

CONSOLIDATION & GROWTH

LIFE COURSE CENTRE ANNUAL REPORT

2017



The ARC Centre of Excellence for Children and Families over the Life Course acknowledges the ARC as a major funding body, and the Centre's partners listed below:



Australian Government
Australian Research Council

AUSTRALIAN UNIVERSITIES

The University of Queensland
The University of Western Australia
The University of Melbourne
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INTERNATIONAL UNIVERSITIES

University of California, Irvine
University of Ottawa
National University of Singapore
Boston College
University of Pennsylvania
University College London
The Hebrew University of Jerusalem
Royal Holloway, University of London
University College Dublin
University of Essex

GOVERNMENT

Australian Government Department of Social Services
Australian Government Department of Education and Training
Australian Government Department of Employment
Australian Institute of Health and Welfare
Queensland Government Department of Communities,
Child Safety and Disability Services
Victorian Government Department of Education and Training

NON-GOVERNMENT ORGANISATIONS

Brotherhood of St Laurence
Wesley Mission Queensland

Edited by Susan Prior, Media and Communications, Life Course Centre.

| | |
|---|-----------|
| Director's Report | 03 |
| Director's Report | 03 |
| 2017 Highlights | 07 |
| Strategic Direction | 09 |
| Strategic Direction | 09 |
| Mid-Term Review | 13 |
| Governance | 16 |
| Research | 21 |
| Deputy Director's Report | 21 |
| Key Performance Indicators | 25 |
| 10 Big Research Questions | 27 |
| <i>Program One: Disadvantage Systems</i> | 27 |
| <i>Program Two: Human Capabilities</i> | 39 |
| <i>Program Three: Social Transformation</i> | 49 |
| Capacity Building | 57 |
| Capacity Building | 57 |
| Key Performance Indicators | 63 |
| Events Calendar | 69 |
| Linkages | 71 |
| Linkages | 71 |
| Key Performance Indicators | 79 |
| Awards & Grants | 85 |
| Awards & Grants | 85 |
| Key Performance Indicators | 89 |
| Organisational Support | 91 |
| Key Performance Indicators | 91 |
| Appendix | 93 |
| Research Findings | 93 |
| Research Training and Professional Education | 104 |
| International, National and Regional Links and Networks | 106 |
| End-User Links | 107 |
| Public Awareness/Outreach Programs | 112 |

LIFE COURSE CENTRE DIRECTOR'S REPORT

2017 was a pivotal year for the Life Course Centre. We underwent our official mid-term review, organised an international workshop at Stanford University on insights from administrative data for social policy, and held our biannual international conference in Sydney, along with many other events, workshops, and research activities, making for a full and exciting program of work. As we enter our fifth year, we feel confident that the Life Course Centre is well and truly on the map as a leading international centre working to produce new and innovative research on social disadvantage, forging new directions and collaborations for the social sciences, building new infrastructure to examine life course pathways, and strengthening already solid partnerships between the academy, government and non-government agencies to tackle the problem of social disadvantage. We are now a mature, well-recognised and highly regarded centre, and we look forward to our next three years as we move ahead with our research, engagement and capacity-building agendas.

Our mid-term review was a highlight for 2017, providing an opportunity for deep reflection on our achievements, and on our strategies and priorities for the remainder of our funding term. We embarked on an intensive preparation process to prepare for the review. This included undertaking our own internal review in late 2016; revising some of our governance and portfolio structures; and carrying out a stocktake of research and other activities. The chief investigators spent a considerable amount of time undertaking an audit of our research achievements and activities, including assessing our progress against original milestones and identifying new areas of emerging strength. We held retreats for the research fellows and events for the postgraduate students, in order to obtain their insights and to help us reflect on priorities and goals across all levels of the Centre. We also took the opportunity to reach out to our partners and stakeholders, inviting their input into our review preparation and obtaining their assessment of our achievements to date. And, of course, we worked closely with our Advisory Committee through all stages of the comprehensive and lengthy review process.

Preparing and undergoing the review proved to be a strong bonding process, and an extremely beneficial activity that has helped to cement closer relationships across nodes, agencies, and research groups. It afforded us the opportunity to realise how much we have achieved in a short time, and to realise that we really are in close alignment and agreement about where we need to go next.

The site visit proved to be a fun and stimulating day. By then the hard work was done, so it was an opportunity for everyone to come together and meet in person, and to speak with the Review Panel, meet informally with our Advisory Committee members, stakeholders, and with Professor Greg Duncan, one of our international partners. Professor Duncan – a Distinguished Professor in the School of Education at University of California, Irvine, an international partner and a member of our Advisory Committee – attended the review in person, which provided him with the opportunity to meet with our researchers, deliver a seminar, and to hold several informal meetings with students. Professor Shelley Mallett – General Manager, Research and Policy of the Brotherhood of St Laurence, one of our partners, and a member of our Advisory Committee – also took the opportunity to present an informal seminar on co-designing research projects with the not-for-profit sector, and to meet informally with researchers in the Centre.

While much can be achieved through video-conferencing, telephone hook-ups and group chats, having everyone physically together for short intensive periods such as this is always productive in unexpected ways and contributes to a strong sense of identity across the many facets of the Centre.

IT IS WORTH BRIEFLY HIGHLIGHTING SOME OF OUR KEY ACHIEVEMENTS, AS DETAILED IN OUR SUBMISSION TO THE ARC, INCLUDING:

- Our enormous success in leveraging big social data not previously available for research by engaging deeply with government agencies, in particular the Australian Government Department of Social Services (DSS).
- Our development and analyses of transgenerational data to inform government thinking on issues of income security, including providing evidence for the Federal Budget.
- Our initiation of large-scale research on how social interventions targeting a single capability – parenting – might help prevent disadvantage at the community level.
- Our growth to a critical mass of 223 researchers and affiliates dedicated to understanding and preventing deep and persistent disadvantage.
- Our communication of research knowledge through 689 research outputs (2014–2016), including 83 working papers and almost 300 peer-reviewed journal articles.
- Our success in attracting \$14.3 million additional funding to support our research and activities.

These achievements, calculated in September last year, are already out of date. In 2017, we produced 279 research publications (beating our target of 90), recruited 21 more students and seven more researchers, and produced 21 end-user and industry reports.

I am pleased to report that the ARC Review Panel responded very favourably to our review submission and presentations during the site visit, acknowledging that the Life Course Centre has 'strongly pursued its objectives, as set out in the Funding Rules and the original Proposal, and is achieving significant levels of success'.

THE PANEL ALSO NOTED OUR:

- global reputation with high quality researchers and students
- excellent multidisciplinary approach to research
- high-quality training environments.

And that the Life Course Centre 'had become a focal point for Australian research in social science'.

Of course, there are also areas for improvement, including working harder to integrate our postgraduate students into the Centre, and creating a stronger sense of identity for students working across the nodes. Many of the areas noted for improvement by the Review Panel are areas that we had also identified as requiring further strategic focus, with plans already in place to address them. We enter 2018 with a sense of maturity, a clear strategy and an awareness that we are on track to meet the ambitious goals outlined in our centre application.





Life Course Centre staff from left to right: Janelle Kenchington (USyd), Heidi Hoffman (UQ), Dr Lisa Pope (UQ), Tracy Groves (UoM), Carla McCarthy (UQ), Dr Lucy Mills (UQ), Leanne Scott (UWA), Adele Somerville (UQ).

Other highlights for the year included our international conference held in Sydney in October, where we had the pleasure of welcoming four of our international partners – who each delivered keynote presentations – and 11 presenters from the not-for-profit sector, private industry and government. Details about some of the ground-breaking research presented at the conference can be found on pages 71–78 of this report. We deliberately planned the conference as a mix of traditional academic presentations and keynotes, with a series of roundtables and small group discussions. This afforded time for debate about specific issues or policies and for project development. Too often conference formats are designed as a one-way delivery of results to the audience with little time for reflection, debate or discussion, thereby hindering efforts to develop new projects and collaborations. We were delighted that the majority of our conference sessions combined speakers from across agencies, providing a forum for academics, policymakers and service providers to debate issues and discuss ideas. The Access to Opportunity session – bringing together our three Australian government partners, Department of Social Services, Department of Employment and Department of Education – was a highpoint, enabling researchers and policymakers to discuss firsthand how we might reform current policy frameworks to enable equality of opportunity to all Australians (see p. 74). A personal highlight for me was the final session of the conference, a session conceived and organised by the postgraduate students (see p. 61). I congratulate the students on their innovative session and look forward to working with them further as they progress their research, and we create more opportunities for professional development, networking and collaboration through other Centre-wide activities.

In 2017, we had a number of staffing changes that has brought fresh ideas and new thinking into the Centre. Professor Cate Taylor from The University of Western Australia joined us as a new chief investigator, while Professor Michele Haynes moved to the Australian Catholic University. Professor Haynes will continue working with the Life Course Centre as an associate investigator. A number of our research fellows have also taken up new opportunities. While it is always sad to farewell colleagues, job mobility is also an indicator of our success in capacity building, mentoring and career development. Job mobility is an opportunity to spread our networks by continuing to collaborate and work with colleagues who have moved on, while providing an opportunity for new recruitment and growth.

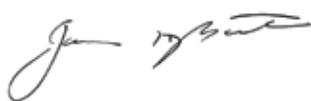
Dr Lucy Mills was appointed as centre manager in 2017. Formerly general manager of the Tasmanian School of Business and Economics at the University of Tasmania, Lucy arrived in March and quickly came to grips with the goals of and strategies for the Centre, arriving in time to help revise our strategic plan, prepare for our mid-term review, assist with the organisation and running of our conference, and to form our new portfolio committees. We have also appointed a dedicated communications and media officer, a relationship management and events coordinator, and most recently a reporting and analysis coordinator. These professional staff members, along with our node administrators from each university and our existing finance coordinator, mean that we have a full team of highly trained, highly integrated, and highly organised Centre staff to ensure we achieve our goals.

In 2018, we look forward to welcoming Professor Karen Thorpe as a new chief investigator and with her a team of researchers focusing on the impacts of early life experience on trajectories of health, education and social inclusion across the life course. The team's work examining sleep as a social index of disadvantage is planning to use 'big data' and machine learning techniques to assess family patterns of regularity and dysregularity. Professor Thorpe's work aligns substantially with the aims of the Life Course Centre and contributes to significant ongoing relationships with key organisations that are working to reduce equity gaps at the earliest possible time, using new measurement techniques embedded within large-scale longitudinal studies.

Our plans for 2018 are ambitious and exciting. Already the calendar is filling with several high-profile events coming up, including a two-day workshop at the Queensland node on Refugee Settlement and Wellbeing over the Life Course. This event – funded in part by a UQ Global Strategy and Partnerships grant – will bring together research collaborators from the Universities of Manchester, East London, and Cardiff, in the UK, the Institute for Employment Research in Germany, and the Life Course Centre to investigate refugee integration and wellbeing in Australia, Germany and the United Kingdom, based on insights gained from recent longitudinal studies of refugees. These three countries have responded to the global refugee crisis in divergent ways, and research into this is currently progressing in isolation.

We are delivering a Life Course session at the AIHW/ANZOG conference to be held in Canberra in April, and have offered two Life Course Centre sessions to the Society for Longitudinal and Lifecourse Studies Association meeting to be held in Milan in July. We are planning a follow-up to our 2017 Stanford workshop to further progress our data for policy work, and we are working closely with the Department of Social Services to plan the next National Centre for Longitudinal Data conference being held in Canberra in November. These events – in addition to our regular research retreats, research fellow and student days, and regular chief investigator meetings – mean that we will be in regular contact with each other, including partners and stakeholders throughout the year.

I hope you enjoy reading our report and perusing our stories, photos and highlights from 2017. We have included a number of substantive sections to tell you something about our latest findings, as well as overviews of key events and outlines for future work. Of course, this is just a snapshot of the highlights. If you want to know more please refer to our website at www.lifecoursecentre.org.au, follow us on Facebook or Twitter, join our mailing list, and attend our public events and activities.



Professor Janeen Baxter
Centre Director

LIFE COURSE CENTRE 2017 HIGHLIGHTS

GOVERNANCE AND STRATEGY



HIGHLIGHT #1

Revised the Centre's strategic plan following the 2016 internal review.



HIGHLIGHT #2

Reviewed the Centre's governance arrangements, including the Advisory Committee, Centre Executive and Chief Investigators' Research Meeting, and Portfolio Committees.



HIGHLIGHT #3

Implemented an extensive period of consultation and planning in preparation for the Centre's mid-term review.

RESEARCH

**10 BIG
RESEARCH
QUESTIONS**

HIGHLIGHT #1

Revised the Centre's research strategy, including development of the 10 Big Research Questions and adoption of a translational pathways model for project development.

HIGHLIGHT #2

Undertook a review of all current research and its relationship to the 10 Big Research Questions.

HIGHLIGHT #3

Published impactful research in each of the Centre's three research programs.

RESEARCH TRANSLATION



HIGHLIGHT #1

Developed and delivered new interventions through partnerships between researchers and end-users, with the Social Interventions Portfolio funding six projects in 2017.



HIGHLIGHT #2

Delivered 11 workshops, including the International Workshop on Government Administrative Data for Policy-relevant Research at Stanford University.

CAPACITY BUILDING



HIGHLIGHT #1

Recruited 21 new students, and instituted initiatives to encourage collaboration and mutual support between students from all nodes.



HIGHLIGHT #2

Recruited 8 new early career researchers. Significantly expanded opportunities for researcher involvement in Centre strategy and governance.



HIGHLIGHT #3

Attended 15 professional training courses, with an emphasis on creating opportunities for collaboration.



HIGHLIGHT #4

Delivered 6 mentoring workshops and seminars.

LINKAGES



HIGHLIGHT #1

Implemented the Centre's Research Linkages plan, with particular reference to the 2017 International Life Course Conference, which included a broad range of government and non-government research partners.

HIGHLIGHT #2

Reviewed activity 2014–2017 with all Centre partners, and considered opportunities for future development of partnerships.

HIGHLIGHT #3

Provided \$32,000 in funding for staff and students to visit international partners and other significant international researchers.

HIGHLIGHT #4

Hosted 14 international visitors, who delivered keynote speeches, public lectures, training and reading groups to Centre researchers, end users and the public (see profiles for Professor Greg Duncan, Professor Rebekah Levine Coley, Professor Alissa Goodman, Professor Adrian Raine, and Professor Fiona Steele).

KNOWLEDGE TRANSFER



HIGHLIGHT #1

Marked increase in knowledge transfer activity.

HIGHLIGHT #2

Notable media and public interest in several key research findings.

HIGHLIGHT #3

Produced 21 submissions to reports and contributions to end-user outputs, and delivered 104 briefings.

HIGHLIGHT #4

Published a range of research outcomes, in 14 articles in *The Conversation*, including, for example, 'Higher Child Support Doesn't Lead to Welfare Dependency for Single Mums', 'If GPs pass on cost from rebate freeze, poorer, sicker patients will be hardest hit', 'FactCheck: are bulk-billing rates falling, or at record levels?'. (For more information see 'Media and Communications').

LIFE COURSE CENTRE STRATEGIC DIRECTION

The Australian Research Council (ARC) Centre of Excellence for Children and Families over the Life Course (the Life Course Centre) is investigating the critical factors underlying disadvantage to provide life-changing solutions for policy and service delivery. Our goal is to discover the causes and mechanisms of disadvantage, characterised by the spread of social and economic poverty within families and across generations, and to develop innovative solutions to reduce disadvantage.

TO ACHIEVE THIS GOAL, THE LIFE COURSE CENTRE AIMS TO:

- identify the drivers of deep and persistent disadvantage
- develop and trial new solutions in policy and practice
- train the next generation of research leaders
- build capacity across government, researchers and non-government organisations.

Established in 2014, the Life Course Centre is administered by The University of Queensland and is a collaboration with The University of Western Australia, the University of Melbourne and the University of Sydney. The Centre has a wide range of collaborative links to international institutions in North America, Europe and Asia. It is supported by key government agencies that have responsibility for developing and implementing Australia's social and economic welfare programs, and by non-government organisations that work at the front line to deal with real-world problems of poverty and disadvantage for children and families.

VISION

Our vision is to leverage evidence-based research to develop new knowledge, technology and practices to benefit people living in disadvantage.



MISSION

Our mission is to identify the mechanisms underlying the transmission of disadvantage across generations and within families over the life course, and to translate our findings to enable public and private industry organisations to deliver evidence-based policies and programs that will reduce deep and persistent disadvantage.



OBJECTIVES

Our strategic objectives are to:

- discover the principal causes or mechanisms underlying the transmission of social disadvantage
- investigate which policies and practices work in preventing and reducing deep and persistent disadvantage
- develop and trial solutions that will reduce the transmission of disadvantage across generations
- provide policy advice and research evidence to Australian social service agencies
- build capacity through productive links with researchers, collaborators and partners
- provide research training and mentoring for graduate students and early-career researchers
- position the Life Course Centre at the forefront for international research and research translation on social disadvantage.

STRATEGIC PLAN 2017–2020 AND ACTIVITY PLAN 2018

In the latter half of 2016, an internal review of the Centre considered our research achievements, new opportunities and as yet unrealised goals. The review reaffirmed our focus on three broad research programs, and identified 10 Big Research Questions that represent our aspirations for our research. The review identified further opportunities in capacity building, engagement and impact that were then refined to form Portfolios in five areas. Finally, the governance and operational structures were renewed to strongly support the research and portfolio goals. The 2018 Activity Plan is closely linked to the goals of the Strategic Plan, and is presented here together with the strategic goals.

One: Research Strategy

Objectives

- Effective and impactful research translation.
- A decision-making framework for research priorities and resource allocation.

2018 Activity Plan

1. Consolidate our understanding of the Centre's 10 Big Research Questions through further analysis of published and current research.
2. Increase opportunities for collaboration to address the 10 Big Research Questions.
3. Develop a social science translational pathways model.
4. Identify branches of enquiry where targeted investment will significantly advance the translation of Centre research.

Two: Portfolio Strategy

Capacity Building

Objectives

- To attract, train and retain the next generation of life course academic and industry researchers for Australia.
- To deliver professional training, mentoring and development opportunities that will bring researchers together across disciplines, nodes and sectors.

2018 Activity Plan

1. Create a quality Life Course Centre student experience for enrolled and exchange students, including industry and government opportunities, engagement with the Centre's decision-making, and student-led professional development.
2. Provide targeted Honours scholarships.
3. Professional development program to be highly structured in 2018, including three Centre-wide events, and with a commitment to make materials from node-specific events broadly available.
4. Continue staff and student travel grant schemes, and seek opportunities to further realise the value of completed activity.
5. Establish a confidential, one-on-one, cross-nodal mentoring scheme.

Flagship Research

Objectives

- To position the Life Course Centre as a significant thought leader in the prevention of social and economic disadvantage.
- To support the achievement of high-level impact in social and academic endeavours.
- To support deep engagement across the Centre, with partners, and with broader end-users and beneficiaries.

2018 Activity Plan

1. Develop a social science translational pathway, apply this to a review of the branches of enquiry.
2. Establish the Catalyst Grants, linked to the translational pathway and with grants to support research translation and knowledge transfer.
3. Develop a knowledge transfer action plan to support translational activities, separate from the media and communications strategy.
4. Seek a major collaborative publication in a leading journal.

Two: Portfolio Strategy Cont'd

Research Infrastructure

Objectives

- To develop new and leverage existing research infrastructure to support the Centre's research and training goals.
- To deliver enabling data and technologies to support research that aims to improve the lifetime wellbeing of Australians enduring or at risk of disadvantage.

2018 Activity Plan

1. Development of a new portfolio plan.
2. Continuation of the Data for Policy group.
3. Consider the Centre's development of methods and their role as a cross-cutting research tool.
4. Identification of a new demonstration project, potentially linked to MADIP.

Research Linkages

Objectives

- To oversee interdisciplinary, cross-institutional and cross-sectoral collaborations.
- To develop and strengthen linkages among Centre partners and stakeholders, with the aim of fostering research that furthers the Centre mission.
- To reduce and overcome barriers to linkages, including lack of information, geographic distance, disciplinary and organisational incentives aligned towards single disciplines or narrow objectives, methodological and rhetorical differences between disciplines and organisations.

2018 Activity Plan

1. Deliver four collaborative forums or roundtable events in 2018.
2. Offer grants for the delivery of Life Course Centre sessions at national and international multidisciplinary conferences.
3. Establish the Linkage Readers Network, offering advice and feedback on publications and grants.
4. Relationship Managers to receive stronger central support in reporting, analysis and relationship mapping.
5. Review the Life Course Centre Fellows scheme and re-engage with Fellows.
6. Establish an incoming visitors' scheme, including offering funding for incoming student exchanges.

Social Interventions

Objectives

- To identify and implement viable prospects for Life Course Centre – designed social interventions that can make a difference to the extent of deep and persistent disadvantage in Australia.

2018 Activity Plan

1. Deliver three Social Interventions Workshops in 2018, and use these to identify further pre-community pilots.
2. Review the 2017 pre-community pilot projects and consider them for development as exploratory development interventions.
3. Consider the Australian School Engagement Program (ASEP) (see p. 50) for full development interventions.

Three: Governance and Operations Strategy

Objectives

- To provide strong and transparent governance for the Centre.
- To ensure continuous improvement in the Centre's capacity for decision-making and monitoring of research performance.
- To provide clear succession planning, including for the end-of-funding period.
- To ensure equal opportunities for support and access to operational resources for all Centre staff, nationally.
- To deliver professional staff support for all portfolio and translation activities.
- To deliver professional development for professional staff across all nodes.

2018 Activity Plan

Governance

1. Renew the Centre Advisory Committee, including an expanded membership.
2. Establish the Chief Investigators' Research Meetings under the leadership of the Deputy Director (Research) and with responsibility for the translational pathways research strategy.
3. Continue to support and strengthen the Portfolio Committees as a major tool for execution of the Centre's strategy.

Succession Planning

1. Develop leadership capacity in early-career researchers (ECR) and in mid-career researchers (MCR) through portfolio committee membership.
2. Increased focus on MCRs in 2018, seeking opportunities for them to expand their research leadership and supervision skills.
3. Identify ECRs and MCRs to play an expanded role in relationship management.
4. Increase the number of associate investigators within the Centre.
5. Encourage innovation, particularly in research translation, through the strategic use of grants.

Operations

1. Embed the amended professional staff structure and ensure appropriate training and support for delivery of the strategic objectives; include node staff in professional development opportunities.
2. Deliver the Relationship Management Strategy, including increased reporting and analysis and relationship mapping.
3. Deliver the Communications and Media Strategy, including a relaunched website, redesigned communications and publications, and support for research translation.
4. Improve production and analysis of research metrics, quality measures and engagement measures.

LIFE COURSE CENTRE MID-TERM REVIEW

In 2017, the Life Course Centre undertook its mid-term review. The review process brought many benefits to the Centre, including a renewed strategy, revitalised governance and operational structures, and increased opportunities for reflection, interaction and collaboration.

PREPARATION: RENEWING THE STRATEGY

An internal review was undertaken in 2016. This examined the current shape of the Centre's research, and the Centre's performance against the objectives of the Centre of Excellence scheme and the Key Performance Indicators. From this process, we produced three important resources for the future success of the Centre:

- *The Life Course Centre Strategic Plan 2017–2020*. This plan has provided the Centre with a solid Activity Plan for 2018; however, it goes well beyond this and emphasises the long-term outcomes and impacts of Centre research.
- *The 10 Big Research Questions*. These were initially proposed by the Chief Investigators after a review of the Centre's work to date. They were subsequently reviewed by all Centre researchers, with each node reviewing their current research and reporting on how they contributed to the questions.
- *The Portfolio Committees*. In strategic terms, the role of the Portfolio Committees is to direct attention towards the most important areas of the Centre's mission. For Centre personnel, the committees provide an opportunity to build leadership capabilities in a wide range of areas, including decision-making, negotiating, and budgeting. The committees include a range of senior-, middle- and early-career researchers, as well as students and professional staff. In this way, all personnel can contribute to strong governance of the Centre.

CONSULTATION

Once the strategy, Portfolios, and 10 Big Research Questions had been proposed, they were discussed with the Centre as a whole.

THERE WERE SEVERAL KEY EVENTS:

- *Professional Staff Development Day (May 2017)*. This was timed to coincide with the development day for all Queensland-based Centres of Excellence. Professional staff from all nodes had the opportunity to review the Strategic Plan and consider its implications for their work.
- *Researchers' Day (June 2017)*. While the Centre's researchers had met regularly at retreats, seminars, conferences and workshops, this was the first event focused entirely on the Centre's strategy and planning. It was a notable success, and will be repeated in 2018 in an event that will include professional development training.
- *Student lunch (July 2017)*. This informal consultation between the Centre Director and Brisbane-based students led directly to the students receiving funding for, developing and delivering a session at the International Life Course Conference (see p. 61). From this collaborative experience has arisen two initiatives for 2018: a regular student-led video-conferenced forum; and a Students' Day, which will run in conjunction with the Researchers' Day and include the opportunity for students to interact directly with senior Centre and international academics in mentoring and development events.
- *Focus groups (August 2017)*. Finally, a series of focus groups were held with 30 Centre researchers and students, who were selected to represent all nodes and career stages. These provided the opportunity for more in-depth discussion of the researchers' and students' experience of the Centre, and much of the information gathered was delivered to the Portfolio Committees for action.

SITE VISIT

In September 2017, the Centre hosted the ARC Review Panel at the Institute for Social Science Research at The University of Queensland. We would like to thank all the participants for their time on the day. We would like to extend particular thanks to the Hon. Amanda Vanstone, Chair of the Advisory Committee, and the other Advisory Committee members: Professor Greg Duncan, University of California, Irvine; Professor Shelley Mallett, Brotherhood of St Laurence; and Serena Wilson, Deputy Secretary, Social Security, Australian Government Department of Social Services. In addition, we would like to thank Dr Fadwa Al-Yaman, Group Head Indigenous and Children's Group, from the Australian Institute of Health and Welfare.

The mid-term review site visit at The University of Queensland in September 2017 provided an opportunity for Life Course Centre researchers to hear from two of the Centre's key partner investigators, and to find out more about their research interests. Professor Shelley Mallett spent a significant time talking to researchers and students about the principles of co-design in research as practised by the Brotherhood of St Laurence, and Professor Greg Duncan delivered a seminar, 'Income and the developing brain – the first three years', the following day.

PROFESSOR SHELLEY MALLET, IN CONVERSATION

Professor Shelley Mallett is a member of the Life Course Centre's Advisory Committee. She combines the role of Professorial Fellow of Social Policy at the University of Melbourne with the position of General Manager of the Research and Policy Centre at the Brotherhood of St Laurence. In this capacity, she directs the Brotherhood's research effort and helps lead policy development.

The Research and Policy Centre uses the principles of co-design in its research and policy development work. As the Life Course Centre moves towards its mid-point, can applying the principles of co-design strengthen our capacity to be the 'Go To' Centre for research and policy on disadvantage over the life course?

Professor Mallett was in conversation with Dr Cameron Parsell to discuss co-design, how it is used at the Brotherhood of St Laurence, and how university researchers can successfully co-design projects with not-for-profit organisations. Although co-design is not the appropriate aspiration for all research, Professor Mallett articulated a visionary agenda where social scientists – and the Life Course Centre in particular – need to drive a culture where co-design achieves both the critical research questions and the evidence and research engagement to enable research feedback and impact. Co-design not only creates conditions for social science to have societal impact outside of universities, but it also promotes the conditions for government, industry, and marginalised populations to play an active role in the research objectives and research delivery stages.



PROFESSOR GREG DUNCAN – INCOME AND THE DEVELOPING BRAIN – THE FIRST THREE YEARS

Professor Greg Duncan is a Partner Investigator at the Life Course Centre, a member of the Centre's Advisory Committee and a Distinguished Professor at the University of California, Irvine.

He laments the fact that when he gives talks, and especially when he is teaching, all his references are to things that the students have no experience with, because the events happened before they were born! He cites the title of the seminar he was giving while visiting the Centre as a case in point – 'Risky Business', a nod to the 1983 Tom Cruise film of that name.

Gaining his PhD in Economics in 1974, Duncan worked on the Panel Study of Income Dynamics (PSID) data collection project for the first 25 years of his career at the University of Michigan, ultimately directing it. He transitioned from working purely in economics, he says, when he became interested in childhood development and education issues.

He talks about his upcoming 'poverty brain' project, where he will be studying the relationship between income and the developing brain during the first three years of life. Throwing money at a problem generally invites plenty of detractors and much criticism, so wouldn't it be good to be able to prove that the act of bestowing extra income on the disadvantaged helped in a positive and meaningful way?

As he says, 'Developmental scientists agree that poverty is especially likely to shape children's early development because of the high plasticity and rapid growth of the brain during the first three years of life. Yet, there has not been a rigorous study of how income supports for families affect the brain function and development of infants and toddlers.'

This is what Duncan will be endeavouring to address with this latest research, which builds on his previous research studying the effects of poverty on children. The plan is to randomly assign low-income mothers, recruited in maternity wards of participating hospitals shortly after giving birth, unconditional payments of US\$333 a month (US\$4,000 a year) for a period of 40 months, with the control group from the same cohort receiving US\$20 a month.

'We collect information from the mother on the phone when the infant is 12 months old and in the home from the mother and child at 24 months. At age three, mothers and children are assessed and interviewed in research laboratories at each site. We additionally collect state and local administrative data regarding parental employment, utilisation of public benefits such as Medicaid and Supplemental Nutrition Assistance Programs (SNAP), and any involvement in child protective services.'

Duncan says the study, which will be conducted in the United States, where there are not the same social security safety nets for low-income or no-income earners, will provide much-needed evidence as to whether this income 'cushion' brings positive benefits to the children of these families or not. He says, 'Our study will be the first to provide definitive evidence on the extent to which young children's cognitive, emotional and brain development is affected by increased income.'

Findings from this project will directly inform policy proposals across all levels of government, and in many jurisdictions.

Duncan is very highly regarded and an exceptional leader in his field of research, so we were fortunate to have him visit the Centre and spend a week with us. He is a strong supporter of the Centre's research into tackling the problem of deep and persistent disadvantage, which is characterised by the spread of social and economic poverty within families and across generations. He is a member of the Life Course Centre's Advisory Committee and while he was with us on this visit, many of our researchers were grateful to have a rare opportunity to chat with him, one on one, face to face.

Even better, he presented a seminar, 'Risky Business: Correlation and Causation in Longitudinal Studies of Skill Development', in which he discussed his paper where he explores this issue using empirical tests of skill-building theories. For those who were unable to attend, a video of his fascinating talk is available on the Centre's website.

LIFE COURSE CENTRE GOVERNANCE



Left to right, Professor Mark Western, Leanne Scott, Dr Wojtek Tomaszewski, Professor Lorraine Mazerolle, Professor Deborah Cobb-Clark, Professor Janeen Baxter, Professor Stephen Zubrick, Professor Guyonne Kalb, Professor Cate Taylor, Dr Lucy Mills.

The Life Course Centre's major resource is people: our researchers, students, partners and stakeholders. In the Life Course Centre we support our people by delivering transparent and inclusive governance within the framework of a strong strategy and shared vision. The Centre's governance structure is designed to allow a flow of information and ideas to the Centre Executive from three sources:

- The Advisory Committee, which include representatives from our partners and stakeholders, and advises the Centre Director.
- The Chief Investigators' Research Meeting, which includes the senior researchers, and advises the Deputy Director (Research).
- The Portfolio Committees, which include early- and mid-career researchers, students and professional staff; they advise the Portfolio Leaders.

ADVISORY COMMITTEE

The Advisory Committee met twice in 2017: once face to face in Melbourne in April, and once virtually in December. As well as these formal meetings, the Advisory Committee members provided ongoing advice to the Director throughout the year, and significant input for the mid-term review. All members were interviewed by the ARC Review Panel, and a key recommendation they made to the panel was that the Advisory Committee should be expanded. The members of the current committee are working with the Director to identify potential additional members for a renewed committee in 2018.

CENTRE EXECUTIVE

In 2016, the membership of the Centre Executive was changed to remove the Program Leaders and include the Portfolio Leaders. This change recognised the role of the Executive in shaping and implementing the Centre's strategy. In addition, the Executive oversees the budget and operations of the Centre, manages research development, and monitors performance measures and the progress of projects.

The Centre Executive met six times in 2017. On each occasion, the meeting was preceded by a meeting of the Chief Investigators' group, with the chief investigators invited to observe the Executive Committee Meeting if they wished. A significant focus for the meetings was the mid-term review. The Executive adopted an approach to the review that emphasised its importance as a tool for ensuring a strong strategy and innovative activity plan for the Centre.

IN 2017, THE EXECUTIVE APPROVED:

- The adoption of the 10 Big Research Questions as a way of further translating the Centre's research within the three research programs.
- The Life Course Centre Strategic Plan 2017–2020. This included adopting a logic model approach to the measurement of outcomes and impact.
- The formation of the Portfolio Committees, with a broad and inclusive membership intended to enhance the ability of Centre researchers and students to have input into decision-making and resource allocation.
- Separation of the Chief Investigators' Research Meeting from the Executive Committee Meeting.
- The development of a social science translational pathway model for Centre research.

CHANGES TO THE EXECUTIVE COMMITTEE



PROFESSOR DAVID LAWRENCE

In January 2017, we farewelled Chief Investigator **Professor David Lawrence**. Professor Lawrence was a founding chief investigator in his role as Research Professor and Senior Statistician in the Centre for Child Health Research at The University of Western Australia. He has subsequently moved to The University of Western Australia's School of Education. The Life Course Centre would like to thank Professor Lawrence for his work in the Centre and wish him all the best in his future work.



PROFESSOR MICHELE HAYNES

In October 2017, **Professor Michele Haynes** moved to a position at the Australian Catholic University's Learning Sciences Institute Australia, in Data Analytics in Education. As a consequence of this move, she has relinquished her position as a chief investigator in the Life Course Centre, and as the Portfolio Leader for the Capacity Building Portfolio. Professor Haynes has become an associate investigator in the Centre, and will continue to collaborate with Centre researchers and contribute to Centre research.



PROFESSOR CATE TAYLOR

Professor Catherine (Cate) Taylor, a Professor and Senior Principal Research Fellow in The University of Western Australia's Centre for Child Health Research, has been appointed as a new chief investigator. She has also accepted the role of Portfolio Leader for the Research Infrastructure portfolio, and is a member of the Centre Executive. Professor Taylor specialises in large-scale longitudinal studies of children's health, development, education and wellbeing.



DR WOJTEK TOMASZEWSKI

In November 2017, the Executive approved a new member for the committee. **Dr Wojtek Tomaszewski** is a senior researcher with the Institute for Social Science Research. He accepted the position of Portfolio Leader for the Capacity Building Portfolio, and has become the first member of Executive who is not a chief investigator. By including mid-career researchers on the Executive Committee, the Centre is investing in the leadership development of its researchers and contributing to its succession planning. The appointment is for one year; it is intended that other mid-career researchers will be offered this opportunity in future.



CHIEF INVESTIGATORS' MEETING

The Chief Investigators met six times in 2017, with each meeting preceding the Executive Committee meeting. The December planning meeting – held at our Western Australian node – was a joint meeting of both groups. Under the leadership of the Deputy Director (Research), the Chief Investigators led the formation of the 10 Big Research Questions, and were intrinsic to the development of the mid-term review submission and site visit. From 2018, the Chief Investigators will meet bimonthly in the alternate month to the Executive Committee Meeting, with the Chief Investigators' Research Group to be chaired by the Deputy Director (Research). This allows the Group to have a targeted focus on the Centre's research, and it allows the Executive Committee to more fully consider advice from the Chief Investigators before making a formal decision. In 2018, the Chief Investigators' Research Meeting will lead the development and implementation of a social science translational pathway model for the Centre's research.

PORTFOLIO COMMITTEES

The Portfolio Committees were constituted in the latter half of 2017, after having been discussed at length at the Researchers' Day in June 2017. All members of the Centre were invited to express interest in being a member of a committee, and all expressions of interest were able to be accepted. In addition, the Portfolio Leaders were able to invite further members. Each Portfolio Committee is advisory to the Portfolio Leader, who is an ex-officio member of the Executive Committee. Committee members are expected to consult with their Centre colleagues, so that a broad range of views can be represented in the decision-making process.

