



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Institute for
Social Science Research

STRONGER **TOGETHER**

2020 ANNUAL REPORT



The Institute for Social Science Research acknowledges the Traditional Owners and their custodianship of the lands on which The University of Queensland operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.



INSTITUTE FOR SOCIAL SCIENCE RESEARCH

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CONTENTS

6

About the Institute for
Social Science Research

8

A letter from
our Board Chair

9

Director's report

10

About ISSR: 2020 snapshot

12

Projects

13 ISSR 2020 projects

17 Project highlights

17 Research into the Impact of COVID-19
on Australian Society

19 Evaluation of the Pharmaceutical Benefits
Scheme Subsidised Take Home Naloxone Pilot

20 Learning Through COVID-19

22 Health and Wellbeing Queensland Research Partnership

24 Housing Strategy Research and Evaluation Program

26 Yarrabilba Community Hub Outcomes

28 Educational Outcomes of Queensland's Investment
in Early Childhood Education and Care 2007–2020

29 ECEC Workforce/Toolkit Quality Framework

30 Listening and Continued Learning: The ARTIE
Academy, COVID-19, and Future Support

32 National Mental Health Workforce
Strategy Literature Review



33

Training and development

- 34 Career development framework courses
- 35 ISSR research seminar series
- 36 Methods for social analysis and statistics
- 37 External seminars
- 38 Data science training for public managers

39

Financials

- 40 Consolidated Income and Expenditure Statement 2018-2020

41

People

- 42 Our Board
- 42 Our leadership group
- 43 Staff awards and acknowledgements
- 44 Our staff
- 46 Our students
- 50 ISSR summer scholars 2020

52

Publications





ABOUT THE INSTITUTE FOR SOCIAL SCIENCE RESEARCH

The vision of the Institute for Social Science Research (ISSR) is to *make meaningful difference to people's lives*. To achieve this, 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
- design and implementation of 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. It also contributes to our goals to cultivate an enriching workplace; innovate and collaborate for impact; and deliver uncompromising quality in research and translation.

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. ISSR also hosts a node of the ARC Centre of Excellence for the Digital Child (based at QUT), and a site of the Centre for Social Data Analytics (based at Auckland University of Technology).



VISION

Making meaningful difference to people's lives



MISSION

We undertake transformational research to solve critical social challenges



GOALS

The Institute's objectives are to:

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

ISSR RESEARCH CENTRES

ARC Centre of Excellence for Children and Families over the Life Course

ARC Centre of Excellence for the Digital Child – UQ node

Centre for Social Data Analytics – UQ site



SOCIAL SCIENCE OF POLICY AND PRACTICE

Understanding, designing and evaluating the impacts and applications of social policy
Building strategic partnerships for better policy and practice
Implementing co-developed social solutions



SOCIAL SCIENCE OF HEALTH

Understanding the social determinants of health
Addressing health inequalities
Co-developing solutions to improve health and wellbeing



SOCIAL SCIENCE OF EDUCATION

Achieving equity in opportunities and outcomes
Informing effective education policy and practice
Understanding education in the social context



SOCIAL SCIENCE OF INNOVATION AND TECHNOLOGY

Evaluating the social impacts of technology and data
Co-developing socially informed and human-centred applications
Democratising science, innovation and technology

A LETTER FROM OUR BOARD CHAIR



Dear Colleagues,

Writing this letter for last year's Annual Report, I noted that we were in the "extraordinary grip" of COVID-19, living in a social landscape that none of us would have expected to see. Twelve months later, we are still in the grip of COVID-19, but arguably in a different place.

Lockdowns in Australia remain uncommon, a vaccine rollout is proceeding (albeit slowly), many COVID-19 special measures such as the JobKeeper payment have been removed, and the number of active cases remains small. However, Australia's international borders remain closed as the pandemic continues to spread in parts of North and South America, Europe, Asia-Pacific and Africa. As I write, the number of COVID-19 cases is approaching 140 million worldwide, with COVID-19 related deaths now reported to have reached three million.

RETROSPECTIVE

ISSR entered 2020 armed with a new Strategic Plan, ambitions to maintain its growth trajectory, and planning for an external seven-year Institute Review. However, as the pandemic started to take hold, it became apparent that the 2020 planning and aspirations would need to be modified. By the end of March, ISSR staff and students were working from home, the April Board Meeting was cancelled, and the planned Institute Review was postponed indefinitely.

Zoom meetings became a new part of our lives, including the two ISSR Board Meetings that were held in July and November via a combination of video conference and face-to-face attendance.

Thankfully, the ISSR Leadership and Operations teams were proactive. They navigated and adapted to the changing operating environment enforced by the pandemic, and successfully secured the funding pipeline and supported the wellbeing of staff and students through the transitions. The Leadership team diligently kept the Board apprised of directions and progress, which we strongly supported and endorsed.

As you read this year's Annual Report, you will get a sense of how the Institute managed the very unusual year that was 2020. The 2020 snapshot presents a picture of growth, activity, and expanded partnerships and connections. Not only did the Institute rapidly develop a portfolio of projects relating to COVID-19 (some of which are described herein), but new and existing areas of research were developed and consolidated in line with the impact areas outlined in the Strategic Plan.

Training, events and other activities continued in various forms throughout the year, ensuring the diverse and enriching environment that ISSR provides for its staff, students and external partners, and within The University of Queensland.

The way that ISSR has not only weathered, but risen, through the pandemic to this point is a tribute to its staff and students, and highlights the Institute's flexibility and agility, and the relevance of its mission.

PEOPLE

I would like to thank the Board for their contributions through 2020. Despite their busy schedules and increased responsibilities as a result of the pandemic in their own lives and organisations, they continued to dedicate their time and advice to the ISSR Leadership team. The Board membership also remained unchanged through 2020, with the exception of Christine Castley, who left her position as Deputy Director-General, Queensland Department of the Premier and Cabinet to become the Chief Executive Officer of Multicultural Australia. I am delighted to say that Christine remains on the Board in this new role.

A PROSPEROUS YEAR AHEAD

Finally, despite the travails of 2020, the Board and I continue to remain enthusiastic about the future prospects of ISSR. These are uncertain times, but the social sciences are especially well-placed to engage, analyse and contribute to recovery. The future of ISSR remains bright and relevant.

Please continue to stay safe.

Warm regards,

JOHN MCGAGH
BOARD CHAIR



DIRECTOR'S REPORT



Through a year with no comparison, ISSR has remained strong and shown great adaptability and resilience in 2020, securing 30 new projects and strong new research partnerships.

2020 will be a year we remember for a very long time. COVID-19 challenged us, highlighting strengths and vulnerabilities at the local, national and global levels. We saw how strong public and social institutions and infrastructure, “listening to the science”, and acting for the common good could keep us safe. We saw a global emergency drive public health and policy responses in Australia that once would have been unthinkable, followed, in some quarters, by a desire to return to the status quo as quickly as possible. We saw the benefits of evidence and reason, and the threats that come from misinformation and disinformation.

The pandemic hit the Australian higher education system hard, largely due to a reduction in international student enrolments and fees, leading to university budget cuts and job losses, and exposing vulnerabilities in the way Australia funds university research. While there have been substantial challenges in 2020, there have also been innovations and opportunities. ISSR has remained strong, shown great adaptability and resilience, stayed productive, and increased our research income. Despite the uncertainty, we have continued to deliver impactful research outputs, work with our research partners and clients, and deliver our Methods for Social Science and Statistics training courses.

We were able to diversify our sources of research income through new projects across government, academia, not-for-profit and philanthropic sectors.

Notably, the Institute has established new research partnerships with Health and Wellbeing Queensland and the Paul Ramsay Foundation. Developing stronger partnerships and co-designing social science solutions with government, the not-for-profit sector, academia and industry will be crucial as Australia negotiates its way through the pandemic. Our efforts will be enhanced in 2021 when the new ARC Centres of Excellence for Children and Families over the Life Course (ISSR hosted) and the Digital Child (ISSR node) launch their activities.

However, despite our strong research performance, COVID-19 brought significant operational challenges. These included having to find budget savings, being unable to recruit new staff, dealing with research interruptions, travel restrictions, lockdowns, working from home, loss of community and separations from family, and the general uncertainty and unpredictability that affected health and wellbeing. We were, in other words, affected just like everyone else.

Like others, ISSR personnel showed outstanding resilience, grace and creativity, successfully adapting and transitioning projects and training to remote modes of data collection, collaboration and delivery. More importantly, ISSR staff and students banded together, looked out for one another and persevered.

I would also like to acknowledge and thank the ISSR Board members for their continued service and guidance through 2020.

The Institute is stronger because of the support I receive from the Board and because of our wonderful staff and students.

I would like to thank all ISSR staff and students for their adaptability, kindness and can-do attitude throughout a very challenging year.

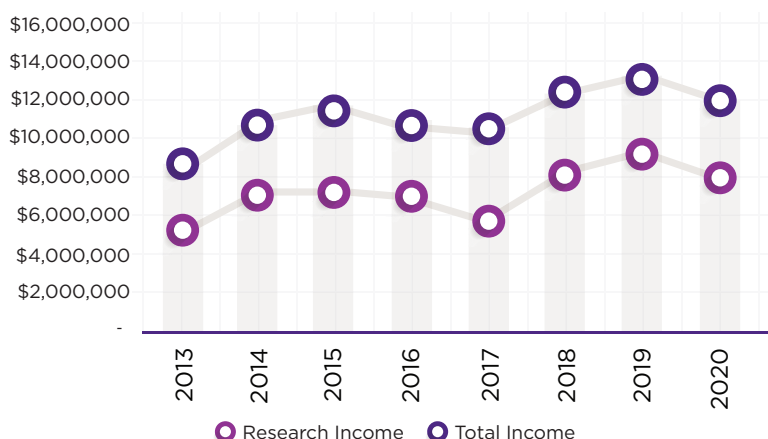
Sadly, we must inform you of the passing of our beloved staff member, Katherine Parsonage, who lost her very brave and courageous battle with cancer in early 2021. Katherine had been with the University for over 20 years, and with her passing, ISSR and the University have not only lost a valued colleague but a friend to many.

Looking ahead, ISSR will undergo an Institute Review in 2021. This is an ideal opportunity for us to reflect on the past and look to the future. We hope to learn from 2020 to ensure we continue to *innovate, collaborate and influence for impact; deliver uncompromising quality in research and translation; and cultivate an enriching workplace culture*. While 2021 may not offer the predictability and certainty of our pre-COVID-19 world, ISSR remains strong, and we look forward to continuing to build and foster quality relationships to undertake transformational research to achieve our vision to *make meaningful difference to people's lives*.

PROFESSOR MARK WESTERN
DIRECTOR, ISSR

ABOUT ISSR: 2020 SNAPSHOT

Income and resources



76

Staff not including casual staff

39



Students Higher Degree by Research (HDR)

Training and development courses



8

Training and development courses

91



Participants

26 Internal staff and students

65 External participants*

*from government & non-government organisations



11

Career Development Framework online courses for UQ HDR students (run through UQ Graduate School)

attended by
270 UQ HDR students



11

Multidisciplinary seminars for staff and students

Outputs

13

Books & book chapters



5

Conference publications



9

Non-academic publications, videos, blogs & podcasts



56

RESEARCH REPORTS



124

JOURNAL ARTICLES



7

WORKING PAPERS



Media



Partners and funders



Impact



PROJECTS



ISSR 2020 PROJECTS

FLAGSHIP PROJECTS (>\$1 MILLION)

PRIMARY FUNDER (DURATION)	PROJECT TITLE	ISSR LEAD
Australian Government Department of Health (2018–2021)	Evaluation of the National Support for Child and Youth Mental Health Program and Longitudinal Research Plan	Prof Simon Smith
Australian Government Department of Health (2019–2021)	Evaluation of the Pharmaceutical Benefits Scheme (PBS) Subsidised Take Home Naloxone (THN) Pilot	Dr Caroline Salom
Australian Government Department of Social Services (2018–2020)	Evaluation of the Try, Test and Learn Fund	Prof Janeen Baxter
Australian Research Council Centre of Excellence (2014–2021)	Australian Research Council Centre of Excellence for Children and Families over the Life Course	Prof Janeen Baxter
National Health and Medical Research Council (2015–2020)	Generational and Developmental Pathways of Childhood and Adolescent Obesity: A Three Generation Cohort Study	Assoc Prof Abdullah Mamun
National Health and Medical Research Council (2020–2024)	Exposure to Trihalomethanes in Pregnancy and Birth Outcomes in Queensland: Integrated Data Analysis and Case Studies for Better Policy and Health Outcomes	Assoc Prof Abdullah Mamun

LARGE PROJECTS (\$500K–\$1 MILLION)

