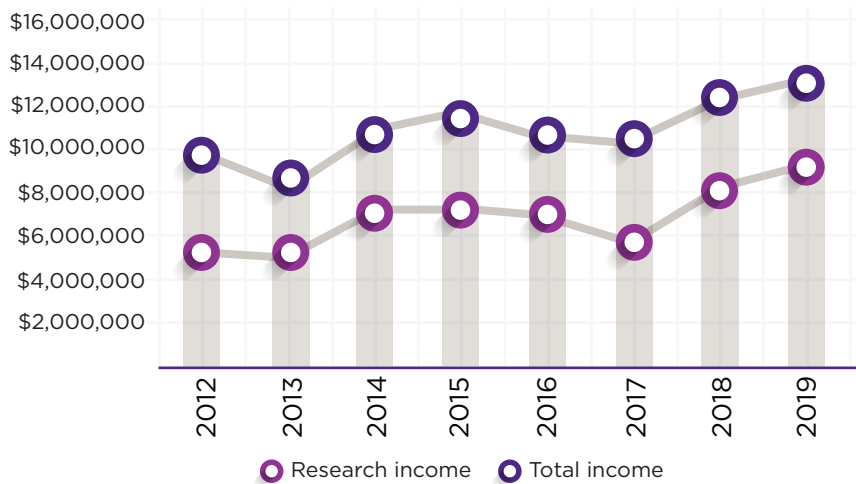
An important partnership that we established in 2019 is with Auckland University of Technology to develop a UQ site of the internationally renowned Centre for Social Data Analytics, led by Professor Rhema Vaithianathan. We have commenced several projects using advanced data analytics and machine learning to improve analysis and decision-making for government policy and program makers, and look forward to developing this capability further in 2020.

I am looking forward to an exciting year ahead in 2020 to embed the new staff into ISSR and UQ and pursue opportunities that allow us to live up to our new vision and make meaningful difference to people's lives through our research impact.

Professor Mark Western
Director, ISSR

*I would like to thank
our collaborators
and partners for
their support and
contributions to our
research activities
in 2019.*

ABOUT ISSR: 2019 SNAPSHOT



Staff not including casual staff



Students Higher Degree by Research

Training and development courses



Training and development courses



Participants

47 Internal staff and students 87 External participants*

*from government & non-government organisations



Multidisciplinary seminars for staff and students

Outputs



BOOK CHAPTERS



53

Conference presentations & publications



17

Non-academic publications, videos, blogs & podcasts



36

RESEARCH REPORTS



113

JOURNAL ARTICLES



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WORKING PAPERS

Media



169 NEWS & BLOGS
MENTIONS



66 LINKEDIN
FOLLOWERS

96 LINKEDIN
POST
IMPRESSIONS

Partners and funders



8

projects with **federal
government research
bodies** (ARC and NHMRC)



20

projects involving **NGOs,
including universities**



32

projects with **government
departments** (federal & state)



36

DIFFERENT
FUNDERS

Impact



97

CITATIONS
of 2019 articles
from 44 countries

14

ARTICLES
in the top 10% most
cited worldwide



+80% in top quartile
journals

38% in top ranked
journals

such as Nature, PLOS ONE, Journal of Marriage
and Family, Child Development and Sleep

BUILDING ISSR FOR **TRANSFORMATIONAL RESEARCH**



STRATEGIC PLANNING 2020–2025

In 2019, ISSR developed its new Strategic Plan for 2020–2025. Established in 2008, ISSR has matured into a contemporary, agile organisation that has the capacity to grow in new areas of capability to meet government and industry needs, and to address major societal challenges.

We are proud of our unrivalled interdisciplinary approach to tackling important social science research questions, and of our partnerships with other researchers, funders and stakeholders, including communities, to achieve real impact for people, populations, places, services and policy. Effective knowledge exchange and research translation are the foundations for continuing to foster and build these partnerships.

Over the next five years, the vision for ISSR is to consolidate our position as Australia's leading social science research entity. We will continue to strengthen our reputation as the

go-to place for co-developed research, evaluation frameworks, data platforms and surveys, and health, education and social service interventions that make meaningful difference to people's lives.

The ISSR Strategic Plan commits us to:

- being solution-focused to address big societal challenges
- recognising that multidisciplinary research and collaboration are central to achieving transformational change and impact
- maintaining a clear strategic path that is attractive to recruitment, retention and the career development of staff and higher degree students
- continuing to build a diverse funding base to ensure ongoing growth and sustainability.

We will do this by focusing on four key impact areas for our research, outlined in the figure below. Research in each of these areas will often consider the impact for populations, the impact of life course stages, and the impact of different spaces and places using the latest cutting-edge research methodologies.



VISION

Making meaningful difference to people's lives



MISSION

We undertake transformational research to solve critical social challenges

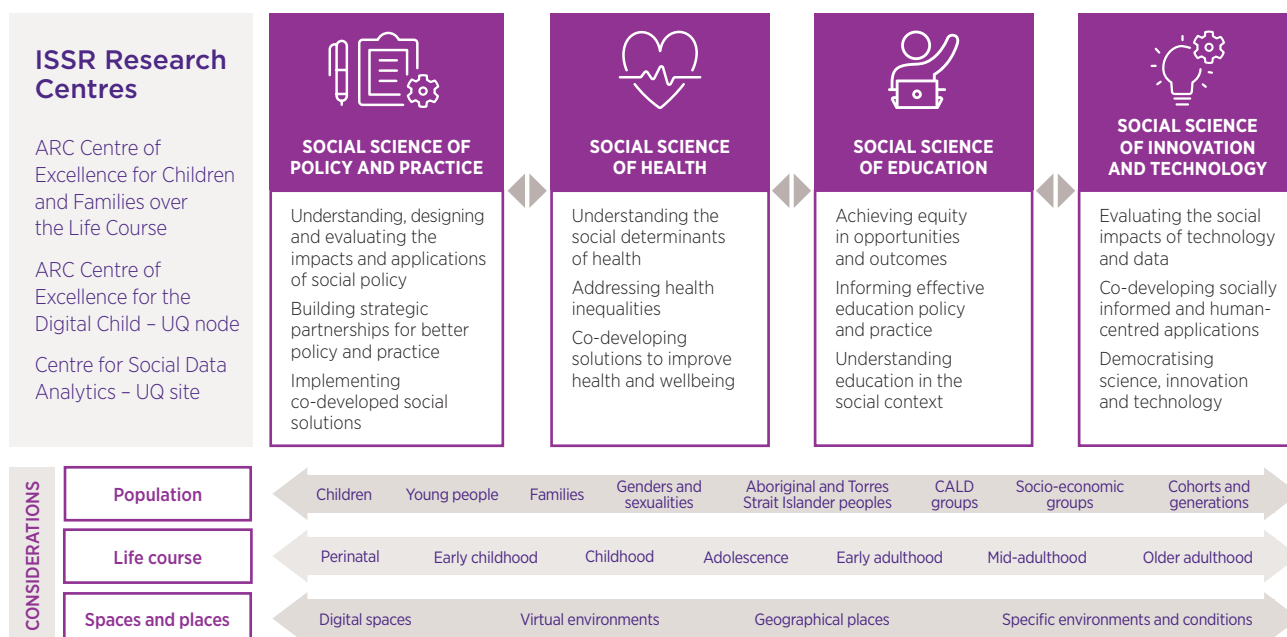


GOALS

The Institute's objectives are to:

1. Cultivate an enriching workplace culture
2. Innovate, collaborate and influence for impact
3. Deliver uncompromising quality in research and translation

ISSR IMPACT AREAS 2020–2025



NEW ARC CENTRES OF EXCELLENCE

THE LIFE COURSE CENTRE - 7 YEARS OF NEW FUNDING

Research to help Australian families break the cycle of disadvantage and stop the gap between the “haves” and “have-nots” widening will continue at ISSR.

In October, the Federal Minister for Education Dan Tehan announced \$32.1 million in funding for the Life Course Centre.

The Centre is a collaboration between The University of Queensland, The University of Western Australia, The University of Sydney, The University of Melbourne and 17 academic and industry partner organisations from Australia, Europe, New Zealand and the United States (USA).

UQ Vice-Chancellor and President Professor Peter Høj AC said this funding was a reflection of the Centre's strong track record and significant future potential.

“The Life Course Centre was first funded in the 2014 ARC Centre of Excellence round, and today's announcement of another seven years of funding recognises the innovative and impactful research it is pioneering,” Professor Høj said.

“It is a leader in Australia, and the new Centre will radically expand its research and transform how disadvantage is addressed for individuals and for communities.”

The Life Course Centre will continue to be led out of ISSR by Professor Janeen Baxter, and will also include ISSR Chief Investigators Professor Karen Thorpe, Professor Simon Smith and Associate Professor Abdullah Mamun.



Member for Ryan Julian Simmonds MP with Professor Janeen Baxter at the Life Course Centre funding announcement in October 2019

“The Centre will focus on transformative research and translation to develop tailored solutions for people suffering from disadvantage in their daily lives,” Professor Baxter said.

“The Life Course Centre will shift the dial by moving beyond averages to develop a more detailed understanding of why disadvantage takes hold in particular places, at particular times, and for particular people.

“We are committed to progressing a science of disadvantage that utilises new technologies and methods to keep pace with societal change so that all children and families have the opportunity to achieve their life potential.”

Bringing together different types of data will deepen our understanding of the mechanisms underlying disadvantage, and enable us to develop personalised and community-based solutions that can make a difference.

THE CENTRE OF EXCELLENCE FOR THE DIGITAL CHILD – UQ NODE

In September, the Federal Minister for Education Dan Tehan announced \$34.9 million for the establishment of an ARC Centre of Excellence for the Digital Child, led by Queensland University of Technology.

In total, the Centre has 33 national and international academic and industry partners, including The University of Queensland. Together these partners provide an additional \$32.2 million in cash and in-kind support to the Centre.

ISSR researchers Professor Karen Thorpe, Professor Simon Smith and Dr Sally Staton will be Chief Investigators and will lead a node of the Centre at ISSR, where a longitudinal study of 3000 families and the “Healthy Child” theme will be based.

The Centre’s vision is for Australian children to be healthy, educated and connected. This Centre will integrate child health, education, and digital and social connectedness, innovating across disciplines to meet Australia’s ongoing challenges of supporting young children growing up in a rapidly changing digital age.



The Centre will address key challenges of childhood in a digital age:

- building new understandings about the digital influences on the physical and psychological wellbeing and development of children to inform recommendations and guidelines (“Healthy Child”)
- developing models, frameworks and good practices of digital learning that build children’s educational opportunities,
- fostering inclusiveness and equitable outcomes (“Educated Child”)
- creating understandings of digital technology use and producing technology innovations for young children that (a) shape positive relationships with peers, family, community and commercial entities, and (b) respect children’s privacy, rights and citizenship (“Connected Child”).



NEW PROFESSORS IN ISSR



PROFESSOR RHEMA VAITHIANATHAN

Professor Rhema Vaithianathan joined ISSR in May 2019 as Professor of Social Data Analytics. Rhema brings vast experience in the application of data and machine learning techniques for social good. She has engaged with jurisdictions in the USA, Chile and Australia on various use cases for predictive risk modelling in health and human services.

Rhema is also a Professor of Economics at Auckland University of Technology (New Zealand) where she is director of the Centre for Social Data Analytics (CSDA). ISSR will host a site of the CSDA, which will develop capability for the utilisation of social data science in Australia. In 2019, she was also a Senior Research Fellow at Singapore Management University, and she has previously held research positions in the USA, including a Harkness Fellowship at Harvard University.

Her predictive analytics work focuses on the methodologies for, and implementation and implications of, predictive risk modelling in health and social services settings. She leads the international research team that developed, and continues to refine, the Allegheny Family Screening Tool, a child welfare predictive risk modelling tool for Allegheny County (Pennsylvania, USA). Other predictive analytics work in the USA includes implementation of a child welfare predictive risk model for Douglas County, Colorado, and a feasibility study for a predictive risk algorithm to help Allegheny County prioritise homelessness services.

Rhema's health and human services and policy research looks at understanding and improving the way in which health and human services operate. It includes work on Indigenous health and disparities.

Recent New Zealand studies have explored the cumulative prevalence of child maltreatment, rates of injury and mortality among children identified as being at high risk of maltreatment, and protective factors that may allow some children to "beat the odds" and experience no childhood adversities despite being at high risk.

Rhema is internationally recognised for leading the implementation of machine learning tools in high stakes government systems such as health, child welfare and homelessness, and is frequently invited to speak to government agencies, researchers and practitioners around the world about the ethical use of machine learning tools in public policy.

Rhema's current advisory positions include sitting on the Centre for Workforce Wellbeing Steering Group (Health Education England and University of Southampton) and on a Predictive Analytics Advisory Committee (VIA University and TrygFonden's Centre for Child Research, Denmark). She was previously a member of the government-appointed Data Futures Partnership, which developed guidelines for trusted data use and social licence in New Zealand. Rhema has previously been a member of the Australian Medical Council's Recognition of Medical Specialties Advisory Committee.



Lisa brings particular strengths in co-designing public health interventions informed by social science theory and practice.

PROFESSOR LISA MCDAID

In July 2019, ISSR welcomed Professor Lisa McDaid to the Institute to lead on Social Science of Health research. Lisa will support ISSR to identify evidence-based solutions to health inequalities in Australia.

Her research aims to improve health and wellbeing, particularly among the most disadvantaged in our society. To achieve this, we need to understand the lived experience of health, and work with communities using participatory methods to co-develop new solutions to improve population health.

Lisa joins ISSR from the University of Glasgow in Scotland, where she led the MRC/CSO Social and Public Health Science Unit's program of research on social relationships and health improvement. The focus of this research was on the dynamic mechanisms by which social relationships and networks influence health and behaviours across the life course, with an imperative to translate this knowledge into interventions that modify relationship influences and improve population health. Lisa obtained her PhD in Medical Sociology from the University of Glasgow in 2007, and has extensive experience in health inequalities research, with a particular focus on how to engage those most vulnerable to ill-health in health improvement efforts. Her research has explored sexual health inequalities, including for LGBT+ communities, migrant communities in the UK, men and women living in deprived areas, and women who have

experienced multiple and second trimester abortions. She has been PI or Co-Investigator on Research Unit and project grants totalling around A\$94 million, and has authored over 100 publications. Maintaining her international links, Lisa retains a professorship at the University of Glasgow, and is an Associate Director of the Centre for Research on Families and Relationships, a consortium research centre based at the University of Edinburgh in Scotland.

