TRANSFORMATIONAL RESEARCH
2019 ANNUAL REPORT
About the Institute for Social Science Research

A letter from our Board Chair

Director’s report

About ISSR: 2019 snapshot

Building ISSR for transformational research

Strategic planning 2020–2025

New ARC Centres of Excellence

The Life Course Centre – 7 years of new funding
The Centre of Excellence for the Digital Child – UQ Node

New professors in ISSR

Professor Rhema Vaithianathan
Professor Lisa McDaid
Professor Tim Reddel
Promotion to Professor Simon Smith

Training & development

ISSR Seminar Series
Methods for Social Analysis and Statistics
Industry Training Courses

Flagship events

The John Western Memorial Lecture
UQ Global Leadership Series Public Forum

Major reports

State of Early Learning in Australia
ISSR leads the development of a priority research agenda for Sleep in Society
The six key domains for informing policy sleep security and social science
Beyond graduation: long-term socio-economic outcomes amongst equity students

Staff awards & acknowledgements

UQ Awards for Excellence in Service 2019
2019 AFR 100 women of Influence Award
MOOC Award Winner
UQ Award for Partners in Research Excellence Awards
### Project highlights and research case studies

<table>
<thead>
<tr>
<th>Project</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing crash risk for young drivers:</td>
<td>32</td>
</tr>
<tr>
<td>A randomized control trial to improve sleep</td>
<td>35</td>
</tr>
<tr>
<td>Developing the Keep Queenslanders Healthy evaluation framework</td>
<td>36</td>
</tr>
<tr>
<td>Drug Trends: Ecstasy and related drugs reporting system and illicit drug reporting system</td>
<td>38</td>
</tr>
<tr>
<td>Investigating higher education expectations and engagement of low socio-economic status students</td>
<td>40</td>
</tr>
<tr>
<td>Educational outcomes of Queensland’s investments in Early Childhood Education and Care</td>
<td>41</td>
</tr>
<tr>
<td>Improving educational outcomes in Early Childhood Education and Care</td>
<td>42</td>
</tr>
<tr>
<td>Pilot parent engagement toolkit and training course for school staff and parents from socially disadvantaged schools</td>
<td>44</td>
</tr>
<tr>
<td>Sexual orientation and life chances in contemporary Australia</td>
<td>45</td>
</tr>
<tr>
<td>Care after stillbirth research program - Australian Centre for Research Excellence in Stillbirth</td>
<td>46</td>
</tr>
<tr>
<td>Review of child health-related data in Australia</td>
<td>47</td>
</tr>
</tbody>
</table>

### Financials

<table>
<thead>
<tr>
<th>Financials</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated Income and Expenditure Statement 2017–2019</td>
<td>48</td>
</tr>
</tbody>
</table>

### People

<table>
<thead>
<tr>
<th>People</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Board</td>
<td>52</td>
</tr>
<tr>
<td>Our leadership group</td>
<td>51</td>
</tr>
<tr>
<td>Our staff</td>
<td>51</td>
</tr>
<tr>
<td>Our students: graduated, new and current</td>
<td>52</td>
</tr>
<tr>
<td>Our winter and summer scholars</td>
<td>54</td>
</tr>
</tbody>
</table>

### ISSR 2019 projects

| ISSR 2019 projects                                                      | 58   |

### Publications

| Publications                                                             | 62   |
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.
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:

- 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
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
ABOUT ISSR: 2019 SNAPSHOT

Training and development courses

- 8 Multidisciplinary seminars for staff and students
- 21 Participants
  - 47 Internal staff and students
  - 87 External participants*

*from government & non-government organisations

Outputs

- 10 Book Chapters
- 53 Conference presentations & publications
- 36 Research Reports
- 113 Journal Articles
- 4 Working Papers

Research income and Total income over years:

- 2012: $2,000,000
- 2013: $4,000,000
- 2014: $6,000,000
- 2015: $8,000,000
- 2016: $10,000,000
- 2017: $12,000,000
- 2018: $14,000,000
- 2019: $16,000,000

Staff not including casual staff: 70
Students Higher Degree by Research: 40
in top quartile journals

97
CITATIONS of 2019 articles
from 44 countries

14
ARTICLES in the top 10% most
cited worldwide

+80% in top quartile journals

36
DIFFERENT FUNDERS

32
projects with government
departments (federal & state)

8
projects with federal
government research
bodies (ARC and NHMRC)

20
projects involving NGOs,
including universities

Media

2852
SOCIAL MEDIA MENTIONS

66
LINKEDIN FOLLOWERS

96
LINKEDIN POST IMPRESSIONS

169
NEWS & BLOGS MENTIONS

Partners and funders

Impact

38% in top ranked journals

such as Nature, PLOS ONE, Journal of Marriage
and Family, Child Development and Sleep
BUILDING ISSR FOR TRANSFORMATIONAL RESEARCH
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.