PRIMARY FUNDER (DURATION)	PROJECT TITLE	ISSR LEAD
Australian Government Department of Social Services (2018–2020)	Evaluation of the Building Capacity in Australian Parents (BCAP) Trial and the National Community Awareness Raising (NCAR) Strategy	Prof Karen Thorpe
Australia Research Council Discovery Project (2020–2024)	The Development Significance of Sleep Transition in Early Childhood	Dr Sally Staton
Australian Research Council Linkage Project (2016–2020)	How Meston's Wild Australia Show Shaped Australian Aboriginal History	Prof Paul Memmott
Health and Wellbeing Queensland (2020–2022)	Research Partnership – Health and Wellbeing Queensland	Prof Lisa McDaid
Medical Research Future Fund (2020–2023)	MRFF Indigenous Health Research: Aboriginal Health Workers Led Sleep Education Program for Managing Poor Sleep in Indigenous Adolescents: Opportunities to Reduce the Risk and Severity of Mental Health Issues	Dr Fatima Yaqoot
National Health and Medical Research Council (2019–2021)	Reducing Crash Risk For Young Drivers: A Randomized Control Trial To Improve Sleep	Prof Simon Smith
Paul Ramsay Foundation (2020–2021)	Who is Left Behind? Responding to the Educational Needs of Students Experiencing Disadvantage in the COVID-19 Recovery	Prof Mark Western
Queensland Government Department of Housing and Public Works (2019–2021)	Queensland Housing Strategy 2017–2027 Research and Evaluation Program	Prof Tim Reddel

MEDIUM PROJECTS (\$100K-\$499K)

PRIMARY FUNDER (DURATION)	PROJECT TITLE	ISSR LEAD
ABT Associates (2020)	Quality Assurance of a Proposed Food and Water Security Assessment (FWSA) for the South Fly Disaster Support Program	Prof Mark Moran
Anglicare Queensland (2020)	Anglicare Family and Children Program Evaluations	Assoc Prof Jenny Povey
Australian Government Department of Education (2019-2020)	Investigating the Effects of Cumulative Factors of Disadvantage	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Education (2019-2020)	Using Integrated Administrative Data to Improve Educational Equity over the Life Course	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Foreign Affairs and Trade via University of Birmingham (2020-2022)	The Political Economy of Leadership at the Limits of the PNG State	Prof Mark Moran
Australian Government Department of Health via National Drug and Alcohol Research Centre, University of New South Wales (2019-2022)	Drug Trends Queensland	Dr Caroline Salom
Australian Government Department of Health (2020-2021)	Provision of Scientific Advisory Group for Child Youth and Mental Health Program	Prof Simon Smith
Australian Research Council (2017-2020)	Sexual Orientation and Life Chances in Contemporary Australia	Assoc Prof Francisco Perales Perez
HealthShare NSW (2019-2020)	Evaluation of the Digital Pregnancy Health Record	Assoc Prof Fran Boyle
Medical Research Future Fund administered by AusIndustry (2020-2023)	"We Need to Talk": Social and Ethical Dialogue Around Genomics and Disability	Assoc Prof Boyle and Prof Simon Smith
National Health and Medical Research Council (2017-2021)	Sleep Health and Sleep Problems in Early Childhood: What Role Does Childcare Play?	Dr Sally Staton
New South Wales Government Department of Education (2019-2020)	Investigating Higher Education Expectations and Engagement of Low SES Students	Assoc Prof Wojtek Tomaszewski
Queensland Government Department of Child Safety, Youth and Women (2018-2020)	Evaluation of the Recovery Focused Residential Care Response	Dr Caroline Salom
Queensland Government Department of Education (2017-2020)	Understanding Educational Outcomes of Queensland's Investment in Early Education Programs	Prof Karen Thorpe
Queensland Health (2020-2021)	Evaluation of the Termination of Pregnancy Program	Prof Lisa McDaid
Social Ventures Australia (2020-2022)	Evaluation of the Queensland KindyLinQ Pilot	Prof Karen Thorpe
The University of Queensland Endowment Fund (2018-2020)	Future Directions for UQ Young Achievers	Assoc Prof Wojtek Tomaszewski



SMALL PROJECTS (<\$100K)

PRIMARY FUNDER (DURATION)	PROJECT TITLE	ISSR LEAD
Academy of the Social Sciences in Australia (2018–2020)	The Use of Big Data for Social Policy: Benefits and Risks	Prof Mark Western
Australian Civil Military Centre (2019–2020)	Gendered Analysis of the Australian Deployed Female Personnel In Multilateral Peace and Stabilisation Operations Research	Prof Mark Moran
Australian Government Department of Education Higher Education Participation and Partnerships Program via La Trobe University (2019–2020)	Low SES Student Deferrals	Assoc Prof Wojtek Tomaszewski
Australian Government Department of Health (2020)	National Mental Health Workforce Strategy – A Literature Review of Existing National and Jurisdictional Workforce Strategies Relevant to the Mental Health Workforce and Recent Findings of Mental Health Reviews and Inquiries	Assoc Prof Fran Boyle
Australian Government Department of Health via Jubilee Community Care (2020–2021)	Commonwealth Home Support Programme Innovation Funding	Dr Jack Lam
Australian Institute of Health and Welfare (2020–2021)	Indigenous Self-Governance for Mental Health and Suicide Prevention	Prof Mark Moran
Australian Research Council Linkage Project (2020–2023)	Public Lessons, Private Interests: Do Inquiries Promote Industry Change?	Prof Mark Moran
BHP Foundation (2019–2023)	Embedded Program Evaluation: Natural Resource Governance Global Signature Program	Prof Mark Moran
Brisbane Broncos Rugby League Limited (2019–2020)	Evaluation of the Beyond the Broncos Girls Academy Program	Dr Azhar Potia
Carers Queensland (2020)	Developing an Evaluation Framework for a Social and Economic Impact Analysis for the Your Caring Way Program and Evaluation Capability Training	Assoc Prof Jenny Povey
Children's Hospital Foundation administered by Queensland University of Technology (2020–2023)	Feeding Families in Tough Times	Prof Karen Thorpe
National Centre for Student Equity in Higher Education Curtin University (2019–2020)	Understanding the Higher-education Experiences of Humanitarian Migrants in Australia	Assoc Prof Francisco Perales Perez
National Centre for Student Equity in Higher Education Curtin University (2021–2021)	Investigating the Relevance of Mental Health for the Current Equity Groups Framework Using Multi-Agency Linked-Administrative data	Dr Tomasz Zajac
Office of the Registrar of Indigenous Corporations (2020–2021)	Advancing ORIC's Governance Approach: Supporting Corporations and Communities beyond Compliance	Prof Mark Moran
Queensland Government Department of Aboriginal and Torres Strait Islander Partnerships (2019–2020)	Developing a Business Case for Improved Targeting of Services for Children at Risk of Long Term Social and Health Outcomes Due to Childhood Adversity	Prof Rhema Vaithianathan
Queensland Government Department of Child Safety, Youth and Women (2019–2020)	Exploring the Use of Predictive Analytics to Improve Practice and Outcomes in Child Welfare in Queensland	Prof Rhema Vaithianathan
Queensland Government Department of Education – Education Horizon (2018–2020)	The When, What, and How of Observing Practice in ECEC: Developing an Observational Toolkit for Authorised Officers in Queensland	Prof Karen Thorpe
Queensland Government Department of Education – Education Horizon (2018–2020)	Impact of Life-Threatening Illness on Education Outcomes in Queensland Children	Assoc Prof Wojtek Tomaszewski
Queensland Government Department of Education (2017–2020)	Transition Costs: Optimising Young People's Career Choices and Post-School Pathways	Assoc Prof Wojtek Tomaszewski

SMALL PROJECTS (<\$100K) (CONTINUED)

PRIMARY FUNDER (DURATION)	PROJECT TITLE	ISSR LEAD
Queensland Government Department of State Development, Manufacturing, Infrastructure and Planning (2020)	Yarrabilba Community Hub Outcomes Framework and Measurement and Evaluation Strategy	Prof Tim Reddel
Queensland Health (2019–2020)	Evaluation Framework for the Keeping Queenslanders Healthy Priority	Prof Lisa McDaid
Queensland Treasury Corporation (2020)	QPS Location-based Demand Model	Prof Rhema Vaithianathan
Stillbirth Foundation Australia (2019–2020)	Developing a Parent Version of a Guideline for Respectful and Supportive Perinatal Bereavement Care	Assoc Prof Fran Boyle
Stillbirth Foundation Australia (2021–2021)	Developing an Implementation-Ready Parent Version of a Guideline for Respectful and Supportive Bereavement Care	Assoc Prof Fran Boyle
The University of Queensland Early Career Researcher (2020)	Sleep Routines and Management in Daily Life	Dr Alicia Allan
The University of Queensland Early Career Researcher (2020)	Characteristics of Driver Impairments Under Chronic Influence of Illicit Drugs and Prescription Medications. A Simulated Driving Experience	Dr Shamsi Soleimanloo
The University of Queensland Global Partnership Scheme (2018–2020)	Improving the Interplay of Cultures, Families, and Health Systems for Vietnamese Maternal-Child Health in Australia	Dr Nam Tran
The University of Queensland Poche Centre for Indigenous Health Research Collaboration (2020)	Exploring the Feasibility of Predictive Risk Modelling to Support Home Support Prioritisation for People with High Risk Chronic Conditions	Prof Mark Western
The University of Queensland – Sustainable Minerals Institute (2020–2022)	Collaboration Complex Ore-bodies Socioeconomic Development, Innovation and Productivity Issues	Assoc Prof Wojtek Tomaszewski

PROJECTS WITH SIGNIFICANT IN-KIND CONTRIBUTION

PRIMARY FUNDER (DURATION)	PROJECT TITLE	ISSR LEAD
Australasian Society for HIV, Viral Hepatitis and Sexual Health Medicine (2019–2021)	Investigating Sexual Health Trajectories of Gender Variant/Sexually Diverse Young People to Inform and Enhance Clinical Pathways and Care	Prof Lisa McDaid
Brisbane Diamantina Health Partners (2019–2021)	Improving the Mental Wellbeing of Parents After Perinatal Loss: Development and Implementation of a Parent-Centred Online Intervention to Enhance Primary Care Sector Capacity	Assoc Prof Fran Boyle
Centre for Research Excellence (2016–2021)	Centre for Research Excellence in Stillbirth. National Health and Medical Research Council	Assoc Prof Fran Boyle
Medical Research Future Fund (2019–2021)	Preventing Stillbirth: The Australian Safer Baby Bundle	Assoc Prof Fran Boyle



PROJECT HIGHLIGHTS

RESEARCH INTO THE IMPACT OF COVID-19 ON AUSTRALIAN SOCIETY

On 18 March 2020, the Prime Minister declared a “human biosecurity emergency” given the risks COVID-19 posed to human health, which allowed the Health Minister to issue targeted, legally enforceable directions and requirements to combat the virus. In response, Australian children and young people transitioned to remote schooling, and young adults and adults transitioned to working from home or loss or suspension of their jobs.

In response to the disruptions caused by COVID-19, ISSR researchers quickly pivoted to design and collaborate on research activities to explore the impact of the pandemic on different aspects of Australian society. Research projects included examining the impact on educational outcomes for children and young people (see *Learning Through COVID-19* story); reviewing the implementation of technologies to support contact tracing; surveying families to assess their experiences during the pandemic; understanding how university peer networks were structured; and working with social solution leaders across Australia to develop a framework for recovery.

A selected snapshot of some of this ISSR research activity in response to COVID-19 is presented below to highlight the breadth of research undertaken.

UNDERSTANDING THE SOCIAL IMPACT OF THE COVID-19 PANDEMIC

Dr Sally Staton and her research group developed and led a survey to gain an understanding of some of the social impacts of COVID-19 on individuals and families to assess how they were managing and coping with the changes in order to target resources and policies to where they would be most needed. In particular, the study focused on the impacts of COVID-19 on families, including work and care situations, and how these situations evolved and changed after the outbreak of the pandemic. Initial analyses indicated challenges with physical and emotional health, social connections, and learning for children during the early stages of the pandemic restrictions, but improved family connection and opportunities for personal growth. The survey received over 700 responses and data analyses are still ongoing.

DEVELOPING A POST-COVID-19 RECOVERY STRATEGY

Professor Tim Reddel is part of an alliance of civil society organisations working together in the belief that Australia can #buildbackbetter. In response to the pandemic, the Australia Together Alliance convened a national summit in July 2020 to create an agenda for building long-term prosperity and wellbeing in local communities hardest hit by the COVID-19 pandemic.

The resultant Australian Community Recovery Summit Statement helps build a roadmap for how national-level reforms and local leadership can combine to leave a positive legacy from the trauma of the pandemic, and calls on governments and communities around Australia to work together to build back better.

UNDERSTANDING SOCIAL RHYTHMS IN POWER USE ACROSS THE COVID-19 SOCIAL ISOLATION PERIOD

Professor Simon Smith and his research group, in collaboration with the Centre for Energy Data Innovation, are conducting a study examining social rhythms in household power use data. This includes an in-depth look at changes in daily routines, sleep, environment and technology use in 20 homes.