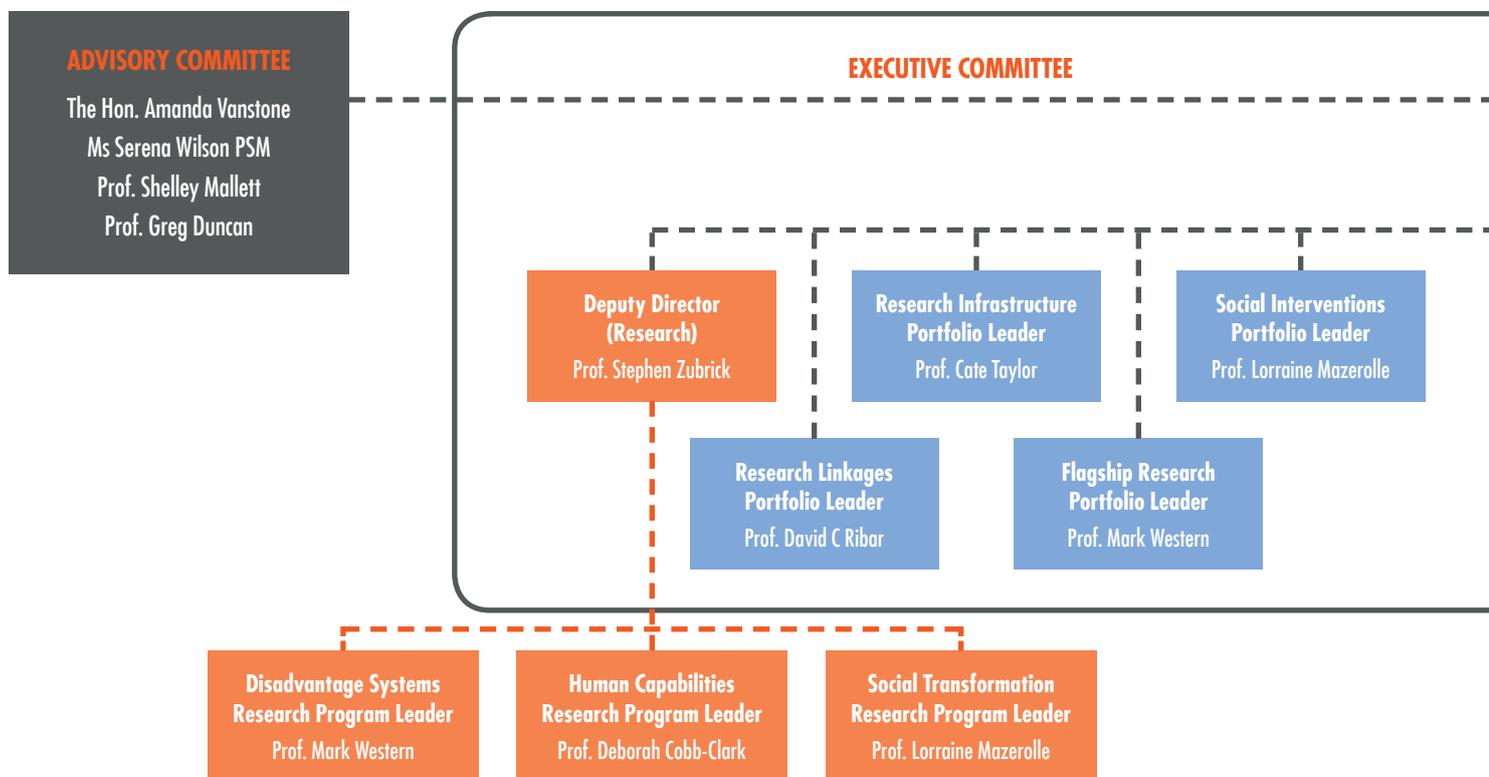
THE COMMITTEES ARE RESPONSIBLE FOR:

- designing the program of Portfolio activities each year, and reviewing delivered activities to see whether they are meeting the goals of the Portfolio
- advising the Portfolio leader on the expenditure of the Portfolio committee budget
- considering applications for grants and awards.

Each committee has produced a 2018 Activity Plan, aligned to the objectives and goals of the Portfolio, and these have been approved by Executive and incorporated into the Centre's 2018 Activity Plan.

OPERATIONS

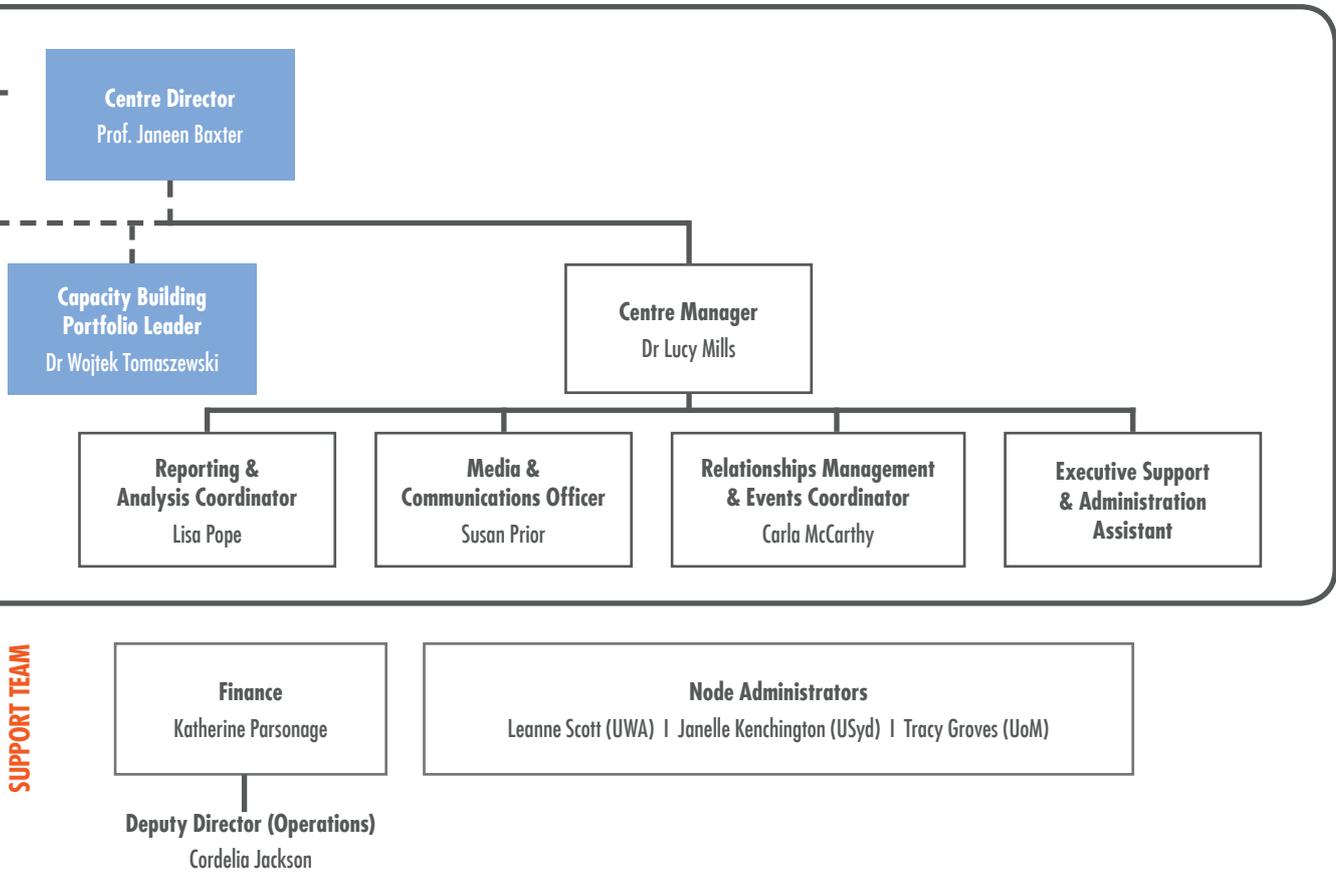
A new centre manager, Dr Lucy Mills, commenced in March 2017. The Centre's operational team has been significantly reorganised to align operational resources with the Centre's strategy. This has expanded the Centre's capacity in communications, relationship management, events management, publications analysis and research translation, all of which are critical to the Centre's mission. The team places great emphasis on providing a national service, and meets regularly with node administrators, including at least one Centre-wide, face-to-face, professional staff meeting each year.



LEAD RESEARCHERS

CHIEF INVESTIGATORS

- **Prof. Janeen Baxter**, The University of Queensland – Centre Director
- **Prof. Stephen Zubrick**, The University of Western Australia – Deputy Director (Research),
- **Prof. Mark Western**, The University of Queensland – Portfolio Leader: Flagship Research and Research Program Leader: Disadvantage Systems
- **Prof. Lorraine Mazerolle**, The University of Queensland – Portfolio Leader: Social Interventions and Research Program Leader: Social Transformations
- **Prof. Deborah Cobb-Clark**, the University of Sydney – Research Program Leader: Human Capabilities
- **Prof. David C. Ribar**, the University of Melbourne – Portfolio Leader: Research Linkages
- **Prof. Michele Haynes**, The University of Queensland – Portfolio Leader: Capacity Building
- **Prof. Colm Harmon**, the University of Sydney
- **Prof. Matt Sanders**, The University of Queensland
- **Prof. Cate Taylor**, The University of Western Australia – Portfolio Leader: Research and Infrastructure



ASSOCIATE INVESTIGATORS

- **Prof. Janet Currie**, Princeton University (USA)
- **Prof. Kathryn Edin**, Princeton University (USA)
- **Prof. David Farrington**, Cambridge University (UK)
- **Prof. Harvey Goldstein**, University of Bristol (UK)
- **Prof. Guyonne Kalb**, the University of Melbourne (Aust)
- **Prof. Ariel Kalil**, University of Chicago (USA)
- **A/Prof. Chris Ryan**, the University of Melbourne (Aust)
- **Prof. Robert Sampson**, Harvard University (USA)
- **Prof. Larry Sherman**, Cambridge University (USA)
- **Prof. Fiona Steele**, London School of Economics (UK)
- **Prof. Barbara Wolfe**, University of Wisconsin (USA)

PARTNER INVESTIGATORS

- **Dr Fadwa Al-Yaman**, Australian Institute of Health and Welfare (Aust)
- **Prof. Arnaud Chevalier**, Royal Holloway, University of London (UK)
- **Prof. Rebekah Coley**, Boston College (USA)
- **Prof. Miles Corak**, University of Ottawa (Canada)
- **Prof. Orla Doyle**, University College Dublin (Ireland)
- **Prof. Greg Duncan**, University of California, Irvine (USA)
- **Prof. Alissa Goodman**, Institute of Education, University College London (UK)
- **Prof. Heather Laurie**, University of Essex (UK)
- **Prof. Adrian Raine**, University of Pennsylvania (USA)
- **Dr Helen Rogers**, FaHCSIA (Aust)
- **Prof. David Weisburd**, The Hebrew University of Jerusalem (Israel)
- **Prof. W. Jean Yeung**, National University of Singapore (Singapore)

LIFE COURSE CENTRE DEPUTY DIRECTOR'S REPORT

The 2017 ARC Expert Panel report of the mid-term review provided a gratifying, and independent affirmation of the many achievements in the Centre's established research program. Notwithstanding the involvement in the mid-term review of chief investigators and researchers across the Life Course Centre, 2017 saw the Centre maintaining its research momentum and productivity relative to targets.

Life Course Centre researchers produced 279 research outputs – against a specified annual target of 90 (Figure 1). This total includes 121 journal articles with 22 per cent in the top 10 per cent most cited worldwide¹ (Figure 2) and 26 per cent in the top 10 per cent journals (Figure 2). Overall 62 per cent of the journal articles were in the top 25 per cent.² While this is pleasing, the Centre target for this key performance indicator is set at 75 per cent signalling that greater focus among our researchers is needed on the selection of publication outlets. Nearly half of the Centre's publications (43 per cent) in 2017 had an international co-author (from 17 countries), with 70 per cent having a co-author from another institution (Figure 3).

LIFE COURSE CENTRE RESEARCH OUTPUTS 2014–2017

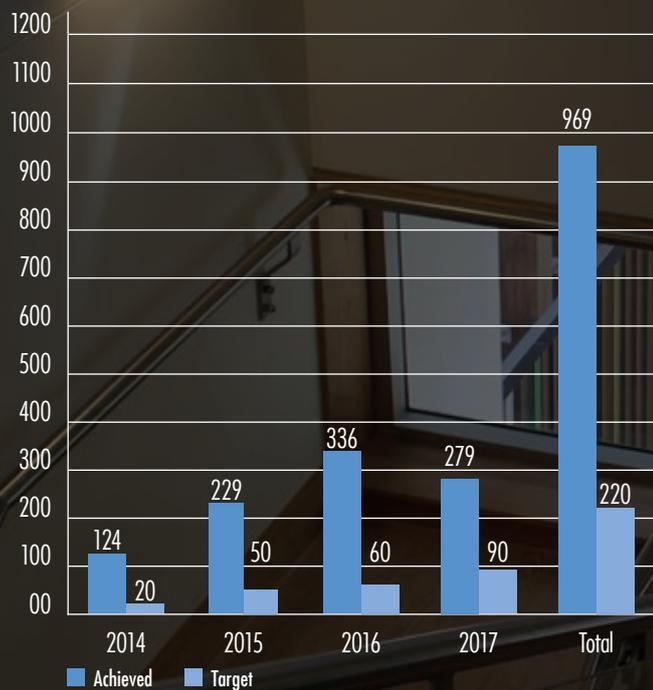


Figure 1. Life Course Centre research outputs 2014–2017.

¹ Based on 92 journal articles with data in SciVal, 19 February 2018, using data from Scopus, collected 19 January 2018.

² Based on 103 journal articles with SCImago Journal & Country Rank data, ranks collected from SJR website 19 February 2018.

This research covered a broad range of subjects in journals spanning 16 different major subject areas (for example, education, economics, medical and health sciences, psychology, studies in human society) (Figure 4).

QUALITY OF JOURNAL ARTICLES PRODUCED BY LIFE COURSE CENTRE RESEARCHERS

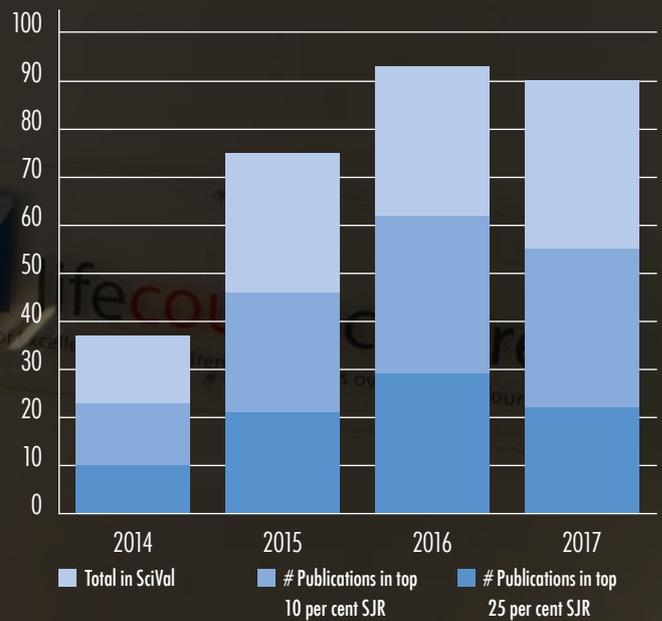


Figure 2. Quality of journal articles produced by Life Course Centre researchers, by SCImago Journal Rank. Includes data only for articles ranked by SCImago.

While total research outputs are well in excess of the 2017 target, our priorities have shifted. Some of this represents the outcome of an internal review of the Centre at the beginning of 2017, which directed more effort towards end-users and industry engagement. This can be seen in the increases in Life Course Centre end-user reports, invited talks, and commentary and the consequent decline in articles targeted at pure academic outlets. Averaging about one a week throughout the year, Centre researchers also continue to be in demand to deliver invited talks, papers, and keynotes at major international meetings. Perhaps, not surprisingly, it is pleasing to note steady growth particularly in national and international commentaries (125) about the Centre's research across a wide range of media, policy, and practice outlets. This represents striking growth over the course of the last two years.

The ARC Centre of Excellence scheme demands excellence in research, not as an end, but as a means for addressing intergenerational disadvantage. Partners are key to this pathway and, therefore, Life Course Centre researchers have continued to collaborate extensively in 2017, both internationally and across institutions within Australia – engaging with policymakers, and delivering 17 stakeholder briefings where their input would be used to inform government policies. Two articles published by the Centre’s researchers were cited by policy, one in a policy brief by the Brookings Institute,³ with another posted by *Australian Policy Online*.

In reviewing our research performance and momentum over the past year, Centre researchers are well placed to address recommendations from the 2017 mid-term review. Of relevance to our programs of research will be implementing initiatives that deepen the involvement of Life Course Centre students across the Centre nodes. So, too, our Research Infrastructure Portfolio Committee will hold a Data for Policy group event in 2018, which will bring together key stakeholders to address current and future big data needs. This is a novel group of national agencies and policymakers who are positioned to affect the relevance of Centre research efforts and the translation of findings. These are gratifying initiatives that draw on the maturity of our programs of research and their established partners and collaborators.

PERCENTAGE OF RESEARCH COLLABORATIONS AS MEASURED BY JOURNAL ARTICLE CO-AUTHORSHIP

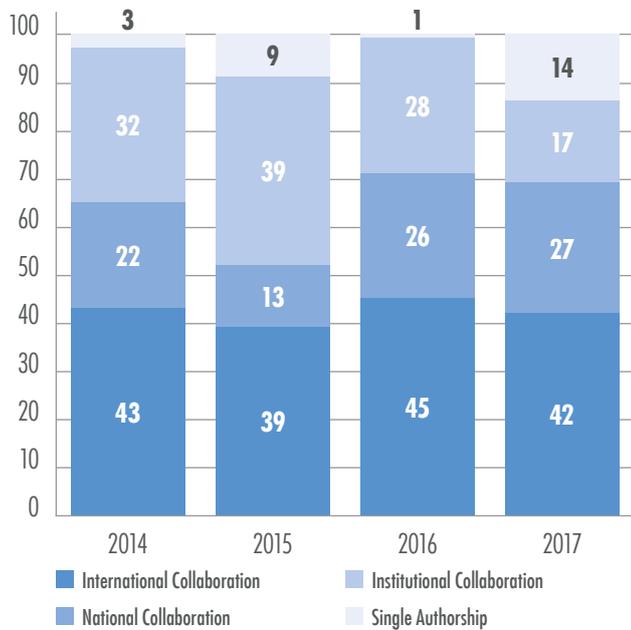
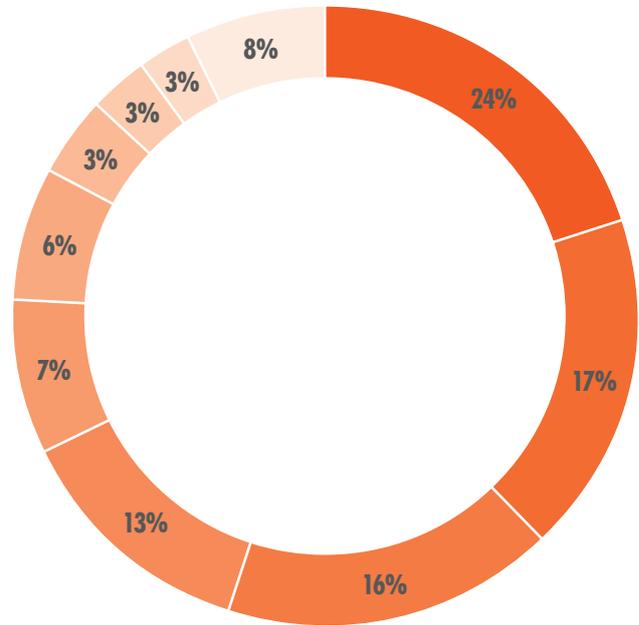


Figure 3. Percentage of research collaboration as measured by journal article co-authorship (2017 data based on 92 journal articles in SciVal).

³ Schnepel, K. T. (2017) Good Jobs and Recidivism. *The Economic Journal*.

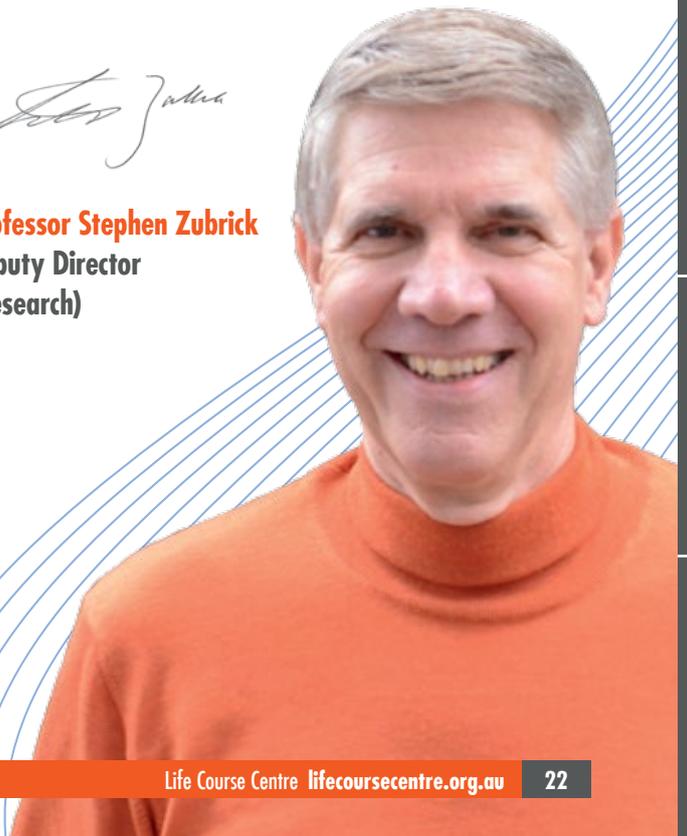
ARTICLES BY JOURNAL SUBJECT AREA



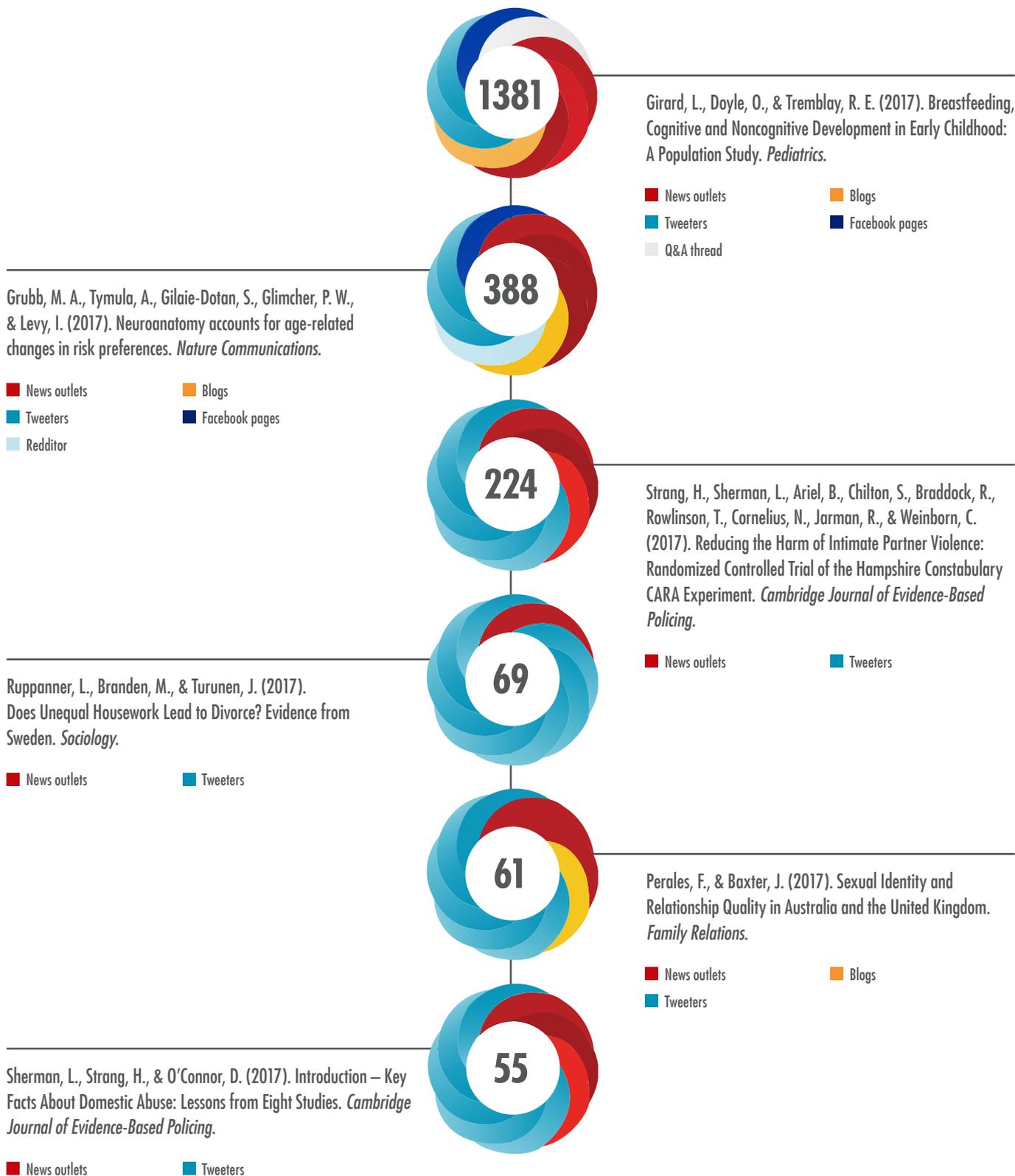
- Social Science
- Psychology
- Economics
- Medicine
- Education
- Business
- Biology
- Agricultural
- Language/Communication/Culture
- Other

Figure 4. Articles by journal subject area. Journals are assigned multiple subject areas where they have a broad target audience. Subject categories less than 4 per cent, and not relevant to Life Course Centre, are included in the 'other' category (2017 data based on 92 journal articles in SciVal).

Professor Stephen Zubrick
Deputy Director
(Research)



TOP SIX LIFE COURSE CENTRE ARTICLES FOR 2017 BASED ON ALTMETRICS*



* All Altmetric statistics correct as of 12 February, 2018.

NB The Altmetric Attention Score and donut are a graphical representation of how much and what type of attention a research output has received. The colours each represent a different source of attention, and the amount of each colour shows how much attention a research output has received from that particular source.

TOP SIX LIFE COURSE CENTRE 2017 JOURNAL ARTICLES



^{2*} ^{31**} Schnepel, K. T. (2017) Good Jobs and Recidivism. *Economic Journal*: DOI:10.1111/eoj.12415



^{2*} ^{29.26**} Coley, R. L., Sims, J., Dearing, E. & Spielvogel, B. (2017) Locating Economic Risks for Adolescent Mental and Behavioral Health: Poverty and Affluence in Families, Neighborhoods, and Schools. *Child Development*: DOI:10.1111/cdev.12771



^{1*} ^{10.99**} Mazerolle, L., Baxter, J., Cobb-Clark, D., Haynes, M., Lawrence, D., & Western, M. (2017) From Bench to Curbside: Considering the Role of Simulations in Scaling-up Justice Interventions. *Criminology and Public Policy*, 16(2) 501–510



^{3*} ^{8.93**} Schurer, S. (2017) Bouncing back from health shocks: Locus of control and labor supply. *Journal of Economic Behavior & Organization*: DOI:10.1016/j.jebo.2016.10.019



^{3*} ^{8.68**} Ribar, D. C. (2017) Early Research Findings from Journeys Home: Longitudinal Study of Factors Affecting Housing Stability. *Australian Economic Review*: DOI:10.1111/1467-8462.12215



^{2*} ^{5.63**} Elkins, R. K., Kassenboehmer, S. C., & Schurer, S. (2017) The stability of personality traits in adolescence and young adulthood. *Journal of Economic Psychology*: DOI:10.1016/j.joep.2016.12.005

* Citations.

** Field-weighted citation impact: this is the ratio of the publications citation count, against the average for the age and field of the publication, based on data in SciVal.

RESEARCH

KEY PERFORMANCE INDICATORS

TABLE 1 RESEARCH FINDINGS

| | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|---|----------------|----------------|----------------|----------------|----------------|
| Research outputs | 124 | 229 | 336 | 279* | 90 |
| Journal articles | 46 | 84 | 122 | 121 | 40 |
| Working papers | 13 | 42 | 41 | 30 | - |
| Books | 1 | 1 | 4 | 0 | - |
| Book chapters | 7 | 14 | 14 | 10 | 5 |
| Conference papers | 3 | 4 | 6 | 10** | 30 |
| Conference posters | 1 | 3 | 1 | 3 | - |
| Conference presentations | 31 | 36 | 74 | 39 | - |
| End-user and industry reports | 4 | 4 | 13 | 21 | 15 |
| Seminar presentations | 18 | 41 | 61 | 45 | - |
| Quality of research outputs | | | | | |
| Proportion of papers in peer-review outlet | 82% | 90% | 89% | 85% | 80% |
| Proportion of papers in top 25 per cent of top-tier journals** | 73% | 74% | 63% | 62% | 75% |
| Invited talks, papers, keynote lectures given at major international meetings*** | 23 | 32 | 45 | 54 | 30 |
| Commentaries about the Centre's achievements | 13 | 18 | 68 | 125 | 20 |

* 80 per cent of research outputs include at least one chief investigator, associate investigator, partner investigator or Life Course Centre (cash-funded) research fellow, with the remainder including at least one named Life Course Centre (in-kind) fellow contributing significant in-kind to Life Course Centre as reported in CODIE.

** To undertake this analysis, and to align with available measures from SCImago, we have measured the proportion of papers in the top 25 per cent of top-tier journals (rather than the top 20 per cent, as per our original KPIs), and have adjusted our 2017 target upwards (from 70 per cent to 75 per cent) to maintain equivalence.

*** 6 invited talks were subsequently published and appeared as conferences papers also.

TABLE 2 CENTRE SPECIFIC INDICATORS

| | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|--|----------------|----------------|----------------|----------------|
| New policy interventions developed and piloted | 0 | 4 | 3 | 5 |
| Number of new policies and programs informed by Centre findings* | 6 | 12 | 17 | 3 |
| Number of new statistical models developed | 1 | 8 | 1 | 3 |
| Number of new training courses developed | 1 | 4 | 1 | 2 |

* See Government, industry, and business community briefings.

PROGRAM ONE: DISADVANTAGE SYSTEMS



INTRODUCTION BY PROFESSOR MARK WESTERN

The Life Course Centre's work in Disadvantage Systems focuses on understanding how social and economic institutions, such as the welfare state, the education system, the labour market and the family, contribute to or ameliorate social disadvantage. Work in the Disadvantage Systems Program also contributes to 'data systems' – usage frameworks, new datasets and types of data, new methods and techniques for analysing data – which advance the Centre's 10 Big Questions and overall objectives. In this year's annual report we highlight

Centre research describing: which types of households are especially vulnerable to long periods on welfare and some ways to address this; the role family circumstances play in shaping children's opportunities throughout their lives and ways to support disadvantaged parents and children and reduce early life-course inequalities; approaches to help strengthen intimate relationships to try to improve their quality and limit adverse consequences, such as financial hardship, homelessness, or poorer psychological wellbeing that are more likely when these relationships break down; and our work to improve the data and tools that Life Course Centre and other researchers, policymakers and practitioners can use to support research, policy and practice to tackle entrenched disadvantage.

The Disadvantage Systems Program, like all the Centre's programs, undertakes research to describe and understand the causes of disadvantage, and to develop solutions to address it. Through our work on data and information systems, we also aim to improve the resources researchers, policymakers and others have to develop evidence-informed solutions that will improve the lives of disadvantaged people.



10 **BIG**
RESEARCH
QUESTIONS

HIGHLIGHT – INEQUALITY

INEQUALITY OF OPPORTUNITIES

By Dr Tina Rampino

In a recent study,⁴ my co-authors and I estimated a portion of total inequality that can be explained by systematic circumstances following the inequality of opportunity framework developed by John Roemer (1998).⁵ We find that at least 8 per cent of Australian total household income inequality, before government transfers and taxes, reflects personal circumstances outside an individual's control as opposed to factors such as effort and hard work, which are believed to be within individual control. But this is the lower limit of unfair income inequality, because we only consider gender, respondent's and parents' countries of birth, family socioeconomic background, and indigenous status as systematic circumstances. For example, we ignore health, disability, and age, let alone more contested factors, such as educational attainment, which may also be viewed as a combination of effort and circumstance.

Interestingly, our study finds that government payments seem to be effective in reducing some of the inequality that unfair circumstances create. In particular, income support and family payments reduce the unfair component of inequality by approximately 30 per cent before taxes and an additional 29 per cent after taxes.

In addition to government payments and taxes, a substantial body of research in economics and the social sciences offer various solutions on how to prevent the proliferation of unfair inequality. These solutions include early interventions, plus ongoing support, with a particular focus on targeting the critical points (or 'bottlenecks') over the life course, where people's opportunities can be particularly constrained by their background and other circumstances out of their control.

There is a global effort to produce accurate, internationally comparable measures of the unfair component of inequality⁶ and hopefully, as we accumulate more knowledge on this topic, we can devise more ways to curtail unfair inequality.

⁴ Martinez, A., Rampino, T., Western, M., Tomaszewski, W., & Roque, J. D. (2017). Estimating the Contribution of Circumstances that Reflect Inequality of Opportunities. *Economic Papers*, 36, 380–400.

⁵ Roemer, J. E. (1998). *Equality of opportunity*. Cambridge, Mass; London, Harvard University Press.

⁶ The Life Course Centre is involved in the equal chances project financed by the Italian Ministry of Education and Research. The equal chances portal (<http://www.equalchances.org/index.html>) provides comparable estimates of equality of opportunity and social mobility for a large number of countries.

QUESTION 1: HOW DO WE REDUCE LONG-TERM WELFARE DEPENDENCE FOR AUSTRALIA'S MOST VULNERABLE?



BY DR TINA RAMPINO

Tina is an applied economist with experience in education and labour economics. She has worked with large longitudinal surveys from both developed and developing countries. The purpose of her research is to uncover the mechanisms behind inequality, with a specific focus on education and the intergenerational transmission of disadvantage.

She has conducted research on educational aspirations and attitudes of young people coming from less advantaged backgrounds.

Life Course Centre research shows that more than 30 per cent of respondents age 18 to 65 in 2014 report living in a household that received some form of income support. Among them, slightly more than 10 per cent rely on welfare for at least half of their annual household income. We can consider these individuals as long-term welfare dependents if they rely on income support for at least two consecutive years. Based on Figure 5 (p. 29), which reports years on welfare by family type, most households that depend on income support for at least 50 per cent of their total income stop relying on welfare within a two-year period. We can also see that lone-parent households – which are headed by women in more than 80 per cent of cases – depend on the welfare system for longer spells, followed by non-elderly couple, and single non-elderly women.

WELFARE SPELL DURATION BY HOUSEHOLD CONFIGURATION

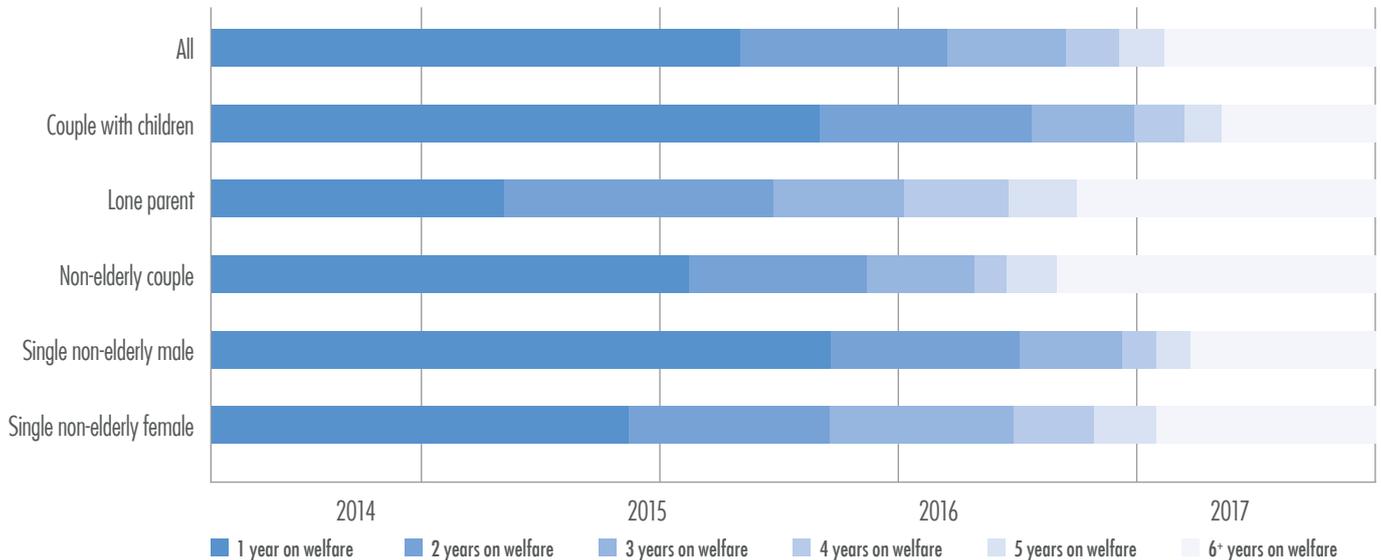


Figure 5. Welfare spell duration by household configuration. Source: HILDA 2014.