Lisa brings particular strengths in co-designing public health interventions informed by social science theory and practice. Partnership working has been central to Lisa's research throughout her career, and she has led on and contributed to projects that have had significant impact on policy and practice within the UK and internationally. At ISSR, Lisa will continue to ensure that her research has knowledge exchange embedded within it, working in partnership with government, practitioners, non-government organisations and the communities most affected by her work to identify innovative solutions to health inequalities.



**PROFESSOR
TIM REDDEL**

ISSR welcomes a social policy innovator to the team

In August, ISSR welcomed Professor Tim Reddel to the Institute to lead a new Social Solutions initiative. Tim will build on ISSR's key capabilities in applied policy research and aim to foster greater public policy impact for social science research through collaborative and mutually beneficial partnerships between researchers, policy makers, service providers and communities.

Tim is uniquely qualified to lead this work, combining his academic background with extensive experience in senior policy and research roles in government. Most recently, Tim was the head of the Policy and Program Office in the Australian Government Department of Social Services. He has led a number of policy innovations at the federal level, including reforms to the design and delivery of community-based grant programs, introduction of social impact investment approaches, and leading the Department's strategic policy, research, evidence and evaluation activities. Tim also led the implementation of the Priority Investment Approach for Welfare,

which included significant policy innovations under the Try, Test and Learn Fund. Prior to joining the Australian Public Service, Tim worked in a range of senior executive roles in the Queensland Government, the community services sector and academia.

Internationally and nationally, there is a growing trend for universities, governments and community organisations to experiment with new ways of working together to solve problems. ISSR's contribution to real-world impact will be to use the findings and lessons from specific co-designed and data-driven projects to build an evidence base and community of practice of researchers, policy practitioners and end users. A focus on collaboration for achieving social solutions by Tim and ISSR researchers aims to inform broader social science knowledge, including developing and disseminating tested methodologies for policy impact, co-design and research translation.

ISSR's contribution to real-world impact will be to use the findings and lessons from specific co-designed and data-driven projects to build an evidence base and community of practice of researchers, policy practitioners and end users.



The social science of sleep is a new frontier. Our unique approach at UQ promises to benefit many individuals, families and other groups in the community.

– Professor Simon Smith

PROMOTION TO: PROFESSOR SIMON SMITH

Congratulations to Professor Simon Smith, who was recently promoted to Professor and received a UQ Partners in Research Excellence Award (PIREA) commendation for his work promoting sleep health in Australian children. PIREAs recognise outstanding models of high-impact collaborative research partnerships, and this is a testament to Simon's achievement of excellent outcomes that contribute to national research impact.

Promotion to Professor at UQ is an extremely rigorous process, with successful candidates needing to demonstrate exceptional leadership and levels of academic achievement across research, teaching and learning, and service. Simon's promotion recognises the role he has played in building the social science of sleep at UQ and internationally, and his research focus on clinical care, basic science and translation to broader community, which is reflected in his publication profile and track record of research funding across all funding categories.

Simon joined ISSR in mid-2017 as a sleep science leader within the Child Development Education and Care Group, with an aim to bridge the biological and social sciences in collaboration with other researchers and partners from government, industry and the community. Since joining ISSR, he has led a range of research and evaluation activities including the *Evaluation of the national support for child and youth mental health program and longitudinal research plan* for the Australian Government Department of Health, and the trial *Reducing Crash Risk for Young Drivers*, funded by the National Health and Medical Research Council (NHMRC). His research laboratory supports advanced sleep measurements including actigraphy, polysomnography, behavioural assessment, psychometric assessments, hormone measures, naturalistic and simulated driving, and environmental monitoring.

Commencing in 2020, Simon will also be a Chief Investigator for both the Life Course Centre and the ARC Centre of Excellence for the Digital Child, demonstrating the critical role for sleep health in the broader social and community context, and establishing a new social science of sleep group.

As Chief Investigator for the Life Course Centre, Simon will lead a project focused on the social determinants of sleep to develop new understanding of how vulnerable families can be supported to improve household rhythms, ensuring better health outcomes, lower stress levels and stronger work-family balance. This project will give new insights and has exceptional potential to inform interventions that can be applied to reduce compound disadvantage effects of poor sleep (e.g. work schedules, light exposure, technology use and family timetabling).

Simon will co-lead the "Healthy Child" research program under the ARC Centre of Excellence for the Digital Child to build new understandings about the digital influences on children's health and wellbeing and improve outcomes for children. His expertise will contribute to the Centre's studies of young children's sleep, understanding of screen use, and interactions with activity and stress, and of broader human-technology interactions and emotional and social regulation.

TRAINING & DEVELOPMENT

ISSR prides itself on its role to facilitate knowledge sharing and learning. We are particularly proud of our educator role in supporting and teaching the social science researchers of the future, and supporting learning by staff, students and industry stakeholders in social science research methods.

In 2019, ISSR conducted 23 events as part of our Seminar Series, which showcased ISSR research as well as visiting international and interstate academics. These events welcome staff and students from across UQ and industry partners where relevant, but are largely targeted at ISSR staff and students to promote professional development, networking and learning. The full list of seminars is provided on the following page to demonstrate the diversity and breadth of topics and expertise showcased.

ISSR also conducted 12 in-house Think Tank and Work in Progress workshops to support staff and student development, enable staff and students to share their research design, implementation and translation learnings and tips of the trade with their colleagues, and create discussion and enable a safe space for Q&A.

ISSR researchers participated in the UQ Research Capabilities Showcase on 20 September 2019. The day offered a unique platform where UQ researchers showcased their leading-edge research initiatives, services and impacts through presentations, trade displays, workshops, capability tours and more.

ISSR researchers provided presentations to colleagues and industry stakeholders, conducted a tour of the Long Pocket facility and the sleep and experiment lab, and ran a workshop about social science research methods. The workshop included specially made videos showcasing ISSR researchers to explain our methodological approaches and provide examples of our work to illustrate the use of the methodologies. These videos can be viewed here: issr.uq.edu.au/research_methods



ISSR SEMINAR SERIES

DATE	TOPIC	PRESENTER	PRESENTER DETAILS
31-Jan-19	Stata workshop	Assoc Prof Francisco Perales	ISSR
20-Feb-19	Academic achievement of children in same-sex-parented and different-sex-parented families: A population-level analysis of linked administrative data from the Netherlands	Dr Jan Kabátek	Melbourne Institute of Applied Economic and Social Research
6-Mar-19	'Un-neighbourliness': The neighbourhood context of problems and disputes between neighbours	Prof Lynda Cheshire	School of Social Science, The University of Queensland
27-Mar-19	Australian Muslims: The challenge of Islamophobia and social distance	Prof Riaz Hassan	Flinders University and Institute of South Asian Studies, National University of Singapore
4-Apr-19	Quantitative social science for health and wellbeing research: The COMPASS Research Centre	Dr Barry Milne & Dr Nichola Shackleton	Centre of Methods and Policy Application in the Social Sciences (COMPASS), University of Auckland
11-Apr-19	Test anxiety in under 15-year-olds: A comparative study between Australia and the Netherlands	Tim de Vries	Institute for Social Science Research, Utrecht University
15-Apr-19	Initial findings of the Millennium Cohort Study	Dr Lisa Calderwood	Centre for Longitudinal Studies – UCL Institute of Education, London
2-May-19	Explaining the evolution of ethnicity differentials in academic achievements: The role of time investments	Dr Ha Nguyen & Dr Francis Mitrou	Telethon Kids Institute
30-May-19	Where is Reconciliation going for Australia? And how can the University take a role?	Adjunct Assoc Prof Charles Passi	The University of Queensland
10-Jul-19	Language growth from 4 to 8 and developmental circumstances: Meeting policy demands from the early years sector	Prof Stephen Zubrick	Telethon Kids Institute and University of Western Australia
26-Jul-19	Predictive analytics for social good: Essential elements & data science challenges	Dr Diana Benavides Prado	Centre for Social Data Analytics, Auckland University of Technology
31-Jul-19	Administrative data and learning analytics	Prof Tim Maloney	School of Social Sciences and Public Policy, Auckland University of Technology
8-Aug-19	How people's own upbringing influences their subsequent parenting practices: A mixed method study of vulnerable mothers	Simon Barrett	Social and Public Health Sciences Unit, University of Glasgow
13-Aug-19	The West vs the rest: Exploring the global divide in attitudes towards homosexuality	Dr Mahalia Jackman	Department of Economics, University of the West Indies
20-Sep-19	Data, design and public good	Assoc Prof Anna Brown	College of Creative Arts, Massey University
15-Oct-19	Putting young children on a path to success: Mechanisms transmitting income inequality	Prof Rebekah Levine Coley	Department of Counseling, Developmental, and Educational Psychology, Boston College
7-Nov-19	Translating cross-cultural research into design evidence for healthcare architecture	Prof Paul Memmott, Prof Michele Haynes, Dr Timothy O'Rourke & Dr Daphne Nash	The University of Queensland & Australian Catholic University
12-Nov-19	Occupational aspirations of girls and boys across ethnic groups in the UK	Prof Lucinda Platt	London School of Economics and Political Science
27-Nov-19	Contextualizing productive ageing in Asia: Determinants and health implications	Dr Pei-Chun Ko	Singapore University of Social Sciences
6-Dec-19	Gender and education	Prof Deevia Bhana & Dr Yuwei Xu	University of KwaZulu-Natal & UCL Institute of Education
17-Dec-19	Sleep regulation in early childhood	Assoc Prof Monique LeBourgeois	University of Colorado Boulder



Dr Martin O'Flaherty teaching MFSAS Longitudinal Data Analysis

METHODS FOR SOCIAL ANALYSIS AND STATISTICS INDUSTRY TRAINING COURSES

As one of Australia's largest social science institutions, researchers at ISSR address some of the most important issues and challenges facing the country today.

ISSR's work is broad, multidisciplinary and informed by the latest developments in social science theory and methods. We deliver commercial services and expert training to public and private sector organisations, bridging the gap between those who work with statistics, and those who need to apply them as part of creating effective policies.

The Methods for Social Analysis and Statistics (MFSAS) program is designed for those who need to use, understand and interpret statistical information, but who may not necessarily have a background or training in statistics. Our workshops are ideal for professionals in government departments, agencies, non-government organisations, university staff and postgraduate students who want to learn more about methods for social analysis and translate scientific social research into public policy outcomes.

MFSAS workshops provide participants with practical skills and content-relevant knowledge that they can immediately apply in their work, such as:

- how to construct, collate and interpret questions of social significance
- how to use social data to inform evidence-based policies and programs
- how to recognise the quality and robustness of research sources.

In 2019, we delivered eight MFSAS training courses for more than 130 participants in the areas of:

- Program Evaluation
- Gathering Qualitative Data
- Essential Social Analysis
- Social Cost-Benefit Analysis
- Longitudinal Data Analysis.

ISSR also contributed to the Graduate School Career Development Framework. More than 100 Higher Degree by Research students attended 12 different courses that were offered in 2019 for the first time.





FLAGSHIP EVENTS

THE JOHN WESTERN MEMORIAL LECTURE

The University of Queensland's Professor Rhema Vaithianathan has developed methods to screen child abuse calls – using machine learning tools – that are being adopted around the world.

She presented her research at the 2019 John Western Memorial Lecture, proudly hosted by UQ's ISSR and School of Social Science, at Customs House on Tuesday 10 September 2019.

Former policy analyst for the New Zealand Treasury, and Director of the Centre for Social Data Analytics at Auckland University of Technology, Professor Vaithianathan shared the predictive analytics she has applied to complex social problems in areas including child welfare, homelessness and health.

Currently positioned as Professor of Social Data and Analytics at ISSR, she is internationally recognised for implementing the Allegheny Family Screening Tool – an advanced algorithm to help call centre staff in the USA to triage child maltreatment allegations.

In her presentation *Data analytics in the public sector – the tortoise or the hare?*, Professor Vaithianathan contrasted the largely cautious use of data analytics in the public sector with the comparatively quick (and profitable) uptake of data analytics seen in the private sector.

She told the audience that, while it could seem at first glance that the private sector is leading the way with data analytics, several recent high-profile controversies contradict that idea.

“Examples like Cambridge Analytica and the COMPAS recidivism tool in the United States demonstrate what can happen when organisations embrace data analytics technology at speed without the right guardrails in place.

“We see that, when it is used with no social licence, without humans at the centre, in a non-transparent way or with weak data rights, those uses can become unacceptable very quickly,” she said.

“The private sector took to AI and machine learning early and fast, seeing data as a strategic asset, whereas the public sector has tended to move slower, conscious of concerns like consent, transparency and having a ‘human in the loop’.”

Professor Vaithianathan identified six elements of a successful data analytics strategy for the public sector: agency leadership, transparency and fairness, a community voice, multidisciplinary teams, ethical review and independent evaluation.

She believes the future lies in the public sector leading the way by adopting human-centred data science, and looks forward to continuing some fascinating conversations prompted by this event.

Emerging data analytics techniques like predictive risk modelling offer new opportunities to learn from data, and improve the delivery of services and products to consumers and citizens.

– Professor Mark Western



Professor Rhema Vaithianathan at the John Western Lecture in September 2019

Director of ISSR Professor Mark Western said the vision of the Institute is to make a meaningful difference in people's lives, and this is done by partnering to carry out transformational research to solve critical social challenges.

The John Western Memorial Lecture is held in honour of former UQ Professor of Sociology John Western AM – the first professor of sociology at UQ and Head of the Department of Anthropology and Sociology in 1970.

Rhema is at the forefront of international research and implementation in this field, and her appointment is a central part of ISSR's strategic planning to build social data science at UQ in a way that harnesses the potential of tools like machine learning and artificial intelligence to do social good.