Time points include pre COVID-19, during COVID-19 restrictions and post-restrictions in 2020, and similar date ranges throughout 2021. Initial analyses on data during COVID-19 restrictions showed significant increases in cooking and digital device use, but the overall energy use among the majority of the households decreased during COVID-19, which was attributed to reduced air conditioner use due to cooler than average weather. Data collection and analyses are still ongoing.

AUSTRALIANS' DRUG USE: ADAPTING TO PANDEMIC THREATS (ADAPT) STUDY

Dr Caroline Salom is part of a collaborative effort with the National Drug and Alcohol Research Centre at the University of New South Wales that developed a new online survey to assess the way in which the pandemic affected the patterns of substance use, and the mental, physical and sexual health of people who regularly use illicit or non-prescribed drugs.

Australians who used illicit drugs at least once a month in 2019 were invited to complete the online survey, with follow-up surveys scheduled after 2, 6, 12, 24 and 36 months. Results from the initial survey of 702 participants revealed that cannabis and alcohol use increased, and MDMA, cocaine and ketamine use decreased during the pandemic restrictions. Data collection and analyses are still ongoing.



EVALUATION OF THE PHARMACEUTICAL BENEFITS SCHEME SUBSIDISED TAKE HOME NALOXONE PILOT



FOCUS AREA

Health



CLIENT

Australian Government
Department of Health



TERM

September 2019–September 2021



PROJECT

Evaluation of the Pharmaceutical
Benefits Scheme Subsidised
Take Home Naloxone Pilot



PARTNERS

National Drug and Alcohol
Research Centre at the
University of New South Wales
(UNSW Sydney) and the
University of Tasmania



TEAM

ISSR: Dr Caroline Salom,
Professor Lisa McDaid,
Ms Catherine Daly, Dr Jennifer
Juckel, Dr Joerner Maravilla,
Dr Natalie Thomas

UNSW: Dr Natasa Gisev,
Dr Amy Peacock

UTAS: Professor Raimondo Bruno

In Australia, three people die each day from drug-induced deaths involving opioid use. Fortunately, help is available through a drug called naloxone that can temporarily reverse the effects of an opioid overdose or adverse reaction. Naloxone can be administered by injection or, more recently, delivered through a nasal spray, which is useful because it can be administered by a second party if the overdose victim is unconscious or unable to administer naloxone themselves.

The Australian Government has committed \$10 million to conduct a pilot under Section 100 of the Pharmaceutical Benefits Scheme (PBS) for subsidised supply of take home naloxone to people at risk of experiencing or witnessing opioid overdose, without patient co-payment, without PBS prescription and through a range of health services. The Pilot is currently underway in New South Wales, South Australia and Western Australia and aims to reduce the rate of accidental opioid-related deaths among a range of target populations by improving access to naloxone.

Researchers from ISSR, led by Dr Caroline Salom, have been undertaking an evaluation of the PBS Subsidised Take Home Naloxone Pilot. Working in partnership with the University of Tasmania and the National Drug and Alcohol Research Centre at the University of New South Wales, the evaluation was co-designed with the Pilot's key stakeholders.

The evaluation was initiated in late 2019 to assess the successes and challenges of the Pilot at national, state, service and individual levels through a mixed-methods approach. Using the team's extensive experience in engaging with vulnerable populations (including people who use illicit substances), over 100 staff and senior multi-sectorial stakeholders and 300 people who have received naloxone as part of the Pilot have been consulted to date. These new primary data have been integrated with administrative data from the Pilot, health services and the PBS, in addition to trends in naloxone awareness and uptake over time from the national Drug Trends studies, as part of the evaluation.

The evaluation was established prior to COVID-19, and while the pandemic brought many other public health concerns to the fore, the issue of drug overdose did not abate during this time. Drug-induced deaths continue to rise in Australia, and during the COVID-19 restrictions, people who use opioids had less contact with their usual health

and harm reduction services, potentially placing them at greater risk of accidental drug-induced death. During the restrictions, frontline services (including pharmacies providing naloxone as part of the Pilot program) were challenged, which not only impacted on the supply of naloxone but also on the evaluation process.

In response, the resilience of the ISSR team shone through as the methodologies were rapidly adapted to minimise impact on the evaluation because of the COVID-19 restrictions. In doing so, the planned in-person interviews and consultations were shifted to telephone and web-based interviews and data collection, which benefited the project in that more input from regional and remote stakeholders was introduced into the data collection. Other facets such as the monitoring of social interactions, service provision and discrimination remained in person.

The evaluation findings have been fed back to the Department of Health and participating states throughout the Pilot's operation. Once completed, the ISSR-led evaluation of the PBS Subsidised Take Home Naloxone Pilot will inform policy and practice to support Government consideration regarding a national rollout of take-home naloxone to assist the more than 110,000 people in Australia whose regular opioid use puts them at risk of overdose.

LEARNING THROUGH COVID-19



FOCUS AREA

Education



CLIENT

Paul Ramsay Foundation



TERM

September 2020–April 2021



PROJECT

Learning Through COVID-19: Maximising educational outcomes for Australia's children and young people experiencing disadvantage



PARTNERS

UTAS: Professor Kitty te Riele



TEAM

ISSR: Professor Mark Western, Professor Lisa McDaid, Associate Professor Jenny Povey, Associate Professor Wojtek Tomaszewski, Dr Sally Staton, Dr Tyrone Ridgway

At the outset of the COVID-19 pandemic, many Australian students shifted to remote schooling for parts of Term 1 and Term 2 (and Term 3 in Victoria). The impact of COVID-19 not only disrupted schooling, but also significantly affected families' health and socio-economic circumstances.

While these changes in school delivery resulted in a disruption for all schoolchildren, it was feared that children and young people already experiencing disadvantaged circumstances would potentially be more at risk of poorer educational outcomes as a result of the pandemic.

In response, ISSR researchers, led by Professors Mark Western and Lisa McDaid, undertook a large project funded by the Paul Ramsay Foundation to explore the impact on learning through COVID-19.

The Learning Through COVID-19 project aimed to understand the experiences and needs of children and young people who were already at risk for poorer wellbeing, educational and future employment outcomes, and provide an evidence base to respond to their needs, now and into the future.

Based on previous studies, three cohorts of children and young people were identified as those likely to be the most affected by the educational disruption of COVID-19:

- **Cohort 1:** young children who started school already behind.
- **Cohort 2:** older students at risk of disengagement, who may not return to school but whose employment prospects have worsened.
- **Cohort 3:** children and young people who have had contact with the child protection system.

The Learning Through COVID-19 project involved the largest team of analysts and research assistants ever assembled across ISSR, who engaged with government representatives;

the education sector and key peak bodies; providers of support services to disadvantaged families, children and young people; and philanthropy stakeholders with an interest in improving educational outcomes and reducing disadvantage.

The project was structured across three interrelated stages of work, which were designed to inform solutions to address worsening educational disadvantage:

- **Pillar 1:** rapid needs assessment to validate populations at risk and understand current responses from government and other sectors post-COVID-19.
- **Pillar 2:** data collection and analysis to understand how disadvantaged children and families in Australia are experiencing the current COVID-19 crisis and its impact on their education.
- **Pillar 3:** evidence-based options for action to provide implementable policy and practice solutions that rigorous evidence shows are most likely to be successful.

Combining evidence from the literature, policy and practice reviews, Education Department administrative data, and interviews with key stakeholders, children, young people and their families, some key (non-exhaustive) findings of the Learning Through COVID-19 project included:

- The children and young people in greatest need are those with multiple risk factors who live in places and communities with high levels of socio-economic disadvantage.
- Educational disadvantage in student engagement persisted but did not worsen, with a need to re-engage at-risk students whose attendance fell during the pandemic.
- Children and young people struggled with remote learning and talked of feeling “stuck” in one location.
- Children and young people reported both loss and gain from their remote learning experience.
- Online learning was less effective for students without access to devices, connectivity or digital skills, and those with less supportive home learning environments.
- Online learning was beneficial for students who preferred self-driven and self-paced learning and those experiencing social anxiety or bullying.

- For already disadvantaged children and young people, COVID-19 merely represented an additional factor exacerbating already highly complex life circumstances.
- Mental health and wellbeing of both students and teachers was a strong and recurrent theme and requires significant resources and support.
- It is still too soon to have a complete picture of the impact of COVID-19 on educational disadvantage in Australia.
- The effects of COVID-19 are playing out against an existing system of educational disadvantage in Australia, and efforts to mitigate the effects of the pandemic may not address all the underlying drivers of educational disadvantage.

Importantly, a detailed Theory of Change was identified that captured how COVID-19 disrupted existing educational disadvantage, and four Priority Action Areas were identified:

- **Student mental health, wellbeing and hope:** provide mental health programs; integrate flexible learning models; engage parents/carers on mental health; build teacher capacity on mental health.

- **The future role of teachers, schools and communities:** provide high-dose tutoring; engage parents/carers in student education; integrate flexible learning models; build teacher capacity; provide free school meals.
- **Digital equity:** build digital literacy among students; build digital literacy among parents; support teachers to develop and implement online learning; facilitate access to digital devices and connectivity.
- **Protections for the most vulnerable students:** provide targeted services for the most vulnerable students; provide targeted family support; strengthen support networks for children at risk.

Sixty-five targeted programs and interventions were identified across the four Priority Action Areas. Within these, there is currently not a robust evidence base about programs in Australia that seek to address the Priority Action Areas, and any effort to address these Priority Actions Areas will require a robust evaluation to leave a legacy of knowledge and capability that can be acted upon in future.



HEALTH AND WELLBEING QUEENSLAND RESEARCH PARTNERSHIP



FOCUS AREA

Health



CLIENT

Health and Wellbeing Queensland (HWQld)



TERM

September 2020–
September 2022



PROJECT

Research Partnership:
Health and Wellbeing
Queensland and Institute for
Social Science Research



TEAM

ISSR: Professor Lisa McDaid,
Dr Mark Robinson, Associate
Professor Abdullah Mamun,
Dr Caroline Salom, Rumaana
Suleman, Dr Anne Cleary,
Dr Yaqoot Fatima,
Dr Joemer Maravilla

HWQld: Dr Sara Mayfield,
Dr Peter Abernethy,
Dr Li Kheng Chai

HWQld was established in July 2019 to improve the health and wellbeing of all Queenslanders and to reduce population health inequities, with a particular focus on overweight and obesity. The prevalence of people who are overweight or obese in Queensland remains high, at around two in three adults and one in four children.

There is also evidence of social inequities in obesity rates, with a higher prevalence among Aboriginal and Torres Strait Islander people and those living in the most under-resourced areas.

While poor diet and physical inactivity are important causes of these trends, population levels of overweight and obesity result from a complex system of social, environmental and economic determinants. Tackling obesity requires sustained action and multifaceted strategies to have a significant effect. HWQld aims to disrupt the cycle that leads to overweight and obesity through a combination of policy and prevention initiatives, a focus on where people live, work, learn and play, and strategic partnerships to tap into specialist research knowledge and skills to make meaningful progress on their objectives.

The HWQld-ISSR Research Partnership is based on a shared commitment to trust, open communication, the capacity to challenge (and to be challenged), reciprocity and responsiveness. The shared vision and values across both partnership organisations lay a strong foundation for a productive partnership with a focus on creating meaningful, positive change in the lives of Queenslanders.

The partnership with ISSR allows HWQld to leverage ISSR's exemplary knowledge and skills in research and project design, implementation, and evaluation in support of their initial objectives. In collaboration with HWQld, researchers from ISSR, led by Professor Lisa McDaid, have reviewed current HWQld programs, and are developing a comprehensive Monitoring, Evaluation and Learning Framework; providing recommendations on the data, governance and processes required to maximise the potential for research and evaluation; and facilitating capacity-building activities to enable HWQld staff to design, deliver and critique research and evaluation. ISSR will further support HWQld to establish an innovative research agenda to support realisation of the organisation's vision.

Health and Wellbeing Queensland has been delighted to engage with The Institute of Social Science Research on a 2-year research partnership. The professionalism and expertise the team have brought to this partnership have underpinned a strong collaborative spirit.

Working with many staff across all our teams, ISSR has truly engaged in co-design methodology to enhance and embed a shared learning environment. It is enriching to work with an organisation that holds similar values and ideals to HWQld, and can work with us to deliver on our vision to Make Healthy Happen for all Queenslanders.