Clearly, women – especially those who are single parents – seem to constitute a particularly vulnerable group in society. According to the Australian Bureau of Statistics, casual work, to which women turn to gain the flexibility they need to balance paid work with family, is not able to provide a stable and reliable source of income to support their households. This can result in long-term welfare dependence. Also, research by Dr Hayley Fisher,⁷ shows that an increase in child benefits for lone mothers is accompanied by an increase in their labour supply and a reduction in government transfers (such as the Family Tax Benefit Part A), a finding not in line with the popular belief that financial support of single mothers incentivises a reduction in their hours of work. Finding and keeping an occupation is not only a way for these women to support their families in the short run, but also a way to support themselves in the long run, through contributions to their superannuation scheme. Hence, policies that promote a flexible working environment paired with the provision of free childcare for less educated lone parents, especially single mothers, can help them depend progressively less on the welfare system.

Identifying groups of individuals with the capacity to work, but who face a greater risk of income-support reliance, is an essential step to address long-term welfare dependence. Access to administrative data from the Department of Human Services, integrated with other existing data sources, as well as the adoption of the Australian Priority Investment Approach to welfare by the Department of Social Security,⁸ achieved the identification of such groups by forecasting future welfare spending. Designing, piloting and implementing tailored interventions for identified vulnerable groups can potentially result in a more efficient allocation of income support towards the most vulnerable. Continuous collection and interrogation of data will be essential for evidence-based policy aiming at reducing long-term welfare dependence.

⁷ Fisher, H. (2017). The Impact of Child Support on the Household Income and Labour Supply of Payee Lone Mothers. *Economic Record*, 93, 189–213.

⁸ The Priority Investment Approach uses data analysis to provide insights into how the welfare system works and uses those insights to find innovative ways of helping more Australians live independently of welfare.

CHILDHOOD HOMELESSNESS AND ADULT EMPLOYMENT: THE ROLE OF EDUCATION, INCARCERATION, AND WELFARE RECEIPT

This paper assesses how the timing of homelessness relates to adult employment outcomes.

All too often, childhood disadvantage becomes adult disadvantage and is then perpetuated into the next generation. It is imperative, therefore, that we know more about ways that childhood homelessness constrains opportunities, reduces wellbeing, and diminishes life chances if we are to develop appropriate policy responses.

We need to know more about the challenges facing adolescents who become homeless and how the consequences of child homelessness depend on the context in which it occurs. Future research that sheds light on the temporal relationship between homelessness and a range of youth experiences, for example, leaving school, incarceration, and childbearing, would be useful.

Cobb-Clark, D. A., & Zhu, A. (2017). Childhood homelessness and adult employment: The role of education, incarceration, and welfare receipt. *Journal of Population Economics*, 30(3).

QUESTION 2:**HOW DO WE ENSURE THAT FAMILY BACKGROUND DOES NOT LIMIT OPPORTUNITIES FOR SUBSEQUENT GENERATIONS?****BY DR FRANCISCO PERALES AND DR YANGTAO HUANG**

Francisco (Paco) holds an undergraduate degree in Sociology from London Metropolitan University, a Master's degree in Sociology and Panel Data Analysis from the University of Essex, and a PhD in Social and Economic Research from the Institute for Social and Economic Research at The University of Queensland.

His research revolves around issues of gender, work and families, with an interest in the production and reproduction of gender inequalities at home and at work.

Yangtao is a Postdoctoral Research Fellow at the Institute for Social Science Research, The University of Queensland. His background is in social statistics and sociology, and his research is on social and economic inequality and mobility, social networks and subjective wellbeing, education, and disadvantage.

Identifying the factors that produce and reproduce social and economic inequality within society is a long-term goal within the social sciences. The characteristics of one's family of origin (for example, the education, occupation, income, country of origin or marital status of one's parents), collectively referred to as 'family background', are known to play a significant role in (re)producing inequality. Advantaged parents raise advantaged children. However, identifying family background as a factor contributing to inequality is only half of the task that we, social scientists, seek to accomplish. The second half, arguably the most important and challenging half, is to understand how this process comes about. That sort of knowledge is fit-for-purpose to be used by policymakers to decide how to best allocate finite government resources to foster change and break the cycle of disadvantage. At the Life Course Centre, we are aware of the critical importance of understanding the 'how' as a means to improve policymaking aimed at tackling intergenerational disadvantage.

One approach taken by the Centre's researchers is to focus on empirically identifying mechanisms that may, or may not, drive the associations between family background and the outcomes of the next generation. A case in point is recent research by Life Course Centre Fellow Schurer. Her work, featured in our own *Working Paper Series*,⁹ not only shows a relationship between adverse childhood experiences and adult-life socioeconomic outcomes, it also demonstrates that this relationship runs through child neglect and maltreatment.

Similarly, a 2017 study by Centre Fellows Tomaszewski, Perales and Xiang first identified low socioeconomic background as a deterrent to university participation.¹⁰ Critically, the study then went on to prove that offering career guidance to disadvantaged students 'boosted' their chances of subsequently enrolling in university, thus pointing to a clear policy lever to reduce intergenerational disadvantage.

Another way in which Centre researchers pay attention to the 'how' in processes contributing to intergenerational socioeconomic disadvantage is by undertaking research aimed at explicitly evaluating the efficiency and effectiveness of social and policy interventions that can be applied to reduce it. A recent example is the ground-breaking work by Partner Investigator Dr Orla Doyle.¹¹ In evaluating a social intervention implemented within a disadvantaged community in Dublin, she found strong evidence that continued government investments in parenting in the first 2000 days of the child's life lead to important developmental improvements and a reduction in early life-course inequalities. In another 2017 working paper, Life Course Centre student Hoffman and Centre Fellow Vidal reviewed the breadth of Australian social interventions that have been deployed to improve the wellbeing of teenage mothers and their children.¹²

As we enter 2018 and our research programs mature, we should expect even more of the Centre's work to be aimed at furthering our understanding of the mechanisms linking family background to social disadvantage, and the specific policies and programs that governments and other stakeholders can apply to reduce inequality in Australian society.



⁹ Schurer, S., & Trajkovski, K. (2018). Understanding the mechanisms through which adverse childhood experiences affect lifetime economic outcomes. *Life Course Centre Working Paper Series*, 2018–04.

¹⁰ Tomaszewski, W., Perales, F., & Ning, X. (2017). Career guidance, school experiences and the university participation of young people from low socio-economic backgrounds. *International Journal of Educational Research*, 85, 11–23.

¹¹ Doyle, O. (2017). The First 2,000 days and child skills: Evidence from a randomized experiment of home visiting. *Life Course Centre Working Paper Series*, 2017–13.

¹² Hoffmann, H., & Vidal, S. (2017). Supporting teen families: An assessment of youth childbearing in Australia and early interventions to improve education outcomes of young parents. *Life Course Centre Working Paper Series*, 2017–12.

FAMILY STRUCTURE AND CHILDHOOD MENTAL DISORDERS: NEW FINDINGS FROM AUSTRALIA

Compared to children living in original families, children in one-parent, blended, and step families experienced a higher prevalence of mental disorders. Among children whose parents separated, the time since separation was not statistically significantly related to the prevalence of mental disorders.

Although we are unable to assess causality, our findings highlight the strength of the association between family structure and child and adolescent mental health. They also stress the need for programs to support children, parents, and families in non-traditional family types to reduce mental health inequalities in childhood and later life.

Perales, F., Johnson, S. E., Baxter, J., Lawrence, D., & Zubrick, S. R. (2016). Family structure and childhood mental disorders: New findings from Australia. *Social Psychiatry and Psychiatric Epidemiology*, 52(4).

THE SCARRING EFFECTS OF FATHER'S UNEMPLOYMENT? JOB-SECURITY SATISFACTION AND MENTAL HEALTH AT MIDLIFE

This research finds that early-life paternal unemployment is linked to worse midlife mental health. It also supports the argument that perceptions and satisfaction with employment are shaped by individuals' backgrounds and experiences, with father's unemployment negatively associated with satisfaction with one's job security in midlife.

Lam, J., & Ambrey, C. L. (2017). The Scarring Effects of Father's Unemployment? Job-Security Satisfaction and Mental Health at Midlife. *The Journals of Gerontology: Series B*, gbx117.

MENTAL DISORDERS IN AUSTRALIAN 4- TO 17- YEAR OLDS: PARENT-REPORTED NEED FOR HELP

Many mental health problems have onset in childhood and adolescence, making this a critical stage for early intervention to reduce the burden of mental health problems in the community.

Parent perceptions of need for mental health services for their child are an important source of information for guiding service planning and development. Parents of 79 per cent of 4- to 17-year-olds with mental disorders reported that their child needed help, and of these, only 35 per cent had their needs fully met.

Many children and adolescents meeting Diagnostic and Statistical Manual of Mental Disorders, 4th edition criteria for mental disorders, have a completely unmet need for help, especially those with conduct disorders. Even with mild disorders, lack of clinical assessment represents an important missed opportunity for early intervention and treatment.

PARENT PERCEPTIONS OF NEED FOR MENTAL HEALTH SERVICES FOR THEIR CHILD



Figure 6. Parent perceptions of need for mental health services for their child.

Johnson, S. E., Lawrence, D., Sawyer, M., & Zubrick, S. R. (2017). Mental disorders in Australian 4- to 17-year olds: Parent-reported need for help. *Australian & New Zealand Journal of Psychiatry*.

FOR THE SAKE OF THE CHILDREN?

The family home provides a significant source of stability in children's lives and is critical for their general wellbeing. With the majority of Australian children experiencing a relocation of the family home by age 11, it is important to understand the potential developmental impact this disruption may have, and the subsequent effect on school performance. Life Course Centre research examines the association between residential relocations and academic performance across early and middle childhood. Consistent with American research, the findings indicate a modest association, inasmuch that frequent residential mobility relates to poor academic performance, but the association is largely due to (family and home) circumstances entangled with other significant disadvantages of the families. Some of the potentially negative consequences may be negated by focusing on improving disadvantage, thereby reducing the need for frequent family relocation.

Vidal, S., & Baxter, J. (Forthcoming in *Longitudinal and Life Course Studies*). A Longitudinal Analysis of Residential Relocations and Academic Performance of Australian Children. *Life Course Centre Working Paper Series*, 2016–14.

UNIVERSITY PARTICIPATION AMONG YOUNG PEOPLE FROM LOW SOCIOECONOMIC BACKGROUNDS

University participation is a strong predictor of labour-market success, personal health and wellbeing, and positive social outcomes. Life Course Centre researchers leverage contemporary longitudinal data from a representative Australian sample of students and event-history regression models to examine the associations between socioeconomic background and students' chances of enrolling at university. They find evidence that a low socioeconomic background reduces the chances of university participation, whereas receipt of career guidance and positive school experiences increase these chances. Importantly, school factors more strongly predict subsequent university participation among young people from low socioeconomic backgrounds. These findings suggest that policy initiatives aimed at improving school factors will result in expanded university enrolments, and smaller enrolment gaps between young people from advantaged and disadvantaged social strata.

Tomaszewski, W., Perales, F., & Xiang, N. (2017). Career Guidance, School Experiences and the University Participation of Young People from Low Socio-Economic Backgrounds. *International Journal of Educational Research*, 85, 11–23.

QUESTION 3:
HOW CAN WE BEST DESCRIBE THE
PROCESSES OF RELATIONSHIP FORMATION
AND DISSOLUTION AND INTERVENE TO MODIFY
THOSE THAT PRODUCE SUB-OPTIMAL LIFE
COURSE TRAJECTORIES?



BY DR MARTIN O'FLAHERTY

Martin completed his studies at The University of Queensland and has worked on several projects focused on aspects of public health, including physical activity in middle-aged Queenslanders, adolescent substance use and use of allied health care. He is also interested in applied statistical methods for the social sciences.

Martin has extensive high-level experience in quantitative analysis and data collection and substantial experience managing large projects, and diverse stakeholder groups.

Long-term romantic partnerships represent a key plank in the life course. There is little doubt that when these relationships work well they bring with them important benefits, including greater financial stability, social integration, practical support, and better emotional and physiological health. Equally, however, relationship breakdown and the accompanying conflict, financial hardship, and instability are likely to have detrimental consequences for both partners and children of the relationship. For instance, Ribar, Sanders, and Thibout¹³ show that parental relationship dissolution is linked to a range of poorer academic and socio-emotional outcomes in adolescence;

while Moschion and van Ours¹⁴ find that a majority of those experiencing homelessness nominate family breakdown or conflict as the primary reason, and that parental separation increases the odds of their children experiencing homelessness.

Improving relationship quality and ameliorating the negative consequences of relationship breakdown are, therefore, important targets for policy. Life Course Centre research has made important strides in addressing these issues during the past year. With respect to identifying the causes of relationship breakdown, one theme to emerge from this work is the importance of persistent gender inequalities as a source of conflict between partners. This point is exemplified by Ruppner, Branden, and Turunen's research on the housework patterns of Swedish couples.¹⁵ Using longitudinal couple data, they find that women who report performing a higher percentage of housework are less satisfied with the quality of their relationships, and couples where this is the case are more likely to separate. Interestingly, separation risk was also elevated when the male partner attributed a smaller share of housework to the female partner than she reported for herself, suggesting that failure to recognise and value unpaid contributions to the household is a likely source of discord among couples.

Kabatek and Ribar also touch on the theme of gender inequalities in their work on the sex of children as a risk factor for divorce.¹⁶ They employ Dutch register data to document the effect of having a female first child on divorce and elucidate possible mechanisms for the effect. They extend previous work by showing that although couples with daughters do experience a higher likelihood of separation, this effect is limited to the teenage years, and is most pronounced when the father grew up without sisters or is from an ethnic background where more conservative gender norms prevail. This suggests, therefore, that mismatched norms and expectations for teenage girls (between parents or in the father-daughter dyad) is the most likely culprit behind the observed effect.

Strategies aiming to shift gender norms towards greater gender egalitarianism, therefore, represents one plausible avenue for policymakers to improve relationship quality and reduce the prevalence of relationship breakdown. This includes changing norms and attitudes both to encourage more equitable distributions of unpaid labour in the household, and where housework is shared unequally, support valuing and recognition of unpaid labour. At the micro-level, programs that equip parents with the tools to navigate conflict with their spouse and with their children (such as the Triple P initiative) will likely carry important dividends for longer-term family wellbeing and stability.

¹³ Ribar, D., Sanders, S., & Thibout, C. (2017). *Dissolution, Conflict and Australian Children's Developmental Outcomes*.

¹⁴ Moschion, J., & van Ours, J. (2017). Do childhood experiences of parental separation lead to homelessness? *Life Course Centre Working Paper Series*, 2017–10.

¹⁵ Ruppner, L., Branden, M., & Turunen, J. (2016). Does unequal housework lead to divorce? Evidence from Sweden. *Sociology*.

¹⁶ Kabatek, J., & Ribar, D. (2017). Teenage Daughters as a Cause of Divorce. *Life Course Centre Working Paper Series*, 2017–16.

NO. 4 IN THE TOP LIFE COURSE CENTRE ARTICLES FOR 2017 BASED ON ALTMETRICS!

DOES UNEQUAL HOUSEWORK LEAD TO DIVORCE? EVIDENCE FROM SWEDEN

69

Inequality in housework has serious consequences for relationship quality and stability. We find women's housework reports drive these relationships, with important consequences for men's relationship satisfaction and women's relationship commitment. Mismatch in couples' housework reports, especially when men discount women's contributions, increases the risk of divorce.

Women who report performing more housework are less likely to be satisfied with their relationships, and are more likely to consider breaking up. These unions are also more likely to dissolve.

Ultimately, our results indicate that housework inequality has detrimental consequences on relationship stability indicating increased importance of men's equal contributions.

Ruppanner, L., Branden, M., & Turunen, J. (2017). Does Unequal Housework Lead to Divorce? Evidence from Sweden. *Sociology*, 52(1).

DOES PARENTHOOD CHANGE ATTITUDES TO FATHERING? EVIDENCE FROM AUSTRALIA AND BRITAIN

Understanding attitude changes across the transition to parenthood is essential to understanding why couples' divisions of labour become more traditional with parenthood. It is particularly significant that whereas both Australian and British men appear to become more inclined to believe that a father should be involved in the care and upbringing of their young children after experiencing parenthood Australian women become less predisposed to agree.

Life course transitions (in particular the experience of parenthood) have the transformative power to produce long-lasting shifts in an individual's worldview. Particularly, we find that attitudes to fatherhood change after the birth of a first child. Broadly, this finding adds to a growing pool of evidence demonstrating that individuals' gender-related attitudes are not fixed, but flexible and malleable, and can be altered by the experience of life course events and transitions.

Buchler, S., Perales, F., & Baxter, J. (2017). Does Parenthood Change Attitudes to Fathering? Evidence from Australia and Britain. *Sex Roles*, 77(9–10).

TEENAGE DAUGHTERS AS A CAUSE OF DIVORCE

Based on an analysis of registry data in The Netherlands, this paper studied more than two million marriages over a period of 10 years.



0–12 YEARS:
RISK OF DIVORCE
0%

NUMBER 1

Up to the age of 12, the gender of a child has no influence over the parents' divorce risks.



TEENS:
RISK OF DIVORCE
5%

NUMBER 2

Throughout the teens, parents of first-born girls face 5 per cent higher risks of divorce than parents of first-born boys.



15 YEARS:
RISK OF DIVORCE
10%

NUMBER 3

At the age of 15, the risk of divorce faced by parents of girls is almost 10 per cent higher than that faced by parents of similarly aged boys.

Kabatek, J., & Ribar, D. C. (2017). Teenage Daughters as a Cause of Divorce. *Life Course Centre Working Paper Series*, 2017–16.

NO. 5 IN THE TOP LIFE COURSE CENTRE ARTICLES FOR 2017 BASED ON ALTMETRICS!

SEXUAL IDENTITY AND RELATIONSHIP QUALITY



Same-sex couples have been the subject of intense media and political debate in recent years, primarily in relation to formal rights to marry and raise children. Life Course Centre research finds that there is robust evidence to combat deep-rooted and erroneous social perceptions of same-sex relationships being conflictual, unhappy, and dysfunctional. Relationship quality in same-sex couples was as high as in heterosexual couples in the United Kingdom, and higher in Australia.

The lowest relationship quality in both countries was reported by bisexual individuals. These findings support policies that seek to legalise same-sex marriage and parenting rights. They also highlight the need to give further attention to bisexual individuals as a distinct group because their outcomes are comparatively poor.

Perales, F., & Baxter, J. (2017). Sexual Identity and Relationship Quality in Australia and the United Kingdom. *Family Relations*.

QUESTION 4:

HOW CAN WE DEVELOP EFFECTIVE DATA AND INFORMATION SYSTEMS THAT ALLOW US TO TRANSLATE FINDINGS INTO RELEVANT AND TIMELY POLICIES, PRACTICES AND SERVICES?



BY FRANCIS MITROU

Francis is an economist. He initially trained at the Australian Bureau of Statistics on a range of economic and social survey vehicles and datasets before entering research full time. He has many years' experience in the conduct and analysis of large-scale population surveys, analysis of linked administrative data, Indigenous statistics, and economic evaluation with a focus on child and adolescent mental health and life course trajectories.

His research goal is to make a positive difference in the lives of disadvantaged children and families through the application of a life course approach to human capability research, whereby targeted population intervention can prevent entrenchment of costly disadvantage. Collaboration through the Life Course Centre supports this goal.

Addressing deep and persistent disadvantage requires policies and interventions that are based on the best possible evidence. An ongoing issue for policymakers and service organisations has been a lack of timely, high-quality data to identify groups in need of support and understand their overarching characteristics. Furthermore, a lack of reliable evidence of program effectiveness has hampered delivery of targeted social interventions to those who need them most.

A key mission of the Life Course Centre has been to work with government and non-government (NGO) partners to develop better access to high-quality data and analytic tools that support Australian policymakers with decision-making and policy development for vulnerable populations. We have achieved this by developing a number of projects across the Centre, with both government and NGO partners, to deliver outputs that are relevant to policy and practice. Examples include the following:

DATA FOR POLICY GROUP

The Centre has been working with multiple state and federal government human services and statistical agencies, harnessing the power of Commonwealth administrative data to create transformational policy among disadvantaged populations. This has included the Centre advising on Commonwealth data structures and protocols in this burgeoning area of social research infrastructure. Relationships developed since the formation of the Data for Policy Group in 2014 have led directly to the initiation of several projects, listed below.

NOT IN EMPLOYMENT, EDUCATION OR TRAINING IN AUSTRALIA

Australian adults who are not in employment, education or training (NEET) represent a significant proportion of income-support recipients, yet little is known about them, especially NEETs aged over 30 years. This project seeks to close this knowledge gap by using linked Commonwealth administrative data from the Australian Bureau of Statistics (ABS) and the Department of Social Services (DSS) to answer a range of research questions about NEETs.

EVIDENCE FOR POLICYMAKERS! INCLUDE MOBILE PHONE NUMBERS IN YOUR PHONE SURVEYS!

INCLUDING MOBILE-ONLY TELEPHONE USERS IN A STATE-WIDE PREVENTIVE HEALTH SURVEY

There is a rapidly growing proportion of adults who are only contactable via mobile telephone, so the exclusion of a mobile-only group leads to biases in health prevalence estimates. Weighting and controlling for age differences does not correct for these biases. Therefore, the inclusion of mobile telephones in standard telephones surveys is important for obtaining valid, reliable and representative data to reduce bias in health prevalence estimates.

Baffour, B., Roselli, T., Haynes, M., Bon, J. J., Western, M., & Clemens, S. (2017). Including mobile-only telephone users in a state-wide preventive health survey. Differences in the prevalence of health risk factors and impact on trends. *Preventive Medicine Reports*, 7, 91–98.

ACCESS TO OPPORTUNITY

The overarching goal of this partnership with the DSS is to use departmental policy and targeted intervention to reduce the impact of disadvantage on DSS payment recipients in areas such as housing affordability, joblessness, and family cohesion.

ABS-DSS DATA ACCESS PILOT

The Centre has been engaged as an early partner in the testing and development of safe remote access to integrated ABS-DSS data for research, via an ABS secure server. There are two stages in this project: assessing the feasibility of accessing and preparing the data for analysis; and undertaking analyses for proof-of-concept case studies.

STANFORD UNIVERSITY ADMINISTRATIVE DATA WORKSHOP

An international workshop was initiated and co-sponsored by the Centre in 2017 to discuss strategies to enhance productive partnerships and communication with stakeholders, as well as skills and capacities required to realise the benefit of existing data while safeguarding the privacy of individual records. It was a great success and may lead to further international collaborations in the areas of data infrastructure and policy translation.

Each of these projects helps the Life Course Centre to deliver on its goal of developing effective data and information systems that support policy translation in a timely and effective manner.

RELATIONSHIP SEPARATION AND LENGTH OF TIME IN RECEIPT OF INCOME SUPPORT PAYMENTS

The Life Course has worked closely with the Australian government to build the case for more open public sector data, to trial different methods of accessing and analysing administrative data, and to produce a number of proof-of-concept reports and papers that highlight the strengths and limitations of administrative data. One such project involved close collaboration with the Australian Government Department of Human Services (DHS) where administrative data was used to examine the association between income support and relationship breakdown. In this case, one of our Research Fellows, Dr Melanie Spallek, was offered a placement at the Brisbane DHS office to access data on income support payments in a secure environment. All analyses were then able to be checked and approved by DHS staff. Analyses of the full population of income support recipients were compared to results from the Households, Income and Labour Dynamics in Australia (HILDA) data to investigate the strengths and limitations of the administrative data.

The results indicated similar patterns for both datasets with individuals who experience relationship breakdown much less likely to exit income support than those who do not. But due to the much smaller number of people in the HILDA sample on income support and experiencing relationship breakdown, the results are not statistically significant and it is not possible to draw strong conclusions. One of the strengths of administrative data is information on hard-to-reach minority groups. DHS has data records on more than 8 million people who are currently actively receive welfare payments. This is in addition to the millions of historical records for people who are no longer receiving welfare payments. This data is relatively untapped in terms of its capacity to address important social research and policy questions related to improving life outcomes for Australians.

'Rather than offering affordable housing to end homelessness, the Gain model rejects wraparound support and instead aims to create conditions for people to improve their lives so that they access housing and other resources without the future need of social services.'

DELIVERING SOCIAL SERVICES

Premised on service users as people rather than clients, this Life Course Centre research challenges the idea that more social services are required to assist people who are experiencing material deprivation. Social work rarely considers how the delivery of social services shapes the behaviours of, and potentially creates dependencies for, people receiving services. This research challenges social work to develop a clear narrative about people with the desire and potential to live optimistically aspirational lives, and suggests a view of an autonomous good life that is at odds with the conditions and even resources associated with accessing social services.

Parsell, C., Stambe, R., & Baxter, J. (2017). Rejecting Wraparound Support: An Ethnographic Study of Social Service Provision. *British Journal of Social Work*.

'In Australia, responding to social problems with wraparound support is the norm.'

PROGRAM TWO: HUMAN CAPABILITIES

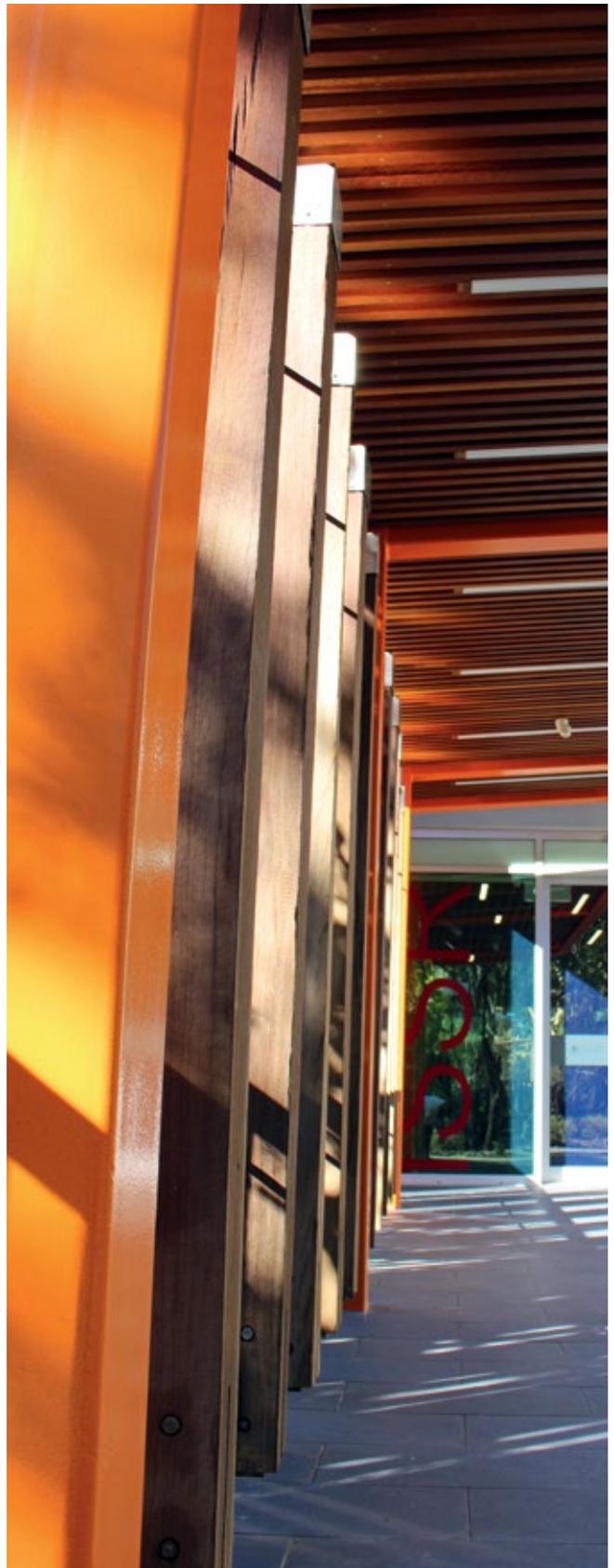


INTRODUCTION BY PROFESSOR DEBORAH COBB-CLARK

Across the globe there is a growing divide between the wellbeing of those at the top of the socioeconomic ladder and those at the bottom. Australia is no exception. Rising inequality pulls the rungs of the socioeconomic ladder further apart, reducing intergenerational mobility by making it harder for poor children to avoid becoming poor adults. Today, young Australians are four times more likely to be on income support if they grow up in a family that is heavily reliant on income support than if they grow up in a family that never receives income support.

The aim of the Life Course Centre's Program on Human Capabilities is to enhance the capacity of families, schools, labour markets, and communities to build and support the human capabilities of Australian children. Developing the human capabilities of all children – including those experiencing social and economic disadvantage – is a critical step in ensuring that poor children do not lose the race before it is run.

The Human Capabilities Program has adopted a broad, comprehensive, and multidisciplinary approach to tackling the complex challenges that deep and persistent disadvantage presents for successful child development. Children's life chances are tightly tied to the family circumstances into which they are born. Consequently, researchers are moving beyond a narrow focus on traditional tax-and-transfer programs in order to identify new and creative approaches to supporting disadvantaged families.



QUESTION 5:

CAN WE CHANGE THE WAYS IN WHICH DISADVANTAGE IS TRANSMITTED IN POPULATIONS, FAMILIES AND INSTITUTIONS OVER A CHILD'S EARLY CHILDHOOD TO BREAK THIS CYCLE AND IMPROVE DEVELOPMENTAL OUTCOMES?



BY DR JACK LAM

Jack is a life course scholar who conducts research on paid employment, caregiving, health and wellbeing. His research so far examines changing dynamics in the workplace, and in households and families, and the implications of this for inequality. He has an interest in understanding and explaining how disadvantage may arise through existing institutional arrangements, and in carrying out research that could inform public and organisational policies. His latest research focuses on issues around chronic illness, elder-care, and active ageing.

Early childhood is a vulnerable period during which children are reliant on their caregivers. Nevertheless, as families vary in their backgrounds and levels of resources, parents often differ in how they are able to provide care for their children. Life Course Centre researchers have been actively documenting how parents vary in the way they provide informal care for their children, or how they access formal care, thereby underscoring the different domains in which advantage and disadvantage can be transmitted over a child's early childhood.

One theme that runs through the existing Centre research has been on the quality of, and the likelihood of participating in, formal childcare and preschool by young children in Australia, and the consequences of this.

Kalb reviewed existing studies as well as drawing on data sources to examine differences in the use of quality childcare and preschool.¹⁹ She highlights the lower usage of formal childcare and preschool for children from low-income and Indigenous families, and the higher usage by advantaged families. Given that making use of formal care is associated with better child outcomes, this may be one way to help to close the gap between advantaged and disadvantaged children.

In addition to improving child outcomes, formal care centres may be an entry point for families in disadvantaged communities to access a wide range of services and support. Using a mixed methods approach, Taylor and colleagues examined child and family centres in two regional and disadvantaged Tasmanian communities.²⁰ Established as a whole-of-government initiative, these centres aimed to provide a wide range of services for the families of children from pregnancy to age five. Drawing on focus groups, interviews and surveys, they report that these centres were able to help parents overcome barriers to their engagement by developing positive child, family, school and community connections.

Beyond the domain of formal care, informal care and parent-child interactions are also important. Another theme in the Centre's research is how disadvantage may arise due to restrictions in parental involvement, attributed in at least one way to parental employment. Parental employment may have consequences for child wellbeing, although research is still evolving; findings suggest that the link is often complex. For example, this relationship may vary contingent on the age of the child. There also needs to be an understanding of the balance that parents often make, between having the economic resources afforded by employment, and having to reduce the time spent with their children.

Drawing on data from the United Kingdom and Australia, Lombardi and Coley find little association between maternal employment, which began in the first two years after childbirth and children's cognitive skills development after entry into first grade.²¹ Using Australian data of children between the ages of four to nine years, however, Lam and colleagues find that longer maternal work hours were related to greater child behavioural problems.²² This suggests that more research is still needed in this area.

In the future, Life Course Centre researchers will continue to be actively engaged in understanding how advantages and disadvantages are transmitted in early childhood, and how to ensure that all children reach their full potential.

¹⁹ Kalb, G. (2017). Australian children growing up with opportunity. *The Australian Economic Review*, 50(3), 329–37.

²⁰ Taylor, C. L., Jose, K., van de Lageweg, W. I., & Christensen, D. (2017). Tasmania's child and family centres: a place-based early childhood services model for families and children from pregnancy to age five. *Early Child Development and Care*, 187(10), 1496–1510.

²¹ Lombardi, C. M., & Coley, R. L. (2017). Early maternal employment and children's academic and behavioural skills in Australia and the United Kingdom. *Child Development* 88(1), 263–281.

²² Lam, J., O'Flaherty, M., & Baxter, J. (2017). Dynamics of parental work hours, job security, and child behavioural problems in Australian dual-earner families. *Child Indicators Research*.

AUSTRALIAN CHILDREN GROWING UP WITH OPPORTUNITY

Some children have many opportunities provided to them in the environment in which they are growing up, while other children may have none and instead face many challenges. As a result, by the time children enter compulsory schooling a large gap can already be observed between children with many opportunities compared to the children facing many challenges.

Childcare is usually seen as having a two-fold objective. First, it enables parents with young children to participate in the labour force. Second, and no less importantly, it has the potential to provide a high-quality educational and social environment, complementing the home environment, where children can (start to) learn important life skills.

There is a need for generous subsidisation of high-quality formal childcare and preschool for all low-income families.

Kalb, G. (2017). Australian Children Growing Up with Opportunity. *Australian Economic Review*, 50(3).

PARENTAL WORKING HOURS AND CHILD BEHAVIOUR

Families and workplaces have undergone many changes in recent decades prompting much-needed research on the associations between current work and family arrangements and a range of outcomes, including outcomes for children. Life Course Centre research tests whether parental employment conditions are associated with child behavioural problems in 6,674 Australian dual-earner families and finds that longer maternal work hours and lower paternal job security are associated with greater child behavioural problems, even in a select, relatively privileged sample of dual-earner families.

Lam, J. O'Flaherty, M., & Baxter, J. (2017). Dynamics of Parental Work Hours, Job Security, and Child Behavioural Problems in Australian Dual-earner Families. *Child Indicators Research*.

THE TOP LIFE COURSE CENTRE ARTICLE FOR 2017 BASED ON ALTMETRICS!



BREASTFEEDING, COGNITIVE AND NONCOGNITIVE DEVELOPMENT IN EARLY CHILDHOOD: A POPULATION STUDY

The aim of this study was to investigate the impact of breastfeeding on children's cognitive and noncognitive development at three and five years of age.

Although one positive benefit of breastfeeding was found by using propensity score matching, the effect size was modest in practical terms. No support was found for statistically significant gains at age five years, suggesting that the earlier observed benefit from breastfeeding may not be maintained once children enter school.

Girard, L., Doyle, O., & Tremblay, R. E. (2017). Breastfeeding, Cognitive and Noncognitive Development in Early Childhood: A Population Study. *Pediatrics*.

QUESTION 6:

HOW CAN STUDENT, PARENT AND TEACHER ATTITUDES, EXPECTATIONS AND ABILITIES, OR SCHOOL RESOURCES, OR THE INFLUENCES OF PEERS AND THE ROLE OF SCHOOLS BE USED TO CHANGE THE TRANSMISSION OF DISADVANTAGE?



BY KIRSTEN HANCOCK

Kirsten is a Research Fellow focusing on intergenerational disadvantage, child capability development and education throughout childhood and adolescence. She has been a researcher at Telethon Kids Institute since 2010. She has a background in psychology, child development and social statistics and investigates a wide range of issues around child development, particularly for vulnerable children and those in families with multiple generations of mental health issues and disadvantage.

Her work involves using a range of longitudinal modelling techniques to examine how child health, social-emotional wellbeing and cognitive outcomes develop over time alongside changes in the child's family and environment.

Known as the 'great equaliser', education provides an opportunity for all children – irrespective of their background – to build the skills they need to participate in society throughout their lives. Despite the good intent, however, our education system has not delivered equal outcomes for a significant minority of students for a long time.

There are many reasons why disadvantaged children can get left behind at school. One challenge is that students spend approximately 20 per cent of their waking hours at school. This is surely a sizable opportunity to shape individual life course trajectories. But to have any chance of overcoming the gaps that emerge in the other 80 per cent of a child's available hours, what schools deliver in that 20 per cent must be nothing short of excellent.