UQ GLOBAL LEADERSHIP SERIES PUBLIC FORUM

Australia: You're exhausted!

We spend around a third of our life asleep – that's approximately 25 years, so ISSR is trying to find out how we make the most of it.

On 19 March 2019, three of UQ's leading researchers addressed a sold-out crowd at UQ's Customs House on why sleep is so important. They argued that we can target sleep to answer a range of questions about human biology and behaviour, and seek new ways to harness its restorative powers.

Dr Sally Staton (ISSR), Professor Simon Smith (ISSR) and Associate Professor Bruno van Swinderen (Queensland Brain Institute) all believe in the power and potential of sleep, and look at it through different lenses. At the UQ Global Leadership Series event, Associate Professor van Swinderen presented the fruit fly as a model for studying the impact of sleep on the brain and for animal behaviour, while Dr Staton focused on the role of sleep for early childhood development based on her research in early childcare and education settings.

"Sleep is influenced by our genetics but also by the world around us," says Dr Staton. "Kids can be experiencing a sort of jetlag simply because of the social context we provide for sleep."

Professor Smith reflected on the far-reaching effects of the lifestyle and social factors that undermine sleep quality, including negative impacts on health, emotion and communication.

The forum was recorded and broadcasted on ABC Radio National Big Ideas program.

In the factors that affect sleep quality, we can find real and new opportunities to create change on a range of levels.

– Professor Simon Smith



MAJOR REPORTS

STATE OF EARLY LEARNING IN AUSTRALIA

The *State of Early Learning in Australia 2019* report, written by ISSR researchers Professor Karen Thorpe and Dr Sally Staton, was launched at Parliament House in Canberra on Monday 25 November. The launch was attended by Education Minister Dan Tehan, Shadow Minister Amanda Rushworth and numerous other MPs and early childhood sector representatives.

The report was published by Early Learning: Everyone Benefits, a national campaign supported by a coalition of early childhood and parent peak bodies, providers, community organisations and individuals. The report sets out the goals for the nation in advancing young children's learning and development, identifies the key performance indicators against which Australia's progress should be measured, and identifies target areas for improvement.

The uneven access to high-quality early learning across Australia is highlighted in the report. Some young children are missing out based on the state, territory or region they live in, with the report identifying significant pockets of unmet need and problems associated with affordability. Professor Thorpe recommends immediate action to address inequity of access to high-quality early learning and work conditions of early educators, as outlined in the report.

Professor Thorpe states, "Young children benefit from early learning by developing the cognitive, social and emotional skills to help them thrive every day. Beyond, the benefits for children include better preparedness at school entry, improved achievements in school,



Professor Karen Thorpe and Dr Sally Staton at the launch of The State of Early Learning report in Canberra in November 2019

and greater life chances and choices past the school years." Professor Thorpe recognised that "there are also significant benefits for society and the economy seen in improved workforce participation of parents, and improved economic productivity and social inclusion of children who have attended early learning services."

Professor Thorpe said equity of access and attendance remains a big concern. "Aboriginal and Torres Strait Islander children are less likely to attend a preschool program than their non-Indigenous peers. Children from low-income areas, of non-English-speaking backgrounds or who have a disability are also under-represented. The cost of attending an early education and care program is disproportionately high for low-income families after subsidy, and the number of these families who have access to services that are exceeding the National Quality Standard is lower."

A major crisis is looming in providing adequate numbers of trained early childhood educators, Professor Thorpe warned. The effectiveness of early education is dependent on the availability of well-trained educators, but this may not be sustainable. Low wages coupled with unfavourable work conditions and high administrative demands have resulted in high staff turnover, with one in five identifying an intent to leave the sector. In remote areas, turnover rates are almost 50 per cent.

The focus for Australian governments and the organisations that provide Australia's early education and care services for the next decade is growing and sustaining a professional and well-supported workforce, and ensuring that the highest quality and appropriate forms of provision reach those who most benefit – those who are marginalised and those who live in circumstances of disadvantage.

ISSR LEADS THE DEVELOPMENT OF A PRIORITY RESEARCH AGENDA FOR SLEEP IN SOCIETY

Sleep is an important health and social issue. It strongly predicts a number of lifelong development outcomes (including new learning and mental health), work-related outcomes (including stress, absenteeism, occupational safety and performance) and important social outcomes (including loneliness and isolation, social support and engagement, and family and interpersonal relationships).

Despite its importance, there is currently no clear go-to authority on the intersection between sleep security and social science. Our experts are establishing, for the first time, a research agenda for sleep and society, which is a critical step towards addressing the significant social and economic burden of sleep insecurity across the life course.

Many of us do not yet know how vital sleep is throughout our lives, that's why these messages need to be distributed far and wide.

– Ms Laetitia Coles

A group of researchers at ISSR, led by Dr Sally Staton and Professor Simon Smith, facilitated a two-day workshop in late 2019, *Sleep and Society: Continuity and Chaos across the Life Course*, focused on the interplay of sleep and social functioning, which brought together established and emerging leaders in sleep and social science from across Australia and New Zealand to address this new societal challenge. This national workshop was funded by the Academy of Social Sciences in Australia, in collaboration with the Life Course Centre and ISSR.

The workshop was framed around four themes linked to sleep and the life course stages of children, adolescents and young adults, adults, and older adults. Through a series of “individual to group consensus” activities, participants identified

25 key priorities that were subsequently grouped into six key domains, with priority research areas and associated research questions relevant to each.

Our social world shapes our thoughts and beliefs. So maybe we need to reframe the social stories we tell about sleep. One of the biggest takeaways from the workshop is that we need and want to be making changes in public policy.

– Dr Jessica Paterson



Building on this priority research agenda, late in 2019, ISSR led the inaugural *Asleep @ UQ* symposium, which brought together research leaders involved in the rapidly developing fields of sleep, circadian rhythms and chronobiology from across UQ. This symposium showcased the breadth of activity across UQ faculties and institutes, and consolidated a UQ-wide commitment to work towards new research networks and collaborations, in particular the development of the proposed UQ Sleep Laboratory.

THE SIX KEY DOMAINS FOR INFORMING POLICY SLEEP SECURITY AND SOCIAL SCIENCE



DOMAIN 1 BUILT ENVIRONMENTS AND INFRASTRUCTURE

- Ensuring healthy sleep environments at home and in care
- Provision of public and private spaces to sleep and sleep opportunities



DOMAIN 2 TECHNOLOGY

- Identifying the impacts of technology and digital media exposure and use
- Recognition and management of Work Bleed – the dark side of non-standard and flexible work



DOMAIN 3 INSTITUTIONAL AND ORGANISATIONAL SYSTEMS

- Creating and promoting organisational level change to support sleep
- Identifying organisational impacts on families' sleep (work times, care times, school times)
- Designing and implementing systems that are tolerant of or responsive to sleep need
- Allocation of socio-economic resources to support good sleep



DOMAIN 4 POSITIVE CHANGE

- Scaffolding fragile sleep and building in strategies to support sleep across the life course
- Fostering collaborative design of realistic strategies and tools for sleep health
- Socially and culturally attuned strategies for sleeping well
- Better models of respite care and ways to protect the sleep of carers



DOMAIN 5 SOCIAL DYNAMICS

- Understanding sleep as an index of power and disadvantage
- Addressing inequities of sleep in children and families
- Recognising norms of gender, culture and life transitions
- Exploring the impacts of instability in work, relationships and housing
- Developing new knowledge of the intergenerational effects of non-standard work hours
- Sleep as a mechanism in social isolation and loneliness



DOMAIN 6 NEW FRONTIERS

- Innovation in the best ways for collecting and measuring sleep data
- Deeper understanding of the influence of daytime (diurnal) physical/social activities on sleep
- Exploration of the intersection between biological and social processes
- Promotion of a life-course approach to sleep research
- Continuity – linking early to later life, identifying protective factors and cross developmental points

BEYOND GRADUATION: LONG-TERM SOCIO-ECONOMIC OUTCOMES AMONGST EQUITY STUDENTS

Tertiary institutions and other organisations could do more to give university graduates an equal start in the job market, according to a new report led by Associate Professor Wojtek Tomaszewski.

The research, funded by the National Centre for Student Equity in Higher Education (NCSEHE) and supported by the Life Course Centre, drew on 15 years of data. It found that higher education could overcome social inequity in time, but outcomes for Indigenous graduates and those with disabilities often lagged. “The findings illustrate that disadvantage is not easily alleviated by a degree alone,” Associate Professor Tomaszewski said. He stressed that the research was based on a small sample and probably reflected broader underlying disadvantage for Indigenous people and those with disabilities. “Regardless, a sustained policy effort is required within and beyond the higher education sector, with a significant focus on graduates’ physical and mental health and wellbeing.”

The research drew on Census data and the Household, Income and Labour Dynamics in Australia (HILDA) survey. “The trajectories of equity and non-equity students converged over seven or eight years on average, so there was little difference in the longer term,” Associate Professor Tomaszewski said. “While these trends are very positive, perhaps more could



be done to prevent this seven- or eight-year-long catch-up period to give an equal start to all graduates, regardless of their backgrounds.” Equity students are those under-represented in higher education, including students from regional and remote areas, from lower socio-economic or non-English speaking backgrounds, as well as Indigenous students and those with a disability.

Associate Professor Tomaszewski said the research was among the first in Australia to look beyond income and labour market measures in the context of equity groups. “This report contributes to the Australian and international literature by expanding the focus from employment outcomes to broader measures of health and wellbeing, providing a more rounded picture of the benefits of education participation,” he said.

NCSEHE Director Professor Sue Trinidad said the research was commendable for its scope beyond traditional indicators of “success”.

Students from disadvantaged backgrounds often face complex personal circumstances impacting their participation and outcomes in higher education.

– Professor Sue Trinidad,
Director, National Centre
for Student Equity in Higher



While a degree brings transformative promise, there are factors at play that may continue to challenge students post-graduation. This research highlights areas where broader supports could be beneficial to promote the best possible outcomes for all.

– Professor Sue Trinidad, Director, National Centre for Student Equity in Higher Education

STAFF AWARDS & ACKNOWLEDGEMENTS

UQ AWARD FOR EXCELLENCE IN SERVICE 2019

Ms Emma Earl, ISSR's Research Partnerships Manager, received a commendation for service in the 2019 UQ Awards for Excellence.

Emma has provided outstanding support for ISSR's commitment to translate our research into policy and practice solutions by facilitating the successful procurement and execution of over 30 research and evaluation opportunities. Her outstanding work has helped ISSR to attract significant research income from industry, in keeping with UQ's values that assert the importance of moving beyond excellence in research to positively impact end users. Emma's work has served to enhance the profile of ISSR as a social solution-focused institute and of UQ by building strategic partnerships across a range of entities.



Ms Emma Earl with Professor Peter Høj AC 2019 UQ Awards for Excellence

2019 AFR 100 WOMEN OF INFLUENCE AWARD

Professor Karen Thorpe, Deputy Director – Research was named in the Australian Financial Review 100 Women of Influence Awards for 2019.

Professor Thorpe's research is in developmental science, with particular interest in the effects of early childhood parental and non-parental care experiences on trajectories of health, education and social inclusion across the life course. This includes extensive research on early childhood education and care as a mechanism for social equity. She has achieved significant impact in translating this research, which was most recently cited in the OECD report *Good*

Practice for Good Jobs in Early Childhood Education and Care.

Professor Thorpe, a Life Course Centre Chief Investigator, is also undertaking research on food and sleep insecurity as indicators of family stress and predictors of child outcomes. This includes examining the impact of "fussy" child eating behaviours in low-income households, which represents Stage 1 of the Life Course Centre-supported Mealtimes Matter research project. Parental and infant mental health in vulnerable families is another area of research focus for Professor Thorpe and her team.

This is the second time that Professor Thorpe has been named by the *Australian Financial Review* as among Australia's 100 Women of Influence, after she previously featured in the 2013 awards. The awards recognise Australia's most influential,



inspirational and visionary women. Finalists are selected on a number of criteria, including dedicating their time and energy to helping and encouraging other women in their industry, confronting unfairness, and using their skills and ability to help change the status quo to a more equal, diverse and vibrant society.



MOOC AWARD WINNER

ISSR claimed an international Award for Excellence from the UN Sustainable Development Solutions Network (SDSN).

The award was received for ISSR's UQx massive open online course (MOOC) on Critical Development Perspectives, instructed by Professor Mark Moran. It was one of only three MOOCs to be recognised internationally for excellence by the SDG Academy and the UN SDSN in New York. The Awards for Excellence recognise courses that

The Awards for Excellence recognise courses that demonstrate expert knowledge and leadership, are artfully presented and highly engaging, exemplify stellar commitment to UN Sustainable Development Goals (SDGs).

demonstrate expert knowledge and leadership, are artfully presented and highly engaging, exemplify stellar commitment to UN Sustainable Development Goals, and build knowledge and capacity around SDG implementation.

The Critical Development Perspectives MOOC is part of ISSR's MicroMasters of Leadership in Global Development. While there is an array of different arguments about what development is and how development can be achieved, this course enables leaders in development to understand, appreciate, evaluate and broker between differing and sometimes conflicting perspectives and ideas. It develops skills in critical

thinking and analysis, and also introduces some of the contemporary debates and current challenges facing development practice. The wide variety of topics provides a sense of the diversity of issues that development encapsulates, and learners are encouraged to reflect on their own ideas and practice, and share their perspectives with others and the course team.

The Awards for Excellence announcement came on the eve of the SDG Summit held at the UN Headquarters in New York on 24 and 25 September. It also coincided with ISSR re-launching its Science and Practice of Sustainable Development MOOC.

UQ AWARD FOR PARTNERS IN RESEARCH EXCELLENCE AWARDS (PIREA)

ISSR researchers and their partners received a commendation under the "Leading Healthier Lives" theme.