**Dr Robyn Littlewood,
CEO Health and
Wellbeing Queensland**

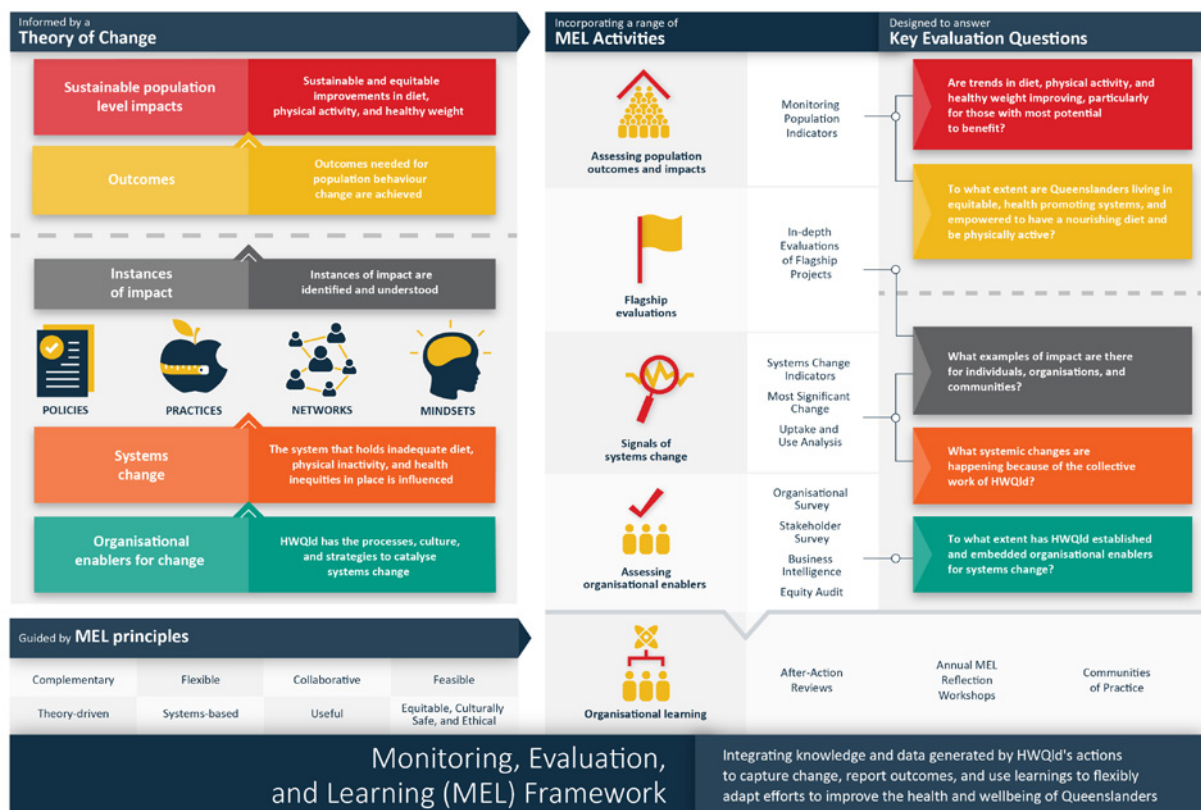


Since the research partnership was established in September 2020, ISSR has completed a comprehensive review of the current health promotion programs novated to HWQld, focusing on their alignment to the organisation's Strategic Objectives and identifying key strengths, weaknesses, opportunities and threats that have emerged from the program reviews, particularly in relation to program reporting and evaluation.

This work will support decisions as part of HWQld's Prevention Program Investment Review.

The Monitoring, Evaluation and Learning Framework, as well as data and research governance frameworks, are near completion, and the first of a series of capacity-building workshops has been delivered with HWQld staff.

In the true spirit of partnership, the HWQld and ISSR teams meet regularly to facilitate a truly collaborative approach, and the partnership will continue to evolve through 2021 to facilitate HWQld to help Queenslanders (no matter who, no matter where) live a better life through better health and wellbeing.



HOUSING STRATEGY RESEARCH AND EVALUATION PROGRAM



FOCUS AREA

Policy and Practice



CLIENT

Department of Communities, Housing and Digital Economy (formerly the Queensland Department of Housing and Public Works)



TERM

November 2019–February 2021



PROJECT

Housing Strategy Research and Evaluation Program



PARTNERS

Department of Communities, Housing and Digital Economy (formerly Department of Housing and Public Works), ARTD Consultants and The University of Queensland: School of Earth and Environmental Sciences and School of Social Science



TEAM

ISSR: Professor Tim Reddel, Dave Porter (UQ ISSR), Dr Jack Lam, Suzanne Brangwin, Professor Rhema Vaithianathan, Matthias Kubler, Dr Shabbir Ahmad, Professor Mark Western

SEES: Dr Laurel Johnson, Stephanie Wyeth, Dr Elin Charles-Edwards

SSS: Professor Cameron Parsell

ARTD: Dr Emily Verstege, Andrew Hawkins

The Queensland Housing Strategy 2017–2027 redefines how the Queensland Government will deliver housing to support urban renewal, generate new jobs, provide affordable housing and drive innovative housing design that responds to contemporary housing needs. This ambitious policy, program and service delivery agenda is purposely designed to transform Queensland's housing and homelessness service system.

The *Queensland Housing Strategy 2017–2027* Research and Evaluation Program (the Partnership) is a long-term partnership project between ISSR and the Department of Communities, Housing and Digital Economy (the Department) to support the Housing Strategy by developing a comprehensive monitoring and evaluation framework; working with the Department to provide expert advice, guidance and practical support on monitoring and evaluation activities; and undertaking targeted research and evaluation activities to support the ongoing delivery of the Housing Strategy.

Researchers from ISSR, led by Professor Tim Reddel, in partnership with the School of Earth and Environmental Sciences (SEES) and the School of Social Science (SSS) at The University of Queensland,

and ARTD Consultants, provided support to the Department to design a flexible monitoring and evaluation framework (the Framework), and a policy and practice review, which benchmarks the Housing Strategy against jurisdictions undertaking comparable housing reforms. An interim analysis of the progress of the Housing Strategy's First Action Plan was also completed, which was used to support the Department's 2020 State budget preparations.

The interim analysis found varying levels of progress across the key Housing Strategy actions, where progress depended on the intent, scale and complexity of the action reviewed. Local contexts, policy complexity and unforeseen external factors continued to impact the implementation of the Housing Strategy – reflecting the need to maintain an agile and adaptive implementation approach, and the need to see individual actions in the context of the Housing Strategy's ambitious vision for housing in Queensland.

The design of the Framework required extensive engagement across the executive and operational levels of the Department, and with selected external stakeholders. An initial focus was to co-design a method for measuring progress on the First Action Plan and balance political priorities, building strategic partnerships with stakeholders, especially the community housing sector and departmental program reform staff.

The Framework specifies how to collect and analyse credible evidence for policy-making, continuous quality improvement and resource allocation to support program reform. A review of relevant literature and interviews with key stakeholders informed the initial design of the Framework and the interim analysis. Extensive co-design with the Department was central to the final Framework. The strategic intent to design and deliver integrated, person-centred service responses is acknowledged and underpinned by a data collection system. This supports the understanding of vulnerable clients' journeys through the housing and human services systems.

The Partnership began to explore additional research, including housing's contribution to broader human services system reform and place-based policy; however, as the impact of the COVID-19 pandemic became evident in March–April 2020, the Partnership's focus shifted to reviewing and supporting the Department's urgent housing responses in Queensland. The post-implementation review of the Residential Tenancies Response to COVID-19, together with the review of the Homelessness Response to COVID-19 and the overall evaluation of the Housing Strategy's First Action Plan will support a more evidence-based assessment of the effectiveness and impact of the Queensland Housing Strategy's actions and measures.



“Having the team from ISSR working closely with the Department in our office has enhanced the partnership approach, producing a productive alignment of in-house content expertise and data sources with rigorous research and evaluation methodologies. The close working relationship has also enabled a highly responsive approach to evaluation, which has been invaluable with the recent changes and challenges resulting from coronavirus.

**Brad McCoy, Director, Strategy and Research,
Department of Communities, Housing and Digital Economy**



YARRABILBA COMMUNITY HUB OUTCOMES



FOCUS AREA

Policy and Practice



CLIENT

Community Hubs and Partnerships program, Department of State Development, Infrastructure, Local Government and Planning on behalf of the Yarrabilba Community Hub Project Implementation Steering Committee



TERM

June 2020–October 2020



PROJECT

Yarrabilba Community Hub Outcomes



PARTNERS

UQ School of Earth and Environmental Sciences



TEAM

ISSR: Professor Tim Reddel, Dr Mark Robinson, Dave Porter

SEES: Dr Laurel Johnson, Dr Stephanie Wyeth

Yarrabilba is a master-planned development south of Logan Village, between the Gold Coast and Brisbane, that represents a population growth area in South East Queensland. The development is in its early stages and is already growing at a faster rate than the Queensland average. The Yarrabilba resident profile is typical of growth areas at the fringe of Australian cities, with a young resident population of predominantly families. Over half of the population is renting private dwellings.

Growth areas at the fringe of metropolitan areas such as Yarrabilba have particular needs. Since there is generally limited existing social infrastructure in these areas, collaboration between government and service providers is essential to the health and wellbeing of individuals and families as these areas develop.

In Yarrabilba, the Queensland Government has partnered with Logan City Council, Brisbane Catholic Education and Lendlease (the developer of the master-planned community) to deliver a community hub located within an educational and recreational precinct by early 2022. The Yarrabilba Community Hub (YCH) endeavours to provide preventative, proactive and responsive services to meet the current and future needs of the Yarrabilba community as part of a network of supports and services.

Researchers from ISSR, led by Professor Tim Reddel, in partnership with the School of Earth and Environmental Sciences at The University of Queensland (UQ), were engaged by the Community Hubs and Partnerships (CHaPs) program in Queensland Government to provide targeted support to develop an outcomes-based approach to measurement and evaluation for the YCH.

A rapid literature review followed by extensive stakeholder engagement activities laid the foundations for the development of a Measurement and Evaluation Framework.

The Measurement and Evaluation Framework included a Theory of Change and a Community Outcomes Framework, designed to communicate how the YCH will deliver improved outcomes for individuals and the wider Yarrabilba community. Through the development of these frameworks and the expanding nature of new growth areas, “Innovating” was included as an additional YCH community outcome to the existing outcome themes of “Connecting”, “Learning” and “Earning”.

A Partnership Assessment Framework was also developed to support CHaPs with partnership evaluation across current and future collaborative social infrastructure projects. The Partnership Assessment Framework comprises three tools and was informed by a rapid literature review, expert advice and workshops with the YCH Project Steering Committee.

The frameworks were delivered and endorsed by the Project Steering Committee in October 2020 and will guide the planning and delivery of measurement and evaluation at the YCH over the years ahead.

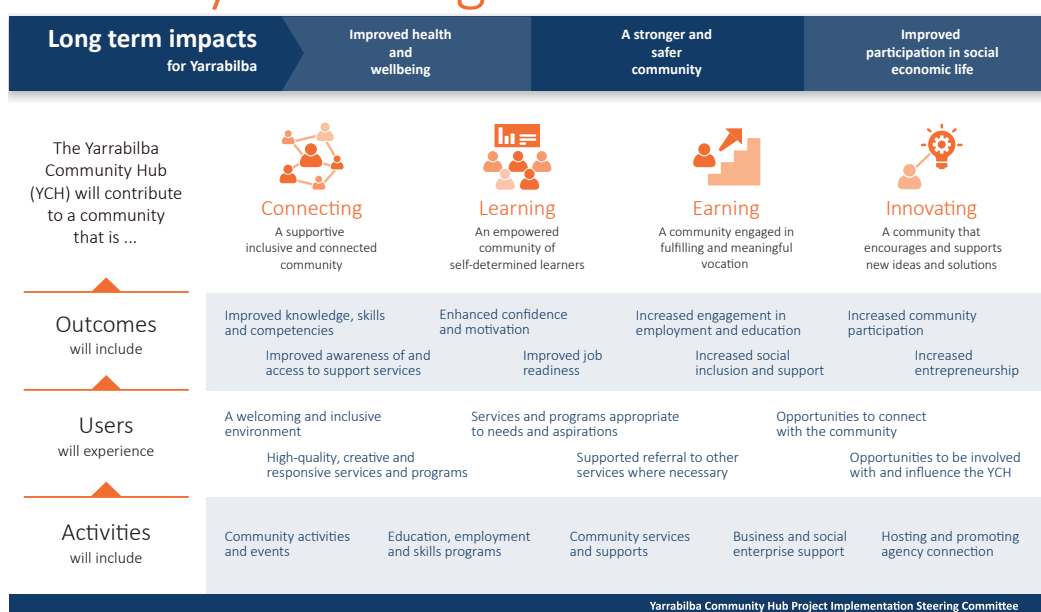
For more information on the YCH visit: logan.qld.gov.au/hub-activities-outcomes

The Yarrabilba Community Hub outcomes project was very complex, with stakeholders having a range of views on outcomes and measurement to be addressed and accommodated. The team reflected on and balanced this feedback from multiple stakeholders and were very thoughtful and measured in their communications.

All reports submitted were of high quality. The final report for the Measurement and Evaluation Framework was very readable, presenting complex information in a concise and easy-to-follow way. The team was able to clearly explain the rationale for the approach, drawing on best-practice examples and evidence.