**ISSR IMPACT AREAS 2020–2025**

<table>
<thead>
<tr>
<th>ISSR Research Centres</th>
<th>SOCIAL SCIENCE OF POLICY AND PRACTICE</th>
<th>SOCIAL SCIENCE OF HEALTH</th>
<th>SOCIAL SCIENCE OF EDUCATION</th>
<th>SOCIAL SCIENCE OF INNOVATION AND TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Centre of Excellence for Children and Families over the Life Course</td>
<td>Understanding, designing and evaluating the impacts and applications of social policy</td>
<td>Understanding the social determinants of health</td>
<td>Achieving equity in opportunities and outcomes</td>
<td>Evaluating the social impacts of technology and data</td>
</tr>
<tr>
<td>ARC Centre of Excellence for the Digital Child – UQ node</td>
<td>Building strategic partnerships for better policy and practice</td>
<td>Addressing health inequalities</td>
<td>Informing effective education policy and practice</td>
<td>Co-developing socially informed and human-centred applications</td>
</tr>
<tr>
<td>Centre for Social Data Analytics – UQ site</td>
<td>Implementing co-developed social solutions</td>
<td>Co-developing solutions to improve health and wellbeing</td>
<td>Understanding education in the social context</td>
<td>Democratising science, innovation and technology</td>
</tr>
</tbody>
</table>

**CONSIDERATIONS**

- Population
  - Children
  - Young people
  - Families
  - Genders and sexualities
  - Aboriginal and Torres Strait Islander peoples
  - CALD groups
  - Socio-economic groups
  - Cohorts and generations
- Life course
  - Perinatal
  - Early childhood
  - Childhood
  - Adolescence
  - Early adulthood
  - Mid-adulthood
  - Older adulthood
- Spaces and places
  - Digital spaces
  - Virtual environments
  - Geographical places
  - Specific environments and conditions

**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
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.

“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.”

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

“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.”
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.
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.
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.
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.

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

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
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.

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 Education.
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
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.

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 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
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.
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.
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.

### KQH Overarching Logic

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIONS</th>
<th>OUTPUTS</th>
<th>IMPACTS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Coordinated, cross-agency approach</td>
<td>Activity and movement are a part of everyday life</td>
<td>Knowledge, awareness and attitudes</td>
<td>Queensland’s environments support and sustain health and wellbeing</td>
<td></td>
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<tr>
<td>Our Future State governance structure facilitates input and support from Ministerial outcome oversight and deputy directors-general group</td>
<td>Mental health and suicide prevention are an everyday focus</td>
<td>Increased participation in physical activity across Queensland</td>
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<tr>
<td>State-wide approach that is place- and community-based</td>
<td>Healthy food and drink options supplied across Queensland</td>
<td>Improved diets among Queenslanders</td>
<td></td>
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<tr>
<td>A multi-pronged and systems-based approach, which understands and responds to the complex interplay of the multiple determinants of health</td>
<td>Environments support health and wellbeing</td>
<td>Improved wellbeing and enhanced resilience among Queenslanders</td>
<td></td>
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<tr>
<td>Funding for new programs and delivery of actions</td>
<td>Participation: Whole of community, cross-sector, transdisciplinary collaboration. All Queenslanders included with specific emphasis on under-served or disadvantaged communities</td>
<td>Social norms and culture shifts</td>
<td>Reduced vulnerability to suicide among Queensland communities</td>
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<tr>
<td>Latest evidence and research findings to inform best practice</td>
<td></td>
<td>10% increase in number of Queenslanders with a healthy body weight</td>
<td>50% reduction in suicides in Queensland</td>
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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.
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 methamphetamine. 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 delve 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.
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. 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.

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.
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.
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.**
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.

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
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

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.
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/
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

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PEOPLE
OUR BOARD

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Director Life Course Centre
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JUCKEL, Jennifer
Research Assistant

KALUZCA, Sara M
Postdoctoral Research Fellow

KENNEDY, Elizabeth
Research Officer

KIDD, Michael P
Honorary Professor
### AWARDED

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<tr>
<th>LAST NAME</th>
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<td>Camila</td>
<td>PhD</td>
<td>Discrimination against people who inject drugs: Investigating health, wellbeing and coping strategies using a mixed-methods approach</td>
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OUR WINTER AND SUMMER SCHOLARS

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.”