Critically, students need to show up on a regular basis to realise any of the benefits that education provides. As a key ingredient for school success and the associated onward opportunities, student absences and truancy were a research focus for several Life Course Centre researchers in 2017.

Deborah Cobb-Clark and co-authors showed that the introduction of an income management scheme in the Northern Territory saw children's attendance rates decrease by 3 percentage points in highly disadvantaged communities that already had very low attendance rates.²³

Another study set out to understand if population-level attendance interventions (such as welfare suspension) could realistically improve school attendance given the diversity of factors driving student absences.²⁴ It was found that of the 9 per cent of primary school students who were persistently absent from school over a six-year period, 30 per cent had very few of the 19 social and economic risk factors examined. A further 11 per cent experienced financial constraints only, 32 per cent experienced difficulties like poor health, mental health, or child development issues (but not financial constraints), and 28 per cent of persistently absent students were overwhelmed by multiple and wide-ranging economic, social, and child development constraints. The study highlights that the drivers of non-attendance are diverse, making it very hard to address absenteeism using broad policy initiatives, because they may not be nuanced enough to capture individual student or family circumstances.

The self-reported reasons for missing school among 14- to 15-year olds were the subject of a further study.²⁵ As expected, illness was the most common reason, but other reasons included family events, tiredness, stress, anxiety, or depression. Fewer than 10 per cent of these adolescents said they had an absence without parent consent, and only 6 per cent indicated that their absences related to school or social problems.

THESE LIFE COURSE CENTRE STUDIES HIGHLIGHT SEVERAL IMPORTANT CONSIDERATIONS:

- While absenteeism is more common among socioeconomically disadvantaged students, absentee students are a diverse population who miss school for a wide range of reasons.
- Broad policy responses are unlikely to be nuanced enough to respond to the many reasons, both reasonable and unreasonable, that students, and their families, have for missing school.

- Addressing absenteeism therefore requires an individual focus that addresses the specific needs of students and their families. The ABILITY School Engagement Program (ASEP), led by Centre Chief Investigator Lorraine Mazerolle, is a good example of identifying the steps and supports that individual families need to reduce truancy among at-risk adolescents.²⁶

Beyond school attendance, the Centre conducts a broad education research program, examining what our schools and education system can do with their 20 per cent of a child's waking hours to reduce transfers of disadvantage across generations. These include studies of principal leadership, school climate, parent engagement, and school experiences. In the coming years, the Centre's researchers will integrate their research findings about the multiple contributors to educational inequality in Australia to identify where significant and sustained change might be made.



QUESTION 7:

CAN WE REDUCE THE LIKELIHOOD THAT YOUNG PEOPLE GROWING UP IN HOUSEHOLDS RECEIVING PUBLIC ASSISTANCE WILL REQUIRE INCOME SUPPORT AS ADULTS?



BY DR SARAH C. DAHMANN AND DR NICOLÁS SALAMANCA

Sarah joined the University of Sydney as a Research Fellow at the School of Economics in March 2017. She completed her PhD in Economics at Freie Universität Berlin, focusing on education economics. In her dissertation she identified causal effects of schooling on skills and health.

Before joining the University of Sydney, Sarah worked at the German Institute for Economic Research (DIW Berlin) in the Socio-Economic Panel (SOEP) Department and was a member of the DIW Berlin Graduate Center.

Sarah's current research interests are intergenerational mobility, social and economic disadvantage, skill formation, and policy evaluation.

²³ Cobb-Clark, D. A., Kettlewell, N., Schurer, S., & Silburn, S. R. (2017). The effect of quarantining welfare on school attendance in Indigenous communities. *Life Course Centre Working Paper Series*, 2017–22.

²⁴ Hancock, K. J., Mitrou, F., Taylor, C. L., & Zubrick, S. R. (in press). The diverse risk profiles of persistently-absent primary school students: Implications for attendance policies in Australia. *Journal of Education for Students Placed at Risk*.

²⁵ Hancock, K. J., Gottfried, M. A., & Zubrick, S. R. (2018). Does the reason matter? How student-reported reasons for school absence contribute to difference in achievement outcomes among 14–15 year olds. *British Educational Research Journal*.

²⁶ Mazerolle, L., Antrobus, E., Bennett, S., & Eggin, E. (2017). Reducing Truancy and Fostering a Willingness to Attend School: Results from a Randomized Trial of a Police-School Partnership Program. *Prevention Science*, 18(4).



Nicolás joined the Melbourne Institute as a Research fellow in August 2014 and is part of the Economic and Social Disadvantage Program. He completed his PhD in Economics at Maastricht University, focusing on the measurement of economic preferences and their impact on household portfolio choice.

He previously worked at the Research Centre for Education and the Labour Market (ROA) of Maastricht University as a research assistant under the Royal Netherlands Academy of Arts and Sciences (KNAW) program, and then during his PhD as a part of their contract research team. His research interests include economic preferences, behavioural economics, labour economics, socioeconomic disadvantage, discrimination, household portfolio choice, background risk, retirement decisions, and applied microeconometrics.

Across the globe there is a growing divide between the wellbeing of those at the top of the socioeconomic ladder and those at the bottom. Despite tremendous economic growth, more than 75 per cent of people in developing countries are living in societies that are more unequal today than they were in the 1990s. The link in social and economic wellbeing across generations makes it very difficult to design a fair and efficient system of public assistance. However, to address the question of whether and how policies can be used to reduce intergenerational dependence in public assistance – the fact that parents who receive public assistance tend to have children who also receive it – we first need a deeper understanding of the reasons why disadvantage passes on from parents to their children.

Earlier Life Course Centre research showed just how little we know about intergenerational dependence in Australia and how important it is to learn more about it using cutting-edge data.²⁷

In a study authored by Cobb-Clark, Dahmann, Salamanca and Zhu this was done by examining the factors underlying intergenerational dependence, analysing the correlation between parents' and their adult children's receipt of public assistance across different assistance programs.²⁸ We used Centrelink records linked over time and within families, giving us detailed public assistance trajectories – across the entire social safety net – for a birth cohort of young adults and their families over an 18-year period. Our strategy was to exploit differences in how strongly linked is the receipt of public assistance between parents and children across programs – which differ in their target population and eligibility rules – to learn about how disadvantage is transmitted.

We found that young people are not only more likely (1.8 times) to need public assistance if their parents have a history of receiving assistance, they also need more intensive support, receiving an additional \$12,000 of public assistance over an eight-year period. The intergenerational dependence is particularly strong in the case of disability payments, payments for those with caring responsibilities, and parenting payments for single parents. For example, parents with disability have children with much more limited life chances. Their children, as young adults, are also more likely to need public assistance because of disability, but they are also more likely to need other types of public assistance such as unemployment benefits. This is consistent with the view that disadvantage affects people in several dimensions at once, an idea that has also been researched by the Life Course Centre in related research.²⁹

SUPPORTING TEEN FAMILIES: AN ASSESSMENT OF YOUTH CHILDBEARING IN AUSTRALIA AND EARLY INTERVENTIONS TO IMPROVE EDUCATION OUTCOMES OF YOUNG PARENTS

While the rate of births to teenage parents continues to decline in Australia, adolescent pregnancy and parenthood remain a core social and public health concern.

Rates of teenage pregnancy and parenthood are at their highest in remote and rural areas, and highest among adolescents who identify as Aboriginal and/or Torres Strait Islander.

Adolescent parenthood is related to complex disadvantage, across multiple forms, including health and wellbeing, education, and employment. The disadvantage is evident prior to childbearing, and is a risk-factor of teenage pregnancy and parenthood. These disadvantages are seen to persist over the mother's life, and may be transmitted to their children.

Hoffmann, H., & Vidal, S. (2017). Supporting Teen Families: An Assessment of Youth Childbearing in Australia and Early Interventions to Improve Education Outcomes of Young Parents. *Life Course Working Paper Series*, 2017–12.

In contrast, other forms of disadvantage, in particular those stemming from parents' unemployment, seem to be easier for young people to overcome.

Overall, the research by Cobb-Clark, Dahmann, Salamanca and Zhu suggests that disparities in young people's outcomes are not simply the result of their, or their parents', differential efforts – unequal opportunities also play a critical role. This calls for an effort to carefully think and enact public assistance policies that level the playing field for children growing up in disadvantaged families.

This study takes a first step in understanding the complex mechanisms linking parents' public assistance receipt to that of their adult children, with the purpose of improving the design of our public assistance policies in Australia. It is crucial to really understand these mechanisms well, since the complexity of poverty and the welfare system can result in well-intended policies having unintended harmful outcomes. Previous Life Course Centre research has shown this to be the case for income management.^{30 31} Therefore, future research will need to identify and study further remedies that can be implemented to promote the life chances of disadvantaged youth and ensure their independence from public support.

²⁷ Perales, F., Higginson, A., Baxter, J., Western, M., Zubrick, S., & Mitrou, F. (2014). Intergenerational Welfare Dependency in Australia: A Review of the Literature. *Life Course Centre Working Paper Series*, 2014–09.

²⁸ Cobb-Clark, D. A., Dahmann, S. C., Salamanca, N., & Zhu, A. (2017). Intergenerational Disadvantage: Learning about Equal Opportunity from Social Assistance Receipt. *Life Course Centre Working Paper Series*, 2017–17.

²⁹ Bubonya, M., Cobb-Clark, D. A., & Ribar, D. (2017). The Bilateral Relationship between Depressive Symptoms and Employment Status. *Life Course Centre Working Paper Series*, 2017–07.

³⁰ Doyle, M-A., Shurer, S. & Silburn, S. (2017). Do Welfare Restrictions Improve Child Health? Estimating the Causal Impact of Income Management in the Northern Territory. *Life Course Centre Working Paper Series*, 2017–23.

³¹ Cobb-Clark, D. A., Kettlewell, N., Schurer, S., & Silburn S. (2017). The Effect of Quarantining Welfare on School Attendance in Indigenous Communities. *Life Course Centre Working Paper Series*, 2017–23.

QUESTION 8:

HOW DO PHYSICAL HEALTH, MENTAL HEALTH AND MENTAL ILLNESS DIFFERENTIALLY IMPROVE OR REDUCE THE CAPABILITIES OF CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES TO PARTICIPATE ECONOMICALLY, SOCIALLY AND CIVICALLY?



BY DR SARAH JOHNSON

Sarah trained in social science and research/evaluation methodology with a focus on population health. She has spent the last 10 years at the Telethon Kids Institute where she completed her PhD on parental time use and wellbeing with subsequent postdoctoral research on parental work patterns and child/adolescent wellbeing.

She spent three years working as part of the team on the design, and implementation of the second Australian Child and Adolescent Survey of Mental Health and Wellbeing (Young Minds Matter). Following that she worked on an ARC-funded project assessing the relationship between maternal alcohol use disorders and educational outcomes in children.

Sarah has recently been appointed as a research fellow for The University of Western Australia node of the ARC Centre of Excellence for Children and Families over the Life Course.

Good health is a key aspect of human capability formation, and health problems can often cluster in disadvantaged families. Disability, physical and mental health problems can affect a child's development in many ways, including poor school attendance and performance, related stress in the family, and social isolation. These factors can restrict labour market and social opportunities for young people as they transition into adulthood. Early identification and sustained evidence-based health interventions, as well as economic and social supports, are therefore critical to minimise the risk of negative long-term effects. Part of the important work of the Life Course Centre is in understanding these trajectories and when and how to intervene.

Physical and mental health problems can often co-occur and may manifest over time. For example, Hancock et al.³² found that 12- to 17-year olds with hearing problems were more than three times as likely to have social phobia or generalised anxiety disorder, even after adjusting for child development, family, and school factors.

Projects focused on school outcomes provide supporting evidence of the need for early identification of health problems. The Hospital School project in Western Australia³³ showed that the decline in long-term attendance trajectories of adolescents with mental health problems occurred long before their contact with mental health services (and continued thereafter). In other work, factors like poor health, mental health (in both parents and/or children) and child disability were found to be far stronger predictors of poor attendance patterns than economic factors alone.³⁴

Parental mental illness is a key risk factor for mental health problems in children, and if severe, can be associated with a number of risk factors, including poverty, family breakdown, and exposure to neighbourhood and housing issues, as seen in nationally representative data of 4- to 17-year olds.³⁵ In longitudinal analysis using data from LSAC, Khanam et al.³⁶ found a small income gradient in child mental health that diminished when considering the effects of factors such as poor maternal mental health and parenting. Christensen et al.³⁷ found that maternal mental health, socioeconomic status, maternal hostility, and child temperament were all independent contributors to child mental health at age four, effects that largely persisted into adolescence. The implications of studies such as these is that policy initiatives aimed at improving parental mental health could contribute to improving child mental health and breaking the cycle of disadvantage in these families.

The family, school and community resources available to the child experiencing disability and/or health problems will make a big difference in their ability to manage their condition and reach their full potential. Life Course Centre researchers are seeking to understand the role of family dynamics (marriage, parenthood, family disruption or breakdown, work and family roles) in the emergence of health problems, as well as the protective effect of family relationships when a member of the family has a chronic health condition. Child health is also linked to their parents' experiences in the labour force. Results from a number of papers highlight the importance of addressing the mental health effects of job loss, barriers to participation in work for those with mental health problems, and the quality of work for those with mental illness.^{38 39 40}

Several published studies in 2017 focused on health risks and problem behaviours among adolescents and young people – including environmental and genetic risks.⁴¹ In ongoing work, a number of the Centre's researchers are undertaking research programs focusing on topics of substance abuse, antisocial behaviour, and mental health in adolescence and early adulthood.



FOURTH MOST CITED ARTICLE FOR 2017!

BOUNCING BACK FROM HEALTH SHOCKS: LOCUS OF CONTROL AND LABOR SUPPLY

When compared with men who have positive control beliefs, often referred to in the literature as having a sense of mastery, men with negative control beliefs are on average 100 per cent more likely to drop out of the labour force – a drop out unrelated to early retirement – and work on average 12 per cent less hours per week the year after a health shock.

These behavioural differences are strongest for men from low socioeconomic backgrounds, who do not have access to private health insurance, or who experience high intensity shocks.

Schurer, S. (2017). Bouncing back from health shocks: Locus of control and labor supply. *Journal of Economic Behavior & Organization*, 133, 1–20.

GENDER DIFFERENCE IN OFFSPRING'S ALCOHOL USE DISORDER BY 21 YEARS: A LONGITUDINAL STUDY OF MATERNAL INFLUENCES

Many studies have addressed the impact of parental alcohol use on alcohol consumption by children. There are, however, few studies examining the gender differences in the association between patterns of maternal alcohol consumption and alcohol use disorder diagnosed in male and female offspring.

A maternal life course pattern of alcohol consumption may have an independent effect on offspring alcohol consumption, with male offspring being more vulnerable to the effects of maternal alcohol use than are female offspring. Programs intended to address alcohol consumption by adolescents and young adults need to focus on the behaviours of both parents, but acknowledge that maternal patterns of alcohol consumption may be particularly important for male offspring.

Tran, N. T., Clavarino, A., Williams, G. M., & Najman, J. M. (2017). Gender Difference in Offspring's Alcohol Use Disorder by 21 Years: A Longitudinal Study of Maternal Influences. *Substance Use & Misuse*.

JOB LOSS AND THE MENTAL HEALTH OF SPOUSES AND ADOLESCENT CHILDREN

Estimates from fixed effects models show that the mental health of women (but not men) declines following a spouse's job loss, but only if that job loss results in a sustained period of non-employment or if the couple experienced prior financial hardship or relationship strain. A negative effect of parental job loss on the mental health of adolescent children is also found, but is restricted to girls.

Bubonya, M., Cobb-Clark, D. A., & Wooden, M. (2017). Job loss and the mental health of spouses and adolescent children. *IZA Journal of Labor Economics*, 6(6).

SECOND MOST CITED ARTICLE FOR 2017!

LOCATING ECONOMIC RISKS FOR ADOLESCENT MENTAL AND BEHAVIORAL HEALTH: POVERTY AND AFFLUENCE IN FAMILIES, NEIGHBORHOODS, AND SCHOOLS

Attending schools with more affluent schoolmates was associated with heightened likelihoods of intoxication, drug use, and property crime, but youth at poorer schools were linked with elevated mental health problems, reporting greater depressive and anxiety symptoms, engagement in violence, and for male adolescents, more frequent violence and intoxication. This suggests that risks are derived from both ends of the economic spectrum.

Coley, R. L., Sims, J., Dearing, E., & Spielvogel, B. (2017). Locating Economic Risks for Adolescent Mental and Behavioral Health: Poverty and Affluence in Families, Neighborhoods, and Schools. *Child Development*.

- ³² Hancock, K. J., Brennan-Jones, R., Vithiatharan, R., Payne, D., Runions, K., Lin, A., & Eikelboom, R. H. (2017). Mental health problems among 4–17 year-olds with hearing problems: results from a nationally representative survey. *Hearing, Balance and Communication*, 15(13), 145–155.
- ³³ Hancock, K. J., & Lima, F. (2017). *The education pathways of students engaged with the School of Special Needs: Medical and Mental Health*. Perth, Telethon Kids Institute.
- ³⁴ Hancock, K. J., Mitrou, F., Taylor, C. L., & Zubrick, S. R. (in press). The diverse risk profiles of persistently-absent primary school students: Implications for attendance policies in Australia. *Journal of Education for Students Placed at Risk*.
- ³⁵ Johnson, S. E., Lawrence, D., Perales, F., Baxter, J., & Zubrick, S. R. (2017). Prevalence of mental disorders among children and adolescents of parents with self-reported mental health problems. *Community Mental Health Journal*.
- ³⁶ Khanam, R., Perales, F., & Nghiem, S. (2017). Sources of variation in the income gradient in child mental health: Evidence from Australia. *Life Course Centre Working Paper Series*, 2017–19.
- ³⁷ Christensen, D., Fahey, M. T., Giallo, R., & Hancock, K. J. (2017). Longitudinal trajectories of mental health in Australian children aged 4–6 to 14–15 years. *PLoS ONE*, 12(11).
- ³⁸ Bubonya, M., Cobb-Clark, D. A., & Wooden, M. (2017). Job loss and the mental health of spouses and adolescent children. *IZA Journal of Labor Economics*, 6(6).
- ³⁹ Bubonya, M., Cobb-Clark, D. A., & Wooden, M. (2017). Mental health and productivity at work: does what you do matter? *Labour Economics*, 46, 150–165.
- ⁴⁰ Bubonya, M., Cobb-Clark, D. A., & Ribar, D. (2017). The bilateral relationship between depressive symptoms and employment status. *Life Course Centre Working Paper Series*, 2017–07.
- ⁴¹ See for example, Coley, R. L., Sims, J., & Carrano, J. (2017). Environmental risks outweigh dopaminergic genetic risks for alcohol use and abuse from adolescence through early adulthood. *Drug and Alcohol Dependence*, 175, 106–118.

PROGRAM THREE: SOCIAL TRANSFORMATION



INTRODUCTION BY PROFESSOR LORRAINE MAZEROLLE

The translation of research into practice forms the key and enduring focus of the Social Transformation Program.

This program seeks to use Life Course Centre research to explore real world ways to lift the performance of whole communities out of deep and persistent disadvantage, and to scale up promising social interventions. Life Course Centre researchers are now deeply embedded in a number of cross-nodal projects that actively seek to raise education performance, reduce crime, improve health and wellbeing, and reduce levels of welfare dependency.

Supported by three of the Life Course Centre's portfolios – Research Infrastructure, Flagship Research, and Social Interventions – the Centre's Executive and Chief Investigators have developed a translation framework to ensure our research has translational pathways to directly intervene and reduce the correlates and consequences of disadvantage.

A key Life Course Centre initiative is the Every Family project, which uses quasi-experimental methods to evaluate the effectiveness of the Triple P-Positive Parenting Program in 38 disadvantaged communities across Queensland, benchmarked against similarly disadvantaged communities in Australia. Using a public health approach to improving parenting, the scaled up, multi-faceted Triple P system aims to create a saturation of positive parenting momentum, such that treated communities are better off across a number of different outcome measures, including lower rates of child maltreatment, fewer hospital emergency admissions, lower levels of out-of-home placements into foster and institutional care, and better school outcomes.

The Life Course Centre is also vested in upscaling the Ability School Engagement Program (ASEP), a police–school partnership program (see following page), with a small, pilot trial showing promise. The ASEP proof of concept trial shows how police and schools can work productively together to reduce offending, increase school attendance, and reduce the negative effects of truanting behaviour.



HIGHLIGHTS

THE AUSTRALIAN SCHOOL ENGAGEMENT PROGRAM

Life Course Centre researchers evaluating the Australian School Engagement Program (ASEP), a key Centre project, have demonstrated the impact of this intervention on a range of outcomes, including truancy and involvement with the criminal justice system.^{42 43 44} In light of these findings, Centre researchers have been liaising with government agencies to scale-up the intervention approach state-wide to expand the impact of the approach through Queensland School Based Police Officers. This project highlights the critical importance of a partnership approach in designing, evaluating, and scaling-up interventions to redress deep and persistent disadvantage.

Truancy is a major social issue that is linked to a range of poor outcomes across the life course, including poor educational outcomes, drug and alcohol abuse, and antisocial behaviour.

The experimental intervention reduced official truancy, facilitated students' willingness to attend school, and improved school attendance perceptions and behaviour. Successful implementation of the ASEP trial required schools and police to build a partnership and support the re-allocation of time, staff, and other resources. This is no easy feat in a context of resource constraints and often competing priorities, processes, and structures. Using school attendance and students' self-report survey data, the research found that the police-school partnership intervention shows promise for reducing truancy and improving students' willingness to attend school.

AWARD FOR OUTSTANDING EXPERIMENTAL FIELD TRIAL

The Australian School Engagement Program Trial team, which includes Professor Lorraine Mazerolle, Dr Sarah Bennett, Dr Emma Antrobus and Elizabeth Eggins, received the outstanding experimental field trial award by the Division of Experimental Criminology of the American Society of Criminology in November 2017.

This award recognises a single research project or program that contributes significantly to criminological research and experimental science. The team undertook a randomised trial research project testing the impacts of a collaborative, police-school partnership approach to reducing truancy and increasing students' willingness to attend school. Interventions included using school-based police officers, introducing programs rewarding good attendance, and other community-based interventions.

FEATURED IN CRIMESOLUTIONS.COM

The Australian School Engagement Program is now featured on the website of crimesolutions.gov — a rigorously evaluated web-based clearing house of programs and practices that is part of the National Institute of Justice in the United States.

Rated as 'promising', this program is a police-school partnership that seeks to improve the legal understanding of truant and antisocial behaviour for students between the ages of 10 and 16 years old and their parents by: raising awareness of truancy laws; fostering perceptions of the legitimacy of the laws; and empowering participants to willingly re-engage with school, and thereby increase their school attendance and reduce truancy.

⁴² Bennett, S., Mazerolle, L., Antrobus, E., Eggins, E., & Piquero, A. R. (2018). Truancy intervention reduces crime: results from a randomised field trial. *Justice Quarterly*, 35(2), 309–329.

⁴³ Mazerolle, L., Bennett, S., Antrobus, E., & Eggins, E. (2017). The coproduction of truancy control: Results from a randomised trial of a police-schools partnership program. *Journal of Research in Crime and Delinquency*, 54(6), 791–823.

⁴⁴ Mazerolle, L., Antrobus, E., Bennett, S., & Eggins, E. (2017). Reducing truancy and fostering a willingness to attend school: results from a randomised trial of a police-school partnership program. *Prevention Science*, 18(4), 469–480.

QUESTION 9:

HOW CAN POPULATION-LEVEL INTERVENTIONS LIFT THE PERFORMANCE OF WHOLE COMMUNITIES IN TERMS OF RAISING EDUCATIONAL PERFORMANCE, REDUCING CRIME, IMPROVING HEALTH AND WELLBEING AND REDUCING LEVELS OF WELFARE DEPENDENCY?



From left to right: Dr Kylie Burke, Professor Janeen Baxter, Dr Lucy Mills, and Professor Matt Sanders at the Ipswich Community and Cocktails Gathering

BY DR KYLIE BURKE

Kylie is a psychologist with 20 years' experience working with parents and families. Her work focuses on supporting parents and children experiencing adversity, including parenting adolescents, supporting parents of children with life-threatening childhood illnesses and the intergenerational effects of social disadvantage. She has extensive experience in training other professionals to better support parents, and is co-author of several programs for parents.

Kylie is currently the Director of a population-based trial of the Triple P-Positive Parenting Program, a multi-level system of evidence-based parenting support. This project targets some of the most disadvantaged and vulnerable families in Australia.

Every Family is a positive example of population-level interventions, in practice.

Every Family is a Life Course Centre study examining the effectiveness of the Triple P-Positive Parenting Program in 33 disadvantaged communities in Queensland. Triple P is an evidence-based parenting program developed at The University of Queensland that provides parents with a layered system of training based on encouraging positive parenting skills. These skills include providing a safe learning environment, consistent rules and discipline, reasonable expectations for child behaviour, and increasing independence and learning to take care of oneself. As a system, Triple P is implemented at different levels of intensiveness, from a light-touch communication strategy, through to intensive family intervention for families that have complex challenges and support needs.

Triple P has been extensively evaluated around the world and found to produce more consistent and better parenting, and better child outcomes. However, our study is innovative because we are interested in how well Triple P works in highly disadvantaged communities, and we also want to see whether there are community-level effects of a widespread program rollout. In particular, if you get a certain level of community 'saturation' with the program, do benefits spill over to families who don't directly receive the parenting program, and can we see these benefits reflected in better outcomes at the community level? This is much more like a major public health intervention, such as vaccination, where you focus on directly addressing the causes of an adverse outcome through prevention, rather than responding to symptoms as they arise.

The Queensland Government is implementing Triple P across Queensland. It will potentially reach 140,000 families. We are following the implementation in 33 highly disadvantaged communities in Ipswich, Moreton Bay, and Toowoomba. We expect that if enough families in these communities get some form of the program, it will percolate through communities, via social networks with people talking to one another, and by exposure to the community-wide media strategy, and so on. This will lead to a diffusion of better parenting practices throughout the community. By comparing our 33 communities of interest in Queensland to socioeconomically similar communities outside Queensland where Triple P is not being implemented, we can begin to assess whether this 'public-health' approach to improving parenting – by getting the dose into the whole community – can work.

We will be following our Queensland and non-Queensland communities over several years and, in particular, looking at child outcomes, such as early childhood development markers, rates of child maltreatment, and school outcomes, such as attendance, and performance on NAPLAN tests. For parents and families we will be looking at reports of family cohesion, mental health problems among parents and carers, and perceptions of community safety.

Every Family is an attempt to nip disadvantage in the bud, and give children and young people in disadvantaged communities the strongest possible start.

IPSWICH COMMUNITY AND COCKTAILS GATHERING

The Every Family project hosted a stakeholder engagement evening in the city of Ipswich – one of the three target local government areas in Queensland – on 14 August 2017. It was just one event in a very busy and active public outreach program for the Every Family project. The graph below (Figure 8) includes all the lectures held as part of our Linkages program.

This foundational event aimed to bring together community leaders and professionals from across a broad array of the Ipswich community to help explore the ways in which a parenting support program such as Triple P could be used to enhance the community by increasing the perceived value of parents and the broader community in building safe, secure and self-sustaining futures.

Eighty professionals attended the evening with representatives from federal, state and local government, community not-for-profit organisations, schools and early childhood centres, health providers, church and cultural leaders and local business. The event was opened by Ipswich Acting Mayor Paul Tully, with an address by Professor Matt Sanders. Participants took part in workshop style discussions with outcomes including further engagement of participants in supporting the Every Family project and the generation of ideas to further engage the community and parents around supporting parents.

The professional partnerships and local networks established from this intimate community event will form the foundation of Every Family's future in Ipswich where relationships and rapport are vital to achieving project outcomes.

EVERY FAMILY PROGRAM EVENTS FOR 2017

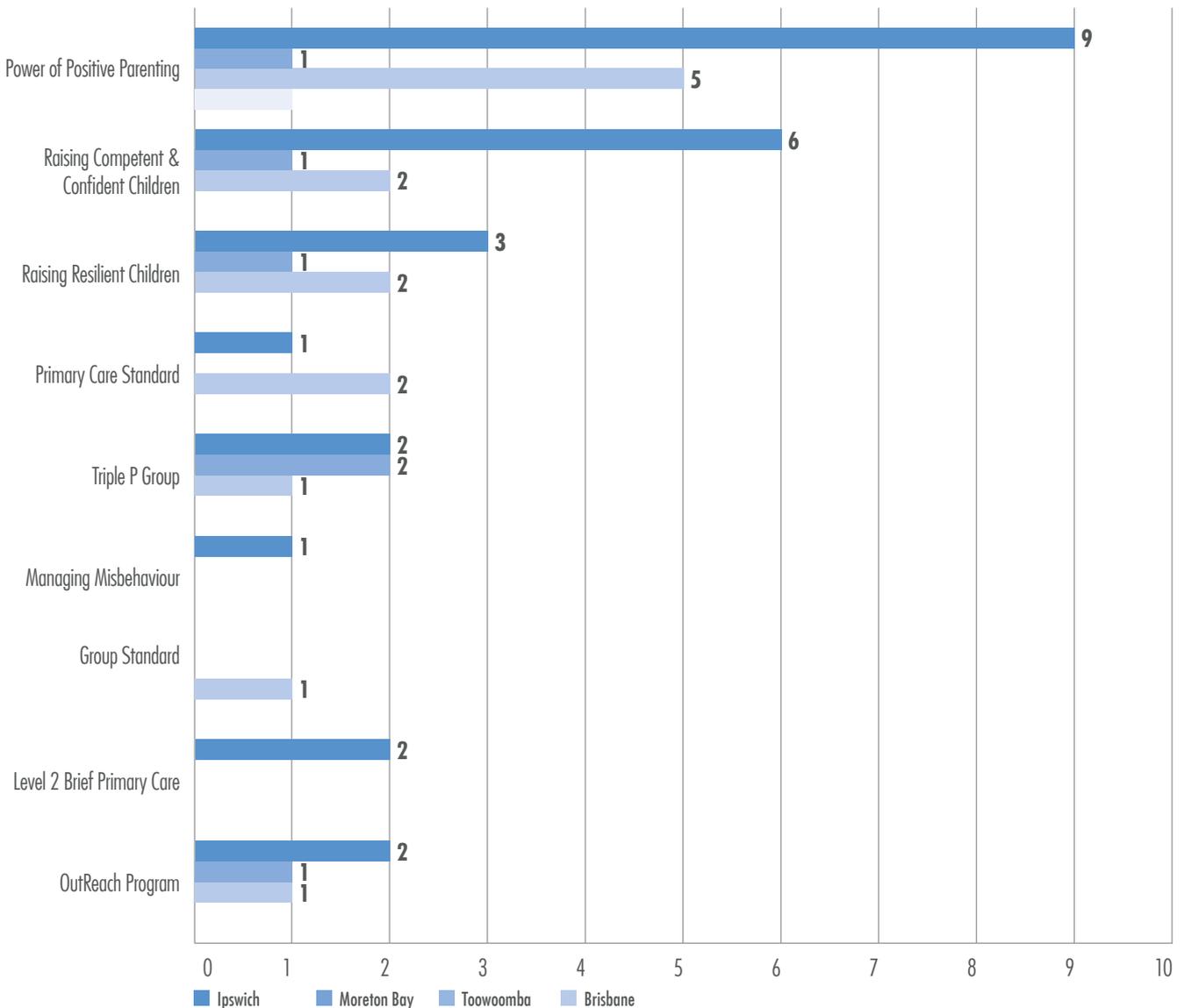


Figure 8. Every Family Program Events for 2017.

DISRUPTING DOMESTIC 'ICE' PRODUCTION: DETERRING DRUG RUNNERS WITH A THIRD-PARTY POLICING INTERVENTION

The diversion of pseudoephedrine (PSE) into illicit drug markets is a major problem facing countries throughout the world. Domestic production of the illicit synthetic drug methamphetamine often relies on 'drug runners' obtaining PSE from community pharmacies that service the general public in a retail market.

One approach to creating deterrence opportunities in this illicit market is the co-option of non-offending third parties to control or prevent diversion of PSE through Third-Party Policing (TPP).

TPP intervention enacted by pharmacists is a crucial mechanism to deter drug runners and prevent pharmaceutical diversion of PSE.

Webster, J., Mazerolle, P., Ransley, J., & Mazerolle, L. (2017). Disrupting domestic 'ice' production: Deterring drug runners with a third-party policing intervention. *Policing and Society*.

LIVING NEAR VIOLENCE: HOW PROXIMITY TO VIOLENCE SHAPES PERCEPTIONS OF POLICE EFFECTIVENESS AND CONFIDENCE IN POLICE

There is widespread agreement that a positive public image is necessary for the police to function effectively in the community.

Living in close proximity to violence is associated with greater confidence in police and this relationship is mediated through perceived police effectiveness. We suggest people living closer to recent violent events are more likely to see police actively responding to crime and the coupling of seeing both the violence and police response results in people feeling more confident in police than those living further away from violence.

Zahnw, R., Mazerolle, L., Wickes, R., & Corcoran, J. (2017). Living near violence: How proximity to violence shapes perceptions of police effectiveness and confidence in police. *Journal of Environmental Psychology*, 53.

THIRD MOST CITED ARTICLE FOR 2017!

FROM BENCH TO CURBSIDE: CONSIDERING THE ROLE OF SIMULATIONS IN SCALING-UP JUSTICE

By borrowing from the well-known 'Bench to Bedside' phrase in medicine, 'Bench to Curbside' (B2C) describes the process by which results of research done 'at the bench' in a laboratory-type environment are used by researchers to develop and implement new, innovative ways to address crime and justice problems.

Translating scientific evidence into effective policy practice requires the support of simulation models to ascertain whether a promising intervention identified 'on the bench' is likely to hold promise for widespread 'curbside' implementation. Simulations help policymakers understand whether to support the B2C process for potentially scalable interventions.

Mazerolle, L., Baxter, J., Cobb-Clark, D., Haynes, M., Lawrence, D., & Western, M. (2017). From Bench to Curbside: Considering the role of simulations in scaling-up justice. *Criminology & Public Policy*, 16(2).

QUESTION 10:
HOW CAN WE SCALE UP SOCIAL INTERVENTIONS THAT SHOW PROMISE INTO POPULATION-WIDE INTERVENTIONS THAT RE-DRESS THE CAUSES AND CORRELATES OF DEEP AND PERSISTENT DISADVANTAGE?



BY DR LIZ EGGINS

Liz is a Research Fellow in The University of Queensland's School of Social Science, with training in both criminology and psychology. Liz is a provisionally registered psychologist (completing her PhD in Clinical Psychology). She has experience in the implementation and evaluation of criminological interventions, and in conducting rigorous systematic reviews of social interventions. Her transdisciplinary research focuses on crime prevention, improving outcomes for vulnerable families, and advancing evidence-based practice through robust quantitative research methodology.

Evidence-based interventions are at the heart of the Life Course Centre's mission, which makes Big Research Question 10 one that is critical for achieving our goals as a Centre. It goes to the heart of the Centre's translational activity, and as such is linked very closely to the Social Interventions Portfolio. In 2017, several projects for pre-community interventions deriving from the Centre's research have been funded.

The working paper 'Supporting Teen Families' examined the challenges faced by teen parents, and identified existing programs that work to support pregnant and parenting teens to reconnect with their education.⁴⁵ Out of this research, the Social Interventions Portfolio funded 'Pathways to Parenthood', a partnership with Wesley Mission Queensland and YHES House. It aims to

understand the challenges and barriers for young parents; and design, implement and evaluate a new social intervention.

Centre researchers have demonstrated the importance of including mobile telephones in health surveys.⁴⁶ The project 'Brief text messaging intervention targeting vulnerable families' is a randomised control trial testing the feasibility and efficacy of delivering a brief parenting program based on the Triple P-Positive Parenting Program, delivered via text message. A related program, 'Family support in community corrections system', brings together two of the Centre's eminent research programs – in criminology and psychology – by delivering an enhanced version of the Triple P program through the Queensland Correctional System.

Centre researchers and colleagues undertook a systematic review and synthesis of the evidence for the impact of parental interventions for incarcerated parents on parenting knowledge and skills, parent wellbeing and the quality of the parent-child relationship.⁴⁷ This particular piece of work speaks to the vital place that systematic reviews and meta-analysis has in scaling up social interventions. Single trial impact evaluations, replications, long-term follow-ups and simulation modelling are also critical pieces of scaling up social interventions. However, comprehensive and robust syntheses of extant evidence can provide precise and meaningful evidence for researchers, policymakers and practitioners in relation to what works, the size of the impact, and under what conditions social interventions are most effective.