Lynden Lauer, Manager, Community Hubs and Partnerships, Department of State Development, Infrastructure, Local Government and Planning

Theory of Change



Outcomes Framework

The Yarrabilba Community Hub will contribute to a community that is ...



EDUCATIONAL OUTCOMES OF QUEENSLAND'S INVESTMENT IN EARLY CHILDHOOD EDUCATION AND CARE 2007–2020



FOCUS AREA

Education



CLIENT

Queensland Government
Department of Education



TERM

July 2016–November 2020



PROJECT

Educational Outcomes of
Queensland's Investment in
Early Childhood Education
and Care 2007–2020



TEAM

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

University of Oxford:
Professor Iram Siraj

**London School of Economics
and Political Science:**
Professor Matteo Sandi

The first five years of a child's life are fundamentally important. They are the foundation that shapes children's future health, happiness, growth, development and learning achievement at school, in the family and community, and in life in general.

Due to the growing evidence to support the importance of the first five years, there has been considerable public investment in programs to support early childhood education and care (ECEC), both in Australia and overseas.

Closer to home, the Queensland Department of Education's ECEC purpose is to support early childhood services, families, communities and other partners to ensure every Queensland child is happy, healthy and successful. In doing so, the Queensland Department of Education has made significant investments in ECEC programs over the last two decades, with the intention of increasing access to and quality of ECEC services.

Due to a strong understanding of Australia's childhood sector, researchers from ISSR, led by Professor Karen Thorpe, were commissioned by the Queensland

Department of Education to assess the effectiveness of its investments in ECEC from 2007 to 2020, and to generate recommendations for ongoing investments and additional research.

The evaluation focused on NAPLAN scores with data linkage to Effective Early Learning Experiences for Children (E4Kids) data and Queensland Department of Education records for attendance, behaviour, effort and educational outcomes.

Access to an additional year of ECEC through the implementation of a Preparatory (Prep) year in 2007 improved academic achievement and NAPLAN scores for Queensland, relative to student cohorts in the years prior to implementation. Key findings included:

- Generalised gains were, to some extent, an artefact of the six-month delay in school entry that coincided with implementation of the Prep year, rather than a value-add of the policy.
- Advantages were seen for the oldest in cohort children, but not for the youngest in cohort children.
- Attendance at Prep for Aboriginal and Torres Strait Islander children was associated with improved academic attainment.
- Children from highly disadvantaged communities benefited less from the Prep year than other students.

The quality of ECEC was assessed by students' educational attainments and their engagement with school – their effort and behaviour. Key findings included:

- Emotional and instructional support that engages children in active learning supports educational attainment, as does respect for students' perspectives and proactive behavioural management.
- Effort and behaviour, as rated by teachers, were found to be strong predictors for educational education attainment.

While access to ECEC programs is a precondition for positive early education experiences, the quality of provision is the central, long-term predictor of ongoing educational engagement and achievement.

The final report also included a series of recommendations for further research and potential avenues for ongoing investment, including an emphasis on understanding and addressing the social barriers to ECEC and workforce professional development. There is strong sector interest in the evaluation, and it is anticipated that the results of this evaluation will contribute to the policy and practice around educational performance in ECEC.

ECEC WORKFORCE/TOOLKIT QUALITY FRAMEWORK



FOCUS AREA

Education



CLIENT

Queensland Government
Department of Education



TERM

December 2018–August 2020



PROJECT

The When, What and How
of Observing and Assessing
Practice in Early Childhood
Education and Care (ECEC)



PARTNERS

Queensland Government
Department of Education
and the Australian Children's
Education and Care
Quality Authority



TEAM

ISSR: Professor Karen Thorpe,
Dr Sally Staton, Dr Sandy Houen,
Dr Peter Rankin, Dr Tony Beaton,
Zhaoxi Zheng, Emma Cooke
QUT: Professor Susan Irvine

A child's early years are the foundation for their future development, providing a strong base for lifelong learning and learning abilities that include both cognitive and social development. The importance of early childhood education and care (ECEC) therefore cannot be overstated.

In Queensland, the Department of Education holds responsibility for quality assessment and rating of approved ECEC service providers, including family day care and outside school hours care programs. Authorised Officers are tasked to undertake this work to monitor, assess and rate the quality of ECEC services.

Researchers from ISSR, led by Professor Karen Thorpe and Dr Sally Staton, in partnership with the Queensland University of Technology (QUT), undertook research through an Education Horizons grant to improve the effectiveness of Authorised Officers' ability to accurately assess and rate services and to support and maintain high-quality services. Capitalising on ISSR's strong background in ECEC research, a mixed-method approach was conducted over three phases.

Phases 1 and 2 examined when Authorised Officers should observe practices, and which practices they currently, and ultimately should, observe. Phase 3 involved the development of policy and practice recommendations and an observational toolkit for Authorised Officers.

Key findings from Phases 1 and 2 indicated that random observations and full-day observations were suboptimal to targeted observations. Time of day, and format and content of activities also need to be considered when observing practice, with short-duration time sampling likely to provide a more feasible, reliable and equitable method of observational assessment. Standardisation or adjustments for time of day and the format and content of activities to be observed present a more reliable and fair method of assessment when a public rating is the intended outcome.

Key policy recommendations from Phase 3 included changes to the National Quality Standard guide, various improvements to the assessment and rating system, and improved professional development for Authorised Officers.

In order to support the Authorised Officers' approaches to assessment and rating, the observation toolkit focused not only on what should be measured, but how it should be measured, in order to obtain the most meaningful observations and improve the quality of ECEC services.

This Education Horizon study provided new information and evidence to ensure that the quality ratings that Authorised Officers are recording are an accurate reflection of the quality of service, and trialling the toolkit across multiple jurisdictions and care contexts is now needed to provide an evidence base to establish broader utility and efficacy.

The Assisting Observation (AO) Toolkit developed in this project has been immediately implemented by the Queensland Government Department of Education to support the work of Authorised Officers across Queensland. The key recommendations emerging from this project are informing the development of new processes for assessment and rating by Authorised Officers in Queensland.

LISTENING AND CONTINUED LEARNING: THE ARTIE ACADEMY, COVID-19, AND FUTURE SUPPORT



FOCUS AREA

Education



CLIENT

FOGS (Former Origin Greats)



TERM

November 2019–
December 2020



PROJECT

Listening and Continued
Learning: The ARTIE Academy,
COVID-19, and Future Support



TEAM

ISSR: Dr Azhar Potia, Dr Tony
Beatton, Professor Karen
Thorpe, Ryan Menner

FOGS: Rebeckah Mooney,
Phil Dennis, Steven Page

Significant gaps in educational outcomes exist between Aboriginal and Torres Strait Islander students and non-Indigenous students in Australia. This is particularly evident in terms of school attendance, with records showing that First Nations school attendance is not meeting the Australian Government's 90% attendance benchmark. Attendance is a prerequisite for educational engagement and long-term positive educational trajectories, and is therefore a key focus for improving educational achievements and lifetime trajectories of health, social and economic wellbeing.

School attendance and engagement are a key focus of the Former Origin Greats (FOGS) – a non-profit organisation comprising former Queensland State of Origin players who work to inspire and develop the next generation of First Nations leaders. The FOGS Achieving Results Through Indigenous Education (ARTIE) Academy is a voluntary program that works to improve school attendance and educational outcomes among First Nations students in metro and rural locations throughout Queensland. The ARTIE Academy currently works with approximately 4,400 Aboriginal and Torres Strait Islander students in 37 primary and secondary schools in Queensland, across metro and regional locations.

Researchers from ISSR, led by Dr Azhar Potia, in partnership with FOGS and the Australian Research Council Centre of Excellence for Children and Families over the Life Course (Life Course Centre), are undertaking research to improve the understanding of what additional initiatives and innovation could be beneficial to continue to improve the support offered to Aboriginal and Torres Strait Islander students.

Funding was provided by the Life Course Centre Social Intervention grant scheme to facilitate this important work.

In order to capitalise on past learnings, and to capture and develop community innovation that represented Aboriginal and Torres Strait Islander people's voices, interviews were first conducted with First Nations ARTIE Academy Education Coordinators to understand the school environments they were operating in. The Education Coordinators were chosen as they are vital connectors to the community in that they build relationships with students and provide support both within and outside of schools to facilitate the students' school experience and educational outcomes.

The COVID-19 restrictions were introduced at the start of the consultation and all interviews with the Education Coordinators were undertaken via remote means, with the assistance of FOGS staff. Also, in response to the pandemic, the ARTIE Academy needed to shift how it supported its students, and the Education Coordinators were once again integral to this.

As a result, the COVID-19 situation became an important and unique opportunistic response in the consultations.

Importantly, the Education Coordinators highlighted the importance they place on being embedded within school contexts, and four key enablers for their role:

- having a culturally appropriate workspace from which to engage with students in an informal setting
- being present throughout the school day rather than their engagement with students being cordoned off to a time of day
- being involved in school celebrations of pride and culture
- positive, personal relationships with school staff.

In response to the pandemic, the Education Coordinators were instrumental to the ARTIE Academy's response to COVID-19 at the:

- organisational level, by participating in the development of the COVID-19 strategy
- school level, through their relationship building with staff and acting as a go-between for students and schools
- community level, through their continued connections with students and their families, particularly parents, through social media.

Education Coordinators engaged more deeply with schools and students to ensure students felt supported and able to study during lockdown. Through this, the stress of the pandemic increased the needs of the students, and by extension impacted the Education Coordinators themselves through the intensified role they played in keeping the program running effectively in a new and uncertain context.



Artwork by Chern'ee Sutton (cherneesutton.com.au)

The limitations because of the pandemic also inspired new digital innovations that could be introduced to the program, like e-mentoring and e-tutoring activities.

As the COVID-19 restrictions continue to ease, future consultations are planned with Elders and school communities (once access is permitted) to broaden the solution space. As part of the ongoing activities, the partnership has strengthened, and FOGS staff are now firmly embedded as researchers within the ISSR research team, with a collective vision to continue to strive for improved outcomes for Aboriginal and Torres Strait Islander students.

With school attendance and engagement being the primary focus of the FOGS/ARTIE Academy, this project was set up to listen to Aboriginal and Torres Strait Islander people's voices. This process was a collaboration between ISSR, FOGS employees, as well as representatives of our local Communities, which allowed a clearer understanding of what additional initiatives and innovation could benefit the students within the ARTIE Academy. The interviews were built on trust, taking into consideration an approach that was culturally appropriate, and were performed in a professionalism manner.

**Steven Page, General Manager,
FOGS/ARTIE Academy**



NATIONAL MENTAL HEALTH WORKFORCE STRATEGY LITERATURE REVIEW



FOCUS AREA

Health



CLIENT

Australian Government
Department of Health



TERM

June 2020–July 2020



PROJECT

National Mental Health
Workforce Strategy
Literature Review



TEAM

ISSR: Associate Professor
Fran Boyle, Dr Anne Cleary,
Dr Natalie Thomas

We appreciate the work you have put into this, especially in framing the report in an accessible manner for Taskforce members to use this in their ongoing work to develop a new national strategy. I believe that this is going to be a foundational document in progressing the Taskforce's work.

Dr Paul Cutting, Former Director – Mental Health Strategy and Workforce, Department of Health

Australia's mental health workforce delivers mental health care, treatment and support across a range of diverse, interrelated services.

These services are delivered by a diverse workforce made up of health and social care professionals, including psychiatrists, psychologists, nurses, general practitioners, occupational therapists and social workers, as well as members of the peer workforce and others who may not have a formal mental health service provision role.

Effectively meeting the current and future demands of the mental health system relies on attracting, training, supporting and retaining an effective, viable and vibrant mental health workforce. In response to this, the forthcoming *National Mental Health Workforce Strategy 2021–2031* aims to identify key workforce challenges and actions to support the effective provision of mental health services across Australia.

To support the National Mental Health Workforce Strategy Taskforce provide recommendations to government in its role to oversee the development of the forthcoming *National Mental Health Workforce Strategy 2021–2031*, researchers from ISSR, led by Associate Professor Fran Boyle, conducted a rapid literature review for the Taskforce. The review not only presented an overview of the current policy landscape in relation to Australia's mental health workforce, but importantly outlined the key challenges and best practice approaches for developing an effective mental health workforce.

Core themes and principles that underpin the care provided across the various national and jurisdictional mental health workforce strategies include holistic, person-centred care; improving quality and safety; recovery-oriented and strengths-based care; culturally safe and trauma-informed care; and care that is sustainable, accessible and equitable.

Six key challenges in the mental health workforce were identified: defining the mental health workforce; the diverse and changing mental health needs and expectations of the population; mental health workforce shortages; the added challenges of providing mental health services in rural and remote contexts; the increased need for a more responsive and flexible workforce; and monitoring and evaluation.