The number of summer and winter research projects supported by ISSR since 2015
## ISSR 2019 PROJECTS

### FLAGSHIP PROJECTS (> $1 MILLION)

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<td>Australian Government Department of Social Services (2018–2020)</td>
<td>Evaluation of the Try, Test and Learn Fund</td>
<td>Prof Janeen Baxter</td>
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<td>Australian Research Council Centre of Excellence (2014–2021)</td>
<td>Australian Research Council Centre of Excellence for Children and Families over the Life Course</td>
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<td>National Health and Medical Research Council (2015–2019)</td>
<td>Generational and Developmental Pathways of Childhood and Adolescent Obesity: A Three Generation Cohort Study</td>
<td>Assoc Prof Abdullah Mamun</td>
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### LARGE PROJECTS ($500K – $1 MILLION)

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<td>Evaluation of the Pharmaceutical Benefits Scheme (PBS) Subsidised Take Home Naloxone (THN) Pilot</td>
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<td>Australian Research Council (2016–2019)</td>
<td>Architectural Design to Improve Indigenous Health Outcomes</td>
<td>Prof Paul Memmott</td>
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<td>National Health and Medical Research Council (2019–2021)*</td>
<td>Reducing Crash Risk For Young Drivers: A Randomized Control Trial To Improve Sleep</td>
<td>Prof Simon Smith</td>
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<td>The University of Queensland Strategic Funding (2016–2019)</td>
<td>Indigenous Design Place: People, Place, Time and Space</td>
<td>Prof Paul Memmott</td>
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## MEDIUM PROJECTS ($100K – $499K)