In an article published in 2017, several of the Centre's chief investigators came together to consider the issues involved in scaling up interventions, particularly in the justice context.⁴⁸ The life course approach emphasises dynamic and time-based elements such as linked lives, human agency, historical context, and the timing and sequence of events. In the period between a localised trial and a scaled-up implementation, many of these factors may have changed. The article argues that use of a simulation model with integrated longitudinal components can take into account growth in capacity and changing contexts that influence the long-term efficacy of a program. Policymakers can then benefit from a multidisciplinary and iterative approach to simulation modelling that accurately reflects the complex processes acting on the outcome. The development and use of simulation modelling in scaling up interventions will be an exciting development for the Centre's research program in the future.

⁴⁵ Hoffmann H. & Vidal S. (2017). Supporting Teen Families: An assessment of youth childbearing in Australia and early interventions to improve education outcomes of young parents. *Life Course Centre Working Paper Series*, 2017–2.

⁴⁶ Baffour, B., Roselli, T., Haynes, M., Bon, J. J., Western, M., & Clemens, S. (2017). Including mobile-only telephone users in a state-wide preventive health survey. Differences in the prevalence of health risk factors and impact on trends. *Preventive Medicine Reports*, 7, 91–98.

⁴⁷ Armstrong, E., Eggins, E., Reid, N., Harnett, P., & Dawe, S. (2017). Parenting interventions for incarcerated parents to improve parenting knowledge and skills, parent wellbeing, and quality of the parent-child relationship: A systematic review and meta-analysis. *Journal of Experimental Criminology*, 1–39.

⁴⁸ Mazerolle, L., Baxter, J., Cobb-Clark, D., Haynes, M., Lawrence, D., & Western, M. (2017). From Bench to Curbside: Considering the role of simulations in scaling-up justice. *Criminology & Public Policy*, 16, 501–510.

ESTIMATING THE CONTRIBUTION OF CIRCUMSTANCES THAT REFLECT INEQUALITY OF OPPORTUNITIES

The trends in inequality suggest that the gap between Australia's rich and poor has widened over the past three decades. This is of major concern among academics and policymakers alike, because an increase in inequality could trap today's poor in a vicious cycle of disadvantage.

Based on the HILDA Survey, this research suggests that inequality of individual incomes among the working population increased during episodes of strong economic growth and the period following the Global Financial Crisis. However, our estimates also suggest that government transfers and taxes have helped taper down the level of income inequality.

Martinez, A., Rampino, T., Western, M., Tomaszewski, W., & Roque, J. D. (2017). Estimating the Contribution of Circumstances that Reflect Inequality of Opportunities. *Economic Papers: A journal of applied economics and policy*, 36(4).



THE LIFE COURSE CENTRE WORKING PAPER SERIES REACHES THE BIG 100!

TOP-QUALITY RESEARCH FRESH FROM THE OVEN



BY DR FRANCISCO PERALES

With 27 high-quality research articles published in 2017 alone, and more than 100 (by the beginning of 2018) since its inception in September 2014, the *Life Course Centre Working Paper Series* has established itself as the 'go to' place for the latest research on Australian social disadvantage.

Our 2017 publications provide important and well-timed research evidence on pressing social issues facing Australia today, including: how income management in the Northern Territory affects child outcomes; the socio-demographic factors that predicted Australians' votes in the 2017 same-sex marriage postal survey; whether and how government funding to schools improved the outcomes of children with disabilities; and the correlation between parents' and their children's receipt of income support from government.

These contributions come from junior and senior researchers alike, including from our chief and associate investigators, Life Course Centre research fellows, national and international partner investigators, and of course many of our honorary Life Course Centre fellows. The nature of the research published in the Series speaks also of its role as a vehicle for promoting international, cross-nodal and multidisciplinary scholarship on Australian social disadvantage, with many of the papers featuring one or a combination of these traits. The Series' reach is demonstrated by its cumulative engagement of 137 authors, from 48 institutions in 16 different countries.

As the editorial team, we continue to ensure the success of the Centre's *Working Paper Series* by making research findings publicly available in a fast and reliable way. The 2017 submissions were all processed within three working days of receipt, meaning that research findings are available for peer scrutiny, policy use, and public discussion while they are still timely and relevant.

We are proud of the exceptionally high quality of the research that we host. Particularly, we would like to congratulate those authors who have had their working papers subsequently published in world-leading journals in multiple disciplines. These include, but are not limited to: *Demography*, *Labour Economics*, *Journal of Political Economy*, *Social Science Research*, *International Journal of Educational Research*, *Journal of Economic Behavior and Organization*, *Journal of Urban Economics*, *Social Indicators Research* and *Journal of Economic Psychology*.

While we cannot share all the details yet, we have new and exciting outreach plans for the Centre's *Working Paper Series* in 2018 involving new routes for research dissemination. Watch this space!

Thank you to everyone involved in making the *Working Paper Series* a continuing success, and in particular all our top-quality national and international authors. We look forward to receiving more of your valuable contributions in 2018 and beyond.

SOME RECENT ENTRIES

1. Antrobus, E., Baranov, V., Cobb-Clark, D. A., Mazerolle, L., & Tymula, A. (2017). The Risk and Time Preferences of Young Truants and Their Parents. *Life Course Centre Working Paper Series*, 2017–27.
2. Haisken-DeNew, J., Polidano, C., & Ryan, C. (2017). Early Academic Outcomes of Funded Children with Disability. *Life Course Centre Working Paper Series*, 2017–25.
3. Carlson, D., Miller, H., Haveman, R., Kang, S., Schmidt, A., & Wolfe, B. (2017). The Effect of Housing Assistance on Student Achievement: Evidence from Wisconsin. *Life Course Centre Working Paper Series*, 2017–24.
4. Cobb-Clark, D. A., Kettlewell, N., Schurer, S., & Silburn, S. (2017). The Effect of Quarantining Welfare on School Attendance in Indigenous Communities. *Life Course Centre Working Paper Series*, 2017–22.
5. Perales, F., & Campbell, A. (2017). Who Supports Equal Rights for Same-Sex Couples? Evidence from Australia. *Life Course Centre Working Paper Series*, 2017–20.
6. Cobb-Clark, D. A., Dahmann, S., Salamanca, N., & Zhu, A. (2017). Intergenerational Disadvantage: Learning about Equal Opportunity from Social Assistance Receipt. *Life Course Centre Working Paper Series*, 2017–17.

WHO SUPPORTS EQUAL RIGHTS FOR SAME-SEX COUPLES? EVIDENCE FROM AUSTRALIA

Minority stress theory identifies the existence of a hostile social environment as an important factor limiting the life chances of non-heterosexual people, with discrimination against lesbian, gay and bisexual individuals having its roots in negative attitudes and perceptions. While a clear majority of the 2015 Australian population supported equal rights for same-sex couples, there was still a significant proportion who did not (about 34 per cent). This poses the question of whether differences in support rates are patterned by socio-demographic characteristics. Life Course Centre researchers' analyses reveal that this is the case: support rates were lower among individuals who were male, religious, heterosexual, aged 40 years or over, not holding a university degree, in the bottom income quartile, a migrant from a non-English speaking background, and living in a regional or remote location. These findings have significant implications for policy and practice. They highlight population groups that will need further convincing.

Perales, F., & Campbell, A. (Forthcoming). Who Supports Equal Rights for Same-Sex Couples? Evidence from Australia. *Family Matters*.

LIFE COURSE CENTRE CAPACITY BUILDING

The Life Course Centre has always placed a significant emphasis on capacity building. Highlights in 2017 have included the opportunity to work with leading international researchers (such as Professor Fiona Steele who ran a reading group and seminar in Brisbane); advanced technical training (the Causal Inference Workshop); opportunities for research collaboration (facilitated at the Research Retreat); and general academic training (seminar on Surviving the Peer-Review Process).

However, 2017 also saw the expansion of capacity building efforts to include skills in leadership, team work, decision-making, strategy, and planning. This has included Centre-wide involvement in the development of the Strategic Plan (see our report on the mid-term review, p. 13), and involvement in the portfolio committees (see Succession Planning on p. 12). Life Course Centre students from all nodes were invited to lead a session at the International Life Course Conference. This required them to collaborate on the design and delivery of the session, gain ethics approval for a survey of conference participants, administer original research, and present to an international audience. It also gave them the opportunity to participate fully in the conference as named presenters.

This kind of innovation in capacity building will continue in 2018. The new Capacity Building Portfolio Leader, Dr Wojtek Tomaszewski, is a senior researcher in the Life Course Centre, but not a chief investigator. His committee includes students, early-career researchers, and more senior researchers from across the nodes. The committee is a model of distributed leadership and bottom-up decision-making, and of itself constitutes a significant investment in capacity building. For the Capacity Building Portfolio's plans in 2018, please see the 2018 Activity Plan (see p. 10).

PROFESSOR FIONA STEELE – IN CONVERSATION

Fiona Steele, from the London School of Economics in the United Kingdom where she is Professor of Statistics, is a statistician who works with social scientists rather than being a social scientist herself. She sees her role as providing the tools for other researchers to use, thereby indirectly influencing policy development.

This year she was a keynote speaker at the International Life Course Conference, and then, on 15 November, she visited the Life Course Centre in Brisbane to give a guest seminar on 'Modelling within-household associations in household panel studies'; she also held a reading group for Centre researchers, and met with them individually.

Fiona analyses longitudinal data. When she first became interested in social science she realised very quickly how lucky they are in the UK to have so many longitudinal studies. She cites the National Survey of Health and Development '1946 Birth Cohort', and the British Household Panel Study, as examples. The Household Panel Study has a huge sample size going back to 1991. These studies, she says, allow researchers to drill down, and start to look at things by, for example, ethnic groups

She explains her interest in longitudinal studies that track people over their life course: 'To answer many questions in social science really does involve following people over time ... Existing analysis approaches do not allow for the complex association structures that arise due to changes in household composition over time. You can't just look at people at one point in time and say anything about what the causes might be of [certain] behaviours and attitudes.'

About the Panel Study, she says, 'There is so much movement over time. People move into or out of the panel when, for example, relationships break up, people move in or out, or children leave home. Very few households remain static over a period of, for example, 20 years,' she says. 'Most researchers have ignored these interrelationships within households, even though it is clear that there is a deep interest in finding out more.'

Fiona says that these data are really challenging for statisticians to analyse, particularly for students and early-career researchers. 'When students first learn statistics, they tend to take a simple approach, which doesn't really work for this kind of data; for example, they may look at each point in time separately, thereby wasting all the data tracking information that is available. They make assumptions about people exhibiting similar behaviours over time. As a statistician, it is necessary to start tracking trajectories and behaviour over time, rather than just looking at someone's behaviour at one point in time.'

During her visit, Fiona discussed how to tackle this problem, as well as how household panel data can provide valuable information about the extent of the similarity between co-residents' attitudes and behaviours. Her deep knowledge of this field is evident, and she willingly shares her expertise with a very interested audience.





INTRODUCTION TO CAUSAL INFERENCE – WORKSHOP

5 AND 6 APRIL 2017

Presented by Dr Michael Kühnert, a lecturer and postdoctoral researcher at the Institute of Sociology and Social Psychology at the University of Cologne, this workshop introduced recent advances in causal inference.

After providing a formal definition of causal effects based on graphical causal models and the potential outcome framework (the 'Rubin-Causal-Model'), he discussed the basic logic of different research designs for causal inference and their underlying substantive assumptions. The course concluded with an overview of causal mediation analysis, that is, the investigation of the mechanisms that produce a specific causal effect.

RESEARCH RETREAT AT WERRIBEE PARK

14–15 FEBRUARY 2017

Held in February 2017, the Research Retreat at Werribee, near Melbourne, provided an opportunity for all Life Course Centre researchers to come together to strengthen their collaborations and share their research experiences.

The Retreat, run over two consecutive days, on 14 and 15 February 2017, took place in the Werribee Mansion Hotel. It was an excellent opportunity for team members to catch up and update one another on recent research endeavours and to compare notes about ongoing multi-site projects. As well, small teams of researchers were able to identify and begin to shape cross-nodal collaborative research projects.

Some of the sessions involved participants providing an overview of research, but with a twist. Papers were delivered not by the author, but instead by 'discussants' who had previously read and reviewed the work. Discussants were allocated on the basis that they came from a different Centre node and, where possible, from a different disciplinary background. This made the conversations and exchanges exciting and enriching. Discussants had 10 minutes to present their assigned paper, with authors getting five minutes to respond to the feedback. Others in the audience could also 'chip in' their own ideas and advice. This innovative approach to delivering early research findings ensured that participants learned about each other's work, and helped them to identify its strengths and weaknesses.

Before concluding, early and mid-career Centre researchers were given the opportunity to take part in one-to-one or small-group mentoring activities. In these, junior researchers asked senior researchers the 'tough' questions, such as: how to make the most of their research careers; how to write a 'killer' grant application; how to approach research leaders to initiate a collaboration; how to make research appealing to policymakers; or how to be competitive for promotion. Participant feedback for the Werribee Retreat was overwhelmingly positive.

Participants from the Life Course Centre included: Emma Antrobus, Francisco Azpitarte, Victoria Baranov, Janeen Baxter, Danilo Bolano, Daniel Christensen, Deborah Cobb-Clark, Hayley Fisher, Kirsten Hancock, Michele Haynes, Jan Kabatek, Guyonne Kalb, Jackie Ngo, Lorraine Mazerolle, Francis Mitrou, Francisco Perales, Cain Polidano, Jenny Povey, Tina Rampino, David Ribar, Leah Ruppanner, Chris Ryan, Nicolas Salamanca, Stefanie Schurer, Rebecca Seth, Andrew Smith, Melanie Spallek, Cate Taylor, Wojtek Tomaszewski, Mark Western, Anna Zhu, Stephen Zubrick, Walter Forrest, Nam Tran, and Jack Lam.



SURVIVING THE PEER-REVIEW PROCESS

25 SEPTEMBER 2017

Presented by Dr Francisco Perales and Dr Cameron Parsell and held at The University of Queensland, this workshop was aimed at research higher degree students and early-career researchers who intend to publish their work in national or international peer-reviewed journals.

Collectively, Francisco and Cameron have published 63 peer-reviewed journal articles, often as lead authors, in high-ranked, internationally recognised outlets, such as the *British Journal of Sociology*, *Journal of Marriage and Family*, *Social Forces*, *Urban Studies*, *American Journal of Public Health* and *Social Service Review*. This placed them in a good position to deliver this workshop.

The workshop covered topics such as pre-publication options, journal choice, submission preparation, the review process, types of decisions, responding to reviews, and moving on after rejections.

This event was sponsored by the Institute for Social Science Research and the ARC Centre of Excellence for Children and Families over the Life Course (Life Course Centre). Attendees included: Jenny Povey, Jack Lam, Ella Kuskoff, Nikita Sharma, Alice Campbell, Nam Tran, Ning Xiang, Laetitia Coles, and Christine Ablaza.

OUR EXPERIENCE, OUR RESEARCH

THE STUDENT SESSION AT THE CONFERENCE

In preparation for the 2017 Life Course Conference, a group of Higher Degree by Research (HDR) students from the four Centre nodes came together to prepare an engaging session to conclude the two-day conference. The session, 'Life Course Researchers – our experience, our research', was designed to encourage conference attendees to think reflexively about how their experiences fit with, and can contribute to, the work we do at the Centre. The session also facilitated cross-nodal collaboration and the integration of HDR students into the broader Life Course Centre research environment.

The interactive session was delivered in three segments. The first segment comprised a video introducing many of the Life Course Centre HDR students. The students spoke about their life courses, how they came to be studying at the Centre, their research passions and their experiences of the Centre, so far. Filming this video encouraged the students to reflect on how their experiences have influenced their research interests.

Prior to the conference, attendees were invited to complete a brief survey about their family background and life course experiences, which was inspired by research published in the *Life Course Centre's Working Paper Series*. In the second segment, the findings from this survey were presented. These provided a unique perspective on where the life experiences of Centre researchers and our government and industry partners fit into the Centre's research findings.

The third segment of the conference session involved a live panel discussion and humorous multiple-choice quiz. The panel comprised one researcher from each of the four nodes: Professor Janeen Baxter from The University of Queensland; Dr Nicolás Salamanca from the University of Melbourne; Dr Hayley Fisher from the University of Sydney; and Dr Sarah Johnson from The University of Western Australia. The panellists were interviewed about their life courses, experiences in academia, and research passions, and were very generous in sharing their insights and reflections. More importantly, they engaged in the spirit of the segment and provided the audience with some comic relief.

This session was the perfect way to finish two full days of thoughtful reflection on the nature of, and solutions to, deep and persistent disadvantage.

The students all thoroughly enjoyed putting together and presenting the conference session, with feedback from the audience being overwhelmingly positive. A number of our international guests stated that they would like to emulate the session at other conferences with which they are involved.

The students who created and presented the session were, left to right, top to bottom: Christine Ablaza, Madonna Boman, Leah Cave, Alice Campbell, Ella Kuskoff, Felix Leung, Nikita Sharma, Laura Simpson Reeves, Boer Xia and (not pictured) Gursimran Dhamrait.





CAPACITY BUILDING

KEY PERFORMANCE INDICATORS

TABLE 3 RESEARCH TRAINING AND PROFESSIONAL EDUCATION

| | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|--|----------------|----------------|----------------|----------------|
| Number of professional training courses for staff and postgraduate students attended | 11 | 20 | 15 | 20 |
| Number of Centre attendees at all professional training/development courses offered by the Centre | 39 | 67 | 111 | 30 |
| Number of new postgraduate students working on core Centre research and supervised by Centre staff | 8 | 9 | 13 | 15 |
| Number of new postdoctoral researchers recruited to the Centre working on core Centre research | 8 | 4 | 8 | 7 |
| Number of new Honours students working on core Centre research and supervised by Centre staff | 1 | 2 | 8 | 5 |
| Number of postgraduate completions and completion times by students working on core Centre research and supervised by Centre staff | 6 | 10 | 7 | 10 |
| Number of Early Career Researchers (within five years of completing PhD) working on core Centre research | 13 | 12 | 16 | 15 |
| Number of students mentored | 6 | 92 | 65 | 40 |
| Number of mentoring programs offered by the Centre (include programs for students, new staff, external stakeholders and clients) | 2 | 5 | 6 | 5 |

TABLE 4 NEW POSTGRADUATE STUDENTS

| Student | Supervisor(s) | Institution | Program | Topic |
|----------------------|---|-------------|--------------------------|---|
| Christina Ablaza | Mark Western, Wojtek Tomaszewski | UQ | PhD | Boon or bane? Temporary labour contracts and inequality in developing countries |
| Alice Campbell | Francisco Perales, Janeen Baxter | UQ | PhD | Inequalities by sexual identity in Australia: The moderating and mediating roles of micro-level contexts |
| Leah Cave | Stephen Zubrick, Carrington Shepherd | UWA | PhD | Pathways between racial discrimination and Aboriginal and Torres Strait Islander health and wellbeing |
| Carys Chainey | Kylie Burke, Michele Haynes | UQ | PhD | Childhood adversity in Australia: does parenting buffer its effects on wellbeing? |
| Laetitia Coles | Wojtek Tomaszewski, Belinda Hewitt, Lynda Cheshire | UQ | PhD | Highly involved breadwinner dads: Determinants of father involvement with children among fathers who work very long hours |
| Gursimran Dhamrait | Catherine Taylor, Gavin Pereira, Stephen Zubrick | UWA | PhD | The effects of birth spacing, family size and demographic factors on child development outcomes at age 5 |
| Mary-Alice Doyle | Stefanie Schurer | USyd | Masters by coursework | Do welfare restrictions improve child health? Estimating the impact of income management in the Northern Territory |
| Kathryn Greenwood | Jenny Povey, Linda Willis | UQ | Masters by research | Indigenous parent engagement with school education: elements of successful practice |
| Ella Kuskoff | Cameron Parsell | UQ | PhD | Achieving cultural change through policy: An analysis of the impact of domestic violence policy in Australia |
| Paul Morton | Lorraine Mazerolle, Sarah Bennett | UQ | Masters by research | Operation galley |
| Kevin Pugh | Marian Vidal-Fernandez, Kevin Schnepel | USyd | PhD | Three essays on the economics of school education |
| Nikita Sharma | Wojtek Tomaszewski, Jenny Povey, Janeen Baxter | UQ | PhD | Empirical investigation of horizontal inequalities in education and its impact |
| Laura Simpson Reeves | Cameron Parsell, Shuang Liu | UQ | PhD | Understanding cultural perceptions of relative poverty |

TABLE 5 NEW HONOURS STUDENTS

| Student | Supervisor(s) | Institution | Program | Topic |
|------------------|--------------------------------------|-------------|---------|---|
| Rachael Gibson | Stefanie Schurer, Rebecca Edwards | USyd | Hons | Do cognitive and non-cognitive skills moderate the impact of socioeconomic status on university performance? |
| Eric Kotopoulos | Marian Vidal-Fernandez | USyd | Hons | The effects of part-time work on educational outcomes |
| Kelsy Luengen | Emma Antrobus, Lorraine Mazerolle | UQ | Hons | Policing intentions to truant: An application of the theory of planned behaviour to a randomised field trial on truancy |
| Samantha Markham | Marian Vidal-Fernandez | USyd | Hons | The effect of birth order on elder's cognitive ability |
| Suaditya Mohan | Lorraine Mazerolle | UQ | Hons | Un-labelling truants: A thematic analysis of fourteen exit interviews from the Ability School Engagement Program |
| Nic Ng | Marian Vidal-Fernandez | USyd | Hons | The effects of concealed gun laws on university enrolments |
| Nyree Pisanu | Walter Forrest, Francisco Perales | UQ | Hons | How different characteristics of deployment impact on family relationships |
| Angus Wheeler | Stefanie Schurer | USyd | Hons | The land of a 'fair go': How does Australian intergenerational mobility compare to other developed countries? |

TABLE 6 EXISTING STUDENTS

| Student | Supervisor(s) | Institution | Program | Topic |
|----------------------|---|-------------|---------|--|
| Amanda Acutt | Lorraine Mazerolle, Emma Antrobus, Sarah Bennett | UQ | PhD | Law as written versus law in action |
| Sarah Ball | Cameron Parsell, Brian Head, Sarah Bennett, Emma Antrobus | UQ | PhD | Behaviour change, rigorous evidence and public policy: An ethnography of the use of 'behavioural insights' in policy development by the Australian Federal Government |
| Madonna Boman | Jack Lam, Cameron Parsell | UQ | PhD | Risky transitions: Young people moving from out-of-home care in Queensland, Australia |
| Patricia Collingwood | Lorraine Mazerolle, Jason Ferris | UQ | PhD | The impact of truancy into early adulthood: Examining social exclusion and costs to government |
| Ruth (Lute) Faleolo | Paul Memmott, Kelly Greenop, Mark Western, Denise Clague | UQ | PhD | Pasifika trans-Tasman migration and wellbeing: Understanding Pasifika trans-Tasman migrant perceptions of and their experiences in Auckland and Brisbane that fulfil their wellbeing aims. |
| Kirsten Hancock | Stephen Zubrick, Cate Taylor, David Lawrence | UWA | PhD | Attitude, attendance and achievement: A longitudinal view of student development and participation in education over time. |
| Nam (April) Hoang | Divna Haslam, Matt Sanders, James Kirby | UQ | PhD | Intergenerational coparenting and children mental health outcomes: A case of Vietnam |
| Nicole Kapelle | Janeen Baxter, Sergi Vidal Torre, Philipp Lersch | UQ | PhD | Gendered impacts of life course transitions on social disadvantage in contemporary Australia: A life course perspective |
| Kate Leslie | Lorraine Mazerolle, Emma Antrobus, Sarah Bennett | UQ | PhD | Getting kids back to school: the role of self-efficacy and social support in achieving family group conference agreement outcomes |
| Felix Leung | Stefanie Schurer, Peter Exterkate | USyd | PhD | The causal effects of cognitive and noncognitive skills on education |
| Eduardo Lucio | Michele Haynes, Bernard Baffour | UQ | PhD | Design and analysis of longitudinal social surveys for hard to reach populations |
| Cari McIluff | Karen Turner, Christine Wilson, Matt Sanders | UQ | PhD | Effectiveness of Triple P Parenting Program taught in remote Indigenous communities on the prevalence and pervasiveness of multiple risk factors in these communities |
| Emina Prguda | Kylie Burke, Emma Antrobus, Sarah Bennett | UQ | PhD | Supporting families involved in the Queensland Community Corrections Systems: The role of parenting interventions in improving adolescent and parent outcomes |
| Peter Rankin | Mark Western, Michele Haynes | UQ | PhD | Using Bayesian models to understand how social disadvantage impacts people throughout their life course |
| Amir Salimiha | Janeen Baxter, Francisco Perales | UQ | MPhil | Poverty of ambition or poverty of opportunity? An enquiry into the social components of child poverty in contemporary Australia |
| Angelina Tang | Francisco Perales, Janeen Baxter, Francisco Rowe | UQ | PhD | Overseas graduates in Australia: characteristics, dynamics and change |
| Nicole Watson | Michele Haynes, John Henstridge | UQ | PhD | Improvements in non-response adjustments for complex longitudinal survey data |
| Clement Wong | David Ribar, Michael Coelli, Andrew Clarke | UoM | PhD | Consequences of living independently: Essays on nest-leaving and the transition to Adulthood |

NEW POSTDOCTORAL RESEARCHERS

- Sophie Aiyer, 13 March 2017 from United States working with Lorraine Mazerolle (UQ)
- Stephanie Cardwell, 1 June 2017 from United States working with Lorraine Mazerolle (UQ)
- Sarah Dahmann, 1 March 2017 from Germany working with Deborah Cobb-Clark (Usyd)
- Walter Forrest, 6 January 2017 from Australia working with Janeen Baxter (UQ)
- Yangtao Huang, 10 December 2017 from China working with Wojtek Tomaszewski (UQ)
- Martin O'Flaherty, 24 April 2017 from Australia working with Janeen Baxter (UQ)
- Nam Tran, 11 March 2017 from Viet Nam working with Mark Western (UQ)
- Paula Wyndow, 9 August 2017 from the United Kingdom working with Cate Taylor (UWA)

EARLY CAREER RESEARCHERS

- Danilo Bolano, The University of Queensland
- Stephanie Cardwell, The University of Queensland
- Sarah Dahmann, the University of Sydney
- Yangtao Huang, The University of Queensland
- Yara Jarallah, The University of Queensland
- Jan Kabatek, the University of Melbourne
- Jack Lam, The University of Queensland
- Martin O'Flaherty, The University of Queensland
- Francisco Perales, The University of Queensland
- Tina Rampino, The University of Queensland
- Nicolás Salamanca, the University of Melbourne
- Melanie Spallek, The University of Queensland
- Nam Tran, The University of Queensland
- Lin Wu, The University of Queensland
- Paula Wyndow, The University of Western Australian
- Anna Zhu, the University of Melbourne

TABLE 7 POSTGRADUATE COMPLETIONS

| Student | Supervisor(s) | Institution | Program | Topic |
|----------------------|---|-------------|-----------------------|---|
| Laura Bedford | Lorraine Mazerolle, Emma Antrobus, Sarah Bennett | UQ | PhD | Randomised controlled trials in policing: An organisational learning perspective |
| Mary-Alice Doyle | Stefanie Schurer | USyd | Masters by coursework | Do welfare restrictions improve child health? Estimating the impact of income management in the Northern Territory |
| Yangtao Huang | Mark Western, Francisco Perales | UQ | PhD | Intergenerational economic mobility in contemporary Australia: Is Australia still a land of the 'fair go'? |
| Yang Meng | Maria Vidal-Fernandez | USyd | Masters by Research | China's one-child policy adjustment and female labor force participation |
| Martin O'Flaherty | Janeen Baxter, Gavin Turrell, Michele Haynes | UQ | PhD | For richer or poorer, in sickness and in health: The role of life course family processes in health equality |
| Agnieszka Sobolewska | Lorraine Mazerolle, Emma Antrobus, Sarah Bennett | UQ | PhD | Activating school bonds: a study of truanting young people in the context of the Ability School Engagement Program (ASEP) |
| Boer Xia | Deborah Cobb-Clark | USyd | Masters by coursework | Does help always help? The relationship of parents' effort and children's effort. |

LIFE COURSE CENTRE EVENTS CALENDAR

5 DECEMBER 2017

Fun with Stats: Making the Most of Stata Software
Presented by Dr Francisco Perales at the University of Sydney

23 NOVEMBER 2017

Presentation on ethnographic research in early childhood services
Presented by Dr Emily Hansen at the Telethon Kids Institute

15 NOVEMBER 2017

Modelling within-household associations in household panel studies
Presented by Professor Fiona Steel at The University of Queensland

3 NOVEMBER 2017

Public sector data integration: Unlocking the value of Australia's public data
Presented by Professor Janeen Baxter at the National Gallery of Australia

30 OCTOBER 2017

Fighting violence with better brains: A health perspective on crime
Presented by Professor Adrian Raine at The University of Queensland

24 TO 26 OCTOBER 2017

International Life Course Conference, Novotel Sydney Brighton Beach

7 SEPTEMBER 2017

Income and the developing brain – the first three years
Presented by Professor Greg Duncan at The University of Queensland

6 SEPTEMBER 2017

In conversation
Presented by Professor Shelley Mallett at The University of Queensland

Surviving the peer-review process
Presented by Dr Francisco Perales and Dr Cameron Parsell at
The University of Queensland

Life Course Centre mid-term review, The University of Queensland

25 AUGUST 2017

The long-run effects of minimum wages and other anti-poverty policies on
disadvantaged neighbourhoods
Presented by Professor David Neumark at the University of Sydney

2 AUGUST 2017

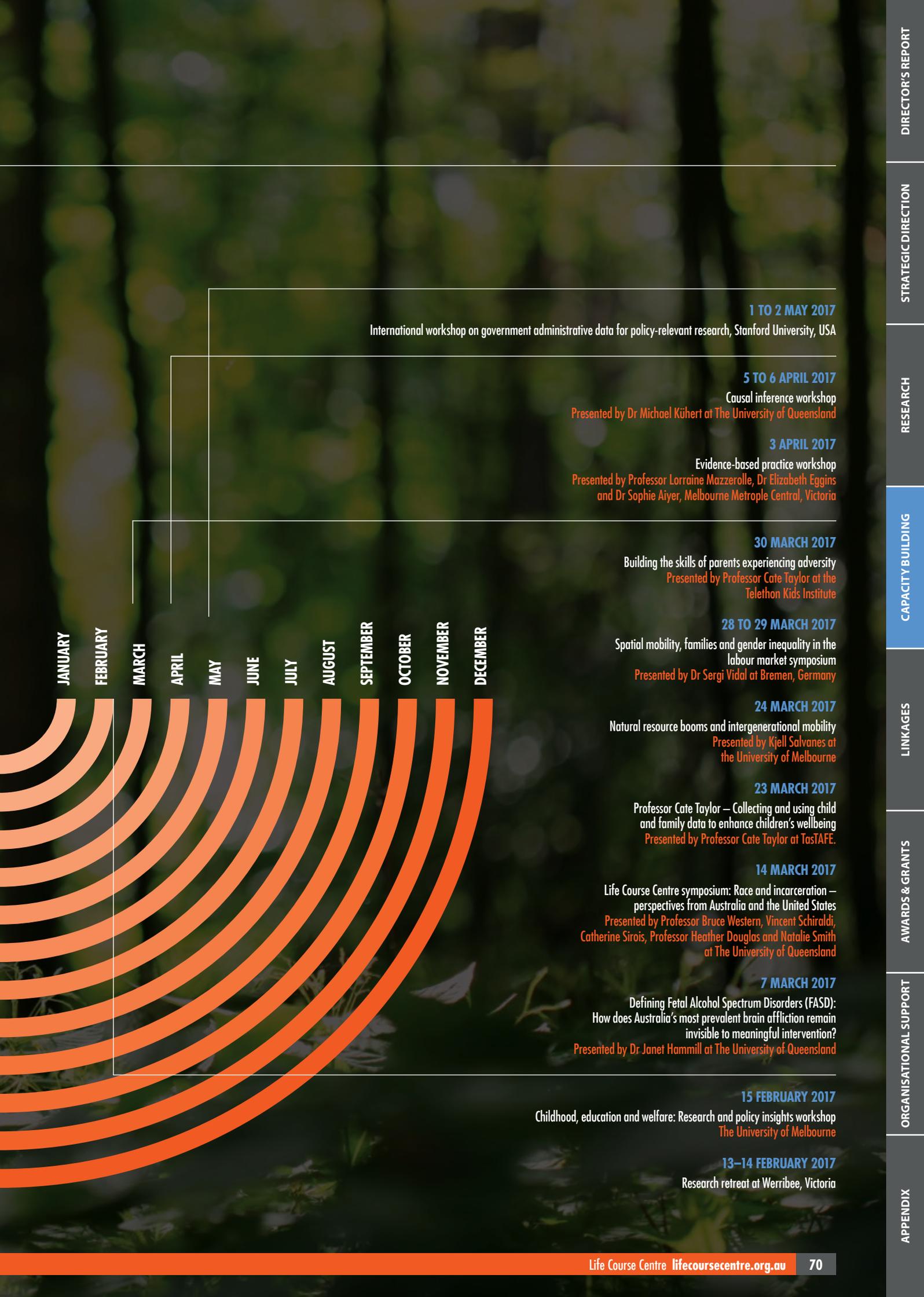
The effect of title transfers on housing and tenant outcomes: Early findings
Presented by Professor David Ribar at the University of Melbourne

9 JUNE 2017

Economics: A convenient truth
Presented by Dr Marian Vidal-Fernandez at North Sydney Girls High School

8 JUNE 2017

Life Course Centre Researchers' Day, The University of Queensland



JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

1 TO 2 MAY 2017

International workshop on government administrative data for policy-relevant research, Stanford University, USA

5 TO 6 APRIL 2017

Causal inference workshop

Presented by Dr Michael Kühert at The University of Queensland

3 APRIL 2017

Evidence-based practice workshop

Presented by Professor Lorraine Mazzerolle, Dr Elizabeth Eggins and Dr Sophie Aiyer, Melbourne Metrople Central, Victoria

30 MARCH 2017

Building the skills of parents experiencing adversity

Presented by Professor Cate Taylor at the Telethon Kids Institute

28 TO 29 MARCH 2017

Spatial mobility, families and gender inequality in the labour market symposium

Presented by Dr Sergi Vidal at Bremen, Germany

24 MARCH 2017

Natural resource booms and intergenerational mobility

Presented by Kjell Salvanes at the University of Melbourne

23 MARCH 2017

Professor Cate Taylor – Collecting and using child and family data to enhance children’s wellbeing

Presented by Professor Cate Taylor at TasTAFE.

14 MARCH 2017

Life Course Centre symposium: Race and incarceration – perspectives from Australia and the United States

Presented by Professor Bruce Western, Vincent Schiraldi, Catherine Sirois, Professor Heather Douglas and Natalie Smith at The University of Queensland

7 MARCH 2017

Defining Fetal Alcohol Spectrum Disorders (FASD): How does Australia’s most prevalent brain affliction remain invisible to meaningful intervention?

Presented by Dr Janet Hammill at The University of Queensland

15 FEBRUARY 2017

Childhood, education and welfare: Research and policy insights workshop
The University of Melbourne

13–14 FEBRUARY 2017

Research retreat at Werribee, Victoria

LIFE COURSE CENTRE LINKAGES

With a mission to enable our partners to deliver evidence-based policies and programs that will reduce deep and persistent disadvantage, the Life Course Centre's success depends heavily on our capacity to work effectively and collaboratively with a broad range of partners. We interact regularly with stakeholders in a large number of ways: we delivered, for example, 103 briefings to government, industry, and the business community, and we submitted 21 end-user and industry reports in 2017.

We not only respond to requests for expert advice and guidance, but we also continually look for new and creative ways to bring together disparate groups of people with a common purpose, which we did in 2017 with the second International Life Course Conference, and the international workshop at Stanford University. As the Life Course Centre's research matures, and as our relationships deepen, this approach is increasingly fruitful.

The goal of the Research Linkages portfolio is to develop and deliver four collaborative forums in 2018. For more details about the portfolio's plans in 2018, (see p. 11).



From left to right: Professor Rebekah Levine Coley, Professor Adrian Raine, Professor Fiona Steele, and Professor Janeen Baxter

INTERNATIONAL LIFE COURSE CONFERENCE 2017

On October 24 to 26, 2017, the Life Course Centre Director Professor Janeen Baxter, along with researchers and staff, welcomed social science researchers from around the globe to the conference, with delegates from America, Europe, New Zealand, and all the Australian States and Territories. They also welcomed representatives from the Life Course Centre's key partners and stakeholders, for what can only be described as a stimulating, thought-provoking and fascinating couple of days.