A prominent concern uncovered in the review was the need to ensure that there are enough mental healthcare workers with the right skills in the right places to deliver care, as well as issues that impact the quality, supply, distribution and structure of the mental health workforce. Issues included workforce shortages across key provider types (particularly in rural and remote areas); barriers to the recruitment of students into mental health programs; and difficulty retaining existing staff (due to wellbeing, workplace violence, unstable work conditions in terms of pay and career progression, and negative workplace cultures).

Finally, the review provided key messages to be considered for a mental health workforce in relation to priority areas that were identified by the Taskforce:

- Attracting and retaining a workforce in rural and regional areas involves understanding and addressing a delicate balance of structural, professional and personal factors.
- Aboriginal and Torres Strait Islander leaders and members of the workforce should be supported and valued to be visible and influential across all parts of the Australian mental health system.
- There is a need for training, support, supervision and mentorship of the workforce, and this should start early and be ongoing and accessible at entry level and throughout all career stages.
- There is a need for a whole-of-government approach that treats funding agreements and policy strategies affecting mental health as interdependent and mutually reinforcing.

TRAINING AND DEVELOPMENT

ISSR is committed to producing world-class social scientists through our advanced research training offerings. We provide a range of continuous learning and development opportunities for staff and students, inside and outside the Institute, to ensure that researchers are equipped to operate at the forefront of their field. ISSR also develops close relationships with industry to create customised training and relevant knowledge exchange pathways.



CAREER DEVELOPMENT FRAMEWORK COURSES

The University of Queensland Graduate School's Career Development Framework (CDF) provides a range of development opportunities to assist students during their studies. The courses on offer can inform methodological and analytical decision-making and provide training on a number of data collection methods.

In 2020, almost 270 HDR students from across UQ attended CDF courses offered through the Institute. ISSR academics successfully delivered 11 of these three–four hour courses via video conference.

DATE	COURSE TITLE	COURSE MENTOR	FACILITATOR
06 May 2020	Principles of research design	Dr Stefanie Plage	Dr Stefanie Plage
7 May 2020	Collecting qualitative data	Dr Stefanie Plage	Dr Stefanie Plage
28 May 2020	Survey design	Lizzie Kennedy	Lizzie Kennedy
13 Aug 2020	Understanding quantitative data and performing descriptive analyses	Dr Tony Beaton	Fran Donoso Rivas
19 Aug 2020	Introduction to regression modelling	Dr Azhar Potia	Alice Campbell
26 Aug 2020	Introduction to longitudinal data analysis	Dr Peter Rankin	Tahmina Begum
10 Sep 2020	Principles of research design	Dr Stefanie Plage	Dr Stefanie Plage
16 Oct 2020	Collecting qualitative data	Dr Stefanie Plage	Dr Stefanie Plage
21 Oct 2020	Survey design	Lizzie Kennedy	Lizzie Kennedy
06 Nov 2020	Collecting qualitative data	Dr Melissa Johnstone	Dr Melissa Johnstone
13 Nov 2020	Principles of research design	Dr Stefanie Plage	Dr Stefanie Plage

The course provided me with the logic and key elements required to track from the theoretical/design paradigm through to the scope, methods and practicality of practice and completion of a research project.

Principles of research design

I have learned about different types of qualitative data and it has opened my mind to the possibilities of doing more of it in my own research.

Collecting qualitative data



ISSR RESEARCH SEMINAR SERIES

ISSR's Research Seminar Series provides an opportunity for domestic and international researchers to present and prosecute their research, and encourages networking and collaboration. The seminars are an integral part of the Institute's research culture. Due to COVID-19 restrictions, the number of ISSR-hosted seminars was reduced compared to previous years, with 12 presentations in 2020.

DATE	TOPIC	PRESENTER
30 Jan 2020	Fun with stats: Making the most of Stata software	Associate Professor Paco Perales (ISSR, Life Course Centre)
17 Feb 2020	Families in times of recession: Irish exceptionalism?	Dr Carmel Hannan (Department of Sociology, University of Limerick)
12 Mar 2020	Sexism and attitudes towards women's reproductive autonomy in the New Zealand context	Dr Yanshu Huang (ISSR, Life Course Centre)
16 Mar 2020	Too close to ignore: Australia's borderland with Papua New Guinea and Indonesia ¹	Professor Mark Moran (ISSR)
25 Mar 2020	Discover social network analysis to create change	Dr Chiara Broccatelli (ISSR)
21 May 2020	Improving the view of Scotland's health: The influence of a public health observatory on informing and evaluating public policy	Dr Mark Robinson (ISSR)
09 Jun 2020	Pitching a social solutions lab for ISSR	Professor Tim Reddel (ISSR)
23 Jun 2020	"How do we live together without killing each other" – Indigenous and feminist perspectives on relationality	Associate Professor Sandra Phillips (Associate Dean, Indigenous Engagement, Humanities and Social Sciences (HASS) Faculty Office, UQ)
16 Jul 2020	The wellbeing affordances of active participation in music performance	Dr Mary Broughton (Lecturer in Music Psychology, School of Music, UQ)
08 Sep 2020	The Life Course Centre: Looking back, looking forward ²	Professor Janeen Baxter (Life Course Centre)
10 Sep 2020	Triaging child abuse material – Cybertips for investigative prioritisation ³	Dr David Mount, Professor Lorraine Mazerolle, Dr Renee Zahnow (School of Social Science, UQ), Federal Agent Leisa James (Q&A) (Australian Federal Police Child Protection Unit)
11 Sep 2020	Ethical data science for social impact ⁴	Professor Rhema Vaithianathan (ISSR), Dr Diana Benavides Prado (Centre for Social Data Analytics at Auckland University of Technology), Ola Zytek (MIT), Chris Mills (Princeton), Dr Gayani Tennakoon (ISSR)



1 ISSR co-hosting with UQ Pro Vice Chancellor – Indigenous Engagement
 2 Social Sciences Week Webinar 1 of 3
 3 Social Sciences Week Webinar 2 of 3
 4 Social Sciences Week Webinar 3 of 3

METHODS FOR SOCIAL ANALYSIS AND STATISTICS



The Methods for Social Analysis and Statistics (MFSAS) program is an industry training program designed for those who need to use, understand and interpret statistical information, but who may not necessarily have a background or training in statistics. The ISSR-led workshops are ideal for professionals in government departments, agencies and 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 2020, ISSR delivered eight MFSAS training courses for more than 130 participants in the following areas:

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

I don't have a background in Stata but I found the content and delivery engaging and interesting. Facilitator took the time to answer questions as needed until participants understood content.

Longitudinal Data Analysis

I particularly appreciated the personal interaction by the facilitators. Very useful to receive feedback on questions and have someone who has had a lot of experience. It meant that I could see the link between the theory and the practice.

Program Evaluation

EXTERNAL SEMINARS

SEXUAL HEALTH INEQUALITIES: PROMOTING HEALTH AND WELLBEING DURING A PANDEMIC?

20 November 2020

Keynote speaker: Professor Lisa McDaid

Professor Lisa McDaid was a keynote speaker at the Australasian Sexual Health Conference. In this seminar, Professor McDaid reflected on sexual health inequalities with reference to the WHO definition of holistic health.

The seminar drew on Professor McDaid's work around inequalities, sexual health literacy, syndemics (particularly links between sexual and mental health) and strengths-based approaches to support young LGBTQ+ people. The seminar explored what happens to young people who miss out on school-based sex education when schools are closed due to the COVID-19 pandemic, and implications for the health and wellbeing of young LGBTQ+ people more broadly during lockdowns.

hivshconferences2020.com.au

TOO CLOSE TO IGNORE – SEMINAR AND BOOK LAUNCH

16 March 2020

Presenter: Professor Mark Moran

Professor Mark Moran presented the research from his ARC Discovery Grant-funded project based in the South Fly District of Papua New Guinea and the Torres Strait Islands. The findings were published as a collection of essays edited by Professor Moran and Dr Jodie Curth-Bibb entitled *Too close to ignore: Australia's borderland with Papua New Guinea and Indonesia*.

The seminar described the development context of the borderland region, and spoke to the complex treatment of the border as a site for the application of Indigenous affairs, border management and foreign aid interventions, which overlap and contribute to tensions and asymmetric livelihood outcomes in the region. The seminar concluded with recommendations to improve development in the region, which were generated from both the research findings and through consultation with South Fly and Torres Strait residents and leaders.

Too close to ignore: Australia's borderland with Papua New Guinea and Indonesia was published by Melbourne University Press (MUP) on 31 March and is available from the MUP website (mup.com.au/books/too-close-to-ignore-paperback-softback).

SOCIAL SCIENCES WEEK

As part of Social Sciences Week, a national celebration of the social sciences discipline, ISSR recorded a series of webinars highlighting the wide-ranging and important work being undertaken at ISSR.

Webinar 1: The Life Course Centre – Looking back, looking forward

8 September 2020 | Presenter: Professor Janeen Baxter

This webinar provided an overview of the Life Course Centre, highlighting key findings from current work and outlining the directions and research agenda for the new Life Course Centre commencing in 2021.

The webinar is available at hass.uq.edu.au/event/session/7510

Webinar 2: Triaging child abuse material – Cybertips for investigative prioritisation

10 September 2020 | Keynote speaker: Dr David Mount

Panellists: Professor Lorraine Mazerolle and Dr Renee Zahnow

Q&A: Federal Agent Leisa James (Australian Federal Police Child Protection Unit)

This webinar detailed the outcomes of a collaborative research project (2019–2020), which focused on the development of a new decision support tool for child abuse material triaging and investigative prioritisation for use by the Child Protection Triage Unit at the Australian Federal Police.



Left to right: Prof Mark Western, Derek Brown, Garrick Hitchcock, Prof Mark Moran and Prof Bronwyn Fredericks

This academic-police practitioner team approach was a prime example of social science in action.

The webinar is available at hass.uq.edu.au/cybercrime-webinar

Webinar 3: Ethical data science for social impact

11 September 2020 | Speakers: Professor Rhema Vaithianathan, Dr Diana Benavides Prado, Ola Zytek, Chris Mills, Dr Gayani Tennakoon

This webinar explored how researchers can use data and machine learning to address some of the world's most pressing social issues while actively engaging with end users and impacted communities.

The webinar is available at hass.uq.edu.au/event/session/7513

THREE MINUTE THESIS COMPETITION

The University of Queensland Three Minute Thesis (3MT) competition cultivates students' academic, presentation and research communication skills. Presenting in a 3MT competition increases students' capacity to effectively explain their research in language appropriate to a non-specialist audience.

The 2020 3MT event was held at ISSR, with Ella Kuskoff declared the winner for the presentation of her PhD thesis 'The Road to Inequality is Paved with Good Policy Intentions'. The presentation highlighted how policies with positive intentions can falter in design and implementation, using the Queensland Government's domestic and family violence policies as a case study. As the ISSR winner, Ella progressed to the HASS Faculty final round, where she was judged the Runner-Up and People's Choice winner.

“Good intentions are not enough to pave the way for gender equity.”

Policies need to be doing much more to consciously question and challenge the problematic cultural and structural conditions that continue to underpin gender inequality.



Left to right: Assoc Prof Mamun, Prof Tim Reddel and Ella Kuskoff

DATA SCIENCE TRAINING FOR PUBLIC MANAGERS

ISSR hosted four one-day data training seminars in Brisbane and Canberra throughout March.

Seminars were presented by Professor Rhema Vaithianathan (ISSR) and international experts María Paz Hermosilla (Director of GobLab, the public innovation lab at the Universidad Adolfo Ibáñez School of Government) and Professor Rayid Ghani (Professor in the Machine Learning Department and the Heinz College of Information Systems and Public Policy at Carnegie Mellon University).

The data training seminars were attended by nearly 60 government agency directors and senior managers across the four offerings.

The seminars aimed to equip participants with the knowledge to identify public problems that can be addressed using data science, and to formulate a project proposal. The seminars covered problem identification and feasibility analysis, methodology (e.g. goals, types of data and analysis), and ethical data management (e.g. privacy, transparency, social licence and consent).

“The course provided a comprehensive overview of the basics to set up a data-driven project.”

“Really fantastic and engaging facilitators. Lots of relevant and interesting case studies/real-life examples.”

“Brilliant presenters, pace worked well. Integration with other students benefited the learning.”