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<td>Australian Government Department of Education (2019–2020)*</td>
<td>Using Integrated Administrative Data to Improve Educational Equity over the Life Course</td>
<td>Assoc Prof Wojtek Tomaszewski</td>
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<td>Australian Government Department of Health via National Drug and Alcohol Research Centre, University of New South Wales (2019–2022)*</td>
<td>Drug Trends Queensland</td>
<td>Dr Caroline Salom</td>
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<tr>
<td>Australian Research Council (2017–2020)</td>
<td>Sexual Orientation and Life Chances in Contemporary Australia</td>
<td>Assoc Prof Francisco Perales</td>
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<td>Australian Research Council Linkage Project (2016–2019)</td>
<td>How Meston’s Wild Australia Show Shaped Australian Aboriginal History</td>
<td>Prof Paul Memmott</td>
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<td>HealthShare NSW (2019–2020)*</td>
<td>Evaluation of the Digital Pregnancy Health Record</td>
<td>Assoc Prof Fran Boyle</td>
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<tr>
<td>National Health and Medical Research Council (2017–2021)</td>
<td>Sleep Health and Sleep Problems in Early Childhood: What Role Does Childcare Play?</td>
<td>Dr Sally Staton</td>
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<tr>
<td>The University of Queensland Endowment Fund (2018–2020)</td>
<td>Future Directions for UQ Young Achievers</td>
<td>Assoc Prof Wojtek Tomaszewski</td>
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<tr>
<td>Academy of the Social Sciences in Australia (2019)*</td>
<td>Sleep and Society: Continuity and Chaos across the Life Course</td>
<td>Prof Simon Smith</td>
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<tr>
<td>Australian Civil Military Centre (2019–2020)*</td>
<td>Gendered Analysis of the Australian Deployed Female Personnel In Multilateral Peace and Stabilisation Operations Research</td>
<td>Prof Mark Moran</td>
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<tr>
<td>Australian Government Department of Education Higher Education Participation and Partnerships Program via La Trobe University (2019–2020)*</td>
<td>Low SES Student Deferrals</td>
<td>Assoc Prof Wojtek Tomaszewski</td>
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<tr>
<td>BHP Foundation (2019–2023)*</td>
<td>Embedded Program Evaluation: Natural Resource Governance Global Signature Program</td>
<td>Prof Mark Moran</td>
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<tr>
<td>Brisbane Broncos Rugby League Limited (2019–2020)*</td>
<td>Evaluation of the Beyond the Broncos Girls Academy Program</td>
<td>Dr Azhar Potia</td>
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<tr>
<td>Early Childhood Australia (2019)*</td>
<td>Early Childhood Australia State of Early Learning Report</td>
<td>Prof Karen Thorpe</td>
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<tr>
<td>Goodstart Early Learning (2019)*</td>
<td>Measuring Goodstart Children’s Progress and Outcomes</td>
<td>Prof Karen Thorpe</td>
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<tr>
<td>National Centre of Student Equity in Higher Education Curtin University (2019–2020)*</td>
<td>Understanding the Higher-education Experiences of Humanitarian Migrants in Australia</td>
<td>Assoc Prof Francisco Perales</td>
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<tr>
<td>New South Wales Government Department of Health (2019)*</td>
<td>Review of Child Health-related Data in Australia</td>
<td>Assoc Prof Fran Boyle</td>
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<tr>
<td>Newcrest Mining (2019)*</td>
<td>To Galvanise The University of Queensland’s and Others’ Capabilities in Global Development in Brisbane</td>
<td>Prof Mark Moran</td>
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<tr>
<td>Queensland Government Department of Aboriginal and Torres Strait Islander Partnerships (2019–2020)*</td>
<td>Developing a Business Case for Improved Targeting of Services for Children at Risk of Long-term Social and Health Outcomes Due to Childhood Adversity</td>
<td>Prof Rhema Vaiithianathan</td>
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<tr>
<td>Queensland Health (2019–2020)*</td>
<td>Evaluation Framework for the Keeping Queenslanders Healthy Priority</td>
<td>Prof Lisa McDaid</td>
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<tr>
<td>Social Ventures Australia (2019)*</td>
<td>E4L Evidence-Based Resources for Early Childhood Educators</td>
<td>Prof Karen Thorpe</td>
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<td>Stillbirth Foundation Australia Trust (2019–2020)*</td>
<td>Developing a Parent Version of a Guideline for Respectful and Supportive Perinatal Bereavement Care</td>
<td>Assoc Prof Fran Boyle</td>
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<tr>
<td>St Vincent de Paul Society Queensland (2017–2019)</td>
<td>St Vincent de Paul and ISSR Research Partnership</td>
<td>Prof Cameron Parsell</td>
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<tr>
<td>The Front Project (2019)*</td>
<td>Early Childhood Data Analysis</td>
<td>Prof Karen Thorpe</td>
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<tr>
<td>The University of Queensland BEL Connect Grants Scheme (2019)*</td>
<td>School Disciplinary Sanctions Effects on Scholastic and Health Outcomes</td>
<td>Dr Jenny Povey</td>
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<tr>
<td>The University of Queensland Early Career Researcher (2019)*</td>
<td>The Rhythm and Regularity of Daily Activities: A Comparison of Lonely and Non-lonely Older Adults</td>
<td>Dr Jack Lam</td>
</tr>
<tr>
<td>The University of Queensland Global Partnership Scheme (2018–2020)</td>
<td>Improving the Interplay of Cultures, Families and Health Systems for Vietnamese Maternal–Child Health in Australia</td>
<td>Dr Nam Tran</td>
</tr>
<tr>
<td>The University of Queensland Rural Clinical School (2019)*</td>
<td>Building a Rural Specialist Workforce: Accredited Training Pathways, Professional Identity and the Role of Specialist Colleges</td>
<td>Assoc Prof Fran Boyle</td>
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<tr>
<td>The University of Queensland Student Services Division (2019)*</td>
<td>Analysis of Student Relations Network Data</td>
<td>Assoc Prof Wojtek Tomaszewski</td>
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<tr>
<td>Thrasher Research Fund (2018–2019)</td>
<td>Improving Sleep Health in Early Childhood</td>
<td>Dr Sally Staton</td>
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<tr>
<td>Waripiri Youth Development Aboriginal Corporation (2019)*</td>
<td>WYDAC Program Development and Implementation</td>
<td>Prof Mark Moran</td>
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### PROJECTS WITH SIGNIFICANT IN-KIND CONTRIBUTION  

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


JOURNAL ARTICLES


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.


**RESEARCH REPORTS***


CONFERENCES PRESENTATIONS AND PUBLICATIONS


70 TRANSFORMATIONAL RESEARCH | 2019 ANNUAL REPORT


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.


Working papers


Other outputs

Video outputs, webinars and podcasts


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


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.


Queensland Department of Education (29 July 2019) Five tips to ensure babies sleep safely. A to Z of Early Childhood e-newsletter.

Fact sheets


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