The Life Course Centre is committed to furthering our understanding of how disadvantage is transmitted within families and across generations. The conference presentations reflected this mission and ranged widely across a variety of issues facing societies today.

We would like to thank the following keynote speakers, who all provided absorbing insights into their research in the social science arena:

Professor Alissa Goodman is the Principal Investigator of the 1958 British Birth Cohort Study, leading the team responsible for developing its content, design and analysis. She gave us an extra-ordinary insight into how longitudinal studies like this one allow researchers to demonstrate how disadvantage can follow us throughout the life course.

The topic 'geography of opportunity', presented by Professor Rebekah Levine Coley, enhanced our understanding of the mechanisms associated with intergenerational transmission of advantage and disadvantage. Rebekah talked about how economic segregation, as well as access to cultural and social resources and exposure to stressors in urban areas, may be particularly important processes by which parents' economic resources trickle down to their children's development.

Professor Adrian Raine provided some thought-provoking data in his presentation 'Fighting violence with better brains: A health perspective on crime'. According to Adrian, while violence is a major public health problem, it is less frequently appreciated that early health disadvantages increase a child's risk for later antisocial, violent, and criminal behaviour. He outlined a range of interventions that can upregulate brain functioning in a way that can reduce antisocial and violent behaviour.

We also thank Andrew Sporle from the University of Auckland, and Professor Fiona Steele from the London School of Economics, for their contributions, along with all the other presenters who participated in the two-day program.

One of the best things about these kinds of events is the opportunity for colleagues to network, discuss, compare and to find synergies with fellow researchers and stakeholders.

Without a doubt, the International Life Course Conference 2017 was a resounding success, and our thanks go to everyone who took part or helped to organise the event.



A SINGLE WEEK 60 YEARS AGO PROVIDES THE BASIS FOR A WORLD OF RESEARCH TODAY.

Professor Alissa Goodman is a Partner Investigator in the ARC Life Course Centre. She was also a keynote speaker at the 2017 International Life Course Conference.

Alissa studied Philosophy, Politics and Economics as an undergraduate at Oxford, and completed a Master's in Economics at the University of London. In her early career at the Institute for Fiscal Studies, University College London (UCL), her research interests included studying income distribution and inequality and how this changes over time. This work provided her with the perfect segue to her present role as Principal Investigator for the internationally-renowned National Child Development Study (NCDS) at the Centre for Longitudinal Studies, UCL's Institute of Education. This study affords social science researchers fascinating insights into social change and the extent to which our formative years set the pattern for adult life, all the way through to retirement and beyond.

The NCDS follows the lives of more than 17,500 people born in Great Britain (England, Scotland and Wales) in a single week in March 1958. This group, referred to as a cohort, constituted 98.1 per cent of the births for that week, so it required a huge and co-ordinated effort from the original researchers who commissioned the study and from the National Health Service. Over the following years, up until the project participants were aged 16, immigrant children arriving in Great Britain who were born in the same week in March were added to the study, resulting in about 18,500 being part of the cohort sample.

Also known as the 1958 Birth Cohort Study, collects a range of information – on physical and educational development, economic circumstances, employment, family life, health behaviour, wellbeing, social participation, and attitudes – from the participants. To date there have been nine waves of data collected. The most recent wave in 2013 achieved just over 9000 participants – more than half the original cohort size, considering deaths and movement of people out of Great Britain in that time. Researchers typically collect the data through a combination of face-to-face interviews, telephone interviews, and paper and online questionnaires.

Once cleaned and documented, the data are freely available to researchers world-wide for non-commercial use.

A recent study using the data, 'Lifetime poverty and attitudes to retirement among a cohort born in 1958', shows just how manifoldly disadvantaged the persistently poor are; significant numbers of cohort members who have experienced poverty during their life course are approaching retirement in poor health and with poor mental wellbeing. Fewer have a spouse or partner, and most are renting rather than owning their own homes – with home ownership being a major source of security for this age group. Also, a significant majority of this group have never paid into a pension.

Some of Alissa's research with the 1958 cohort has been into their expectations for retirement. She says, 'We are interested in how many expect to be working, [and] how many have left the labour market already.' A new round of data collection, which will build on this information, is due in 2018 as the participants reach their 60th birthdays.

At the 2017 International Life Course Conference, Alissa discussed the participants' working life histories from the time they were 18 years old. She said, 'We can see the lifetime pattern for women and men – which are very different – and we can gauge their income and work status throughout their life, and . . . how their retirement expectations have been shaped by these things. . . . The vulnerability of people who have persistently experienced poverty in their adult lives is quite striking.'

She also told the conference about an exciting new project to transcribe and analyse 10,000 essays that were written by cohort members when they were 11 years old, in 1969.

The NCDS is unique in the world and the resulting data demonstrates the long reach of childhood circumstances across the life course. Alissa said that the intention is to follow the 1958 cohort for as long as possible.



ACCESS TO OPPORTUNITY TO BREAK THE CYCLE OF DISADVANTAGE

At the International Life Course Conference 2017, we had a wide range of presentations from both academics and from our industry partners.

From the Australian government, we welcomed Dr Margot Clifford from the Department of Social Services (DSS), Cheryl Hopkins from the Department of Education and Training, and Melissa Carney from the Department of Employment for a roundtable session on 'Access to opportunity: Research and policy challenges', hosted by Professor Mark Western from the Life Course Centre.

Dr Margot Clifford is the Director of the Strategic Policy Unit in the Policy Strategy branch of the DSS, and is responsible for developing and facilitating the implementation of cross-cutting and forward-thinking policy advice to government. Priority policy areas for her team include access to opportunity, place-based service delivery, better approaches to service design, and new approaches to Indigenous policy within the Department.

Margot describes her unit as working across whole-of-portfolio broad themes. Her presentation at the conference specifically addressed the issue of access to opportunity; her unit has developed an 'Access to opportunity' framework to examine where disadvantage occurs, where it can be addressed, and what factors are about peoples' life choices in life, as opposed to conditions that are not under their control.

'Access to opportunity' is defined as an array of realisable options, or pathways, people have in their lives. Therefore, the framework focuses on the different, realisable, life pathways that individuals have across their lives, as well as the need for developing both optimal individual capabilities and favourable external contexts to enable individuals to access the broadest range of life pathways. It also acknowledges that these pathways to optimal development, which include social, human and material capital, commence in the prenatal period, with the kinds of supports given to mothers, and extend through childhood, adolescence, and onwards into adulthood.

One of the DSS's five long-term priority areas for improving wellbeing – with a focus on greater welfare independence – is improved social mobility. Margot says it is a long-term approach, allowing her to plan, to collaborate with colleagues, and to think more strategically rather than being purely reactive.

When developing the draft analytical framework, her unit collaborated with the Life Course Centre, borrowing quite heavily from the Life Course Centre's framework. She adds that she would like to see collaboration with the Life Course Centre continue.

Cheryl Hopkins delivered her presentation on the National Education Evidence Base – a long-term project that brings data sets together from across education sectors. A key part of its functionality will be to provide direct access to trusted third parties, such as researchers. When complete it will provide a comprehensive view of the education pathways of individuals.

Cheryl says that the potential for analysis of the data is very exciting. She sees the National Education Evidence Base as providing government with the ability to provide the right advice, at the right time to people, to help them find their own pathway to opportunity. This, she says, is informed decision-making at its best, where both government and the community have the information to make the most effective choices.

No system will be perfect, but this affords government the ability to get closer to the ideal by using the data to improve policies and outcomes. In an ideal system the individual will be connected to a range of services most suited to them. Seamless service is becoming less of an aspirational goal for policymakers and more of an expectation among consumers of our policies and programs.

It was clear from this session, that there are many synergies and opportunities for the Life Course Centre to work with government departments, to help break the cycle of disadvantage by creating the right pathways and access to opportunities.

The Life Course Centre is a collaborative enterprise, bringing together expertise from around the globe and from across Australia. The Centre's powerful partnership networks provide genuine interdisciplinary innovation, which translates into cutting-edge research.

This collective capacity was well illustrated at the conference with many representatives present from the Life Course Centre's partnerships network coming together to address the problem of deep and persistent disadvantage. Participating in conference sessions were Ian McCarthy and Brianna McCourt from the New South Wales Department of Education, Dr Gillian Considine from The Smith Family, Jasmine Brooking from the Fitzroy Valley Community, Alexander Cockburn and Marilyn Chilvers from New South Wales FaCS Analysis and Research, Dr Mark McDonnell from the Queensland DET, Suzanne Purdon and Andrew Oakley from the Tasmanian Department of Education, and Mohamed Khalil from the Commonwealth Bank of Australia.

SPIFFY STATISTICS

The Life Course Centre welcomed Professor Rebekah Levine Coley as a keynote speaker to the 2017 International Life Course Conference in October, where she spoke about the geography of opportunity focusing on school-age children and how social and economic resources are distributed.

Rebekah says of research like hers, 'I think the government is much less open to research [in the US]. The political forces are phenomenally strong. For the most part politicians pride themselves on operating from their values rather than from scientific evidence. It is particularly acute currently. And I think part of it is that America is such a diverse place that it is hard to build those kinds of close relationships with politicians that a lot of Australian academics seem to be able to do.'

She says she has made some headway with work on fathers' involvement, where state and local governments have used her research to develop fathers' support programs and fathers' rights policies. And, with some of her work on early childhood education, which has been used by local governments to expand preschool and early childhood opportunities within their communities.

Rebekah has done a couple of research papers into the use of corporal punishment and its effect on early childhood development. 'Most parents who spank their children argue that they do so to improve their child's behaviour. And there is quite good evidence to show it does the exact opposite. There is pretty consistent evidence that it leads to actually heightened levels of emotional behaviour in children.'

According to Rebekah, in the United States over the last half century the wealthy have been getting consistently wealthier, whereas people in the poor- and middle-income strata have been just holding steady, creating a wide dispersion of incomes. In addition, there is increased income segregation, which has been growing across both neighbourhoods and schools, leading to poor families being more likely to live in communities with other poor families. In the US, this trend is particularly prevalent among people of colour, especially African-Americans. Rebekah notes that in Australia these patterns still occur but are not as pronounced.

In her recent research, she is addressing how economic inequality and segregation is associated with children's educational opportunities and outcomes, and importantly what processes are driving these effects. These processes are key because they help to pinpoint areas where policy and practice can seek to intervene.

REBEKAH EXAMINED THE WAYS THAT FAMILIES SPEND THEIR MONEY AND DIVIDED THESE INTO THREE CATEGORIES:

- basic needs, including housing, food, clothing for adults
- investments directly in children and in their learning and wellbeing, such as tuition for schools, school materials, books, lessons, tutoring, recreational opportunities, and child support

- extra expenses, including holidays, alcohol, eating out, and so on.

Among all families with children under the age of 18, about 75 per cent of household income is spent on necessities, and only about 7 per cent goes directly towards the enrichment of children.

Across urbanicity, she found the greatest disparities occurred in large cities between the rich and the poor. Upper income families always spend far more than poor families on child enrichment, but this is more pronounced in large cities where the gap is greater. This is also true if you look at proportional spending.

The study used data from the Early Childhood Longitudinal Study (ECLS) to determine some of the other processes, besides investments, that might link family income with children's educational success across urbanicity. The ECLS follows children from kindergarten through to grade 5; Rebekah's research used the data up to grade 2, involving more than 12,000 children.

One of the main goals of this work is to create a measure of these processes at the community level, and then try to statistically validate them in terms of geographic scale. This, Rebekah says, is what she calls 'spiffy statistics'!

Her work is a way of understanding the intergenerational transmission of advantage and disadvantage, and suggests that economic segregation as well as access to cultural and social resources and exposure to stressors in urban areas may be particularly important processes by which parents' economic resources trickle down to their children's development.

SPATIAL MOBILITY, FAMILIES AND GENDER INEQUALITY IN THE LABOUR MARKET SYMPOSIUM

This one-and-a-half-day symposium, held on 28 and 29 March 2017, highlighted the under-researched dimensions of the association between the spatial mobility of families and gender-based labour-market inequality, and was made possible through financial support from the Deutsche Forschungsgemeinschaft, the University of Bremen, and Life Course Centre.

Research has drawn attention to the domestic and secondary earner roles of women in families to explain observed within-couple gender differences in spatial mobility among dual earners. Despite considerable declines in labour-market gender inequality, differences against women in terms of pay, work hours, over-qualification and promotion opportunities remain.

Gender inequalities permeate household relocation, mobility decisions and the outcomes. Compared to men, women commute shorter distances, are less likely to undertake a long-distance household relocation for a job. Even if they do, their careers benefit little. Instead, women who follow men (as in, the trailing wives) often experience lasting negative impacts on their employment and earnings.

LIFE COURSE CENTRE SYMPOSIUM: RACE AND INCARCERATION – PERSPECTIVES FROM AUSTRALIA AND THE UNITED STATES

Australia and the United States, countries with significantly diverse racial histories, find themselves afflicted with similarly high levels of racial disparity within their justice systems.

In an effort to share knowledge and insights across the two countries, on 14 March 2017, the Life Course Centre brought together a panel of local and international experts to examine the racial disparity affecting the justice systems and discuss a way forward.

The presenters discussed findings around transitions from prison to community, criminal justice reform, and domestic violence in Australian Indigenous communities.

PRESENTERS WERE:

- Bruce Western, Professor of Sociology, Guggenheim Professor of Criminal Justice Policy, Harvard University.
- Vincent Schiraldi, Senior Research Fellow, Director of the Program in Criminal Justice Policy and Management at Harvard Kennedy School.
- Catherine Sirois, Project Manager on the Boston Re-entry Study.
- Professor Heather Douglas, ARC Future Fellow, TC Beirne School of Law, The University of Queensland.
- Natalie Smith, Project Manager for New York Re-entry Study, Harvard Kennedy School.

PROFESSOR DAVID NEUMARK – THE LONG-RUN EFFECTS OF MINIMUM WAGES AND OTHER ANTI-POVERTY POLICIES ON DISADVANTAGED NEIGHBOURHOODS

In this seminar, held on 25 August 2017 at the School of Economics at the University of Sydney, David Neumark, from the University of California, Irvine, talked about the effects, over many decades, of minimum wages, living wages, the Earned Income Tax Credit (EITC), and welfare (and welfare reform) on disadvantaged neighbourhoods. Using Census data, he identified tracts that are initially disadvantaged in terms of either a high share with low education, or a high share black. He then estimated the long-run effects of these alternative policies on key economic indicators of economic self-sufficiency – in particular, poverty and the receipt of public assistance.

We fail to find evidence of beneficial long-run effects of minimum wages in disadvantaged areas. In the longer run, employment effects are negative, and there is no evidence that higher minimum wages reduce poverty or lower the share of household on public assistance.

In contrast, we find evidence of longer-run beneficial effects of a more generous EITC. There is some evidence that in the longer run the EITC increases employment and reduces poverty. And there is strong evidence that a higher EITC reduces the share of families on public assistance.

CHILDHOOD, EDUCATION AND WELFARE: RESEARCH AND POLICY INSIGHTS WORKSHOP

Held at the Melbourne node of the Life Course Centre on 15 February 2017, this one-day workshop brought together academics and policymakers to discuss how research related to childhood, education, and welfare can be implemented into practice.

The workshop combined the knowledge of leading academic researchers, policy experts, and policy implementers in three different sessions around disadvantage during childhood, in education, and how the welfare system can address disadvantage in general.

KEYNOTE SPEAKERS WERE:

- Barbara Wolfe, the Richard A. Easterlin Professor in the Departments of Population Health Sciences, Economics, and the La Follette School of Public Affairs at the University of Wisconsin-Madison, where she recently served as Director. She is also an affiliate and past Director of the Institute for Research on Poverty.
- Robert Haveman, Professor Emeritus of Economics and Public Affairs and Research Associate at the Institute for Research on Poverty at the University of Wisconsin-Madison, and Adjunct Professor of Economics at the University of Melbourne.
- Betsey Stevenson, Associate Professor of Public Policy, Gerald R. Ford School of Public Policy and Associate Professor of Economics, Department of Economics at the University of Michigan.

FROM ADMINISTRATIVE RECORDS TO USEFUL RESEARCH EVIDENCE

AN INTERNATIONAL WORKSHOP AT STANFORD UNIVERSITY

Research and government organisations have been calling for effective use of administrative data collected by government agencies to paint a better picture of socioeconomic adversity in Australia, to evaluate existing government programs, and to assist with designing effective policies to alleviate disadvantage.

To ensure that administrative data is used to inform policy, the Life Course Centre has led several initiatives and projects that raise awareness about the potential of administrative data and have trialled ways of accessing and analysing such data. One such initiative was an international workshop on government administrative data for policy-relevant research held on 1 and 2 May 2017 at Stanford University. Co-sponsored with the Children's Data Network at the University of Southern California, the Program for Administrative Data at Stanford, and the Stanford Center for Poverty and Inequality, the workshop fostered discussions and the exchange of experiences between the members of participating organisations.

'We are at a turning point in the social sciences in Australia where we are beginning to realise the enormous untapped potential of administrative data for understanding and evaluating a whole range of individual and community outcomes. Other countries, such as New Zealand, have already made huge advances in these directions and it is essential that Australia does not lag behind,' explains Professor Janeen Baxter, Life Course Centre Director.

Over the two days, authoritative figures from research and government organisations in Australia, Canada, Germany, New Zealand, and the United States discussed strategies to enhance productive partnerships and communication with stakeholders, as well as the skills and capacities required to realise the benefits of using existing data while simultaneously safeguarding the individuals' privacy. The workshop served to highlight opportunities for collaboration, particularly in the examination of administrative data integration for evidence-based policy.

The workshop had 56 participants – including 11 of the Life Course Centre's research leaders, research fellows and government partners.

Further international workshops and round-tables are planned in the coming years to maintain the international links and to continue to exchange experiences and key learnings.

Centre members who attended, included: Sergi Vidal, Janeen Baxter, Mark Western, Michele Haynes, Guyonne Kalb, Danilo Bolano, Francis Mitrou, Nicolas Salamanca, Tina Rampino, Stefanie Schurer and David Dennis (Department of Social Services, Australian Government).



FIGHTING VIOLENCE WITH BETTER BRAINS: A HEALTH PERSPECTIVE ON CRIME

Raine, who is noted for his research into the neurobiological and biosocial causes of antisocial behaviour came to Australia to deliver a keynote speech at the 2017 International Life Course Conference held on 24 to 26 of October, and a public lecture in conjunction with the Queensland Brain Institute, on 30 October 2017, entitled 'The Anatomy of Violence: The Biological Roots of Crime'. His public lecture attracted a wide audience, including a cohort of school children, who were clearly fascinated by his talk.

'Biology is not destiny, so let's not throw away the key.'

So, says Professor Adrian Raine, Richard Perry University Professor in the Departments of Criminology, Psychiatry, and Psychology at the University of Pennsylvania, and Partner Investigator at the Australian Research Council Centre of Excellence for Children and Families over the Life Course.

He has courted controversy throughout his career, no less so than with his latest research where he argues that there is a biological basis to crime and violence.

As Adrian says, 'While violence is a major public health problem, it is less frequently appreciated that early health disadvantages increase a child's risk for later antisocial, violent, and criminal behaviour ... For me, there is a brain basis to crime.'

'My research,' he says, 'suggests that a life of crime and violence is not necessarily a destiny into which we are locked by social and environmental factors, but rather there is a biological basis for these behaviours; we can change the biological risk factors that have been shown to lead to these antisocial behaviours.'

His presentation provided an overview of health risk factors that occur early in life which can negatively impact the brain and predispose a person to commit crimes and exhibit violent behaviour. For example, the developing foetus and its brain need good nutrition. Poor nutrition during pregnancy negatively affects the foetus's brain development, with the offspring of mothers who experience an inadequate diet two and a half times more likely to develop antisocial behaviours in future adulthood.

Other risk factors include exposure to nicotine and carbon monoxide from pregnant mothers who smoke, which in turn affects the developing foetus's brain; alcohol consumption during pregnancy; and environmental toxins, for example lead exposure, which is associated with later antisocial and violent behaviour.

Adrian believes we can screen and intervene to improve the outcomes of at-risk children, although this can have ethical implications and risks stigmatising these children. He says, 'If you buy the assumption that a bad brain leads to bad behaviour, then we can look at ways to upregulate the brain to reduce the likelihood of future crime and violence. Better nutrition, more physical exercise and cognitive stimulation, for example, can upregulate brain functioning to reduce future antisocial and violent behaviour. By intervening in a child's life by the age of three years it is possible to reduce crime by 34 per cent 20 years' later.'

'I am optimistically cautious about what we can do.'



LINKAGES

KEY PERFORMANCE INDICATORS

TABLE 8 INTERNATIONAL, NATIONAL AND REGIONAL LINKS AND NETWORKS

| | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|---|-------------|-------------|-------------|-------------|
| Number of international visitors and visiting fellows | 42 | 25 | 14 | 10 |
| Number of national and international workshops held/organised by the Centre | 14 | 11 | 11 | 5 |
| Number of visits to overseas laboratories and facilities | 9 | 35 | 18 | 10 |
| Examples of relevant interdisciplinary research supported by the Centre (per cent of work undertaken in the Centre is inter-disciplinary) * | 54% | 57% | 48% | 70% |

* This figure represents the proportion of Life Course Centre journal articles that were published in multidisciplinary journals (i.e., journals that span more than one major subject area in SCImago), from a total sample of 103 journals that were published in SCImago-indexed journals.

TABLE 9 END-USER LINKS

| | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|---|-------------------|-------------------|-------------------|-------------|
| Number of government, industry and business community briefings | 54 | 101 | 104 | 60 |
| Number and nature of public awareness/outreach programs | 1 | 3 | 9 | 10 |
| Currency of information on the Centre's website | Updated regularly | Updated regularly | Updated regularly | |
| Number of website hits | 49,173 | 48,275 | * | 10,000 |
| Number of talks given by Centre staff open to the public | 16 | 25 | 41 | 20 |

* Due to technical issues with the old Centre website, it has not been possible to obtain website hits for 2017. The Media and Communications report on page 81 includes other indicators of the success of the Centre's communication strategy in 2017, and the new website to be launched in April 2018 includes full analytics capability for improved analysis.



MEDIA AND COMMUNICATIONS

The Life Course Centre has embraced a proactive engagement strategy this year, communicating the Centre’s activities using social media and traditional media, forums, workshops, presentations, a retreat, and the 2017 International Life Course Conference.

The Centre needs to communicate the work of its researchers to policymakers, policy influencers, partners, media organisations, and the public in a clear, compelling, and accessible way. In 2017, as part of the Centre’s engagement strategy, there were several new initiatives aimed at improving how the Centre achieves this.

THE WEBSITE

In mid-2017, the engagement strategy was re-evaluated, and the decision made to update the website to make it more user-friendly. The Centre’s website serves several functions, including being able to facilitate the development of policy initiatives, drive the media conversation, and encourage public discourse, while demonstrating the Centre’s evidence-based approach to addressing deep and persistent social disadvantage within our society. To fulfil these functions more effectively, and to provide full analytics capability for improved analysis, the website has been updated, with the new version going live in April 2018.

CONSISTENT BRANDING

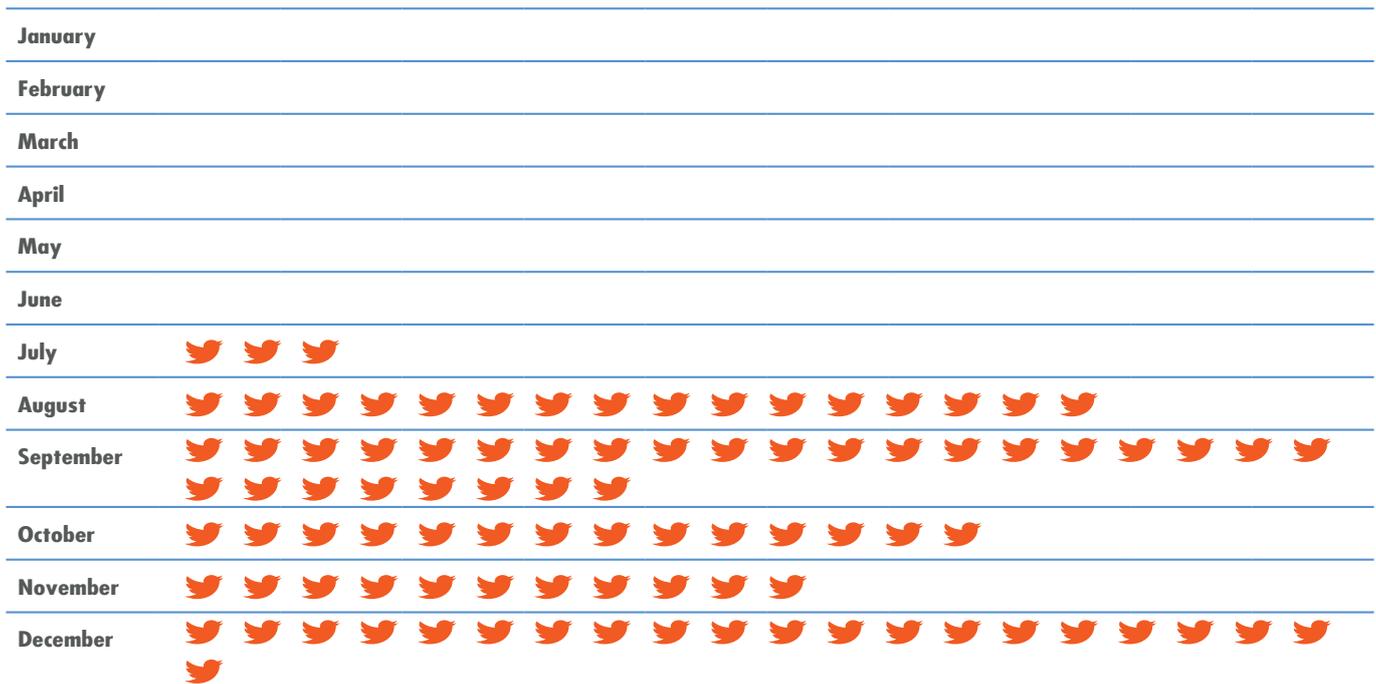
Alongside the website redevelopment, the Centre took the opportunity to ensure it delivered a cohesive message with a consistent theme for the branding across the range of communications deliverables, in print and digital formats. This initiative has included the provision of a suite of templates for general use, including PowerPoint, reports, posters, flyers, and fact sheets. The original logo has been retained but otherwise the branding for the Centre has been given a new, fresh appearance.

SOCIAL MEDIA

At the same time as redesigning our website, it was decided to consolidate the social media channels used by the Centre. We now have an active presence on Facebook and Twitter. The main messages are delivered first via the website, and then they are disseminated using Facebook and Twitter. These pages have steadily gained in popularity and activity throughout the second half of the year with Twitter proving to be especially impactful.



TWEETS IN 2017



IN THE MEDIA

During 2017, the Centre has been consistently represented in the media. Our researchers have appeared on radio, on television, and in print media. In particular, Life Course Centre researchers have had a total of 14 articles featured in *The Conversation*.

We have just started to use Altimetrics to analyse our media strategy and it has shown us that we are even more successful than we thought. For example, 16 tracked articles were mentioned in 275 news stories, in 223 different news outlets such as *The Guardian*, *ABC*, *The Sydney Morning Herald* and *The Huffington Post*.

Our media and communications activity has been directed towards ensuring that the Centre's events, publications, awards and achievements are promoted to our stakeholders. The level of activity is an acceptable baseline and this activity will continue to grow during 2018.

THE CONVERSATION
Academic rigour, journalistic flair

Australia
edition v
The Guardian

HUFFPOST

The Sydney Morning Herald
INDEPENDENT. ALWAYS.

LOOKING FORWARD

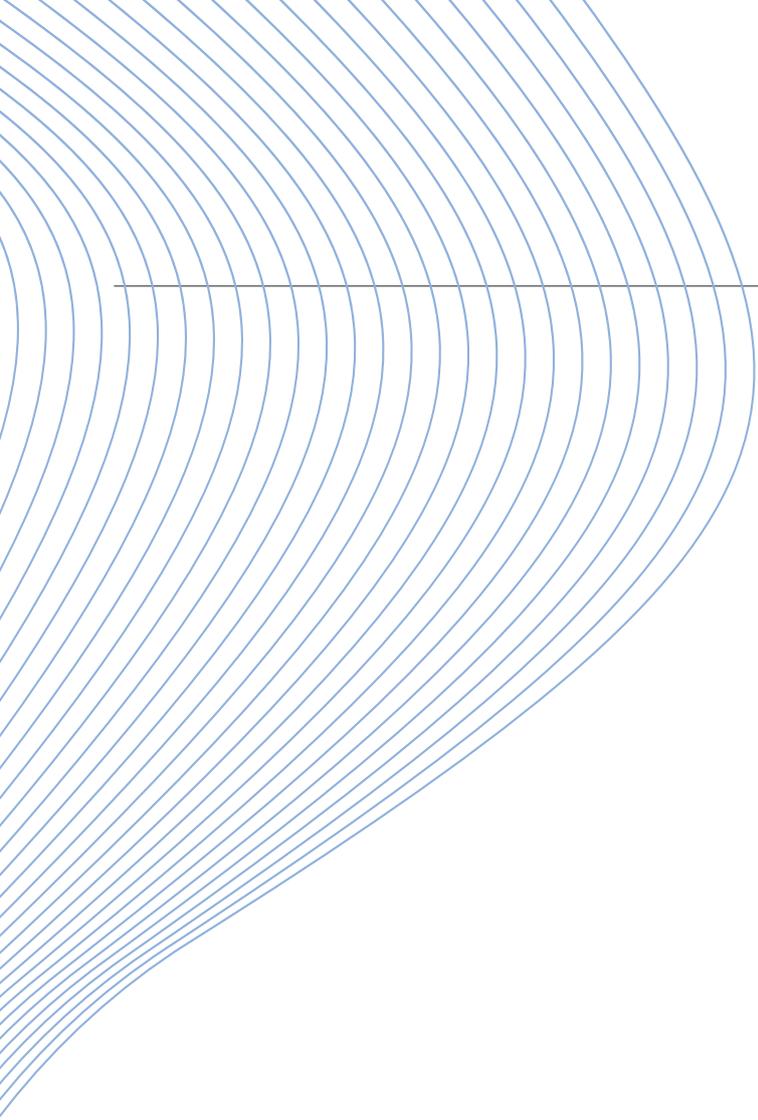
In 2018, as the engagement strategy evolves, the next phase of targeted messages will be added, with the aim of confirming the Centre as a national and international organisation with strategic partnerships and affiliations, collecting together world experts in social science research into deep and persistent disadvantage over the life course.

THE PRIMARY TARGET AUDIENCES ARE:

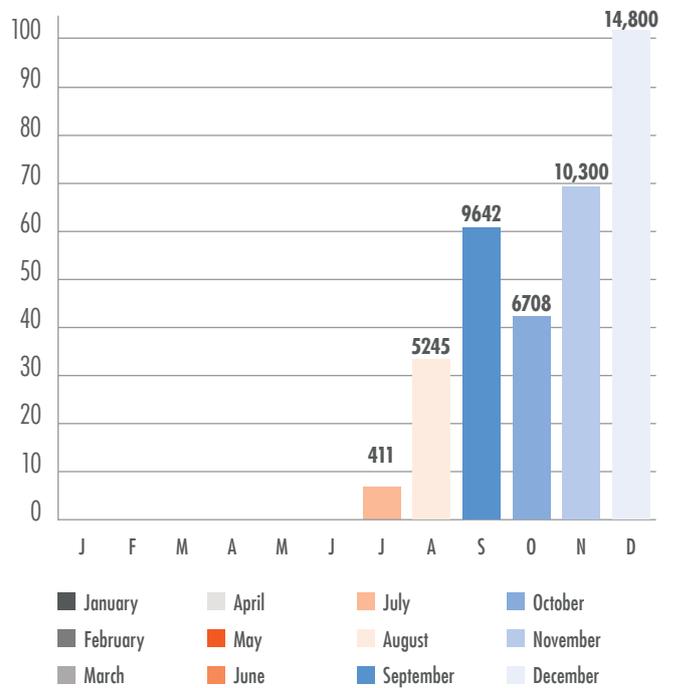
- policymakers and policy influencers in government and non-government organisations
- the research community in both academic and non-academic organisations.

SPECIFIC GOALS ARE TO:

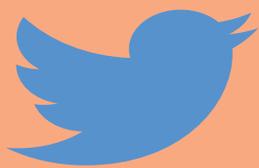
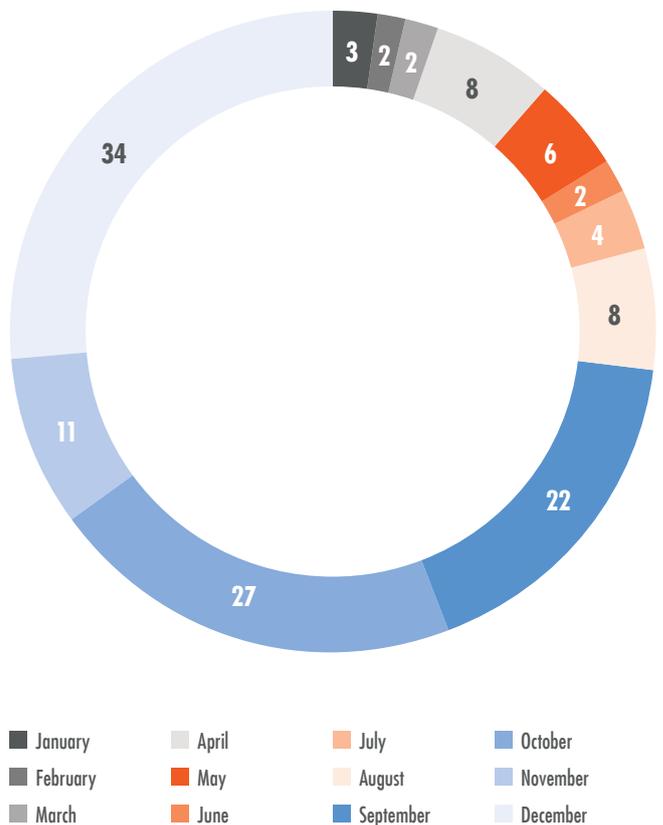
- introduce an internal *Weekly Digest* to provide brief summaries of news stories featured on the website and in social media the previous week
- reposition the current quarterly newsletter to feature a specific aspect of the Life Course Centre's research in each edition.



TWEET IMPRESSIONS IN 2017



TWEET MENTIONS IN 2017



2017 TWITTER ACTIVITY

LIFE COURSE CENTRE FELLOWSHIP PROGRAM

At the Life Course Centre, we are proud of our extensive network of international researchers, policymakers, practitioners and other partners who are committed to the Centre's aims and objectives for addressing deep and persistent disadvantage. The Life Course Centre's Fellowship Program formalises these relationships through a series of activities that enhance the collective power of expertise among the Centre's Fellows.

THE FELLOWSHIP PROGRAM AIMS TO:

- build an intellectual network to achieve a body of work that supports the Centre's research and delivery objectives
- facilitate collaboration and engagement between researchers, government, and non-government organisations
- progress the aims of the Centre to identify the critical factors that lead to deep and persistent disadvantage and to develop transformative policies to help alleviate this disadvantage.

A key benefit of the Fellowship Program is the ability to publish in the Life Course Centre's Working Paper Series. For Fellows, this provides a valuable platform for sharing early stage research with peers and end-users, and is valuable in facilitating the development of new collaborations. Fellows are also involved in sharing research through presenting or attending research events, and collaborating with others to produce academic publications, and other outputs.

The diversity of the in-kind support from the research community globally, reflects the expansion of our networks and the growth in our research collaboration.

In 2018, the Centre will review and strengthen the collaboration between Life Course Centre Fellows and the Centre around research to influence and enhance the Life Course Centre's objectives.

IN 2017, WE WELCOMED 20 NEW FELLOWS TO THE PROGRAM INCLUDING:

MICHAEL KÜHHIRT – UNIVERSITY OF COLOGNE

Michael Kühhirt is a lecturer and postdoctoral researcher at the Institute of Sociology and Social Psychology at the University of Cologne. He studied sociology and history at the University of Mannheim, where he also completed his PhD in social science in 2014. His main research and teaching interests are social stratification, family sociology and quantitative research methods.

MARIA RITA TESTA – VIENNA INSTITUTE OF DEMOGRAPHY, AUSTRIAN ACADEMY OF SCIENCES

Maria Rita Testa is senior researcher at the Vienna Institute of Demography of the Austrian Academy of Sciences and at the Vienna University of Economics and Business.