Dr Sally Staton, Professor Karen Thorpe, Professor Simon Smith and Dr Sandy Houen from ISSR, with Dr Angela Ferguson from the Queensland Department of Education, Ms Gabriella Sinclair from the Australian Children's Education and Care Quality Authority, Ms Jane Bourne from the Crèche and Kindergarten Association Queensland and Ms Kym Groth from the Family Day Care Association Queensland received the commendation award for their project entitled "Promoting Children's Sleep Health in Partnership



With Australia's Early Childhood Education and Care Sector". The partnership, as the name of their project suggests, has improved Early Childhood Education Care practice when it comes to sleep. This research

provides the evidence for best practice in care centres. It has also changed the legislation surrounding sleep and rest policies.

PROJECT HIGHLIGHTS AND RESEARCH CASE STUDIES



REDUCING CRASH RISK FOR YOUNG DRIVERS: A RANDOMIZED CONTROL TRIAL TO IMPROVE SLEEP



PROJECT

Reducing crash risk for young drivers: A randomised control trial to improve sleep



TEAM

ISSR: Professor Simon Smith, Dr Shamsi Shekari, Dr Kalina Rossa, Dr Alicia Allan and Dr Cassandra Pattinson



PARTNERS

QUT and the University of the Sunshine Coast



CLIENT

National Health and Medical Research Council (NHMRC)



TERM

2019–2020

Globally, more youth deaths are caused by road crashes than are caused by disease, drug use, suicide, violence and war.

Here in Australia, an average of four people are killed and 90 are seriously injured on our roads every day. Young adults (aged 18–24) are over-represented in these figures. These crashes have a tremendous impact on families and communities, and are a major burden on emergency services, hospital emergency departments and rehabilitation services. Sleepiness (or “fatigue”) directly accounts for at least 20 per cent of all road fatalities. Young adults frequently drive when they are dangerously sleepy, but currently, there is no evidence for effective interventions to decrease sleepiness-related road crashes.

This randomised control trial was designed to test a new program that aims to improve habitual sleep in young adults, thereby lowering their risk of road crashes. The program addresses the social component of sleep behaviours, which determines behavioural decisions about bedtimes and sleep priorities. It draws on robust behaviour change strategies, which will be reinforced with targeted education, motivation and feedback components.



Professor Simon Smith and his team will capture a combination of on-road and at-home measures, using actigraph devices to record sleep, and laboratory-based measures, including use of the ISSR driving simulator laboratory.

This study is expected to yield a significant advance in knowledge about effective interventions in road safety, particularly in young people. The long-term impact of this research may be a reduction in road trauma in young drivers, and a reduction in the medical, industrial and social costs associated with trauma care.

By the end of 2019, the laboratory, including staff and materials, was established, and the research team developed and produced the online video learning modules and the customised simulated driving

scenarios. The first stage of ethics approval is now complete, and the project is at the initial recruitment stage, with seasonal recruitment, intervention and follow-up expected to span 24 months.

Here in Australia, an average of four people are killed and 90 are seriously injured on our roads every day. Young adults (aged 18–24) are over-represented in these figures.

DEVELOPING THE KEEP QUEENSLANDERS HEALTHY EVALUATION FRAMEWORK



PROJECT

Developing the Keep Queenslanders Healthy Evaluation Framework



CLIENT

Queensland Health



TEAM

ISSR: Professor Lisa McDaid, Dr Anne Cleary, Zeb Inch, Dr Yaqoot Fatima, Professor Tim Reddel, Associate Professor Abdullah Mamun, Professor Simon Smith and Professor Mark Western



TERM

2019–2020

In 2019, ISSR worked with Queensland Health to co-design a state-wide evaluation framework for the Keep Queenslanders Healthy priority of *Our Future State: Advancing Queensland's Priorities*.

Queensland Health has responsibility for the Keep Queenslanders Healthy priority and its two key targets to:

- increase the number of adults and children with a healthy body weight by 10 per cent by 2026
- reduce the suicide rate by 50 per cent by 2026.

The Keep Queenslanders Healthy priority, its targets and associated actions are founded on the understanding that health is influenced by complex and interrelated social, economic, environmental and political factors. It incorporates a systems-level, multi-pronged approach that recognises the complex interplay of the multiple determinants of health, and is ambitious in its breadth, depth and scale. This requires an evaluation framework that is comprehensive and overarching, but also adaptable to change over time.

The evaluation framework was co-developed with Queensland Health and involved three interrelated stages of stakeholder consultation, policy review and data audit – all designed to inform the development of program logics (the pathways through which the program's processes are intended to achieve the desired impacts and outcomes) and evaluation plans. The team conducted a systematic process of stakeholder engagement and consultation with each of the departments and agencies responsible for delivering Keep Queenslanders Healthy.

They also conducted a rapid, but comprehensive review of all the documentation and strategies that Keep Queenslanders Healthy draws on, builds on or incorporates, mapping these against potential data sources to identify appropriate outcomes for the evaluation. The data audit informed the development of a core indicator matrix, which will be used to map progress towards achieving the overall targets for reducing suicide and increasing healthy body weight. The audit also identified gaps and the opportunities for new data collection to fill these.



Experts in the fields of obesity and healthy weight, mental health and wellbeing, and Indigenous health also provided critical feedback on, and contribution to, the evaluation framework.

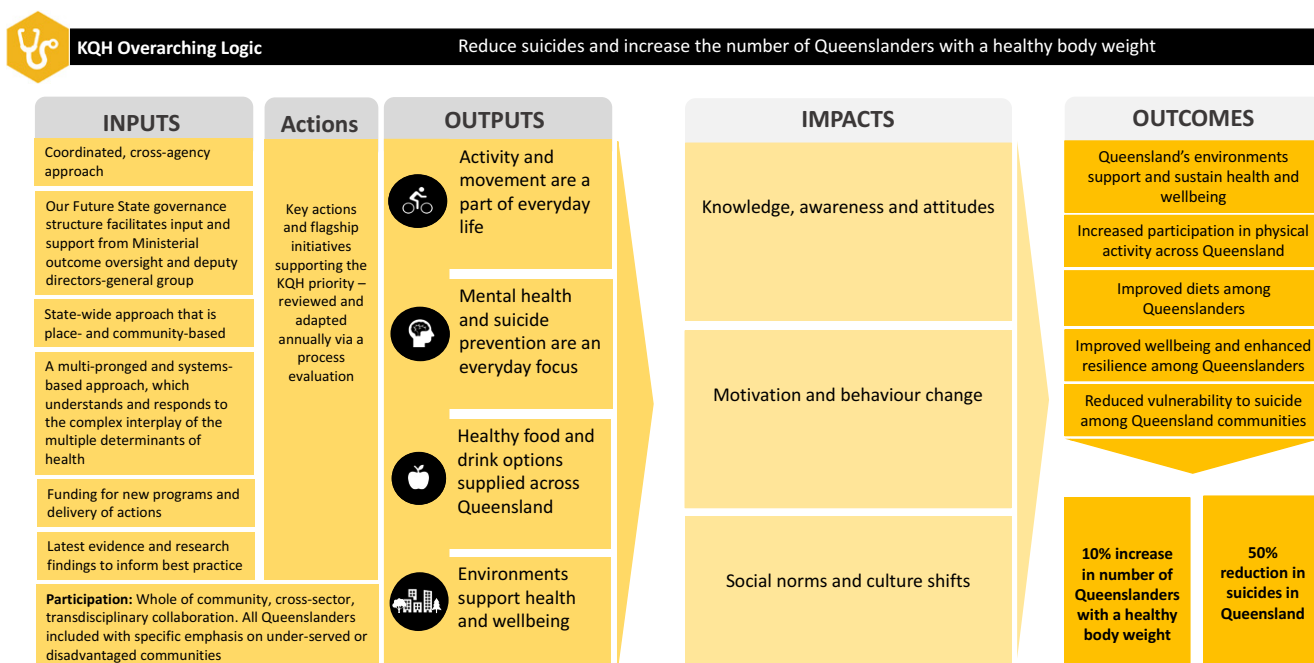
The evaluation framework includes an overarching program logic (below) incorporating the state-wide coordinated, cross-agency and system level approach of Keep Queenslanders Healthy, across each of the four integrated domains: active living, healthy mind, healthy eating and healthy environment. The evaluation plan includes three core components:

- an annual review of the Keep Queenslanders Healthy program, which will monitor progress and enable assessment of how activities are being implemented. It provides space to monitor gaps and respond to new and emerging issues
- six flagship initiatives, identified by the Keep Queenslanders Healthy stakeholders, supported by their own evaluation plans, which dovetail into the overarching evaluation framework, providing a coordinated and practical approach

- coordinated process and outcome evaluations, including suggested methods and templates, to evaluate implementation, fidelity and reach of the Keep Queenslanders Healthy activities, as well as the impacts and outcomes achieved.

The Keep Queenslanders Healthy Evaluation Framework provides Queensland Health with a flexible, iterative and responsive approach to support informed, evidence-based decisions about what works best, for whom and in what circumstances, alongside measuring the high-level outcomes of reducing suicide and increasing healthy body weight.

The data audit informed the development of a core indicator matrix, which will be used to map progress towards achieving the overall targets for reducing suicide and increasing healthy body weight.



DRUG TRENDS: ECSTASY AND RELATED DRUGS REPORTING SYSTEM AND ILLICIT DRUG REPORTING SYSTEM



PROJECT

Monitoring trends in illicit drug use in Queensland



TEAM

ISSR: Dr Caroline Salom, Leith Morris, Tayla Barber, Catherine Daly and Dr Jennifer Juckel



PARTNERS

National Drug and Alcohol Research Centre (UNSW); National Drug Research Institute (Curtin University); Burnet Institute (Victoria); University of Tasmania



CLIENT

The Australian Government (Drug and Alcohol Program)



TERM

2017–2022

In 2017, ISSR commenced work as the Queensland arm of the Ecstasy and Related Drugs Reporting System (EDRS) and Illicit Drug Reporting System (IDRS) studies – monitoring systems for illicit drugs that are conducted annually in all Australian states and territories. EDRS and IDRS are components of Drug Trends, an Australian Government-funded program that monitors emerging trends in substance use in Australian capital cities.

EDRS and IDRS data are collected using interviews that are designed to capture the characteristics of people who use ecstasy and related drugs or illicit drugs via injection (respectively), their patterns of use, and the current price, purity and availability of the drugs. They also examine reports of drug-related harm and identify trends in the markets for ecstasy and related drugs and illicit drugs that may warrant further inquiry. These studies are vital as they provide information directly from people who use illicit drugs, and who are notoriously

under-represented in “general population” surveys such as the National Drug Strategy Household Survey. More importantly, the Drug Trends findings are disseminated rapidly; early findings from the national studies are released within six months of data collection, allowing for rapid responses to emerging trends.

In Queensland in 2019, ISSR researchers led by Dr Caroline Salom interviewed 109 participants for the IDRS (people who regularly inject illicit drugs), and 100 for the EDRS (people who regularly use ecstasy and other stimulants). Key findings from the 2019 EDRS and IDRS interviews were released in early 2020. The reports provide an account of the Queensland interview data, which contributes to the national dataset and may be used to inform government policy and interventions in future.

The 2019 IDRS survey found that:

- Heroin use increased among respondents, with 63 per cent reporting using heroin recently, and a third reporting daily use.

- Overdose is still a significant concern – just over a quarter of the sample reported overdosing in the last year, most commonly on heroin, but also from prescription opioid drugs.
- Despite the availability of Needle and Syringe Programs in Queensland, 40 per cent of the sample reported re-using their own needles, although fewer respondents shared needles with others.

EDRS and IDRS data are collected using interviews that are designed to capture the characteristics of people who use ecstasy and related drugs or illicit drugs.

Key findings from the 2019 EDRS survey include:

- Cannabis use remains consistently high in Queensland among this group – almost all participants had used cannabis in the last six months (92 per cent), with 27 per cent reporting daily use.
- The most common form of ecstasy used was capsules (78 per cent), with most participants (72 per cent) perceiving the purity as “high” or “medium”; however, more than one quarter (27 per cent) had recently used substances when the contents were completely unknown.
- Cocaine use was higher in 2019, with two-thirds of the sample reporting recent use, while only 24 per cent had used methamphetamines. The median price of cocaine (\$300/g) was not much higher than ice (\$275/g), and fewer believed cocaine was of high purity (30 per cent) than ice was (93 per cent), suggesting that attitudes may be more important in this difference than price or purity.

These reports are distributed to health, law enforcement and social services agencies in both government and non-government sectors to assist in planning responses to these trends. The research team also engages with



the hospitality and entertainment sector to assist with harm reduction strategies. Over the next 12 months, they will dive deeper into the Drug Trends findings, and report in more detail on specific topics such as opioid overdose and treatment, pill testing, and regional differences in substance use and harms. These findings will take the form of peer-reviewed journal publications and brief, plain-language bulletins.

All reports and bulletins will be available from the Drug Trends website: ndarc.med.unsw.edu.au/program/drug-trends

These reports are distributed to health, law enforcement and social services agencies in both government and non-government sectors to assist in planning responses to these trends.

INVESTIGATING HIGHER EDUCATION EXPECTATIONS AND ENGAGEMENT OF LOW SOCIO-ECONOMIC STATUS STUDENTS



PROJECT

Investigating higher education expectations and engagement of low Socio-Economic Status (SES) students



CLIENT

New South Wales
Department of Education



TEAM

ISSR: Associate Professor
Wojtek Tomaszewski,
Professor Mark Western,
Dr Yangtao Huang
and Dr Ning Xiang



TERM

2019–2020

The Australian Government's *2017 Higher Education Reform Package* highlighted its commitment to be more responsive to the aspirations of students and support better outcomes for students from low socio-economic backgrounds. Raising students' educational aspirations has become one of the key focal points of policies aimed at improving equity in higher education (HE) in Australia.

Educational expectations have proven to be an important predictor for subsequent outcomes, including university participation. Evidence shows that, compared to their more advantaged peers, students from low socio-economic backgrounds are less likely to aspire to participate in HE; and those who do aspire to it are less likely to expect to be able to

access HE due to a range of practical constraints, including academic performance and financial barriers. There is currently limited literature on the role that the school context, particularly student engagement and teacher expectations, may play in the formation of educational aspirations and expectations.