FINANCIALS



CONSOLIDATED INCOME AND EXPENDITURE STATEMENT 2018–2020

	2018	2019	2020
	\$	\$	\$
REVENUE			
Grants (Research Income)			
ARC Research	3,073,794	2,771,674	3,033,718
NHMRC Research	300,861	436,287	848,660
Australian Government Research	2,656,711	3,697,288	1,554,188
State Government Research: Queensland	285,507	416,714	709,295
State Government Research: Other	331,818	315,847	76,495
Third Party Collaborations	1,572,229	1,210,180	2,137,690
Operating			
Research Block Grants	1,746,405	1,510,189	1,534,663
Other Research Income and Recoveries	104,597	189,528	28,992
Internal Allocations	1,619,038	2,138,511	1,484,657
Sales and Services	397,565	295,034	579,773
Total Revenue	12,088,524	12,981,251	11,988,132
EXPENDITURE			
Projects			
Salaries	3,440,365	3,587,428	5,370,879
Research Services	544,390	682,376	350,940
Scholarships	104,056	89,090	92,479
Collaborative Projects	1,786,904	1,859,861	2,668,715
Other Expenses	59,299	171,878	96,544
Operating			
Salaries	4,001,221	4,640,083	5,343,936
Equipment	249,294	169,058	73,730
Infrastructure	162,530	146,750	45,222
Scholarships	61,111	151,819	76,876
Collaborative Projects	-12,195	0	10,452
Other Expenses	589,778	484,806	374,712
Total Expenditure	10,986,753	11,983,149	14,504,485
End of Year Position	1,101,771	998,102	-2,516,353

ISSR is able to support a deficit due to the carry forward of funds from previous years. As a result, income received in lump sum payments in previous years are often mostly expended in the subsequent year due to the project delivery and milestone requirements. In 2020, several projects with funds received prior to 2020 were closed out in 2020, resulting in an increase in expenditure accrued in 2020.

A large contributor to this was the Life Course Centre, which was successful in securing another seven-year term of funding to start in January 2021. As a result, all the remaining Life Course Centre initial funds had to be expended by December 2020 (not June 2021 as originally mandated) to facilitate the start of the new Life Course Centre in 2021.

PEOPLE



OUR BOARD

John McGagh

Board Chair

Professor Alastair McEwan

Pro-Vice-Chancellor
(Research Training)

Professor Heather Zwicker

Executive Dean, UQ Faculty of
Humanities and Social Sciences

Anne Hampshire

Head of Research and Advocacy,
The Smith Family

Dr Paul Jelfs

General Manager (Population and
Social Statistics Division), Australian
Bureau of Statistics

Christine Castley

former Deputy Director-General,
Department of the Premier
and Cabinet, now CEO,
Multicultural Australia

Mr Troy Sloan

Group Manager (Pensions,
Housing and Homelessness),
Department of Social Services

OUR LEADERSHIP GROUP



Associate Professor Fran Boyle

Group Leader Health
Services Research

Dr Caroline Salom

Group Leader Substance Use
and Mental Health

Dr Sally Staton

Group Leader Child Development

Associate Professor Jenny Povey

Group Leader Social and
Educational Disadvantage

Ms Bronwyn Diffey

Deputy Director (Strategy and
Operations) & Board Secretary
(on secondment October 2020–
October 2021)

Dr Tyrone Ridgway

Deputy Director (Strategy and
Operations) & Board Secretary
(Acting October 2020–October
2021; not pictured)

Dr Lucy Mills

Chief Operating Officer
Life Course Centre

Ms Cassie Hughes

Operations Manager

Professor Mark Western

Director Institute for Social
Science Research

Professor Karen Thorpe

Group Leader Early Childhood
Development and Care

Professor Janeen Baxter

Director Life Course Centre

Professor Lisa McDaid

Group Leader Social Science of Health

Professor Mark Moran

Group Leader Development
Effectiveness

Professor Tim Reddel

Group Leader Social Solutions

Professor Rhema Vaithianathan

Group Leader Social Data
Analytics (not pictured)

Professor Simon Smith

Group Leader Sleep and Health

Associate Professor

Abdullah Mamun

Group Leader Health and Society

Associate Professor

Wojtek Tomaszewski

Group Leader Education,
Employment and Disadvantage

STAFF AWARDS AND ACKNOWLEDGEMENTS

LIFE COURSE CENTRE PROFESSIONAL TEAM WINS UQ AWARD FOR EXCELLENCE IN SERVICE

The Professional Team from the Life Course Centre was honoured with a UQ Award for Excellence in the Service Category.

The Life Course Centre Professional Team award recipients were: Dee Dearing (Centre Administrator), Heidi Hoffmann (Research Assistant), Matthew MacDermott (Communications Officer), Carla McCarthy (Engagement Officer), Dr Lucy Mills (Chief Operating Officer) and Dr Lisa Pope (Analysis and Development Coordinator).

The UQ Awards for Excellence celebrate the achievements and successes of staff across all levels of the organisation. The Awards Selection Committee honours outstanding contributions, innovative work and exemplary leadership, and this year's awards saw a record 222 nominations.

Their exceptional service has established a strong culture of professionalism across all parts of the Centre, while raising the profile and reputation of UQ social science, and importantly, underpinned the development of a successful new Australian Research Council proposal for new funding from 2021.



Left to right: Matthew MacDermott, Carla McCarthy, Prof Deborah Terry, Heidi Hoffmann, Dr Lisa Pope, Prof Janeen Baxter

The Life Course Centre Professional Team claimed an Award for Excellence in the Service category. The award was presented by UQ Vice-Chancellor and President Professor Deborah Terry, and attended by Life Course Centre Director Professor Janeen Baxter.

The Awards Selection Committee commented: "The Life Course Centre Professional Team provides exceptional service and support to ensure the success of this Centre of Excellence scheme, which is a major research initiative. The team works closely with Chief Investigators across four universities, as well as research fellows, students, external partners and international partner investigators to establish a culture of innovation, inclusiveness and engagement. Their exceptional service has established a strong culture of professionalism across all parts of the Centre, while raising the profile and reputation of UQ social science, and importantly, underpinned the development of a successful new Australian Research Council proposal for new funding from 2021."

LIFE COURSE CENTRE BID DEVELOPMENT TEAM COMMENDED AT UQ 2020 AWARDS

The Bid Development Team from the Life Course Centre received a Commendation in the Leadership Category at the UQ Awards for Excellence.

The Life Course Centre Bid Development Team commendation recipients were: Dr Lucy Mills (Chief Operating Officer), Professor Janeen Baxter (Director) and Emma Earl (ISSR Research Partnerships Manager).

This team helped UQ to secure three of the nine ARC Centres of Excellence awarded in the 2020 round. UQ was the only University to receive more than one Centre, let alone achieving three from three shortlisted bids – for the Life Course Centre, the ARC Centre of Excellence for Innovations in Peptide and Protein Science, and the ARC Centre of Excellence for Plant Success in Nature and Agriculture – from an initial field of 93 expressions of interest nationwide.

OUR STAFF

ABLAZA, Christine M
Casual Research Assistant

AGRAMUNT, Seraina
Casual Senior Research Technician

AHMAD, Shabbir
Research Fellow

AITKEN-SMITH, Xenia A A
Business Develop Coordinator

ALLAN, Alicia
Research Fellow

AMBREY, Christopher L
Senior Data Analyst

AUSTERBERRY, Sophie E
Casual Senior Research Technician

BALL, Sarah
Casual Senior Research Technician

BARBER, Tayla M
Casual Research Technician

BAXTER, Janeen H
Director Life Course Centre

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CLEARY, Anne
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COLES, Laetitia J
Postdoctoral Research Fellow

COOK, Stephanie R
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MAMUN, Abdullah A
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MANN, Dwayne Leif
Postdoctoral Research Fellow

MARAVILLA, Joemer
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MARRINGTON, Shelby A
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MCCARTHY, Carla M
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MCD AID, Lisa M
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MCEWEN SMITH, Rebecca A
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MILLS, Lucy
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MINCHIN, Heidi
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MORAN, Mark F
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PARSONAGE, Katherine A
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PATTINSON, Cassandra L
Research Fellow

PERALES PEREZ, Francisco
ARC DECRA Principal Research Fellow

PERVIN, Sonia
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PLAGE, Stefanie
Postdoctoral Research Fellow

POPE, Lisa C
Analysis & Development Coordinator

PORTER, David
Research Assistant

POTIA, Azhar H
Postdoctoral Research Fellow

POVEY, Jenny
Group Leader Social &
Educational Disadvantage

RAJ, Kavita
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RANKIN, Peter S
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RECCHI-BANNAH, Loren K
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REDDEL, Timothy J
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RIDGWAY, Tyrone
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ROBINSON, Mark
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SEARLE, Bonnie-Ria
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SMITH, Simon S
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STATON, Sally L
Group Leader Child Development

STRINGER, Martin J
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SULEMAN, Rumaana
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SULLIVAN, Victoria
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TANG, Zhi R
Casual Research Assistant

TENNAKOON
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THOMAS, Natalie
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THORPE, Karen J
Group Leader Early Childhood
Development & Care

TOMASZEWSKI, Wojtek
Group Leader Education, Employment
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TOWNSEND, Harriet J
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TRAN, Nam T
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VAITHIANATHAN, Rhema
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VAN HALEN, Olivia
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VAN OS, Danielle J
Casual Research Technician

WESTERN, Mark C
Director Institute for Social
Science Research

WESTWOOD, Emily
Casual Senior Research Technician

XIANG, Ning
Senior Research Assistant

ZAJAC, Tomasz Z
Research Fellow

ZHENG, Zhaoxi
Casual Senior Research Technician

ZULFIQAR, Asma
Casual Research Assistant

OUR STUDENTS

ISSR enrolls HDR students from a wide range of disciplines to undertake a Doctor of Philosophy (PhD) or a Master of Philosophy (MPhil).

AWARDED

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR/S
Ball	Sarah	PhD	Behaviour change, rigorous evidence and public policy	Assoc Prof Cameron Parsell Dr Emma Catherine Antrobus Prof Brian William Head Assoc Prof Sarah Beth Bennett
Boman	Madonna Marie	PhD	Risky transitions: Leaving out-of-home care in South East Queensland	Assoc Prof Cameron Parsell Dr Jack Wung-Chiu Lam
Coles	Laetitia	PhD	Determinants of participation in childcare amongst fathers who work very long hours	Assoc Prof Wojtek Tomaszewski Prof Belinda Anne Hewitt Prof Lynda Anne Cheshire
Dachew	Berihun	PhD	Hypertensive disorders of pregnancy and the risk of mental and behavioural disorders in offspring	Prof Rosa Alati Prof James Scott Assoc Prof Abdullah Al Mamun
Fetene	Dagnachew Muluye	PhD	The impact of maternal thyroid function during pregnancy on behaviour and psychiatric disorders among offspring	Prof Rosa Alati Dr Kim Steven Betts
Kapelle	Nicole	PhD	May your wealth be easily divisible by two: Marital dissolution and personal wealth of German men and women over the life course	Prof Janeen Baxter Dr Sergi Vidal Toree Dr Philipp Martin Lersch
Lim	Poh Ping	PhD	Population synthesis for travel demand modelling in Australian capital cities	Prof Mark Chakrit Western Prof Michele Haynes Dr Bernard Baffour
Stambe	Rose-Marie	PhD	Becoming "unemployed": Mapping and (re)constituting subjectivity within jobactive	Dr David Fryer Dr Ravinder Kaur Sidhu Dr Silke Meyer
Suresh	Sadasivam	PhD	Early life predictors of peak lung function at 21 years: Findings from a longitudinal cohort study	Assoc Prof Abdullah Al Mamun Assoc Prof Michael James O'Callaghan Prof Peter Sly
Tang	Zhi Rou	PhD	The shifting labour market position of international graduates in Australia	Assoc Prof Francisco Perales Perez Prof Janeen Baxter Dr Francisco Javier Rowe Gonzalez

NEW TO ISSR IN 2020

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR/S
Alwash	Sura	PhD	Life course predictors of gestational diabetes: Evidence from a multigenerational cohort study	Assoc Prof Abdullah Al Mamun Prof Harold David McIntyre
Bahl	Nimisha	PhD	Early life social, economic and family predictors of the trajectory of malnutrition and cognitive development from childhood to adulthood	Assoc Prof Abdullah Al Mamun Assoc Prof Kamlesh Singh Dr Nam Tran
Gadam	Sylistah	PhD	Improving sleep health in young adults	Prof Simon Squire Smith Dr Alicia Caitlin Allan Dr Kalina Rossa Dr Shamsi Shekari Soleimanloo
Hoffmann	Heidi	PhD	A sociological analysis of suicide in Australia: Revisiting Durkheim through a life course lens	Prof Janeen Baxter Assoc Prof Francisco Perales Perez Prof Cameron Scott Parsell
Kanmiki	Edmund	PhD	Evaluating the effect of community-based primary healthcare on equity in health and access to health services	Dr Martin James O'Flaherty Assoc Prof Abdullah Al Mamun Prof James Franklin Phillips
Liu	Yongbo	PhD	The impact of China's two child policy on downward occupational mobility for the female: Study based on difference in differences model	Dr Martin James O'Flaherty Prof Janeen Baxter
Loeffler	Anna	PhD	Sleep consolidation in infancy and consequent cognitive development in early childhood: A prospective study	Dr Sally Staton Peter Sheldon Rankin Prof Karen Thorpe
Lynch	Nolana	PhD	Strengthening Indigenous community capability: Uniquely Australian foods	Prof Janeen Baxter Prof Yasmina Sultanbawa
Malureanu	Diana	MPhil	Improving postpartum care for women after gestational diabetes in rural Australian communities	Assoc Prof Abdullah Al Mamun Dr Yaqoot Fatima
Searle	Bonnie	PhD	How do early childhood educators' beliefs, behaviours and context impact upon child feeding practices and mealtimes within Australian childcare centres in low income areas	Prof Karen Thorpe Dr Sally Staton Assoc Prof Robyn Anne Littlewood