Her research interests include family demography, reproductive decision-making, fertility, multilevel models, panel data analysis, climate change, and inter-marriage.

CHRISTIAN BRZINSKY-FAY – BERLIN SOCIAL SCIENCE CENTER (WZB)

Christian Brzinsky-Fay is Research Fellow at the Berlin Social Science Center (WZB, Leibniz Institute), and holds a PhD in Social Policy from the University of Tampere (Finland). His main research interests are in research methods for the social sciences, transitions from school to work, and comparative welfare state research. He has taught and published extensively on the use and development of sequence data analysis. His recent research has been published in *Sociological Methods and Research*, *European Societies*, and *Research in Social Stratification and Mobility*.

HA VU – DEPARTMENT OF ECONOMICS, DEAKIN UNIVERSITY

Ha Vu is passionate about conducting research that has strong policy implications and has published extensively in the area of social policies with the topics being driven by emerging social issues. As such, the topics change over time, but with the focus still on social policies and the wellbeing of disadvantaged families.

HOLLY HARRIS – QUEENSLAND UNIVERSITY OF TECHNOLOGY

Holly Harris's research focus is on biological psychology, clinical psychology and health psychology, examining aspects of family dynamics and socioeconomic disadvantage. A unique aspect of Holly's research is a focus on maternal and paternal feeding practices in socioeconomically disadvantaged families, and the development of preschool children's eating behaviours and food preferences.

MARTIN KARLSSON – CINCH, UNIVERSITY OF DUISBURG ESSEN, GERMANY

Martin Karlsson's research focuses on early life health interventions and their effects on labour market outcomes; the effects of education on health; intergenerational transmission of health and socioeconomic status. Martin is Director of the national research centre for health economics in Essen – one of the most prominent research environments for health economics in Europe, and a beneficial networking partner for many Life Course Centre researchers.

THERESE NILSSON – LUND UNIVERSITY, SWEDEN

Therese Nilsson's main research interest relates to questions related to the short- and long-term effects of early life interventions, with a special focus on education and health interventions. Her research portfolio includes work on the role of informal institutions. Future research interests relate to short and long-term effects of early life interventions, with a special focus on education and health interventions.

LIFE COURSE CENTRE AWARDS & GRANTS



PROFESSOR JANEEN BAXTER – MOST COMPELLING HYPOTHESIS

In February, Professor Janeen Baxter, Life Course Centre Director, along with colleagues across a range of agencies, received the award of 'Most compelling hypothesis' when the Department of Social Services held its Try, Test and Learn Fund Policy Hack. The Policy Hack was an ideas sharing, generating or refining event directed at creating innovative social policy in an informed, collaborative and consultative way, and with the aim of developing innovative proposals for the government's \$96 million Try, Test and Learn Fund.

Proposals for the Policy Hack needed to assist people in the initial priority groups (young carers, young parents and young students), who are at risk of long-term welfare dependence, to find work.



DR STEPHANIE CARDWELL – FINALIST UQ 3 MINUTE THESIS (3MT®) COMPETITION AND OUTSTANDING STUDENT CONTRIBUTION AWARD

Double congratulations go to Dr Stephanie Cardwell, postdoctoral Research Fellow at the Life Course Centre.

In April, she was a Finalist UQ 3 Minute Thesis (3MT®) Competition. This competition celebrates the exciting research conducted by Doctor of Philosophy (PhD) students. Developed by The University of Queensland, the competition supports their capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience with the assistance of one PowerPoint slide.

Then in November, Stephanie received a Division of Developmental and Life-Course Criminology, Outstanding Student Contribution Award for her paper 'Variability in Moral Disengagement and its Relation to Offending in a Sample of Serious Youthful Offenders', published in *Criminal Justice and Behavior*.



DR TOMÁS CANO LÓPEZ – BEST POSTER AWARD

International PhD exchange student Tomás Cano López, from Pompeu Fabra University, Spain, was awarded the Best Poster Award of the Research Committee 28 (RC28) Spring Meeting at the University of Cologne (shared with Francesco Billari and one other researcher). The poster he made used research co-authored with Dr Francisco (Paco) Perales and Professor Janeen Baxter titled 'A Matter of Time? Parent's Time in Childcare and Children's Cognitive and Noncognitive Outcomes'.

Their paper examined whether and how parental education affects parents' childcare time, and how this in turn influences children's cognitive and non-cognitive outcomes. In particular, this study considered fathers' involvement in childcare. Men's childcare participation can be a precursor for increasing gender equality within families, by 'freeing up' time for women to develop their skills, enter the labour market, and realise their economic potential.

Paternal involvement in childcare can also result in increased child stimulation and cognitive development.



PROFESSOR LORRAINE MAZEROLLE – QUEENSLAND POLICE EXCELLENCE IN RESEARCH AWARD

Life Course Centre Chief Investigator Professor Lorraine Mazerolle started her year well when she received a Queensland Police Excellence in Research Award in March.

Then in July, she was selected to become a Fellow of the prestigious American Society of Criminology. According to the Society, 'The status of Fellow is given to those members of the Society in good standing who have achieved distinction in criminology. The honorary title 'Fellow' recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Fellows must also have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC.'

The selection committee found Mazerolle deserving of this award by virtue of her cumulative body of scholarly work in policing and her service to the discipline in promoting evidence-based policy.

In response to her well-deserved accomplishment, Mazerolle says, 'It really is the best thing (professionally!) that I have ever received!'



PROFESSOR DAVID C. RIBAR – ROBERT S. GRIFFITH JR. '52 VISITING INTERNATIONAL SCHOLAR

This year, Life Course Centre Chief Investigator Professor David Ribar was the Robert S. Griffith Jr. '52 Visiting International Scholar at Washington & Lee University, Lexington, Virginia.



DR NICOLÁS SALAMANCA – DEAN'S CERTIFICATE FOR RESEARCH EXCELLENCE FOR 2016

In May this year, Dr Nicolás Salamanca received a Dean's Certificate for Research Excellence for 2016, from the University of Melbourne.



DR NAM TRAN – OUTSTANDING ORAL PRESENTATION AWARD

At the 49th Asia-Pacific Academic Consortium for Public Health Conference, held in August 2017, Life Course Centre Research Fellow Dr Nam Tran received the Outstanding Oral Presentation Award for his presentation on 'Bullying involvement and mental health problems among adolescents in Vietnam: A cross-lagged panel analysis'.



DR AGNIESZKA TYMULA – SOCIETY FOR NEUROECONOMICS EARLY CAREER AWARD

Congratulations go to Life Course Centre Fellow Dr Agnieszka Tymula, who has been awarded a Society for NeuroEconomics Early Career Award at its annual meeting held in Toronto in October 2017. Neuroeconomics is a nascent field that represents the confluence of economics, psychology and neuroscience in the study of human decision-making.

To win the award Agnieszka had to demonstrate that she had made a significant contribution to understanding the neural basis of decision-making, or to the impact of this knowledge on formal understanding of decision behaviour. She received a \$1000 monetary prize and an engraved plaque, which was presented at the Annual Meeting of the Society.

PROFESSOR STEVE ZUBRICK – ELECTED TO TWO PRESTIGIOUS ACADEMIES: THE ACADEMY OF THE SOCIAL SCIENCES AND FELLOW OF THE AUSTRALIAN ACADEMY OF HEALTH AND MEDICAL SCIENCES



Congratulations to Professor Steve Zubrick, a Senior Principal Researcher at the Telethon Kids Institute and Deputy Director (Research) for the Life Course Centre, on being elected to the Academy of the Social Sciences in Australia.

Steve, also a Professor at The University of Western Australia, was one of 46 Australian social scientists – 23 women and 23 men – named as Fellows of the Academy for their distinguished contributions to their disciplines and to society.

Academy of Social Science President Professor Glenn Withers AO said that through their work, the new Fellows had significantly advanced research knowledge and developed new approaches to a diverse range of social research areas.

The new Fellows were formally welcomed and inducted at the Academy's General Meeting and Annual Symposium, held in Adelaide on 18 to 20 October.

Professor Steve Zubrick is also to be congratulated for having been inducted as a new Fellow into the Australian Academy of Health and Medical Sciences.

He was among 49 new Fellows from around Australia, including three from Western Australia, to be inducted during a special dinner held in Adelaide recently as part of the Academy's third Annual Scientific Meeting.

Telethon Kids Institute Director Professor Jonathan Carapetis, who was inducted into the Academy of Health and Medical Sciences in 2014, said that Steve has joined an exclusive club of only 15 other West Australian researchers to have been made Academy Fellows since its inception.

'Of those 17 WA researchers, seven are from the Telethon Kids Institute – a clear reflection of the outstanding quality of scientists we are fortunate to have working at the Institute,' Professor Carapetis said.

Professor Zubrick is a leading developmental scientist who pioneered the first population studies of the prevalence and burden of mental disorders in Australian children and adolescents.

He and his team conducted the landmark Western Australian Aboriginal Child Health Survey in 2001 and 2002, and led the 1998 and 2014 National Surveys of Child and Adolescent Mental Health. He is also a creator and leader of the National Longitudinal Study of Australian children.

His work has guided policies and services for children across Australia and placed Australian child and adolescent mental health into a global perspective,' the Academy said.

The 2017 election of Fellows brings the Academy of Health and Medical Science's Fellowship to 321.

AWARDS & GRANTS

KEY PERFORMANCE INDICATORS

TABLE 10: NEW GRANTS AND AWARDS

| Granting Body | Project | Team | Value (AUD) |
|--|---|---------------------------------|-------------|
| ARC Discovery Early Career Researcher Award | Sexual orientation and life chances in contemporary Australia | Francisco Perales | \$370,000 |
| Australian Government Attorney-General's Department | CVE Baseline Data Research Project | Lorraine Mazerolle | \$182,278 |
| Australian Government Department of Social Services | ARC Centre of Excellence for Children and Families over the Life Course | Janeen Baxter | \$600,000 |
| Australian Institute of Criminology | Criminology Research Grant | Emma Antrobus | \$62,920 |
| Australian Research Council (ARC) Discovery | Using behavioural economic insights to overcome student procrastination | Stephen Cheung | \$301,500 |
| Australian Research Council (ARC) | Community-based STEM professional learning for teachers of middle years. | Michele Haynes | \$278,000 |
| Children's Research Network for Ireland and Northern Ireland | Prevention and Early Intervention | Orla Doyle | \$12,500 |
| Economic and Social Research Council with co-funding from the Engineering and Physical Sciences Research Council | Methods for the Analysis of Longitudinal Dyadic Data with an Application to Intergenerational Exchanges of Family Support | Fiona Steele | \$1,200,000 |
| German Research Foundation – Emmy Noether Grant | Accumulation of Personal Wealth in Couples: Individual Resources and Gender Inequalities, in Intimate Relationships | Janeen Baxter | \$1,650,000 |
| National Centre for Student Equity in Higher Education (NCSEHE) | NCSEHE Research Grants | Wojtek Tomaszewski | \$15,000 |
| National Science Foundation | Resource and Stress Processes Underlying Economic Disparities in Early School Success | Rebekah Coley and Votruba-Drzal | \$400,000 |
| Office of Global Engagement, the University of Sydney | Survey to look at the effects of arsenic water contamination on children's outcomes | Marian Vidal-Fernandez | \$10,000 |
| Queensland Department of Education | Transition costs: Improving young people's career choices and post-school pathways | Wojtek Tomaszewski | \$76,000 |
| Queensland Department of Justice and Attorney-General | Research Project for the Office of the Chief Inspector, Queensland Corrective Services | Lorraine Mazerolle | \$132,000 |
| Queensland Department of Justice and Attorney-General | What works in corrections: A review of the evaluation literature | Lorraine Mazerolle | \$122,111 |
| Singapore Ministry of Education, Social Science Research Council Thematic Grant Call | Building Capacity for Singapore's Population: Testing Innovations in Human Development | Jean Yeung | \$8,102,200 |
| South East Network for Social Sciences (SeNSS) | Aging and Inequality | Arnaud Chevalier | \$172,800 |
| The Salvation Army (Queensland) Property Trust | Analysis of the Pindari Model | Cameron Parsell, Jack Lam | \$70,000 |
| The University of Melbourne | Hallmark Research Initiative | Guyonne Kalb | \$450,000 |

TABLE 10: NEW GRANTS AND AWARDS CONT'D...

| Granting Body | Project | Team | Value (AUD) |
|--|---|---------------------------|-------------|
| The University of Melbourne Early Career Grant Scheme | Social and Economic Consequences of Cost-Less Divorce | Jan Kabatek | \$24,960 |
| The University of Melbourne Early Career Grant Scheme | The Dynamics and Effects of Parenting Style | Nicolas Salamanca | \$24,979 |
| The University of Queensland Global Strategy and Partnerships Funding Scheme | Refugee Settlement and Wellbeing over the Life Course | Walter Forrest | \$10,000 |
| The University of Queensland Madeleine Taylor Scholarship | Madeleine Taylor Scholarship | Nicole Kapelle | \$2,000 |
| Institute for Social Science Research, The University of Queensland | Western Travel Award | Madonna Boman | \$6,231 |
| Toowoomba City Council Mayor's Charity Fund | Toowoomba City Council Mayor's Charity Fund | Kylie Burke, Matt Sanders | \$5,000 |
| The University of Melbourne Early Career Grant Scheme | Social and Economic Consequences of Cost-Less Divorce | Jan Kabatek | \$24,960 |
| The University of Melbourne Early Career Grant Scheme | The Dynamics and Effects of Parenting Style | Nicolas Salamanca | \$24,979 |
| The University of Queensland Global Strategy and Partnerships Funding Scheme | Refugee Settlement and Wellbeing over the Life Course | Walter Forrest | \$10,000 |
| The University of Queensland Madeleine Taylor Scholarship | Madeleine Taylor Scholarship | Nicole Kapelle | \$2,000 |
| Institute for Social Science Research, The University of Queensland | Western Travel Award | Madonna Boman | \$6,231 |
| Toowoomba City Council Mayor's Charity Fund | Toowoomba City Council Mayor's Charity Fund | Kylie Burke, Matt Sanders | \$5,000 |

ORGANISATIONAL SUPPORT

KEY PERFORMANCE INDICATORS

The Life Course Centre partners continue to commit support to the centre both in cash and in-kind, with \$7.2 million in reported in-kind contributions in 2017.

The Centre exceeded the Other Research Income target, with Centre staff generating an additional \$14.3 million in new income from 26 projects. Australian Research Council funding represents 50 per cent of grant income secured by Life Course Centre Chief Investigators and Research Fellows, with the other 50 per cent from public- and private-sector sources.

Recruitment activity continued to be a focus in 2017, with expenditure of \$3.9 million in salaries, an increase of \$543,590. The Capacity Building Portfolio commenced activity in 2017, with a number of travel and exchange opportunities available to staff and students. Investment in scholarships and stipends was maintained across 2017 and 2016, and the capacity building strategies that are now in place to attract, mentor, and train students and early career researchers will see further growth in this area in 2018.

In 2017, the Centre spent \$231,834 on knowledge transfer, more than double the previous year. The Centre continues to invest in knowledge transfer activities including the International Life Course Conference and the International Workshop on Government Administrative Data for Policy Relevant Research held at Stanford University in May, as well as nine other workshops.

Every Family project activity increased, with \$16,766 spent on participant education materials for preparing and delivering material and workshops to targeted participants. This activity is reflected in the substantial number of 2017 events connected to the project.

The Centre has achieved the goal of reducing carry forward funds in 2017, with a decrease in carry forward of \$540,767. With a strong activity plan in 2018, a significant increase in expenditure is forecast.

TABLE 11 ORGANISATIONAL SUPPORT

| | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2017 Target |
|---|----------------|----------------|--------------------------|----------------------------|----------------|
| Annual cash contributions from administering and collaborating organisations | \$1,031,975 | \$1,203,175 | \$1,449,350 | \$942,500 | \$1,100,000 |
| Annual in-kind contributions from administering and collaborating organisations | \$4,061,744 | \$6,760,820 | \$7,518,618 [^] | \$7,208,975 | \$3,003,872 |
| Other research income secured by Centre Staff | \$4,564,507 | \$3,180,544 | \$2,312,981 | \$14,369,037 ^{^^} | \$1,000,000 |
| ARC grants | \$2,439,267 | \$472,061 | \$837,619 | \$949,500 | \$300,000 |
| Other Australian competitive grants | \$1,486,576 | 0 | 0 | 0 | \$500,000 |
| Public sector and industry grants | \$638,664 | \$2,708,483 | \$1,475,362 | \$13,419,537 | \$200,000 |
| Number of new organisations collaborating with, or involved in, the Centre | 13 | 26 | 27 | 34 | 5 |

[^] In-kind contributions has been adjusted to reflect a consistent calculation for casual personnel across all years.

^{^^} This figure includes grants led by Chief Investigators and Research Fellows (\$1,882,098) and grants led by Life Course centre personnel who provide significant in-kind contributions to the Centre, as reported in the Centre Outputs and Details of Income and Expenditure (CODIE) report (\$12,486,939)

FINANCIAL STATEMENT

Statement of Life Course Centre Income and Expenditure for the year ended 31 December 2017 is provided in the following table. Income includes funds received from the ARC; the founding partner organisations to the Centre of Excellence (including the Administering Organisation, Collaborating Organisations, and Partner Organisations, as defined by the ARC). Income from new grants and awards are excluded from these figures. Income and Expenditure figures have been consolidated from certified financial statements from The University of Queensland, The University of Western Australia, the University of Melbourne, and the University of Sydney.

TABLE 12 INCOME AND EXPENDITURE

| Income | 2017 AUD | 2016 AUD | 2015 AUD | 2014 AUD |
|--------------------------------|------------------|------------------------|------------------|------------------|
| Australian Research Council | 3,092,847 | 3,047,140 | 2,996,205 | 2,943,492 |
| Partner contributions | 942,050 | 1,458,350 [^] | 1,230,175 | 1,291,975 |
| Other income | 12,983 | (2,818) | 68,026 | 0 |
| Total income | 4,047,880 | 4,502,672 | 4,267,406 | 4,235,467 |
| Expenditure | 2017 AUD | 2016 AUD | 2015 AUD | 2014 AUD |
| Salaries | 3,916,336 | 3,372,746 | 2,943,600 | 362,575 |
| Scholarships/stipends | 81,263 | 88,543 | 52,734 | 1,500 |
| Equipment | 9,588 | 13,563 | 20,282 | 0 |
| Maintenance | 3,869 | 10,602 | 2,143 | 7,427 |
| Travel | 260,760 | 287,442 | 219,376 | 22,841 |
| Knowledge transfer | 231,834 | 97,907 | 194,377 | 30,433 |
| Data collection | 43,543 | 44,471 | 97,797 | |
| Participant research materials | 16,766 | 0 | 0 | 0 |
| Total expenditure | 4,563,960 | 3,915,274 | 3,530,309 | 424,776 |
| Annual surplus/deficit | -516,081 | 587,398 | 737,097 | 3,810,691 |
| Carry forward | 5,144,842 | 4,547,788 | 3,810,691 | — |
| Adjustments ^{^^} | 24,686 | 4,656 | | |
| Total | 4,604,075 | 5,139,842 | 4,547,788 | 3,810,691 |

[^] Includes \$150,000 of 2017 income, reversed and unallocated in 2017.

^{^^} Adjustment of timing and recognition of income and expenditure between the Administrative and the Collaborating Organisations. In 2015, The University of Queensland recognised \$5,000 as expenditure, however, this was not recorded by University of Melbourne until 2016. The \$5,000 is recorded as an adjustment to the carry forward. In 2017, the University of Sydney recorded \$24,686 as expenditure, however, this will not be recognised by The University of Queensland until 2018. There was also an error in 2015 of \$344 corrected in 2016.

LIFE COURSE CENTRE

APPENDIX – CENTRE OUTPUTS

RESEARCH FINDINGS

JOURNAL ARTICLES

Ambrey, C. L., Bosman, C., & Ballard, A. (2017). Ontological security, social connectedness and the wellbeing of Australia's ageing baby boomers. *Housing Studies*. DOI:10.1080/02673037.2017.1388912.

Ambrey, C., Byrne, J., Matthews, T., Davison, A., Portanger, C., & Lo, A. (2017). Cultivating climate justice: Green infrastructure and suburban disadvantage in Australia. *Applied Geography*, 89 52–60. DOI:10.1016/j.apgeog.2017.10.002.

Ambrey, C., & Cartlidge, N. (2017). Do the psychological benefits of greenspace depend on one's personality? *Personality and Individual Differences*, 116, 233–239. DOI:10.1016/j.paid.2017.05.001.

Ambrey, C., Fleming, C., & Manning, M. (2017). Forest fire danger, life satisfaction and feelings of safety: Evidence from Australia. *International Journal of Wildland Fire*. DOI: 10.1071/WF16195.

Ambrey, C. L., Fleming, C. M., & Manning, M. (2017). The social cost of the Black Saturday bushfires. *Australian Journal of Social Issues*, 52(4), 298–312. DOI:10.1002/ajis.4.21.

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Armstrong, E., Eggins, E., Reid, N., Harnett, P., & Dawe, S. (2017). Parenting interventions for incarcerated parents to improve parenting knowledge and skills, parent wellbeing, and quality of the parent-child relationship: A systematic review and meta-analysis. *Journal of Experimental Criminology*. DOI:10.1007/s11292-017-9290-6.

Baffour, B., Roselli, T., Haynes, M., Bon, J., Western, M., & Clemens, S. (2017). Including mobile-only telephone users in a statewide preventive health survey – Differences in the prevalence of health risk factors and impact on trends. *Preventive Medicine Reports*. DOI:10.1016/j.pmedr.2017.05.009.

Barnes, G. C., Hyatt, J. M., & Sherman, L. W. (2017). Even a Little Bit Helps. *Criminal Justice and Behavior*. DOI:10.1177/0093854816673862.

Barnham, L., Barnes, G. C., & Sherman, L. W. (2017). Targeting Escalation of Intimate Partner Violence: Evidence from 52,000 Offenders. *Cambridge Journal of Evidence-Based Policing*. DOI:10.1007/s41887-017-0008-9.

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Bridger, E., Strang, H., Parkinson, J., & Sherman, L. W. (2017). Intimate Partner Homicide in England and Wales 2011–2013: Pathways to Prediction from Multi-agency Domestic Homicide Reviews. *Cambridge Journal of Evidence-Based Policing*. DOI:10.1007/s41887-017-0013-z.

Broadway, B., Kalb, G., Kuehnle, D., & Maeder, M. (2017). Paid Parental Leave and Child Health in Australia. *Economic Record*. DOI:10.1111/1475-4932.12311.

Bubonya, M., Cobb-Clark, D. A. A., & Wooden, M. (2017). Job loss and the mental health of spouses and adolescent children. *IZA Journal of Labor Economics*. DOI:10.1186/s40172-017-0056-1.

Buchler, S., Perales, F., & Baxter, J. (2017). Does Parenthood Change Attitudes to Fathering? Evidence from Australia and Britain. *Sex Roles*. DOI:10.1007/s11199-017-0757-8.

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Campbell, A. K., Povey, J., Hancock, K. J., Mitrou, F., & Haynes, M. (2017). Parents' interest in their child's education and children's outcomes in adolescence and adulthood: Does gender matter? *International Journal of Educational Research*. DOI:10.1016/j.ijer.2017.07.010.

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- Cobb-Clark, D., & Zhu, A. (2017). Childhood homelessness and adult employment: the role of education, incarceration, and welfare receipt. *Journal of Population Economics*. DOI: 10.1007/s00148-017-0634-3.
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- Coley, R. L., Sims, J., & Carrano, J. (2017). Environmental risks outweigh dopaminergic genetic risks for alcohol use and abuse from adolescence through early adulthood. *Drug and Alcohol Dependence*. DOI:10.1016/j.drugalcep.2017.01.042.
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- Dahmann, S. C. (2017). How does education improve cognitive skills? Instructional time versus timing of instruction. *Labour Economics*. DOI:10.1016/j.labeco.2017.04.008.
- Doyle, O., Delaney, L., O'Farrelly, C., Fitzpatrick, N., & Daly, M. (2017). Can Early Intervention Improve Maternal Wellbeing? Evidence from a Randomized Controlled Trial. *PLOS One*. DOI:10.1371/journal.pone.0169829.
- Dudfield, G., Angel, C., Sherman, L. W., & Torrence, S. (2017). The 'Power Curve' of Victim Harm: Targeting the Distribution of Crime Harm Index Values Across All Victims and Repeat Victims over 1 Year. *Cambridge Journal of Evidence-Based Policing*. DOI:10.1007/s41887-017-0001-3.
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Cano-Lopez, T., Perales, F., & Baxter, J. (March 2017). A Matter of Time? Parent's Time in Childcare and Children Development. Presented at ISA RC28 (Social Stratification and Mobility), Spring Meeting 2017, Cologne, Germany.

Chevalier, A. (September 2017). Asian Gold - Expected Returns to Crime and Thieves Behaviour. Presented at 29th European Association Labour Economists Conference, St. Gallen, Switzerland.

Salamanca, N. (May 2017). Students are Almost as Effective as Professors in University Teaching. Presented at 22nd Annual Meetings, Society of Labor Economics, Raleigh, United States.

CONFERENCE PRESENTATIONS

Chevalier, A. (July 2017). Does competition squeeze out taste-based discrimination? Evidence from a virtual labour market'. Presented at IZA/CREST/OECD Workshop: Recent Advances in the Economics of Discrimination, Paris, France.

Chevalier, A. (April 2017). Does competition drive out discrimination? Presented at the Royal Economic Society Conference, Bristol, UK.

Doyle, O. (March 2017). Can Early Intervention Improve Maternal Wellbeing? Evidence from a Randomized Controlled Trial. Presented at Paris School of Economics Behaviour Seminar Series, Paris, France.

Doyle, O. (September 2017). Intervening early to promote school readiness: An RCT of the preparing for life program. Presented at The Stockholm Criminology Symposium, Stockholm, Sweden.

Edwards, B., & Forrest, W. (August 2017). The parenting Styles of Mothers and Fathers and their Implications for the Development of Refugee Children. Presented at Australian Social Policy Conference, Sydney, Australia.

Fischer, H., & Govil, D. (December 2017). The Effect of Child Support Receipt on Children's Time Use. Presented at 2nd International Child Support Symposium, Melbourne, Australia.

Fisher, H., & Zhu, A. (December 2017). The Effect of Financial Incentives on Repartnering. Presented at Asian and Australasian Society of Labour Economics Inaugural Conference, Canberra, Australia.

Fisher, H. (September 2017). The indirect effects of post-separation financial remedies: unintended consequences. Presented at Anglo-Australian Financial Remedies Workshop, Cambridge, United Kingdom.

Forrest, W., Baxter, J., & Perales, F. (November 2017). Continuity or Change? Labour Force Participation amongst Humanitarian Migrant Women. Presented at The Australian Sociological Association (TASA) Conference 2017 Belonging in a Mobile World, Perth, Australia.

Forrest, W., Edwards, B., & Daraganova, G. (August 2017). Parental Military Service and Adult Family Relationships: More Evidence of the Intergenerational Impact of War. Presented at Society for Longitudinal and Life Course Studies, Stirling, United Kingdom.

Hancock, K. (April 2017). Absence, achievement, attitude and advantage: New research from the Life Course Centre. Presented at Australian Government Department of Education and Training, Canberra, Australia.

Huang, Y., Perales, F., & Western, M. (October 2017). On Whose Account? Financial Democracy within Heterosexual Couples in Australia. Presented at National Longitudinal Data Conference, Canberra, Australia.

Kapelle, N., Baxter, J., Vidal, S., & Haynes, M. (April 2017). Complex union histories and the association between union dissolution and personal wealth. A longitudinal analysis of Australian panel data. Presented at ISA RC28 (Social Stratification and Mobility), Spring Meeting 2017, Cologne, Germany.

Mitrou, F. (April 2017). Administrative data for health and social research. Presented at WACOSS Big Data and Social Investment Forum, Perth, Australia.

Mitrou, F. (July 2017). Western Australian Aboriginal Child Health Survey: 17 years on, what pathways have these children taken? Presented at Developmental Pathways Project Community Priority Setting Workshop, Perth, Australia.

Mitrou, F. (May 2017). Administrative Data for Research: Social Licence in Australia. Presented at International Workshop on Government Administrative Data for Policy-relevant Research, Stanford, United States.

Mitrou, F., Haynes, M., Perales, F., & Zubrick, S. (October 2017). NEET in Australia; Characteristics of Social Security Payment Recipients who are Not in Employment, Education or Training (NEET). Presented at National Longitudinal Data Conference, Canberra, Australia.

Moschion, J., Foster, G., Polidano, C. (July 2017). Is public accountability a substitute for private knowledge? Evidence from Australia's school accountability reforms. Australian Conference of Economists (ACE), Sydney, Australia.

Moschion, J., Foster, G., Polidano, C. (December 2017). Is public accountability a substitute for private knowledge? Evidence from Australia's school accountability reforms. Asian and Australasian Society of Labour Economics (AASLE), Australian National University, Canberra, Australia.

Povey, J., & Campbell, A. (June 2017). Showing interest in their adolescents' education: Can dads make a difference? Presented at Parent Engagement Conference, Melbourne, Australia.

Povey, J., & Willis, L. (June 2017). Innovative parent engagement leadership practices across diverse school. Presented at Parent Engagement Conference, Melbourne, Australia.

Rampino, T. (December 2017). The Role of Parental Education and Income in Children's Aspirations for Higher Education: A Causal Estimation. Presented at 28th Australian Labour Market Research Workshop, Canberra, Australia.

Rampino, T. (July 2017). University choice: how attitudes frustrate girls' potential in STEM. Presented at Australian Conference of Economists 2017, Sydney, Australia.

Ribar, D. (April 2017). Dissolution, Conflict and Australian Children's Developmental Outcomes. Presented at Shepherd Poverty Program Seminar, Washington & Lee University, Lexington, VA, United States.

Ribar, D. (May 2017). Demand for Sons or Demanding Daughters. Presented at Economics Department Seminar, Washington & Lee University, Lexington, VA, United States.

Ribar, D. (May 2017). Women's Homelessness. Presented at Griffith Scholar Lecture, Washington & Lee University, Lexington, VA, United States.

Ribar, D. C. (August 2017). Dissolution, Conflict and Australian Children's Developmental Outcomes. Presented at Labour Econometrics Workshop, Auckland, New Zealand.

Ribar, D. C. (November 2017). Teenage Daughters as a Cause of Divorce. Presented at Southern Economic Association annual meetings, Tampa, FL, United States.

Salamanca, N. (April 2017). Intergenerational Transmission of Welfare Dependence in Australia. Presented at the University of Melbourne, Melbourne Institute Public Economics Forum, Canberra, Australia.

Salamanca, N. (June 2017). Students are almost as effective as Professors in university teaching. Presented at 31st Annual Conference of the European Society for Population Economics (ESPE), Glasgow, United Kingdom.

Tomaszewski, W., Perales, F., & Xiang, N. (December 2017). Career Guidance, School Experiences and University Participation of Equity Students. Presented at The University of Queensland Institute for Social Science Research Seminar Series, Brisbane, Australia.

Western, M. (November 2017). Advances in Methods for Mobilities. Presented at The Australian Sociological Association (TASA) Conference 2017 Belonging in a Mobile World, Perth, Australia.

Western, M. (September 2017). Panel Discussion: Servicing the Needs of Policy. Presented at The Future of the Household, Income and Labour Dynamics in Australia (HILDA) Survey: Opportunities and Challenges, Melbourne, Australia.

Western, M., Dosman, D., Mitrou, F., Lane, J., & Bender, S. (May 2017). Panel Discussant: Regulatory frameworks and social license cultures. Presented at International workshop on government administrative data for policy-relevant research, Stanford, United States.

Wolfe, B. (November 2017). The long arm of childhood health problems on labor market earnings. Presented at the Association of Public Policy Management, Chicago, United States.

Wolfe, B. (September 2017). Neuroscience and Policy. Presented at Academic workshop on children in poverty funded by Kohl Competition, Milwaukee, United States.

Wu, L., Haynes, M., Smith, A., Chen, T., & Li, X. (November 2017). Generating Life Course Trajectory Sequences with Recurrent Neural Networks and Its Application to Early Detection on Social Disadvantage. Presented at ADMA 2017: The 13th International Conference on Advanced Data Mining and Applications, Singapore, Singapore.

Zubrick, S. R. (August 2017). People living in place: Circumstances for early childhood development and learning. Presented at Prime Ministers Community Business Partnership Working Group, Perth, Australia.

Zubrick, S. R. (August 2017). Thrive for Life: A Research Partnership for Western Australian Early Childhood Education and Care from Ages 0–4 Years. Presented at Facilitated research partnership workshop with NGO providers of early childhood education and care, Perth, Australia.

END-USER AND INDUSTRY REPORTS

Aiyer, S. (2017). Resolution on 'tough-on-crime' policies by Global Alliance for Behavioural Health and Social Justice.

Clarke, A., & Parsell, C. (2017). Formative Evaluation of Multidisciplinary Street to Home Model: Cairns: Queensland Department of Housing and Public Works. The University of Queensland: Institute for Social Science Research.

Hancock, K., & Lima, F. (2017). The education pathways of students engaged with the School of Special Educational Needs: Medical and Mental Health.

Higinson, A., Eggins, E., & Mazerolle, L. (2017). Investigating serious violent crime: What works, what doesn't and for what crime types? By Criminology Research Advisory Council.

Kalb, G., & Payne, A. A. (2017). Comments on the 'Fairer Paid Parental Leave Bill 2016' by Senate Community Affairs Legislation Committee, Parliament House.

Kubler, M., Xiang, N., Tomaszewski, W., & Perales, F. (2017). HASS Graduate Employment Outcomes in Australia: An Analysis of Census Data. The University of Queensland: Institute for Social Science Research.

Mills, M., Howell, A., Kubler, M., Tomaszewski, W., Lynch, D., Phillips, L., Carroll, A., Dungan, J., Hellens, A., & Sheppard, K. (2017). School Attendance in Queensland Government Schools: Final Report by Queensland Department of Education and Training (unpublished report).

Perales, F., Xiang, N., Tomaszewski, W., & Kubler, M. (2017). Labour Market Destinations and Outcomes of HASS Graduates: What the HILDA Survey Can Tell Us. The University of Queensland: Institute for Social Science Research.

Povey, J., M. Brady, F. Perales, D. Clague, J. Baxter, C. Pedde, E. Kennedy (2017). Key Findings from the Evaluation of the Nanny Pilot Programme.

Povey, J., Brady, M., Perales, F., Baffour, B., Baxter, J., Pedde, C., Clague, D., Stevenson, S., Campbell, A., & Jarallah, Y. (2017). Nanny Pilot Programme Evaluation. The University of Queensland: Institute for Social Science Research. Technical Report.

Povey, J., Brady, M., Perales, F., Baxter, J., Clague, D., Stevenson, S., Pedde, C., & Kennedy, E. (2017). In Home Care Program Review. The University of Queensland: Institute for Social Science Research. Technical Report.

Povey, J., Brady, M., Perales, F., Baxter, J., Clague, D., Stevenson, S., Pedde, C., & Kennedy, E. (2017). Key Findings from the In Home Care Program. The University of Queensland: Institute for Social Science Research.

Salamanca, N., Zhu, A. (2017). Australian Economic Review Policy Forum on Childhood, Education and Welfare: Research and Policy Insights Workshop by Australian Economic Review.

Taylor, C., Zubrick, S. R., & Jose, K. (2017). Written submission to the Legislative Council Tasmania Select Committee on Tasmanian Child and Family Centres.

Tomaszewski, W., Xiang, N., Huang, Y., Western, M., Bolano, D., & Rampino, T. (2017). NSW Student Engagement Research and Analysis: Phase 3 Report. Report prepared for the Centre for Education Statistics and Evaluation (CESE) in the New South Wales Department of Education and Communities by New South Wales Department of Education and Communities (unpublished report).

Tomaszewski, W., Western, M., Xiang, N., Bolano, D., Huang, Y., Rampino, T., & Haynes, M. (2017). NSW Student Engagement Research and Analysis: Phase 1 Report by Centre for Education Statistics and Evaluation (CESE) in the New South Wales Department of Education and Communities (unpublished report).

Tomaszewski, W., Xiang, N., Huang, Y., Western, M., & Bolano, D. (2017). NSW Student Engagement Research and Analysis: Phase 2 Report by Centre for Education Statistics and Evaluation (CESE) in the New South Wales Department of Education and Communities (unpublished report).

Tomaszewski, W., Xiang, N., Huang, Y., Western, M., & Bolano, D. (2017). NSW Student Engagement Research and Analysis: Phase 5 Report by Centre for Education Statistics and Evaluation (CESE) in the New South Wales Department of Education and Communities (unpublished report).