ISSR was engaged by the NSW Department of Education to conduct research on the relationship between student engagement, teaching practice and student outcomes at public primary and secondary schools among two student cohorts: students from low and high socio-economic backgrounds.

The research objective was to support and inform policy and practice to strengthen the educational aspirations and expectations of students from low socio-economic backgrounds. Based on the longitudinal *Tell Them From Me* survey administered by the Centre for Education Statistics and Evaluation in the NSW Department of Education, the study is focused on two key outcomes of interest: whether students expect to go to university and students' sense of belonging. The project team applied state-of-the-art statistical methodologies

and capitalised on a unique large-scale dataset linking students' administrative records to the *Tell Them From Me* survey.

The study found clear differences between students with low and high SES in terms of their higher education expectations, and that these differences are sustained and growing over time. This demonstrates that the timing of interventions is crucial in building HE expectations among low SES students. The findings also indicated that interventions aimed at improving positive peer relationships and interest in learning may be particularly effective in increasing HE expectations among these students.

A detailed report for the NSW Department of Education outlining the analytic strategy and results of the study has been produced, and a journal article has been drafted and is pending approval. The evidence presented in the study will inform policy and practice, including the implementation of school-wide strategies to improve and promote HE expectations among all students, particularly those from low socio-economic backgrounds.



UNDERSTANDING THE EDUCATIONAL OUTCOMES OF QUEENSLAND'S INVESTMENTS IN EARLY CHILDHOOD EDUCATION AND CARE



PROJECT

Understanding the educational outcomes of Queensland's investments in Early Childhood Education and Care (ECEC)



CLIENT

Queensland
Department of Education



TEAM

ISSR: Professor Karen Thorpe, Dr Tony Beaton, Dr Azhar Potia, Dr Sally Staton, Dr Peter Rankin

London School of Economics, UK:
Dr Matteo Sandi

University of Oxford, UK:
Professor Iram Siraj



TERM

2007-2020



PARTNERS

London School
of Economics,
University of Oxford

In response to a strong body of evidence documenting the importance of early experiences for children's lifelong educational outcomes, the Queensland Government seeks to provide "a great start for all children" through investment in Early Childhood Education and Care (ECEC) programs.

These investments have focused on both increasing access to ECEC through the implementation of a universally available early education program commencing at age four years and six months (the Preparatory year) in 2007, and increasing access to kindergarten threefold (29 per cent to 96 per cent) from 2009 to 2020. Policy efforts have also focused on quality improvement across all ECEC programs, including long day care, family day care and kindergarten programs. As part of this commitment, the Department of Education invested heavily as a partner in the ARC Linkage Project, E4Kids. This study assessed the

quality of ECEC provision using intensive observation of ECEC programs in Victoria and Queensland to identify key elements of programs that predict educational outcomes, and to guide strategies for quality improvement. The original study concluded with data linkage to NAPLAN results when the study children were eight years old. In Queensland, this study was led by Professor Karen Thorpe, who, through an Education Horizon grant, and by drawing on the expertise of the ISSR team, has been able to extend the tracking of progress of children in Queensland through to age 13.

The team at ISSR tracked the long-term outcomes of the Queensland Government's investments in ECEC through data linkage to Department of Education records. The findings identify that attendance, effort and behaviour, all significant predictors of achievement from age five to 13 years, are predicted by ECEC quality at age three to four years. Most important are emotional aspects of the ECEC environment. Emotional and instructional elements of interactions in the ECEC program at age three to four also predicted long-term educational achievements.

The findings signify the long reach of early education programs in children's adjustment to school and academic attainments, and are the foundation of further investments to support the 4 per cent of children currently not accessing ECEC programs in Queensland, among them the most disadvantaged.

IMPROVING EDUCATIONAL OUTCOMES IN EARLY CHILDHOOD EDUCATION AND CARE

ISSR has a deep and contemporary understanding of the Australian early childhood sector. Our early childhood researchers have attracted significant funding from national and international research funders and play a central role in two ARC Centres of Excellence – the Centre of Excellence for the Digital Child and the Life Course Centre.

They have successfully undertaken a multitude of studies and reviews for Commonwealth and state governments, industry bodies and non-government organisations to identify what works to improve educational outcomes, and have developed complementary resources to support practitioners.

OUR IMPACT

In 2019, the *State of Early Learning in Australia* report for the national *Early Learning: Everyone Benefits* campaign was launched at Parliament House in Canberra.

The report, authored by Professor Karen Thorpe and Dr Sally Staton, provides the most comprehensive summary of ECEC in Australia to date. The launch featured a keynote by Professor Karen Thorpe and was attended by approximately 40 Members of Parliament, including Minister for Education, the Hon Dan Tehan, and the Opposition representative, the Hon Amanda Rishworth.

ISSR early childhood researchers are working to build sector capacity through a number of projects, two of which are detailed on the next page.





PROJECT

Building workforce capacity in Early Childhood Education and Care (ECEC): Male educators in ECEC



TEAM

ISSR: Professor Karen Thorpe, Ms Victoria Sullivan, Ms Laetitia Coles

University College, Institute of Education, London: Dr Yuwei Xu



TERM

2019–2021



PARTNERS

Goodstart Early Learning International Research team: The Male ECEC Educator Career Trajectories project

BUILDING WORKFORCE CAPACITY IN ECEC: MALE EDUCATORS IN ECEC

As the largest provider of early childhood services in Australia, Goodstart Early Learning supports a workforce of 15,000 early childhood educators. ISSR currently has two PhD students supported by Goodstart Early Learning working on projects that seek to identify strategies to grow and sustain the ECEC workforce. These studies are vital against a background of an international shortage of educators.

One project, involving PhD student Victoria Sullivan, focuses on supporting men's participation in the ECEC workforce. Attracting male educators to ECEC is a recommendation of the latest OECD report on the ECEC workforce, but male educators are less likely to

remain in ECEC, and are sometimes viewed as a risk to children. The project team aims to understand the effects of male educators on child and family experiences, and the experiences of male educators, to support their work. The team is studying three Goodstart services: one that employs mostly men, one with a workforce of 50 per cent men, and one with just one male educator. The team is examining interactions with children, parent views, and educator relationships and satisfaction.

The team has also participated in a 12-country study of men in ECEC – Australia, the UK, Ireland, South Africa, Turkey, China, Norway, Israel, Germany, the USA, Sweden and Iceland. This study looks at the factors that attract and sustain men's participation in the ECEC workforce, and those that cause them to leave. The work will be published by Routledge as a book in 2020.



PROJECT

Improving communication and language approaches with young learners



CLIENT

Social Ventures Australia/ Evidence for Learning



TEAM

ISSR: Dr Sally Staton, Dr Sandy Hounen, Professor Karen Thorpe



TERM

2019

IMPROVING COMMUNICATION AND LANGUAGE APPROACHES WITH YOUNG LEARNERS

ISSR early childhood education researchers are working with Social Ventures Australia (SVA) on the Evidence for Learning (E4L) initiative to improve the quality, availability and use of evidence in the ECEC sector. Building rigorous and relevant research on early learning approaches increases the body of knowledge that educators can draw on to make decisions to support early childhood learning.

“Communication and language” is identified as one of the 12 key approaches in the E4L Early Childhood Education Toolkit. The toolkit shows that communication and language approaches consistently yield positive benefits for early learning. Oral language development

is one of the most remarkable and significant features of development in the first five years of life. Strong oral language skills allow children to communicate effectively and are a predictor for success in formal classroom settings and life trajectories more broadly. SVA commissioned ISSR to develop evidence-based oral language resources and strategies to support rich conversations with young learners.

The researchers conducted a systematic review, gathering current evidence for programs and strategies that support educators, helping them to foster rich conversations and sustain shared thinking and dialogic interactions with young children in ECEC settings.

The review was then translated into free downloadable resources for educators, housed on the E4L website: evidenceforlearning.org.au

EVALUATION OF A PILOT PARENT ENGAGEMENT TOOLKIT AND TRAINING COURSE FOR SCHOOL STAFF AND PARENTS FROM SOCIALLY DISADVANTAGED SCHOOLS



PROJECT

Evaluation of a pilot parent engagement toolkit and training course for school staff and parents from socially disadvantaged schools



CLIENT

Queensland
Department of Education



TEAM

ISSR: Dr Jenny Povey,
Professor Janeen Baxter,
Ms Alexandra Gramotnev

The School of Education:
Dr Linda-Dianne Willis

The School of Psychology:
Dr Julie Hodges

The HASS Faculty:
Professor Annemaree Carroll

The School of Social Science: Dr Emma Antrobus



TERM

2019–2020



PARTNERS

P&Cs QLD, Department of
Education and Queensland
College of Teachers

Deep and persistent inequalities in the educational outcomes of children are of ongoing concern in Australia, and as a result, schools are under a great deal of pressure to improve the learning outcomes of students, particularly those from socio-educationally disadvantaged backgrounds.

Research shows that engaging parents in the education of their children at home and at school has a direct impact on student outcomes, and positive school culture and principal leadership are pivotal to building parent-school partnerships to enable parental engagement. But parents from disadvantaged backgrounds are more likely to face barriers when it comes to forming partnerships with schools and engaging in their child's learning.

UQ researchers, led by ISSR's Dr Jenny Povey, are conducting a feasibility study on the effectiveness of a pilot parent engagement toolkit and training course, developed for staff and parents from socially disadvantaged schools.

The research team conceptualised the project and sought funding through an Education Horizon grant from the Queensland Department of Education. This project was one of two projects that received three-year funding from this competitive scheme.

The toolkit and online training course were developed on the edX Edge Platform and comprise 34 parent engagement strategies presented across four modules.

The project was accepted as part of the Social Interventions Project funding initiative, offered by the Life Course Centre. The overarching goal of this project is to improve schools' parent engagement culture and strengthen parent engagement in student learning.

The key objectives are to establish whether:

- the toolkit and training course successfully engage school staff and parents
- there is uptake of these parent engagement strategies by the school leader and school staff
- the intervention is scalable

- the schools' parent engagement culture improves for these socially disadvantaged communities.

Seven socially disadvantaged schools are trialling the course. An additional two socially advantaged schools were also included in the trial to test the fidelity of the course for these schools. School leaders are facilitating the course with staff and parents and adapting and trialling these strategies for their school context. Data will be collected at baseline, post-intervention and three months post-baseline to evaluate the effects of the newly implemented strategies.

The project is expected to be completed at the end of 2020. Researchers are working closely with the Queensland Department of Education to roll this toolkit out across Queensland schools.



SEXUAL ORIENTATION AND LIFE CHANCES IN CONTEMPORARY AUSTRALIA



PROJECT

Sexual orientation and life chances in contemporary Australia



TEAM

ISSR: Associate Professor Francisco Perales



PARTNERS

Life Course Centre, Pride in Diversity



CLIENT

Australian Research Council – Discovery Early Career Researcher Award (DECRA)



TERM

2017–2020

International research has established that the life outcomes of people with diverse sexual orientations tend to be poorer than the outcomes of heterosexual people. In Australia, however, there is no system in place to monitor socio-economic and other disparities between heterosexual and non-heterosexual people. Associate Professor Francisco Perales is using newly available data sources to provide unique, quantitative evidence that can fill this gap in knowledge and inform Australian policies.

The overarching aim of this project is to examine disparities in health and wellbeing outcomes by sexual identity in Australia today, and the factors that drive any disadvantage experienced by lesbian, gay and bisexual people. To accomplish this, Associate Professor Perales and his team have made use of diverse national datasets, including the HILDA Survey, the Longitudinal Study of Australian Children and the Australian Longitudinal Study on Women's Health.

To date, the project has yielded a number of important findings. For example:

- The number of Australians who identify as non-heterosexual is growing rapidly, and a significant minority of people change their sexual identity over time.
- Although social attitudes are becoming increasingly supportive, about one-third of Australians still disapprove of same-sex relations.
- Non-heterosexual Australians experience worse health and wellbeing than their heterosexual peers, with evidence that differences begin early within the life course and are particularly pronounced for bisexual individuals.
- Lower levels of family, social, peer and community support account for the lion's share of the health disparities observed.

These findings have been published in top scientific journals across multiple social science fields, such as *Child Development*, *Social Science and Medicine*, *Journal of Marriage and Family*, *Social Forces* and *Journal of Epidemiology and Community Health*. The project team has also delivered presentations at national and international scientific conferences, and talks to industry stakeholders,



including a plenary presentation at the 2019 *Pride in Practice* conference. The project results have been further disseminated through channels like the popular website *The Conversation*, with over 300,000 readers, and echoed in national and international media.

CARE AFTER STILLBIRTH RESEARCH PROGRAM – AUSTRALIAN CENTRE FOR RESEARCH EXCELLENCE IN STILLBIRTH



PROJECT

Care after stillbirth research program – Australian Centre for Research Excellence in Stillbirth (Stillbirth CRE)



TEAM

ISSR: Associate Professor Fran Boyle, Dr Julie Dean



TERM

2016–2021



PARTNERS

Stillbirth CRE involves numerous partners who are committed to high-quality research and increased public awareness around stillbirth, that translates into better care and outcomes for women and families

Six babies are stillborn every day in Australia, a figure that equates to more than 2000 deaths per year. Many babies are close to full term and often the cause of death is unknown. The impact of each of these deaths is immense – for women, their partners and families, the community and the health care system. The rate of stillbirth in Australia has improved little over the last two decades, and stillbirth rates among Aboriginal and Torres Strait Islander women and women from other disadvantaged groups remain disproportionately high.

The Australian Centre for Research Excellence in Stillbirth (Stillbirth CRE), funded by the NHMRC, was established in 2017 to reduce the rate of stillbirth and improve care for parents and families whose babies are stillborn. Led by Professor Vicki Flenady at the Mater Research Institute within The University of Queensland Faculty of Medicine, the Stillbirth CRE has brought together researchers, clinicians, policy makers and consumers to drive research and policy that translates into improved maternity care and better health outcomes for women and their babies.