CONTINUING STUDENTS

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR/S
Ablaza	Christine	PhD	Do temporary contracts help or hurt workers: Evidence from the Philippines	Prof Mark Chakrit Western Assoc Prof Wojtek Tomaszewski Assoc Prof Christopher Gibson Manning
Begum	Tahmina	PhD	Caesarean birth and its impact on maternal and offspring health in Australia: A life course perspective	Assoc Prof Abdullah Al Mamun Dr Yaqoot Fatima Dr Satyamurthy Anuradha
Biswas	Tuhin	PhD	Double burden of malnutrition among women in South and Southeast Asia: Geographical variation, health inequality and health achievement	Assoc Prof Abdullah Al Mamun Assoc Prof Ricardo Jorge Soares Magalhaes Dr Nick Paul Townse
Burgess	Meredith	PhD	Sexual orientation and life chances in contemporary Australia	Assoc Prof Francisco Perales Perez Prof Lisa McDaid Prof Janeen Baxter
Campbell	Alice	PhD	Sexual fluidity: Prevalence, predictors and outcomes of sexual identity change in two cohorts of Australian women	Assoc Prof Francisco Perales Perez Prof Janeen Baxter
Casey	Charlotte	PhD	Attachment relationships in the early childhood education and care setting	Dr Sally Staton Prof Karen Thorpe
Charao de Azevedo Tabosa	Josi	MPhil	International student equity in Australian higher education	Assoc Prof Wojtek Tomaszewski Dr Melissa Grace Johnstone Dr Tomasz Zbigniew Zajac
Cooke	Emma	PhD	Children's experiences of spiritual wellbeing and relaxation in early childhood education and care	Dr Sally Staton Dr Andrew Clarke Prof Karen Thorpe
Donoso Rivas	Maria	PhD	Beyond school choice: Understanding parental engagement in the context of school choice reforms	Assoc Prof Jenny Povey Assoc Prof Wojtek Tomaszewski Prof Mark Chakrit Western
Ellerman	Zoe	PhD	The lessons from international development for Indigenous affairs	Prof Mark Francis Moran Prof Brian William Head
Fagan	Karen	PhD	Social identity in Aotearoa NZ today	Prof Cameron Scott Parsell Dr Andrew Clarke
Ferguson	Michele Carolyn	PhD	The possibilities and perils of the research impact agenda: Understanding and mapping the impacts of the social sciences in policy making in Australia	Prof Brian William Head Em Prof Paul Boreham
Florentino	Lilac	PhD	Managing odds: Addressing educational disadvantage through school accountability and better HRM practices	Assoc Prof Wojtek Tomaszewski Assoc Prof Jenny Povey
Gnani Srinivasan	Arvind	PhD	A sleep extension intervention for precarious shift workers to mitigate the effects of shift work	Dr Shamsi Shekari Soleimanloo Dr Cassandra Lee Pattinson Dwayne Leif Mann Prof Simon Squire Smith
Hasan	Md. Mehedi	PhD	Future direction of maternal and child health in low- and middle-income countries	Assoc Prof Abdullah Al Mamun Assoc Prof Ricardo Jorge Soares Magalhaes Dr Saifuddin Ahmed
Huda	M Mamun	PhD	Adolescent motherhood and offspring health in low and middle income countries: Trends, determinants and vulnerabilities	Assoc Prof Abdullah Al Mamun Dr Martin James O'Flaherty Dr Jocelyn Edwina Finlay

LAST NAME	FIRST NAME	PROGRAM	PROJECT TITLE	ADVISOR/S
Jabran	Dure Sameen	MPhil	Poor sleep and SEWB issues in Indigenous youth: Untapped potential of Indigenous youth workers led models for sleep and SEWB improvement	Dr Yaqoot Fatima Prof Simon Squire Smith
Kolesnikova	Iryna	PhD	The impact of out-of-home care on children's social-emotional wellbeing: A life course approach	Assoc Prof Jenny Povey Prof Janeen Baxter Prof Karen Elizabeth Healy
Kuskoff	Ella	PhD	The road to hell is paved with good policy intentions: An analysis of government intervention in cultural aspects of domestic violence	Prof Cameron Scott Parsell Prof Gregory James Marston Dr Andrew Clarke
Meque	Ivete	PhD	Individual and social implications of risky drinking at age thirty: Gender, drinking context and social harm	Prof Rosa Alati Dr Caroline Louise Salom Dr Kim Steven Betts
Panthi	Narayan	PhD	Learning together: Supporting educators to manage behavioural challenges in early childhood services	Dr Sally Staton Dr Sandra Houen Prof Karen Thorpe
Pervin	Sonia	PhD	Resemblance of parent-offspring dietary patterns and the development of offspring cardiometabolic risks: A life course perspective	Assoc Prof Abdullah Al Mamun Dr Pauline Emmett Dr Yaqoot Fatima Dr Nick Paul Townsend Prof Harold David McIntyre
San Martin Porter	Macarena	PhD	Antenatal mental health: Perinatal and offspring developmental outcomes	Prof Rosa Alati Prof Stephen Randolph Kisely Dr Kim Steven Betts Dr Caroline Louise Salom
Shahunja	K M	PhD	The role of family environments to the development of respiratory and cardiovascular health: An intergenerational perspective	Assoc Prof Abdullah Al Mamun Prof Peter Sly
Sharma	Nikita	PhD	Immigrants in the Australian labour market	Assoc Prof Wojtek Tomaszewski Assoc Prof Jenny Povey Prof Janeen Baxter
Simpson Reeves	Laura	PhD	Understanding cultural perceptions of relative poverty	Prof Cameron Scott Parsell Assoc Prof Shuang Liu
Steinbring	Ruth	MPhil	Female breadwinners: Paid and unpaid work in families where women earn more than men	Dr Jack Wung-Chiu Lam Assoc Prof Francisco Perales Perez Prof Janeen Baxter
Sullivan	Victoria	PhD	Pride and prejudice: The claiming and contesting of men's participation in the early childhood workforce	Prof Karen Thorpe Dr Laetitia Jaye Coles Dr Yuwei Xu
Watson	Sonia Nicole	PhD	Improvements in non-response adjustments for complex longitudinal survey data	Prof Janeen Baxter Dr John David Henstridge Prof Michele Haynes
Westwood	Emily	PhD	The developmental significance of sleep transitions in early childhood	Dr Sally Staton Dwayne Leif Mann Prof Simon Squire Smith Dr Alicia Caitlin Allan
Yan	Jinglu	PhD	The impact of classroom environment and family environment on learning outcomes across three diverse Chinese contexts	Assoc Prof Jenny Povey Assoc Prof Wojtek Tomaszewski Prof Robyn Margaret Gillies
Zulfiqar	Asma	PhD	Moving mountains: Pathways out of patriarchy for Pakistani women	Assoc Prof Jenny Povey Prof Janeen Baxter

ISSR SUMMER SCHOLARS 2020



WINTER SCHOLARS

No winter scholars
due to COVID-19



11 SUMMER PROJECTS



SUMMER SCHOLARS

14 scholars Nov 2020–Feb 2021



7 NEW ECR SCHOLAR SUPERVISORS

**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, the winter scholars program was unable to be offered as a result of COVID-19 restrictions, but the summer scholars program had a larger than usual cohort. The summer scholars program was also adapted in 2020 to a hybrid operating model, consisting of both on-site and at-home work.

Fourteen summer scholars were supported by ISSR, which offered up first-time supervision opportunities to a number of ISSR early career researchers (ECRs): Dr Natalie Thomas, Dr Azhar Potia, Dr Laetitia Coles, Dr Chiara Broccatelli, Dr Stefanie Plage, Dr Anne Cleary and Dr Peter Rankin.

The 2020 scholars came from a broad range of disciplinary backgrounds, including psychology, education, economics, arts, public health, business and development practice, and comprised five Masters students, two Honours students, and seven second-year Bachelor students. Scholars were also invited to Meet the Researcher sessions, which were an opportunity to discuss the career and academic journeys of researchers.



ISSR Summer Scholars 2020–21: Li, Ramzy, Dipanshu, Robert, Amy, Mina, Loni, Luke, Nathan, Alexis, Sara, Fei, and Harry. Absent: Tianyi

**Scholars bring a wealth
of enthusiasm, ask topical
questions, and provide
fresh insight and reflection
on the world of research.**

Dr Peter Rankin

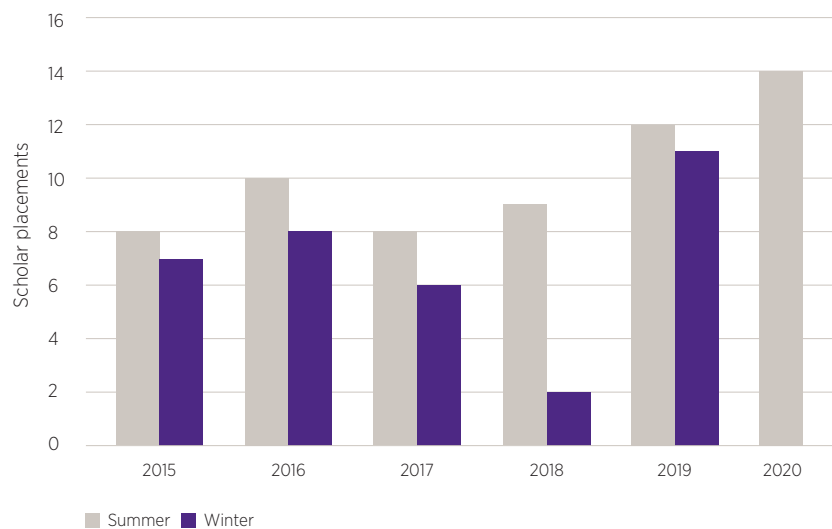
Scholars contributed to research within ISSR, as well as gaining valuable skills and insight into the research process. The work they participated in gave the scholars experience with cleaning and analysing qualitative and quantitative data using common data analysis software, data management, obtaining ethics clearances, report writing, social science communication skills, systematic literature searches and literature reviews.

This year was also the first year that Aboriginal and Torres Strait Islander scholars were included in the research internship program at ISSR. These two scholars were the inaugural recipients of the Life Course Centre Equity and Diversity Award, which provides funding for summer scholar positions for Indigenous students and students with disabilities. As part of the Award, the recipients were mentored by Associate Professor Sandra Phillips (Associate Dean for Indigenous Engagement at the HASS Faculty) in addition to their research supervisors.

Amy Fanning, an undergraduate summer scholar, reflected, “As a summer scholar, I enjoyed meeting people and learning about the dynamic career pathways within research. The culture of ISSR also inspired me to look into non-traditional pathways and cross-discipline research and I feel more confident in my direction as a result.”

Dr Peter Rankin, first-time supervisor, said, “Hosting a summer/winter scholar is a formative and rewarding experience. We create an agenda of knowledge exchange and pursue the development of research skills the scholar is interested in mastering. Scholars bring a wealth of enthusiasm, ask topical questions, and provide fresh insight and reflection on the world of research. Mentoring a scholar expands research horizons and inspires the ongoing commitment to search the frontiers for knowledge.”

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



As a summer scholar, I enjoyed meeting people and learning about the dynamic career pathways within research. The culture of ISSR also inspired me to look into non-traditional pathways and cross-discipline research and I feel more confident in my direction as a result.

Amy Fanning, undergraduate summer scholar





PUBLICATIONS

In 2020, ISSR researchers published 202 research outputs including one book, 13 book chapters, 124 journal articles, five conference publications, 56 reports, seven working papers and nine other outputs.

Over half of indexed ISSR journal articles in 2020 were published in top tier journals (52%), and 88% in top quartile journals such as *Nature*, *The Lancet*, *Sleep*, *Journal of Marriage and Family*, *International Journal of Drug Policy*, *Journal of Social Issues* and *PLoS ONE* (107 articles in SciVal, top 10% SCImago journal rank = top tier, 22/3/21). The 107 articles spanned 16 different subject areas, including medical and health sciences, psychology and cognitive sciences, studies in human society and education.

Institute research achieved significant academic impact in 2020, with 456 citations of articles published in 2020. Citations originated from 122 countries. Of the 107 articles, 16 were in the top 10% most cited worldwide for articles published in 2020 (weighted by field, SciVal 22/3/21).

ONLINE IMPACT

Of 111 research outputs able to be tracked by Altmetric, 100 were mentioned online (90%).

The 371 news mentions were from 266 news sources spanning 23 countries, and included: *Pulse*, *The Conversation*, *MedicalXpress*, *The Mandarin*, *The Herald*, *The Guardian*.

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