ISSR has a close connection with the Stillbirth CRE – Associate Professor Fran Boyle is a Principal Investigator and co-leads the Care after Stillbirth program of research, where the main focus is on the development, implementation and evaluation of evidence-based perinatal bereavement care. Following the release of the Perinatal Society of Australia and New Zealand/Stillbirth CRE *Clinical Practice Guideline for Respectful and Supportive Perinatal Bereavement Care* in 2019, Associate Professor Boyle and colleagues, including Dr Julie Dean, received funding from the Stillbirth Foundation of Australia to develop a parent version of the guideline as part of the Stillbirth CRE program. The parent version is being co-designed to ensure an implementable resource that supports and empowers parents and their care providers. Associate Professor Boyle and Dr Dean are also members of a Stillbirth CRE research project (funded by Brisbane Diamantina Health Partners – MRFF Rapid Applied Research Translation) to improve primary care capacity to deliver effective and easily accessible bereavement care to parents following stillbirth or neonatal death. A full list of studies being conducted in the Stillbirth CRE Care after Stillbirth program can be found here: www.stillbirthcre.org.au/our-research/priority-area-3/

Stillbirth CRE, funded by the NHMRC, was established in 2017 to reduce the rate of stillbirth and improve care for parents and families whose babies are stillborn.

REVIEW OF CHILD HEALTH-RELATED DATA IN AUSTRALIA



PROJECT

Review of child health-related data in Australia



CLIENT

National Children's Digital Health Collaborative



TEAM

ISSR: Associate Professor Fran Boyle, Dr Julie Dean and Ms Laura Singline



TERM

2019–2020

Digital health records are a recognised contributor to better individual care and improvements in population health. They facilitate efficient health systems and processes for health care providers, generate population-based data for health researchers and policy makers, and importantly, empower those accessing health care to improve their outcomes.

While health records documenting the first four years of life are a routine aspect of Australian health care, currently, there is no similar child health data record for children aged between five and 14.

The National Children's Digital Health Collaborative (the Collaborative) is an initiative of Australia's National Digital Health Strategy. It was established to identify digital health projects that have the potential to improve health and wellbeing outcomes for children and young people in Australia.

The Collaborative accepted ISSR's proposal for the opportunity to produce a review of child health-related data in Australia. The purpose of the review was to scope the current policy context, measures and health checks that could be considered for routine inclusion in a digital health record for children aged five to 14 as part of a complete longitudinal record that captures health information across the life course.

Led by Associate Professor Fran Boyle, the review team undertook a rapid systematic online review of five types of publicly available online documents relating to child health checks and assessments, including national and jurisdictional child health policies and frameworks, clinical standards, national statistics on child and youth health outcomes, and national longitudinal studies of Australian children. The information was systematically mapped and analysed, considering three broad questions:

- How do key Australian health policy documents consider electronic health records?

- How do key Australian health policy documents consider the need for child and youth health assessment and data collection?
- What are the assessment tools and indicators recommended for use across the diverse document types?

The review confirms strong policy support for a longitudinal health records for children aged five to 14 years, and highlights the significance of early engagement with users and other stakeholders using co-design processes to address the perspectives of children, young people and families, health care providers, public health researchers and policy makers.

The final report includes an Endnote library of relevant standards, frameworks and guidelines, and actionable insights into child health-related data in Australia. It was delivered at the end of 2019, and will function as a foundational resource for the Collaborative's future activities.



FINANCIALS



CONSOLIDATED INCOME AND EXPENDITURE STATEMENT 2017–2019

	2017	2018	2019
	\$	\$	\$
REVENUE			
Grants (Research Income)			
ARC Research	3,316,561	3,073,794	2,771,674
NHMRC Research	276,052	300,861	436,287
Cooperative Research Centres	7,000	0	0
Australian Government Research	362,662	2,656,711	3,697,288
State Government Research: Queensland	526,279	285,507	416,714
State Government Research: Other	431,779	331,818	315,847
Third Party Collaborations	1,041,592	1,572,229	1,210,180
Total Research Income	5,961,925	8,220,919	8,847,989
Operating			
Research Block Grants	1,751,165	1,746,405	1,510,189
Other Research Income and Recoveries	164,791	104,597	189,528
Internal Allocations	1,909,450	1,619,038	2,138,511
Sales and Services	583,939	397,565	295,034
Total Operating Income	4,409,345	3,867,605	4,133,262
TOTAL REVENUE	10,371,271	12,088,524	12,981,251
EXPENDITURE			
Projects			
Salaries	3,628,591	3,440,365	3,587,428
Research Services	489,254	544,390	682,376
Scholarships	113,541	104,056	89,090
Collaborative Projects	1,623,376	1,786,904	1,859,861
Other Expenses	74,651	59,299	171,878
Total Projects Expenses	5,929,414	5,935,014	6,390,633
Operating			
Salaries	4,100,493	4,001,221	4,640,083
Equipment	97,759	249,294	169,058
Infrastructure	113,648	162,530	146,750
Scholarships	51,795	61,111	151,819
Collaborative Projects	12,195	-12,195	0
Other Expenses	683,057	589,778	484,806
Total Operating Expenses	5,058,947	5,051,739	5,592,516
TOTAL EXPENDITURE	10,988,361	10,986,753	11,983,149
END OF YEAR POSITION	-617,090	1,101,771	998,102

PEOPLE



OUR BOARD

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XIANG, Ning
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ZHENG, Zhaoxi
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ZULFIQAR, Asma
Casual Research Assistant

OUR STUDENTS: GRADUATED, NEW AND CURRENT

AWARDED

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR ROLE	ADVISOR FULL NAME
Couto e Cruz	Camila	PhD	Discrimination against people who inject drugs: Investigating health, wellbeing and coping strategies using a mixed-methods approach	Principal	Prof Rosa Alati
				Associate	Dr Caroline Louise Salom
				Associate	As Pr Cameron Scott Parsell
Das	Sumon	PhD	Early life predictors of young adulthood renal function	Principal	As Pr Abdullah Al Mamun
				Associate	Prof Harold David McIntyre
				Associate	Prof Ahmed Tahmeed
Maravilla	Joemer	PhD	Untangling the trends, consequences and risks of repeated pregnancy among adolescents in the Philippines	Principal	Prof Rosa Alati
				Associate	Dr Kim Steven Betts
Rankin	Peter Sheldon	PhD	Bridging the theory to evidence gap: A systematic review and analysis of individual environment models of child development	Principal	Prof Karen Thorpe
				Associate	Prof Mark Chakrit Western
				Associate	Prof Michele Haynes

NEW TO ISSR IN 2019

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR FULL NAME
Alwash	Sura	MPhil	Risk factors and burden of gestational diabetes in Australia	As Pr Abdullah Al Mamun
				Prof Harold David McIntyre
Panthi	Narayan	PhD	Learning together: Supporting educators to manage behavioural challenges in early childhood services	Dr Sally Staton
				Dr Sandra Houen
				Prof Karen Thorpe
Yan	Jinglu	PhD	The impact of classroom environment and family environment on learning outcomes across three diverse Chinese contexts	Dr Jenny-Louise Povey
				As Pr Wojtek Tomaszewski
				Prof Robyn Margaret Gillies
Westwood	Emily	PhD	The developmental significance of sleep transitions in early childhood	Dr Sally Staton
				Prof Karen Thorpe
				Prof Simon Squire Smith
				Miss Alicia Caitlin Allan
Shahunja	KM	PhD	The role of family environments on the development of respiratory and cardiovascular health: An intergenerational perspective	As Pr Abdullah Al Mamun
				Prof Peter Sly
Steinbring	Ruth	MPhil	Female breadwinners: Paid and unpaid work in families where women earn more than men	Dr Jack Wung-Chiu Lam
				As Pr Francisco Perales Perez
				Prof Janeen Baxter

CONTINUING STUDENTS

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR FULL NAME
Ablaza	Christine	PhD	Do temporary contracts help or hurt workers: Evidence from the Philippines	Prof Mark Chakrit Western
				As Pr Wojtek Tomaszewski
				As Pr Christopher Gibson Manning
Ball	Sarah	PhD	Behaviour change, rigorous evidence and public policy: An ethnography of the use of “behavioural insights” in policy development by the Australian federal government	As Pr Cameron Scott Parsell
				Prof Brian William Head
				Dr Emma Catherine Antrobus
				Dr Sarah Beth Bennett
Begum	Tahmina	PhD	Caesarean birth and its impact on maternal and offspring health in Australia: A life course perspective	As Pr Abdullah Al Mamun
				Dr Yaqoot Fatima
				Dr Satyamurthy Anuradha
Biswas	Tuhin	PhD	Double burden of malnutrition among the women in South and Southeast Asia: Geographical variation, health inequality and health achievement	As Pr Abdullah Al Mamun
				As Pr Ricardo Jorge Soares Magalhaes
				Dr Nick Paul Townsend
Boman	Madonna Marie	PhD	Risky transitions: Young people moving from out-of-home care in Queensland, Australia	As Pr Cameron Scott Parsell
				Dr Jack Wung-Chiu Lam
Burgess	Meredith	PhD	Sexual orientation and life chances in contemporary Australia	As Pr Francisco Perales Perez
				Prof Lisa McDaid
				Prof Janeen Baxter
Campbell	Alice	PhD	Sexual fluidity: Prevalence, predictors and outcomes of sexual identity change in two cohorts of Australian women	As Pr Francisco Perales Perez
				Prof Janeen Baxter
Coles	Laetitia	PhD	Determinants of participation in childcare amongst fathers who work very long hours	As Pr Wojtek Tomaszewski
				Prof Belinda Anne Hewitt
				Prof Lynda Anne Cheshire
Cooke	Emma	PhD	Children’s experiences of spiritual wellbeing and relaxation in early childhood education and care	Dr Sally Staton
				Dr Andrew Clarke
				Prof Karen Thorpe
Dachew	Berihun	PhD	Hypertensive disorders of pregnancy and the risk of mental and behavioural disorders in offspring	Prof Rosa Alati
				As Pr Abdullah Al Mamun
				Prof James Scott
Donoso Rivas	Maria	PhD	Beyond school choice: Understanding parental engagement in the context of school choice reforms	Dr Jenny-Louise Povey
				As Pr Wojtek Tomaszewski
				Prof Mark Chakrit Western
Ellerman	Zoe	PhD	The lessons from international development for Indigenous affairs	Prof Mark Francis Moran
				Prof Brian William Head
Fagan	Karen	PhD	Social identity in Aotearoa NZ today	As Pr Cameron Scott Parsell
				Dr Andrew Clarke
Ferguson	Michele Carolyn	PhD	The possibilities and perils of the research impact agenda: Understanding and mapping the impacts of the social sciences in policy making in Australia	Prof Brian William Head
				Em Pr Paul Boreham
Florentino	Lilac	PhD	Managing odds: Addressing educational disadvantage through school accountability and better HRM practices	As Pr Wojtek Tomaszewski
				Dr Jenny-Louise Povey
Hasan	Md. Mehedi	PhD	Future direction of maternal and child health in low- and middle-income countries	As Pr Abdullah Al Mamun
				As Pr Ricardo Jorge Soares Magalhaes
				Dr Saifuddin Ahmed

CONTINUING STUDENTS

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR FULL NAME
Huda	M Mamun	PhD	Adolescent motherhood and offspring health in low- and middle-income countries: Trends, determinants and vulnerabilities	As Pr Abdullah Al Mamun
				Dr Martin James O'Flaherty
				Dr Jocelyn Edwina Finlay
Kapelle	Nicole	PhD	Gendered impacts of life course transitions on social disadvantage in contemporary Australia: A life course perspective	Prof Janeen Baxter
				Dr Philipp Martin Lersch
				Dr Sergi Vidal Torre
Kuskoff	Ella	PhD	Achieving cultural change through policy: An analysis of state intervention in cultural aspects of domestic violence	As Pr Cameron Scott Parsell
				Dr Andrew Clarke
				Prof Gregory James Marston
Lim	Poh Ping	PhD	Population synthesis for travel demand modelling in Australian capital cities	Prof Mark Chakrit Western
				Dr Bernard Baffour
				Prof Michele Haynes
Meque	Ivete	PhD	Individual and social implications of risky drinking at age thirty: Gender, drinking context and social harm	Prof Rosa Alati
				Dr Caroline Louise Salom
				Dr Kim Steven Betts
Pervin	Sonia	PhD	Resemblance of parent-offspring dietary patterns and the development of offspring cardiometabolic risks: A life course perspective	As Pr Abdullah Al Mamun
				Prof Harold David McIntyre
San Martin Porter	Macarena	PhD	Antenatal mental health: Perinatal and offspring developmental outcomes	Prof Rosa Alati
				Prof Stephen Randolph Kisely
				Dr Kim Steven Betts
				Dr Caroline Louise Salom
Sharma	Nikita	PhD	Immigrants in the Australian labour market	As Pr Wojtek Tomaszewski
				Dr Jenny-Louise Povey
				Prof Janeen Baxter
Simpson Reeves	Laura	PhD	Understanding cultural perceptions of relative poverty	As Pr Cameron Scott Parsell
				As Pr Shuang Liu
Sullivan	Victoria	PhD	Pride and prejudice: The claiming and contesting of men's participation in the early childhood workforce	Prof Karen Thorpe
				Dr Yuwei Xu
				Ms Laetitia Jaye Coles
Suresh	Sadasivam	PhD	Early life predictors of peak lung function at 21 years	As Pr Abdullah Al Mamun
				Prof Peter Sly
				As Pr Michael James O'Callaghan
Tang	Zhi Rou	PhD	The shifting labour market performance of international graduates in Australia	As Pr Francisco Perales Perez
				Prof Janeen Baxter
				Dr Francisco Javier Rowe Gonzalez
Watson	Sonia Nicole	PhD	Improvements in non-response adjustments for complex longitudinal survey data	Prof Janeen Baxter
				Dr John David Henstridge
				Prof Michele Haynes
Zulfiqar	Asma	PhD	Moving mountains: Pathways out of patriarchy for Pakistani women	Dr Jenny-Louise Povey
				Dr Linda-Dianne Willis
				Prof Janeen Baxter

OUR WINTER AND SUMMER SCHOLARS



Winter scholars 2019

11 students



Summer scholars 2019–2020

12 students

(four of whom returned having completed a winter placement)



Total

19 students supervised by 15 researchers

ISSR continues to support The University of Queensland research internship program, where students gain experience working on research projects each summer and winter.

This year, ISSR supported one of its biggest cohorts yet, 11 students in winter and 12 in summer. Four students completed both winter and summer placements, leading to a total of 19 students supervised by 15 researchers, many of whom are in their early research career.

Scholars came from a range of backgrounds, including politics, economics, psychology, health, criminology, development practice, counselling, music and chemistry. Scholars contributed extensively to research in the Institute, as well as gaining valuable skills and insight into the research process. Several scholars contributed to publications, such as journal articles (Lawrence, Dzul), reports (Tayla) and fact sheets (Nadine) soon to be published. Many gained skills such as how to do a formal literature review, and statistical techniques (including STATA and Nvivo), and benefited from lunchtime career mentoring from ISSR researchers Professor Janeen Baxter, Professor Simon Smith, Dr Sally Staton and Professor Lisa McDaid. A number of scholars went on to receive research assistant work at the Institute.

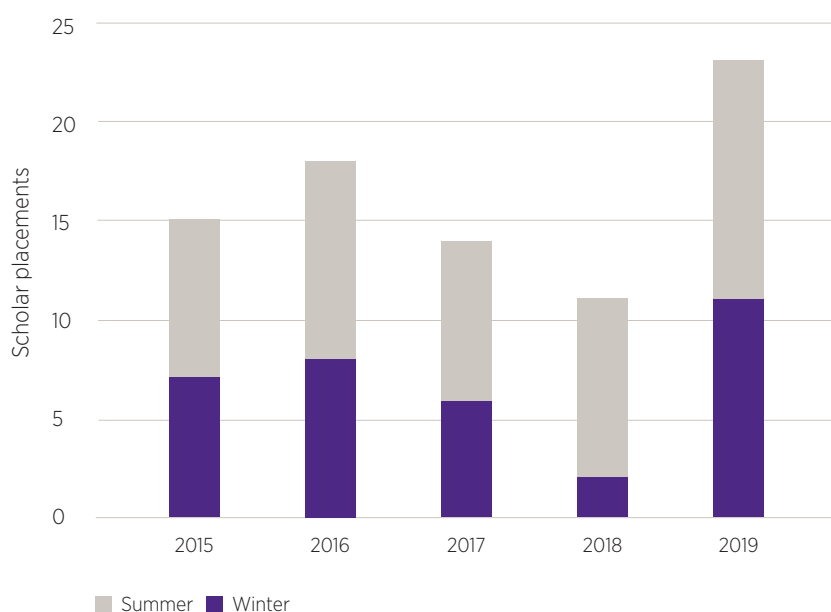
ISSR students contributed to 46 research publications in 2019 (39 journal articles, one book chapter, three reports and three working papers). This does not include conference abstracts that were published.

Sophie Austerberry, first-time scholar this summer, reflected, “As a scholar, I enjoyed meeting lots of researchers and hearing about their different experiences and pathways, which was really motivating and encouraging.”

Dr Caroline Salom, scholar supervisor, said, “Our summer and winter scholars bring energy and fresh eyes to our projects – from another disciplinary perspective, from a different demographic, or from different experiences – which is always welcome. The new perspective can make us re-examine the way we do things or re-interpret what we find. Importantly, as well as helping us achieve our planned activities, they add capacity to our ability to answer important questions that arise during these, but which might otherwise languish on the sidelines as we focus on established milestones.”



ISSR Summer Scholars 2019–20: From front to back – Archibald Hodge, Sophie Austerberry, Nadine Lorimer, Lachlan Green, Lucy Neilson-Senise, Lawrence Rivera, Olivia Van Halen, Gabrielle Behm, Sara Mejia Munoz, Dzulfikar Bin Sutandar. Absent Madeline Donaghy, Tayla Barber



The number of summer and winter research projects supported by ISSR since 2015

ISSR 2019 PROJECTS

FLAGSHIP PROJECTS (>\$1 MILLION)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Government Department of Health (2018–2021)	Evaluation of the National Support for Child and Youth Mental Health Program and Longitudinal Research Plan	Prof Simon Smith
Australian Government Department of Social Services (2018–2020)	Evaluation of the Try, Test and Learn Fund	Prof Janeen Baxter
Australian Research Council Centre of Excellence (2014–2021)	Australian Research Council Centre of Excellence for Children and Families over the Life Course	Prof Janeen Baxter
National Health and Medical Research Council (2015–2019)	Generational and Developmental Pathways of Childhood and Adolescent Obesity: A Three Generation Cohort Study	Assoc Prof Abdullah Mamun

LARGE PROJECTS (\$500K – \$1 MILLION)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Government Department of Health (2019–2021)*	Evaluation of the Pharmaceutical Benefits Scheme (PBS) Subsidised Take Home Naloxone (THN) Pilot	Dr Caroline Salom
Australian Government Department of Social Services (2018–2020)	Evaluation of the Building Capacity in Australian Parents (BCAP) Trial and the National Community Awareness Raising (NCAR) Strategy	Prof Karen Thorpe
Australian Research Council (2016–2019)	Architectural Design to Improve Indigenous Health Outcomes	Prof Paul Memmott
National Health and Medical Research Council (2019–2021)*	Reducing Crash Risk For Young Drivers: A Randomized Control Trial To Improve Sleep	Prof Simon Smith
Queensland Government Department of Housing and Public Works (2019–2020)*	Queensland Housing Strategy 2017–2027 Research and Evaluation Program	Prof Tim Reddel
The University of Queensland Strategic Funding (2016–2019)	Indigenous Design Place: People, Place, Time and Space	Prof Paul Memmott

*new in 2019

MEDIUM PROJECTS (\$100K – \$499K)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australian Government Department of Education (2016–2019)	Review of Identified Equity Groups	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Education (2019–2020)*	Investigating the Effects of Cumulative Factors of Disadvantage	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Education (2019–2020)*	Using Integrated Administrative Data to Improve Educational Equity over the Life Course	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Health via National Drug and Alcohol Research Centre, University of New South Wales (2019–2022)*	Drug Trends Queensland	Dr Caroline Salom
Australian Government Department of Health via National Drug and Alcohol Research Centre, University of New South Wales (2017–2019)	Drug Trends Queensland	Dr Caroline Salom
Australian Research Council (2017–2020)	Sexual Orientation and Life Chances in Contemporary Australia	Assoc Prof Francisco Perales
Australian Research Council Linkage Project (2016–2019)	How Meston's <i>Wild Australia Show</i> Shaped Australian Aboriginal History	Prof Paul Memmott
Australian Research Council Linkage Project (2016–2019)	Designing Healthy and Efficient Luminous Environments in Green Buildings	Prof Simon Smith
Brisbane South Public Health Network (2018–2019)	Recognise, Respond, Refer: An Integrated Health Response to Domestic and Family Violence – Evaluation	Dr Caroline Salom
HealthShare NSW (2019–2020)*	Evaluation of the Digital Pregnancy Health Record	Assoc Prof Fran Boyle
National Health and Medical Research Council (2017–2021)	Sleep Health and Sleep Problems in Early Childhood: What Role Does Childcare Play?	Dr Sally Staton
New South Wales Government Department of Education (2019–2020)*	Investigating Higher Education Expectations and Engagement of Low SES Students	Assoc Prof Wojtek Tomaszewski
Queensland Government Department of Child Safety, Youth and Women (2018–2020)	Evaluation of the Recovery Focused Residential Care Response	Dr Caroline Salom
Queensland Government Department of Education (2017–2019)	Principal Leadership for Parent–School–Community Engagement	Dr Jenny Povey
Queensland Government Department of Education (2017–2019)	Understanding Educational Outcomes of Queensland's Investment in Early Education Programs	Prof Karen Thorpe
The University of Queensland Endowment Fund (2018–2020)	Future Directions for UQ Young Achievers	Assoc Prof Wojtek Tomaszewski

*new in 2019

SMALL PROJECTS (< \$100K)

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Academy of the Social Sciences in Australia (2019)*	Sleep and Society: Continuity and Chaos across the Life Course	Prof Simon Smith
Academy of the Social Sciences in Australia (2018–2020)	The Use of Big Data for Social Policy: Benefits and Risks	Prof Mark Western
Australian Civil Military Centre (2019–2020)*	Gendered Analysis of the Australian Deployed Female Personnel In Multilateral Peace and Stabilisation Operations Research	Prof Mark Moran
Australian Government Department of Education Higher Education Participation and Partnerships Program via La Trobe University (2019–2020)*	Low SES Student Deferrals	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Social Services (2019)*	Review of the Research Design of Building a New Life in Australia: The Longitudinal Study of Humanitarian Migrants	Dr Tim Gravelle
BHP Foundation (2019–2023)*	Embedded Program Evaluation: Natural Resource Governance Global Signature Program	Prof Mark Moran
Brisbane Broncos Rugby League Limited (2019–2020)*	Evaluation of the Beyond the Broncos Girls Academy Program	Dr Azhar Potia
Brisbane Catholic Education (2018–2019)	Identifying School Engagement Practices Facilitating Academic Achievement of Catholic School Students	Assoc Prof Wojtek Tomaszewski
Early Childhood Australia (2019)*	Early Childhood Australia State of Early Learning Report	Prof Karen Thorpe
Goodstart Early Learning (2019)*	Measuring Goodstart Children's Progress and Outcomes	Prof Karen Thorpe
National Centre of Student Equity in Higher Education Curtin University (2019–2020)*	Understanding the Higher-education Experiences of Humanitarian Migrants in Australia	Assoc Prof Francisco Perales
New South Wales Government Department of Health (2019)*	Review of Child Health-related Data in Australia	Assoc Prof Fran Boyle
Newcrest Mining (2019)*	To Galvanise The University of Queensland's and Others' Capabilities in Global Development in Brisbane	Prof Mark Moran
Queensland Government Department of Aboriginal and Torres Strait Islander Partnerships (2019–2020)*	Developing a Business Case for Improved Targeting of Services for Children at Risk of Long-term Social and Health Outcomes Due to Childhood Adversity	Prof Rhema Vaithianathan
Queensland Government Department of Child Safety, Youth and Women (2019–2020)*	Exploring the Use of Predictive Analytics to Improve Practice and Outcomes in Child Welfare in Queensland	Prof Rhema Vaithianathan
Queensland Government Department of Education – Education Horizon (2018–2020)	The When, What and How of Observing Practice in ECEC: Developing an Observational Toolkit for Authorised Officers in Queensland	Prof Karen Thorpe
Queensland Government Department of Education – Education Horizon (2018–2020)	Impact of Life-threatening Illness on Education Outcomes in Queensland Children	Assoc Prof Wojtek Tomaszewski
Queensland Government Department of Education (2017–2019)	School Improvement Unit Review Report Coding	Dr Jenny Povey
Queensland Government Department of Education (2017–2020)	Transition Costs: Improving Young People's Career Choices and Post-school Pathways	Assoc Prof Wojtek Tomaszewski
Queensland Health (2019–2020)*	Evaluation Framework for the Keeping Queenslanders Healthy Priority	Prof Lisa McDaid
Social Ventures Australia (2019)*	E4L Evidence-Based Resources for Early Childhood Educators	Prof Karen Thorpe

*new in 2019

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Stillbirth Foundation Australia Trust (2019–2020)*	Developing a Parent Version of a Guideline for Respectful and Supportive Perinatal Bereavement Care	Assoc Prof Fran Boyle
St Vincent de Paul Society Queensland (2017–2019)	St Vincent de Paul and ISSR Research Partnership	Prof Cameron Parsell
The Front Project (2019)*	Early Childhood Data Analysis	Prof Karen Thorpe
The University of Queensland BEL Connect Grants Scheme (2019)*	School Disciplinary Sanctions Effects on Scholastic and Health Outcomes	Dr Jenny Povey
The University of Queensland Early Career Researcher (2019)*	The Rhythm and Regularity of Daily Activities: A Comparison of Lonely and Non-lonely Older Adults	Dr Jack Lam
The University of Queensland Global Partnership Scheme (2018–2020)	Improving the Interplay of Cultures, Families and Health Systems for Vietnamese Maternal–Child Health in Australia	Dr Nam Tran
The University of Queensland Rural Clinical School (2019)*	Building a Rural Specialist Workforce: Accredited Training Pathways, Professional Identity and the Role of Specialist Colleges	Assoc Prof Fran Boyle
The University of Queensland Student Services Division (2019)*	Analysis of Student Relations Network Data	Assoc Prof Wojtek Tomaszewski
Thrasher Research Fund (2018–2019)	Improving Sleep Health in Early Childhood	Dr Sally Staton
Waripiri Youth Development Aboriginal Corporation (2019)*	WYDAC Program Development and Implementation	Prof Mark Moran

PROJECTS WITH SIGNIFICANT IN-KIND CONTRIBUTION

PRIMARY FUNDER (DURATION)	TITLE	ISSR LEAD
Australasian Society for HIV, Viral Hepatitis and Sexual Health Medicine (2019–2021)*	Investigating Sexual Health Trajectories of Gender Variant/Sexually Diverse Young People to Inform and Enhance Clinical Pathways and Care	Prof Lisa McDaid
Brisbane Diamantina Health Partners (2019–2021)*	Improving the Mental Wellbeing of Parents After Perinatal Loss: Development and Implementation of a Parent-Centred Online Intervention to Enhance Primary Care Sector Capacity	Assoc Prof Fran Boyle
Medical Research Future Fund (2019–2021)*	Preventing Stillbirth: The Australian Safer Baby Bundle	Assoc Prof Fran Boyle

*new in 2019



PUBLICATIONS

ACADEMIC IMPACT

In 2019, ISSR researchers published 10 book chapters, 113 journal articles; 53 conference presentations of which 15 were published, 36 reports, 4 working papers and 17 other outputs.

Over 80% of the indexed publications were in top quartile journals, with 37.6% in top ranked journals such as *Nature*, *PLOS ONE*, *Journal of Marriage and Family*, *Child Development* and *Sleep* (102 articles in SciVal, top 10% SCImago Journal Rank, 31/3/20). The 113 journal articles spanned 17 different subject areas, including social sciences, psychology, medicine and mathematics .

Institute research achieved significant academic impact in 2019, with 97 citations of 2019 articles originating from 44 countries, and 14 articles were in the top 10% most cited worldwide (articles published in 2019, SciVal 31/3/2020).

Researchers at ISSR continue to collaborate extensively, with nearly half of indexed publications including international co-authors (49.5%), based in 103 institutions in 17 countries (number of countries and institutions excludes 3 articles with > 20 authors). National collaborations, outside UQ, were indicated in 33.7% of indexed articles.

Impact on policy was reflected by ISSR research being covered in over 100 news outlets, including the: *Sydney Morning Herald*, *The Guardian*, *The Conversation*, *World News SBS* and *the Australian Financial Review*. Two articles published in 2019 have already been highlighted as being of importance to policy makers. Professor McDaid's article in the journal *AIDS and Behavior* was added to the Health Communication Science Digest searchable archive, Centres for Disease Control and Prevention, US Department of Health and Human Services. Another, by Associate Professor Francisco Perales, has been posted by the Australian Analysis & Policy Observatory: a research database and alert service providing free access to full-text research reports and papers, statistics and other resources essential for public policy development and implementation in Australia and New Zealand.

BOOK CHAPTERS

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JOURNAL ARTICLES

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Bell, D., Betts, K., Justo, R., Forde, N., Venugopal, P., Corno, A. F., Smith, P., Caputo, M., Marsico, R., Karl, T. R. and Alphonso, N. (2019) Multicenter experience with 500 cardiocel implants used for the repair of congenital heart defects. *Annals of Thoracic Surgery*, 108 6: 1883–1888. doi:10.1016/j.athoracsur.2019.04.085.

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Associate Professor Abdullah Mamun was an author on a large international study that was published in *Nature* – Mapping 123 million neonatal, infant and child deaths between 2000 and 2017.

A key finding from the study was that 58% of child deaths in the world between the period 2000 and 2017 could have been averted in the absence of geographical inequality. Contribution to such papers is part of our engagement with global academic endeavour.

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CONFERENCE PRESENTATIONS AND PUBLICATIONS

Brown, A., Chouldechova, A., Putnam-Hornstein, E., Tobin, A. and Vaithianathan, R. (2019) *Toward algorithmic accountability in public services: A qualitative study of affected community perspectives on algorithmic decision-making in child welfare services*. Proceedings of the 2019 CHI Conference On Human Factors in Computing Systems, Glasgow, Scotland. 4–9 May 2019. doi:10.1145/3290605.3300271.

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Campbell, A., Perales, F. and Baxter, J. (2019) *Sexual-identity fluidity and depression in a national cohort of young Australian women*. Australian Public Health Conference, Adelaide, South Australia. 17 September 2019.

Chainey, C. and Burke, K. (2019) *Emerging adult wellbeing after childhood adversity: The protective influence of parenting practices and the parent-adolescent relationship*. 40th National Conference of the Australian Association for Cognitive and Behaviour Therapy, Adelaide, South Australia. 24–26 October 2019.

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Cooke, E., Houen, S., Thorpe, K., Oakes, C. and Staton, S. (2019) *Methodological observations on the secret life of children's play: Children's subversive behaviour during mandated sleep times in prior to school classrooms*. EECERA Conference, Thessaloniki, Greece. 20–23 August 2019.

Cooke E., Thorpe, K., Clarke A., Houen S., Oakes, C. and Staton, S. (2019) *Stress and relaxation in early childhood education and care: Experiences of relaxation – The voices of young children in early childhood education and care*. Australian Association for Research in Education Conference 2019, Brisbane.

Dachew, B., Scott, J., Mamun, A. and Rosa, A. (2019) *Offspring of mothers with hypertensive disorders of pregnancy are at increased risk of anxiety disorders: Findings from the ALSPAC study*. 27th European Congress of Psychiatry, Warsaw, Poland, (S580–S580). 6–9 April 2019.

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- Huang, Y., Xiang, N. and Tomaszewski, W. (2019) *School climate, student engagement and achievement across school sectors in Australia*. Australian Association for Research in Education (AARE) 2019 Conference, Brisbane, Australia. 1–5 December 2019.
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- Kalucza, S., Lam, J. and Baxter, J. (2019) *Exploring the paths of young mothers in Australia: A sequence analysis of labour market and educational trajectories pre- and post-parenthood*. Society for Longitudinal and Life Course Studies, Potsdam, Germany. 25–27 September 2019.
- Karlsson, A., Gibbs, D., Kelly, G., Uporova, J., Dietze, P. M., Bruno, R., Lenton, S., Salom, C., Degenhardt, L., Farrell, M. and Peacock, A. (2019) *Trends in methamphetamine forms and routes of administration among people who regularly consume drugs in Australia*. APSAD 2019 Conference, Hobart, Tasmania, (S59–S59). 10–13 November 2019. doi:10.1111/dar.12991.
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- Maravilla, J. C., Salom, C., Betts, K. and Alati, R. (2019) *Influence of depression on contraceptive use among adolescents*. Final Oral/Poster Number, RCPCH and SAHM Adolescent Health Conference, Ascot, Windsor, United Kingdom. 18–19 September 2019. doi:10.1136/bmjpo-2019-rcpch-sahm.1.
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- Perales, F. and Campbell, A. (2019) *The health/wellbeing of Australian LGB populations: A statistical portrait*. Pride in Practice, Sydney, NSW. 27 November 2019.
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- Povey, J., Donoso Rivas, M. F., Sharma, N., Ablaza, C. and Gramotnev, A. (2019) *An introduction to social science methods to address big social questions*, Research Week, The University of Queensland.
- Rankin, P. S., Staton, S., Beatton, T. and Thorpe, K. (2019) *Variation and average teaching quality as a predictor of academic outcomes: Extending CLASS*. Society for Research in Child Development, Poster Symposium, Biennial Meeting, Baltimore, Maryland, USA. 21–23 March 2019.
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- Reddel, T. (2019) *Measuring individual and community wellbeing – A mixed story of data, systems, policies, practices, skills and behaviours*. Queensland Council of Social Service Annual Conference, Caloundra, Queensland. 12–13 September 2019.
- Salom, C. L. (2019) *Drug Trends – Regional variations matter*. Plenary, Australian Winter School Conference, Brisbane, Australia.
- Salom, C., Betts, K. and Alati, R. (2019) *Dual disorders: Precision medicine or precision public health?* 6th International Congress of Dual Disorders, Madrid, Spain. 19–22 June 2019.
- Simpson Reeves, L. (2019) *Family, food and faith: How Samoan and Tongan diaspora in Australia imagine “the good life”*. American Anthropological Association and Canadian Anthropological Society Joint Conference, Vancouver, Canada. 20–24 November 2019.
- Staton, S., Rankin, P., Thorpe, K., Oakes, C., Houen, S., Cooke, E. and Smith, S. (2019) *Improving sleep health in early childhood: Pilot RCT of an educator professional development program to improve sleep practices in childcare services*. World Sleep Conference, Vancouver, Canada. 21–25 September 2019. doi:10.1016/j.sleep.2019.11.1013.
- Stewart, A., Djordjevic, F., Cossar, R., Dietze, P. M., Lenton, S., Bruno, R., Salom, C. and Peacock, A. (2019) *Ketamine use among people who regularly use illicit stimulants in Australia: Trends and characteristics of use*. APSAD 2019 Conference, Hobart, Tasmania, (S95–S95). 10–13 November 2019. doi:10.1111/dar.12991.
- Suetani, S., Mamun, A., Williams, G., Najman, J., McGrath, J. and Scott, J. (2019) *Cross-sectional association and longitudinal relationship between common mental disorders and physical activity status in young adults: A 30-year birth cohort study*. RANZCP 2019 Congress, Cairns, Australia. 12–16 May 2019. doi:10.1177/0004867419836919.
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- Tomaszewski, W., Harvey, A., Kubler, M. and Luckman, M. (2019) *Maximising low socio-economic status students' uptake of university places following deferral*. Australian Association for Research in Education (AARE) 2019 Conference, Brisbane, Australia. 1–5 December 2019.
- Tomaszewski, W., Kubler, M., Polidano, C., Ryan, C. and Cardak, B. (2019) *Academic achievement, socio-economic background and post-school destinations of Australian students*. Australian Association for Research in Education (AARE) 2019 Conference, Brisbane, Australia. 1–5 December 2019.
- Tomaszewski, W., Kubler, M., Polidano, C., Ryan, C. and Cardak, B. (2019) *Academic achievement, socio-economic background and post-school destinations of Australian students*. Society for Longitudinal and Lifecourse Studies (SLLS) 2019 Conference, Potsdam, Germany.
- Tran, N., Western, M., Creagh, S., Clague, D. and Baxter, J. (2019) *How non-cognitive skill profiles associated with educational outcomes among disadvantaged students*. The 2019 International Convention of Psychological Science, Paris, France. 7–9 March 2019.
- Uporova, J., Karlsson, A., Gibbs, D., Kelly, G., Dietze, P. M., Bruno, R., Salom, C., Lenton, S. and Peacock, A. (2019) *Driving after using alcohol and drugs: Roadside testing and risk perception among people who use drugs in Australia*. APSAD 2019 Conference, Hobart, Tasmania, (S100–S100). 10–13 November 2019. doi:10.1111/dar.12991.
- Watson, N. (2019) *Measuring geographic mobility: Comparison of estimates from longitudinal and cross-sectional data*. European Survey Research Association Conference, Zagreb, Croatia. 19 July 2019.

Willis, L-D., Povey, J., Hodges, J., Kirby, G., Guo, Y. and Guo, S. (2019) *Examining parent engagement research from different perspectives to understand ways to improve policy and practice in schools and education systems*. Symposium (Angela Ferguson – Discussant). Australian Association for Research in Education (AARE) Schools and Education Systems (SES) Special Interest Group (SIG), Education For a Socially Just World, Brisbane, Australia. 1-5 December 2019.

Willis, L-D., Povey, J. and Hodges, J. (2019) *Principal leadership for parent engagement: Using socially just practices to improve education horizons for parents and students*. Australian Association for Research in Education (AARE) Schools and Education Systems (SES) Special Interest Group (SIG), Education For a Socially Just World, Brisbane, Australia. 1-5 December 2019.

Willis, L-D., Povey, J., Hodges, J., Carroll, A. and Antrobus, E. (2019) *Parent engagement: Speaking from the research*. Queensland Catholic Education Commission (QCEC) Biennial Meeting, Brisbane, Australia. 19 August 2019.

WORKING PAPERS

Hoffmann, H., Olson, R. E., Perales, F. and Baxter, J. (2019) Everyone my age doesn't know what it's like: A mixed-method study of young mothers and social support in Australia. *LCC Working Paper Series 2019-14*, Institute for Social Science Research, The University of Queensland.

Kapelle, N. and Baxter, J. (2019) Marital dissolution and personal wealth: Examining gendered trends across the dissolution process. *LCC Working Paper Series 2019-22*, Institute for Social Science Research, The University of Queensland.

Kuskoff, E. (2019) From intentions to implementation: Improving alignment between domestic and family violence policy aims and actions. *LCC Working Paper Series 2019-25*, Institute for Social Science Research, The University of Queensland.

Potia, A. H., Silva-Goncalves, J., Torgler, B. and Dulleck, U. (2019) Rewarding commitment to attend school: A field study with Indigenous Australian high school students. *LCC Working Paper Series 2019-27*, Institute for Social Science Research, The University of Queensland.

OTHER OUTPUTS

Video outputs, webinars and podcasts

Houen, S., Cooke, E. and Staton, S. (2019) *Experiences of relaxation: The voices of educators and children*. Recorded webinar for ECEC educators, Crèche and Kindergarten Association.

Povey, J. and Coles, L. (September 2019) *How social science methods can address big social issues: Mixed methods*.

Queensland Department of Education (November 2019) *Principal leadership for parent-school-community engagement*. Queensland Government (contributed to by J. Povey)

Smith, S. and Staton, S. (2019) Global Leadership Series – The science of sleep. Recorded for the ABC radio series *Big Ideas*, Customs House, Brisbane, Australia.

Tomaszewski, W. (2019) *Beyond graduation: Long-term socioeconomic outcomes amongst equity students*. Webinar jointly organised by the National Centre for Student Equity in Higher Education and the Australian Disability Clearinghouse on Education and Training. www.adcet.edu.au/resource/10210/webinar-beyond-graduation-long-term-socioeconomic-outcomes-amongst-equity-students/.

Non-academic publications

Cooke, E., Houen, S., Staton, S., Thorpe, K. and Choosing Rest Research Team (2019) Get all cosy ... it's like chill out: Children's perspectives on relaxation. *Cascades Magazine*, C&K.

Cooke, E., Staton, S., Houen, S. and Thorpe, K. (25 July 2019) What exactly is rest-time in childcare?

Childmags.com.au, www.childmags.com.au/what-exactly-is-rest-time-in-childcare/.

Parsell, C. (28 October 2019) Beds in car parks don't solve Australia's rough sleeping problem. *The Conversation*. <https://theconversation.com/beds-in-car-parks-dont-solve-australias-rough-sleeping-problem-125235>.

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Parsell, C. (4 November 2019) Beds in car parks don't solve Australia's rough sleeping problem. *Property Observer*. www.propertyobserver.com.au/forward-planning/investment-strategy/politics-and-policy/105741-beds-in-car-parks-dont-solve-australia-s-rough-sleeping-problem.html.

Perales, F. and Campbell, A. (11 June 2019) How many Australians are not heterosexual? It depends on who, what and when you ask. *The Conversation*. theconversation.com/how-many-australians-are-not-heterosexual-it-depends-on-who-what-and-when-you-ask-118256.

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Fact sheets

Houen, S., Thorpe, K. and Staton, S. (2019) *Creating spaces for children's talk*. Evidence for Learning Early Childhood Toolkit, Social Ventures Australia.

Houen, S., Thorpe, K. and Staton, S. (2019) *Keeping the conversation going*. Evidence for Learning Early Childhood Toolkit, Social Ventures Australia.

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