Tomaszewski, W., Huang, Y., Xiang, N., Western, M., & Bolano, D. (2017). NSW Student Engagement Research and Analysis: Phase 4 Report by Centre for Education Statistics and Evaluation (CESE) in the New South Wales Department of Education and Communities (unpublished report).

Tomaszewski, W., Perales, F., & Xiang, N. (2017). School experiences, career guidance, and the university participation of young people from three equity groups in Australia by National Centre for Student Equity in Higher Education. The University of Queensland: Institute for Social Science Research.

Xiang, N., Tomaszewski, W., Perales, F., & Kubler, M. (2017). Labour market Destinations and Outcomes of HASS graduates: What the Graduate Outcomes Survey Can Tell Us. The University of Queensland: Institute for Social Science Research.

SEMINAR PRESENTATIONS

SEMINARS PRESENTED IN AUSTRALIA

Cobb-Clark, D. A. (May 2017). Mental health and productivity at work: Does what you do matter? Presented at National Institute of Labour Studies, Flinders University Seminar Series 2017, Adelaide, Australia.

Coley, R.L. (October 2017). Repercussions of increased economic inequality and segregation on American children and youth. Presented at the University of New South Wales Social Policy Centre Seminar, Sydney, Australia.

Forrest, W. (May 2017). 'Factories of Mental Illness'? The impact of immigration detention on the mental health of humanitarian migrants. Presented at The University of Queensland, Institute for Social Science Research and Life Course Centre Seminar, Brisbane, Australia.

Hancock, K. (February 2017). Absence, achievement, attitude and advantage: New research from the Life Course Centre. Presented at Western Australian Government Department of Education Statewide Services Branch, Perth, Australia.

Moschion, J., Foster, G., Polidano, C. (July 2017). Is public accountability a substitute for private knowledge? Evidence from Australia's school accountability reforms. Melbourne Institute Brown Bag, Melbourne, Australia.

Rampino, T. (August 2017). An international comparison of subjective perceptions of inequality of opportunity. Presented at RMIT University Economics Finance and Marketing Seminar, Melbourne, Australia.

Rampino, T. (August 2017). An international comparison of subjective perceptions of inequality of opportunity. Presented at the University of Melbourne, Melbourne Institute Seminar, Melbourne, Australia.

Rampino, T. (December 2017). The Role of Parental Education and Income in Children's Aspirations for Higher Education: A Causal Estimation. Presented at The University of Queensland School of Economics Brown Bag Seminar, Brisbane, Australia.

Salamanca, N. (April 2017). Quantifying Aspirational Poverty Traps. Presented at Queensland University of Technology Seminar Series, Brisbane, Australia.

Salamanca, N. (April 2017). Students are Almost as Effective as Professors in University Teaching. Presented at The University of Queensland Seminar Series, Brisbane, Australia.

Salamanca, N. (March 2017). Quantifying Aspirational Poverty Traps. Presented at the University of Melbourne, Melbourne Institute Brown Bag Seminars, Melbourne, Australia.

Salamanca, N. (March 2017). Students are Almost as Effective as Professors in University Teaching. Presented at University of Wollongong Seminar Series, Wollongong, Australia.

Salamanca, N. (October 2017). Life Course Researchers - Our Experience, Our Research. Presented at 2017 International Life Course Conference, Sydney, Australia.

Salamanca, N. (October 2017). Quantifying Aspirational Poverty Traps. Presented at 2017 International Life Course Conference, Sydney, Australia.

Sargeant, E., Platz, D., Strang, H., Antrobus, E., & Mazerolle, L. (November 2017). Giving a voice to values: An evaluation of the Voice4Values recruit training program. Presented at Griffith University Griffith Criminology Institute Seminar Series, Mt Gravatt, Australia.

Vidal-Fernandez, M. (April 2017). Wheeling into school and out of crime: Evidence from linking driving licenses to minimum academic requirements. Presented at The University of Queensland School of Economics and Finance Seminar Series, Brisbane, Australia.

Vidal-Fernandez, M. (March 2017). Wheeling into School and out of Crime: Evidence from Linking Driving Licenses to Minimum Academic Requirements. Presented at Macquarie University Economics Seminar, Sydney, Australia.

Vidal-Fernandez, M. (November 2017). Wheeling into school and out of crime: the effect of no pass no drive policies on crime. Presented at Monash University, Clayton, Australia.

Wolfe, B. (February 2017). Housing subsidies and children's achievement. Presented at Economics Department, ANU, Canberra, Australia.

SEMINARS PRESENTED OVERSEAS

Ball, S. (August 2017). Everyday Life In A Behavioural Insights Team: Insights From BIT Ethnography. Presented at University of Utrecht's Center for Advanced Studies in Behavior, Public Policy & Administration Seminar Program, Utrecht, Netherlands.

Cobb-Clark, D. A. (April 2017). Parenting Style as an Investment in Human Development. Presented at Mannheim University Applied Economics and Econometrics Seminars, Mannheim, Germany.

Cobb-Clark, D. A. (June 2017). Mental Health and Productivity at Work: Does What You Do Matter? Presented at Bavarian Graduate Program in Economics Mini-Workshop, Nurnberg, Germany.

Cobb-Clark, D. A. (June 2017). Mental Health and Productivity at Work: Does What You Do Matter? Presented at Free University of Bozen-Bolzano, School of Economics Research Seminar, Bolzano, Italy.

Cobb-Clark, D. A. (August 2017). The Effect of Quarantining Welfare on School Attendance in Indigenous Communities. Presented at Broom Demography Center Seminar, Santa Barbara, United States.

Cobb-Clark, D. A. (April 2017). Mental Health and Productivity at Work: Does What You Do Matter? Presented at Geary Seminar Series, Dublin, Ireland.

Doyle, O. (March 2017). Intervening early to promote children's health and development: An RCT of the Preparing for Life Programme. Presented at International Colloquium on Health, Wellbeing and Achievement in the Young, Bordeaux, France.

Doyle, O. (March 2017). The First 2,000 Days and Child Skills: Evidence from a Randomized Experiment of Home Visiting. Presented at Paris School of Economics Labour and Policy Economics Series, Paris, France.

Ribar, D. C. (November 2017). Teenage Daughters as a Cause of Divorce. Presented at Clemson University Department of Economics seminar, Clemson, SC, United States.

Ribar, D. C. (November 2017). Teenage Daughters as a Cause of Divorce. Presented at San Diego State University Center for Health Economics & Policy Studies seminar, San Diego, CA, United States.

Ribar, D. C. (September 2017). Dissolution, Conflict and Australian Children's Developmental Outcomes. Presented at Penn State University Demography Program seminar, State College, PA, United States.

Ribar, D. C. (September 2017). Teenage Daughters as a Cause of Divorce. Presented at Penn State University Department of Economics seminar, University Park, PA, United States.

Ribar, D. C. (September 2017). Teenage Daughters as a Cause of Divorce. Presented at University of North Carolina at Greensboro Department of Economics seminar, Greensboro, NC, United States.

Salamanca, N. (August 2017). The Dynamic Properties of Economic Preferences. Presented at European Society of Population Economics Annual Meeting, Lisbon, Portugal.

Salamanca, N. (July 2017). Students are Almost as Effective as Professors in University Teaching. Presented at European Economic Association Annual Meeting, Lisbon, Portugal.

Salamanca, N. (June 2017). Parenting Style as an Investment in Human Development. Presented at Society of Household Economics Annual meeting, San Diego, United States.

Salamanca, N. (October 2017). Quantifying Aspirational Poverty Traps. Presented at University of Victoria Wellington economics seminar, Wellington, New Zealand.

Schnepel, K. T. (April 2017). Hanging Out with The Usual Suspects: Peer Effects and Recidivism. Presented at Bristol University Department of Economics Research Seminar, Bristol, United Kingdom.

Schnepel, K. T. (April 2017). Hanging Out with The Usual Suspects: Peer Effects and Recidivism. Presented at University of Exeter Department of Economics Research Seminar, Exeter, United Kingdom.

Schnepel, K. T. (January 2017). Avoiding Convictions: Regression Discontinuity Evidence on Court Deferrals for First-Time Drug Offenders. Presented at University College Dublin Department of Economics Research Seminar, Dublin, Ireland.

Schnepel, K. T. (March 2017). Early Life Health Interventions and Childhood Development: Evidence from Special Care Nursery Assignment in Australia's Northern Territory. Presented at National University Ireland Galway Economics Department Research Seminar, Galway, Ireland.

Schnepel, K. T. (May 2017). Early Life Health Interventions and Childhood Development: Evidence from Special Care Nursery Assignment in Australia's Northern Territory. Presented at University College Dublin Geary Institute Research Seminar, Dublin, Ireland.

Tran, N., Le, H., & Dunne, M. (August 2017). Bullying involvement and mental health problems among adolescents in Vietnam: A cross-lagged panel analysis. Presented at The 49th Asia-Pacific Academic Consortium for Public Health Conference, Icheon, Democratic People's Republic of Korea.

Vidal, S., & Lersch, P. (March 2017). Residential Mobility and Changes in Gender Attitudes. Presented at Spatial Mobility, Families and Gender Inequality in the Labour Market Symposium, Bremen, Germany.

Wu, L. (April 2017). Deep Learning in Visual Surveillance Systems. Presented at The 5th Young Talents Forum (Purple-Gold Senior Forum) Nanjing University of Science and Technology, Nanjing, China.

Wu, L. (July 2017). Advancing Deep Learning into Applications. Presented at The 2nd Young Talents Forum on Software Engineering, Dalian University of Technology, China, Dalian, China.

CENTRE SPECIFIC INDICATORS

NEW POLICY INTERVENTIONS DEVELOPED AND PILOTED

Supporting Teenage Mothers – UQ is undertaking preparatory work for the design of this social intervention.

Brief text messaging targeting vulnerable families – Text messaging intervention to engage vulnerable families that aims to provide parents with immediate and easily accessible brief information, strategies and calls to action.

Family support in community corrections system – UQ is undertaking an enhanced version of Group Triple P delivered through QCS Probation and Parole, targeting parenting needs of offenders, coping skills, negative cognitive attributions, child behaviour, and child welfare needs.

NEW STATISTICAL MODELS

Random effects conditional logic model for intergenerational mobility (*Fiona Steele, Michele Haynes, Nam Tran, Mark Western*).

NEW TRAINING COURSES

The Evidence-Based Practice workshop combined theory and hands-on training in scientific evaluation methods to provide participants with the skills and knowledge to implement evidence-based policy and practice. Attendees included Brotherhood of St Laurence staff members (*Lorraine Mazerolle*).

RESEARCH TRAINING AND PROFESSIONAL EDUCATION

PROFESSIONAL TRAINING COURSES ATTENDED BY CENTRE STAFF AND STUDENTS

Growth and Empowerment Measure & Family Wellbeing Program Training, held at The University of Queensland, Brisbane, Australia in February 2017.

Werribee Research Retreat, held at The University of Queensland, Werribee, Australia in February 2017.

How to publish at a top journal, held at the University of Sydney, Sydney, Australia in March 2017.

Practice Paper Series – Statute of Limitations in Child Sex Abuse Matters, held at The University of Queensland, Brisbane, Australia in March 2017.

Introduction to Causal Inference, held at The University of Queensland, Brisbane, Australia in April 2017.

Brokering Better Partnerships, held at The University of Queensland, Toowoomba, Australia in June 2017.

2017 Queensland Winter School in Public Policy Evaluation, held at The University of Queensland, O'Reilly Lamington National Park, Australia in June 2017.

LCC Research Fellows Day, held at The University of Queensland, Brisbane, Australia in June 2017.

Australian Science Media Centre: Using your smart phone to promote your research, held at The University of Western Australia, Perth, Australia, in July 2017.

Qualitative Data Analysis' European Consortium of Political Research's (ECPR) Method School, held at The University of Queensland, Budapest, Hungary in July 2017.

Fun with Stats: Making the Most of Stata Software, held at The University of Queensland, Brisbane, Australia in July 2017.

Field Research European Consortium of Political Research's (ECPR) Method School, held at The University of Queensland, Budapest, Hungary in August 2017.

Advanced Epidemiology – Causation, Systematic Errors, Quantitative Bias Analysis and Application of Advanced Epidemiology Methods to Inform Interventions and Policy, held at Sydney, Australia in September 2017.

Surviving the Peer Review Process, held at The University of Queensland, Brisbane, Australia in September 2017.

Reading Group Session with Professor Fiona Steele on Modelling longitudinal data for life course research, held at The University of Queensland, Brisbane, Australia in November 2017.

MENTORING PROGRAMS

WRITING GROUP

Over a six-week period, the Writing Group focused on revising an unpublished piece of work (thesis chapter, report, conference paper, etc.) for publication in an academic journal. The group followed the program laid out in Wendy Belcher's book, *Writing Your Journal Article in Twelve Weeks*.

2-CARS META-SEM

In collaboration with Dr Matthew Gullo (UQ Centre for Youth Substance Abuse Research), Dr Elizabeth Eggins has developed and delivered two research internships to undergraduate psychology students that focus on the integration of systematic review methodologies and software technologies within the substance misuse arena. Combined, this program has mentored 24 students from The University of Queensland and Griffith University, so far.

HASS ARC INCUBATOR PROGRAM – GRANT DEVELOPMENT WORKSHOP

To give the opportunity for researchers in HASS a chance for one-on-one interaction with facilitators experienced in achieving success in the major funding rounds. Facilitators were able to provide timely, strategic advice around research teams, grant writing and pitching projects.

UQ CRIMINOLOGY AND CRIMINAL JUSTICE SOCIETY

The UQ Criminology and Criminal Justice Society is a non-profit student-led society at The University of Queensland, St Lucia, which provides students who are studying and are interested in the subject matter with a range of networking, social and academic events. In addition to serving our members, we provide and promote for the education of the criminal justice system to create better-informed citizens.

WERRIBEE RESEARCH RETREAT

This was an opportunity for Life Course Centre researchers and fellows to come together and show case their current research activities and for other Centre members to provide input and guidance.

UQ SUMMER AND WINTER RESEARCH PROGRAM

The UQ Summer Research Program provides UQ students with an opportunity to gain research experience working alongside some of the university's leading academics and researchers. Participation is open to undergraduate (including honours) and masters by coursework students who are currently enrolled at UQ. Students undertake research projects for 6–10 weeks supervised by academic staff.

INTERNATIONAL, NATIONAL AND REGIONAL LINKS AND NETWORKS

INTERNATIONAL VISITORS

| Visitor | Host | Purpose of Visit |
|--|-----------|--|
| Mr Tomas Cano Lopez, Autonomous University of Barcelona and Pompeu Fabra University, Spain. Visit: 31 December 2016 to 4 March 2017 | UQ | PhD mentorship and development of a paper on parental involvement in childcare and child outcomes |
| Prof. Jackie Carter, University of Manchester. United Kingdom. Visit: 9 August 2017 to 11 August 2017 | UQ | To with meet with LCC and present on the research topic 'Understanding statistics through work-placed learning' |
| Prof. Greg Duncan, University of California, Irvine, United States. Visit: 2 September 2017 to 9 September 2017 | UQ | Professor Duncan was part of the LCC mid-term review team interviewed by the ARC. He also met with CIs and presented a seminar at ISSR 'Risky Business: Correlation and Causation in Longitudinal Studies of Skill Development' |
| Dr Michael Kühhirt, University of Cologne, Germany. Visit: 5 April 2017 to 6 April 2017 | UQ | To present the Causal Inference Workshop |
| Dr Maryam Nejad, IZA Institute for study of Labor, Germany. Visit: 1 April 2017 to 9 June 2017 | USyd | Sabbatical at A/Prof. Schurer's research node 'Economics of Human Development' in the School of Economics/Charles Perkins Centre, working on a joint project, 'Impact of Culture on Non-Cognitive Skill Development' |
| Prof. David Neumark, University of California, United States. Visit: 21 August 2017 to 25 August 2017 | USyd | To interact, share research and collaborate with Prof. Deborah Cobb-Clark and researchers affiliated with the Life Course Centre, in particular, looking at Human Capabilities, and the impact of poverty on parenting. Prof. David Neumark is a leading international labour economist and is the Director of the Economic Self-Sufficiency Policy Research Institute |
| Prof. Adrian Raine, University of Pennsylvania, United States. Visit: 24 October 2017 to 30 October 2017 | UQ | To attend the LCC Conference, meet with CIs at UQ and present a seminar 'The Anatomy of Violence the biological roots of crime' |
| Mr Alessio Rebecchi, University of Perugia, Italy. Visit: 16 October 2017 to 9 February 2018 | UQ | To work on his PhD chapter on educational attitudes and aspirations using data from different cohorts of 15-year-old Italian students |
| Prof. Kjell Salvanes, Norges Handelshøyskole NHH, Norway. Visit: 19 March 2017 to 27 April 2017 | UoM, USyd | Presented a Seminar, 'Natural Resource Booms and Intergenerational Mobility' and a workshop on how to successfully publish |
| Mr Vincent Schiraldi, Harvard University, United States. Visit: 14 March 2017 | UQ | Guest speaker at LCC Symposium Race and Incarceration: Perspectives from Australia and the United States. Topic: Criminal justice reform in the US |
| Ms Catherine Sirois, Stanford University, United States. Visit: 14 March 2017 | UQ | Guest speaker at LCC Symposium Race and Incarceration: Perspectives from Australia and the United States. Topic: Boston re-entry study |
| Ms Natalie Smith, Harvard University, United States. Visit: 14 March 2017 | UQ | Presenter at LCC Symposium: Race and Incarceration – Perspectives from Australia and the United States |
| Prof. Fiona Steele, London School of Economics, United Kingdom. Visit: 24 October 2017 to 26 October 2017 | UQ | To attend the LCC Conference as an invited keynote speaker |
| Prof. Fiona Steele London School of Economics. United Kingdom Visit: 15 November 2017 to 16 November 2017 | UQ | To present a seminar at The University of Queensland 'Modelling within-household associations in household panel studies' and meet with researchers at LCC UQ |
| Prof. Bruce Western, Yacoby Laboratory, Harvard University, United States. Visit: 14 March 2017 | UQ | Guest speaker at LCC Symposium Race and Incarceration: Perspectives from Australia and the United States. Topic: Criminal justice reform in the US |

NATIONAL AND INTERNATIONAL WORKSHOPS

2017 International Life Course Conference, 24 to 26 October 2017, Life Course Centre, Sydney, Australia.

Causal Inference Workshop, 5 to 6 April 2017, The University of Queensland, Brisbane, Australia.

Childhood, Education and Welfare: Research and Policy Insights Workshop, 14 February 2017, the University of Melbourne, Melbourne, Australia.

Fun with Stats: Making the Most of Stata Software, 5 December 2017, the University of Sydney (School of Economics), Sydney, Australia.

Fun with Stats: Making the Most of Stata Software, 6 July 2017, The University of Queensland, Brisbane, Australia.

International Workshop on Government Administrative Data for Policy-relevant Research, 1 to 2 May 2017, The University of Queensland, Stanford, United States.

LCC Research Fellows Day, 8 June 2017, The University of Queensland, Brisbane, Australia.

LCC Symposium: Race and Incarceration – Perspectives from Australia and the United States, 14 March 2017, The University of Queensland, Brisbane, Australia.

Spatial Mobility, Families and Gender Inequality in the Labour Market Symposium, 28 March 2017 to 29 March 2017, The University of Queensland, Bremen, Germany.

Surviving the Peer Review Process, 25 September, The University of Queensland, Brisbane, Australia.

Werribee Research Retreat, 14 to 15 February 2017, The University of Queensland, Werribee, Australia.

END-USER LINKS

GOVERNMENT, INDUSTRY AND BUSINESS COMMUNITY BRIEFINGS

Australian Bureau of Statistics, 21 July 2017. Nature of briefing: Member of the Australian Census Longitudinal Data (ACLD) Technical Advisory Group, attended by Melanie Spallek.

Australian Bureau of Statistics, 29 September 2017. Nature of briefing: Meeting with ABS to advise on the MADIP (Multi-Agency Data Integration Project), attended by Janeen Baxter, Mark Western, Paco Perales, Martin O'Flaherty, Francis Mitrou.

Australian Conference for Economists Panel Discussion, 19 July 2017. Nature of briefing: Panel discussion around the topic 'Mental Health and Disadvantage', involving academic, government and business economists, attended by Deborah Cobb-Clark.

Australian Government Department of Education, 21 March 2017. Nature of briefing: Meeting to discuss current and future partnership with the LCC with Peter Stanistreet, attended by Janeen Baxter, Lucy Mills.

Australian Government Department of Employment, 21 March 2017. Nature of briefing: Meeting to discuss current and future partnership with the LCC with Robyn Shannon, attended by Janeen Baxter, Lucy Mills.

Australian Government Department of Social Services, 5 July 2017. Nature of briefing: Panellist at two day Department of Social Services 'Futures Event': Aims of the event included outlining the most significant trends that will influence the lifetime wellbeing of people in Australia, to identify opportunities for collaboration and to seek the views of a range of experts to inform department planning for the next ten years, attended by Deborah Cobb-Clark.

Australian Government Department of Social Services, 17 February 2017. Nature of briefing: Panel participant at the Evaluation of place-based initiatives workshop. The workshop reflected DSS's interest in place-based initiatives as an approach for addressing disadvantage, and was undertaken as part of ongoing DSS efforts to develop and implement evidence-based policies and programs, attended by Mark Western.

Australian Government Department of Social Services, 27 February 2017. Nature of briefing: Teleconference to discuss what DSS sees as the Employment Assistant Program's role and provide members with an overview of the Try, Test and Learn Fund and timeline, attended by Mark Western.

Australian Government Department of Social Services, 22 March 2017. Nature of briefing: Follow up meeting from workshop on Access to Opportunity attended by Anne Croudace, Jeanette Schwartz, Phil Brown and Tim Crosler from DSS, Mark Western, David Ribar, Marian Vidal-Fernandez, and Francis Mitrou (LCC).

Australian Government Department of Social Services, 11 April 2017. Nature of briefing: Meeting to enhance Try, Test and Learn handbook, attended by Mark Western (LCC), Michele Haynes (LCC), Rachel Huxley (Curtin University), Michael McGuckin (Mater Research Institute), Rob Ryan (DSS), Ken McCormack (Chandler Macleod), Cynthia Andrews (Chandler Macleod), Primod Govender (IBM), Nigel Barriscale (IBM).

Australian Government Department of Social Services, 20 April 2017. Nature of briefing: Discuss the Try, Test and Learn idea to better specify the problem from the perspective of carers and seek carer feedback, further develop and test the prototype and Theory of Change, and gather Idea Proponents' input to the Project Proposal. A further workshop was held on 27 April 2017, attended by Mark Western.

Australian Government Department of Social Services, 22 March 2017. Nature of briefing: Discuss Australian Bottlenecks to Opportunity. How or where do we best develop capability in order to improve access of opportunity? What bottlenecks are most important to focus on (go through, go around, or widen) in order to increase access to opportunity (for example, education). Attended by Anne Croudace, Jeanette Schwarz, and Tim Crosier (DSS), Tina Rampino, Mark Western, Marian Vidal-Fernandez, and Francis Mitrou (LCC).

Australian Government Department of Social Services, 16 June 2017. Nature of briefing: Discussion regarding DSS framework for performance evaluation and the development of research strategy and Community grants hub, attended by Kathryn Mandla (DSS) and Peter Deakin (DSS), Janeen Baxter, Lucy Mills, Sue McKell, and Mark Western (LCC).

Australian Government Department of Social Services, 9 February 2017. Nature of briefing: Participated in Try, Test and Learn Policy Hack, attended by David Ribar.

Australian Government Department of Social Services, 9 February 2017. Nature of briefing: Participated in Try, Test and Learn Policy Hack, attended by Guyonne Kalb.

Australian Government Department of Social Services, 9 February 2017. Nature of briefing: Participated in Try, Test and Learn Policy Hack, attended by Mark Western.

Australian Government Department of Social Services, 9 February 2017. Nature of briefing: Participated in Try, Test and Learn Policy Hack, attended by Janeen Baxter.

Australian Government Department of Social Services, 20 March 2017. Nature of briefing: A series of briefings to review and select from Try, Test and Learn Fund submissions. The Try, Test and Learn Fund's objective is to trial new or innovative approaches to assist people who have the capacity to work, and who are at risk of long-term reliance on welfare, into stable and sustainable employment. (10 February 2017), attended by Janeen Baxter, Mark Western, and Deborah Cobb-Clark.

Australian High Commission India, 14 March 2017. Nature of briefing: Meeting with Tanya Spisbah, attended by Matt Sanders.

Australian Human Rights Commission, 26 May 2017. Nature of briefing: Discuss levels of cultural diversity in Australian organisations and canvass the possibility of developing a collaborative research project to investigate these matters further, attended by Tim Soutphommasane (Race Discrimination Commissioner), Janeen Baxter, and Mark Western.

Australian Human Rights Commission, 29 June 2017. Nature of briefing: Presentation at the Young Parents Roundtable for the Australian Human Rights Commission, Melbourne, Presentation title: Young Parents' Outcomes into the Future, attended by Guyonne Kalb.

Australian Institute of Health and Welfare, 20 March 2017. Nature of briefing: Discuss current and future partnership with the LCC and AIHW projects with Al-Yamam Fadwa, attended by Janeen Baxter.

Australian National University, 8 May 2017. Nature of briefing: The Individual Deprivation Measure (IDM) project team will hold a technical workshop at the Australian National University on 8 and 9 of May 2017. The workshop brought together social scientists, statisticians, economists and demographers to review the survey sampling, index construction and testing methodologies of the IDM project, attended by Jenny Povey.

Australian Statistics Advisory Council (ASAC), 20 March 2017. Nature of briefing: As part of the council, advise Australian Bureau of Statistics on Data collection and actively steer public policy on linked data, attended by Deborah Cobb-Clark.

Benevolent Society, 20 September 2017. Nature of briefing: Discuss Family Dynamics Project, attended by Janeen Baxter, Martin O'Flaherty, Yara Jarallah, Nikita Sharma, Alice Campbell, Jack Lam, and Danilo Bolano.

Caboolture Neighbourhood Centre, 10 February 2017. Nature of briefing: Discuss potential delivery of Triple P program in at centre and use of meeting room. Multiple service providers use the centre as delivery hub, attended by Malcom Thomson, Lena Krause, and Kylie Burke.

Carbal Aboriginal Medical Services, 3 February 2017. Nature of briefing: Explain Queensland state-wide roll-out and offer Indigenous Triple P training to allied health staff. Subsequent briefing dates: 1 March 2017, attended by Lena Krause, and Kylie Burke.

Catholic Care Services, 3 February 2017. Nature of briefing: Every Family Project pitch. Decision to collaborate on media release and discussed the potential for co-facilitation of Triple P. Briefings began at the start of February and have been ongoing, attended by Lena Krause, and Kylie Burke.

Centrelink, Toowoomba, 1 February 2017. Nature of briefing: Requested an Every Family Project Pitch to team of social workers at Centrelink. Updated meeting on 21 July 2017 – Agency is now displaying our Triple P resources and making client referrals to the program, attended by Lena Krause, and Kylie Burke.

Child, Youth & Family Alliance – Deception Bay, 20 February 2017. Nature of briefing: Networking event in which Every Family Local Coordinator presented and formed new collaborations with Yourtown. Also attended on the 21 March 2017, attended by Lena Krause, and Kylie Burke.

Commonwealth Bank (CBA), 20 March 2017. Nature of briefing: Discussion on issues of financial disadvantage, financial literacy and 'big data' with CBA colleagues with a view to potentially accessing their data for future projects, attended by Colm Harmon.

Encircle Pine Rivers Neighbourhood Centre, 9 August 2017. Nature of briefing: Every Family Project pitch. Identified potential for collaboration with the centre, and training for staff, attended by Erin Lloyd.

Fernbrook Community Hub, 22 November 2017. Nature of briefing: Discussed program awareness raising/promotion, hosting programs, and engaging in program delivery, attended by Lena Krause.

Goodstart Early Learning, Caboolture, 1 February 2017. Nature of briefing: Teleconference to discuss the current delivery of Triple P in the region, attended by Lena Krause, and Kylie Burke.

Goondir Aboriginal Health Service, 5 April 2017. Nature of briefing: Every Family Project pitch and offer of support for delivery of Indigenous Triple P Group to clients, attended by Kylie Burke, and Lena Krause.

Intercept Youth and Family Service, 18 September 2017. Nature of briefing: Every Family Project pitch. The goal of the meeting was for each party to gain understanding of each other's roles as well as look at how they could build complimentary relationships. The role of Local Coordinator in supporting agencies delivering Triple P programs was discussed, as was program delivery in the region, attended by Erin Lloyd, and Kylie Burke.

Investing in Children Programme, 21 April 2017. Nature of briefing: Meeting with Claire Falck, Associate Director for the Investing in Children Programme, attended by Matt Sanders.

Ipswich City Council Library, 14 July 2017. Nature of briefing: Met to discuss the partnering of program delivery and the use of meeting rooms by Local Coordinator, attended by Lena Krause, and Kylie Burke.

Ipswich Community Youth Services, 18 July 2017. Nature of briefing: Multiple stakeholder, networking event that is held regularly. On this occasion, Local Coordinator delivered Every Family Project pitch and received buy-in from School Chaplain at Goodna State School to host Triple P program for school parents. Also on a prior date (30 May 2017), however, did not present – attended by Lena Krause, and Kylie Burke.

Ipswich Health Service, 24 October 2016. Nature of briefing: Every Family project pitch. Discussed opportunities to engage and refer parents within the local community. Subsequent briefing dates: 12 December 2017 (further discussed opportunities for collaboration), attended by Kylie Burke, and Eva Fritz.

Kambu Aboriginal Medical Service, 3 February 2017. Nature of briefing: Met with Noel Hicks to deliver the Every Family Project pitch and received interest in Indigenous Triple P delivery and training, attended by Eva Fritz, and Kylie Burke.

Kummara Association, 3 August 2016. Nature of briefing: Every Family project pitch and discussion of opportunities to collaborate. Subsequent briefing dates: 6 February 2017, attended by Eva Fritz, and Kylie Burke.

Leadership Council on Cultural Diversity, 26 May 2017. Nature of briefing: Met with Dr Tim Soutphommasane (Australian Human Rights Commission) representing the Leadership Council on Cultural Diversity to discuss a research exercise to help identify some of the blockages that exist for culturally diverse talent in organisations, attended by Janeen Baxter, and Mark Western.

Leichhardt Community Centre, 19 April 2017. Nature of briefing: Every Family Project pitch. Agency expressed interest in running Group Triple P onsite. Update meetings on 12 May 2017 and 9 June 2017: In which Local Coordinator attended playgroups, attended by Lena Krause, and Kylie Burke.

Local Level Alliance, 11 September 2017. Nature of briefing: Multi-agency stakeholder networking event. Presentation by local coordinator to promote Triple P within the local region. Subsequent briefing dates: 11 December 2017 (attended but did not present), attended by Lena Krause.

Local Level Alliance – Toowoomba, 21 February 2017. Nature of briefing: Networking event in which Every Family Local Coordinator presented and formed new collaborations with: Eastern Heights Neighbourhood Centre and Goondir Aboriginal Health Service, attended by Lena Krause and Kylie Burke.

Men's Information & Support Association, 27 March 2017. Nature of briefing: Meeting with Chanarra Shaw regarding co-facilitation and hosting of Triple P programs at site and request for practitioner and service support. Additional meeting 20 April 2017 – following up on practitioner support request. Support was given around preparation for Triple P accreditation, attended by Lena Krause, and Kylie Burke.

Mercy Community Services – Caboolture/Nudgee (Family and Child Connect Service), 1 March 2017. Nature of briefing: Every Family Project pitch. Discussed working collaboratively on geographical mapping, attended by Lena Krause, and Kylie Burke.

Mercy Community Services – Toowoomba, 9 January 2017. Nature of briefing: Every Family Project pitch. Received an invitation to Local Level Alliance (LLA) and Region Interagency Meetings and initiated working collaboratively with the research team, ethics team and the geographical mapping team. Briefings started in January and are ongoing. Update meetings on 3 February 2017: Introduction of Local Coordinator to Mercy Community Services and discussion of roles and future working partnerships, attended by Lena Krause, and Kylie Burke.

Mission Australia, Ipswich, 2 May 2017. Nature of briefing: Planning meeting for Ipswich Community and Cocktail gathering as part of the Every Family Project, attended by Lena Krause, and Kylie Burke.

Moreton Bay Region Interagency Meeting, 9 March 2017. Nature of briefing: Every Family Project presentation (invitation received through Perry Bowe, Mercy Community Services), attended by Lena Krause, and Kylie Burke.

National Centre for Student Equity in Higher Education, 28 September 2017. Nature of briefing: Participated in the NCSEHE's inaugural topical workshop on 'Career advice to students in low SES or regional/remote high schools', attended by Wojtek Tomaszewski.

New South Wales Department of Education, 19 April 2017. Nature of briefing: Workshop on LCC and related research with senior colleagues from the NSW Department of Education, attended by Colm Harmon, Marian Vidal-Fernandez, Agnieszka Tymula, Rebecca Edwards, Katrien Stevens, Stephen Cheung, and Garry Barrett.

New South Wales Department of Family and Community Services, 9 March 2017. Nature of briefing: Workshopping a collaborative Research proposal, following up from previous introductory briefing in 2016). Additional briefing occurred 18th May to work on linkage application for Hayley Fisher, attended by Marilyn Chilvers, Merran Butler, (FACS) Deborah Cobb-Clark, Marian Vidal-Fernandez and Hayley Fisher (LCC).

Oakey State School, 2 May 2017. Nature of briefing: Invited by the TRC to present to the professional school community on the Every Family Project and for stakeholder networking, attended by Lena Krause.

Office of the Inspector of Custodial Services (OICS) Western Australia, 12 June 2017. Nature of briefing: LCC delivered a briefing to OICS on progress with Western Australian Aboriginal Child Health Survey (WAACHS) data linkage, with a particular focus on the justice components of the linkage and subsequent research design and outputs, attended by Francis Mitrou, and Sarah Johnson.

Oregon Research Institute, 6 April 2017. Nature of briefing: Meeting with Carol Metzler, attended by Matt Sanders.

Pine Rivers Community Network, 18 July 2017. Nature of briefing: Every Family Project pitch. Identified potential for collaboration with the network through venue use, delivery and promotion, as well as potential for program training for the staff, attended by Erin Lloyd, and Kylie Burke.

Primary Health Network, 1 April 2017. Nature of briefing: Met with Simone Finch to discuss Every Family Project and the possibility of forming a partnership - subsequent briefing dates: 6 April 2017 (met with Simone Finch and Mandy Pendgilly to further discuss partnership and potential MOU), 30 June 2017 (met with Bernadette Praske to discuss partnering with local GP clinics and program promotion, and training of nurses), attended by Lena Krause, and Kylie Burke.

Probation and Parole, 27 October 2017. Nature of briefing: Evidence-based Policing Workshop delivered to managers, attended by Lorraine Mazerolle.

Public Health Foundation of India, 14 March 2017. Nature of briefing: Meeting with Prof. Patel and key members of the PRIDE Project/Mental health projects and Meghna (PFSC, UQ), attended by Matt Sanders.

Queensland Alliance for Environmental Health Science, 23 May 2017. Nature of briefing: Workshop on indigenous health attended by members of QHealth and UQ, with a discussion on the role of the LCC, attended by Michele Haynes.

Queensland Curriculum Authority, 20 September 2017. Nature of briefing: Meeting with Carolyn Jones to discuss curriculum project, attended by Janeen Baxter, Lucy Mills, Jack Lam, and Sue McKell.

Queensland Department of Communities, Child Safety and Disability Services, 19 October 2017. Nature of briefing: Roundtable meeting with Department, PeakCare Queensland and the Benevolent Society to discuss research priorities in the Queensland child and families' sector, priorities for research and evaluation relating to issues affecting children, young people, families and communities in Queensland; and identify potential areas for research collaboration across NGOs and government child and families agencies, and key university research partners, attended by Janeen Baxter.

Queensland Department of Communities, Child Safety and Disability Services – Moreton Bay, 27 March 2017. Nature of briefing: Every Family Project Pitch, to discuss project support and office space for the local coordinator, attended by the Regional Manager of Community and Disabilities, Peter Binyon and Regional Manager Child Safety, Julianne Donnelly, Lena Krause, and Kylie Burke.

Queensland Department of Education and Training, 13 June 2017. Nature of briefing: Roundtable briefing on latest results of the Ability School Engagement Program (ASEP), attended by Lorraine Mazerolle.

Queensland Police Service, 1 March 2017. Nature of briefing: Evidence-based Policing Workshop, 'Leadership in Action', presented to middle management of QPS, attended by Lorraine Mazerolle, Sarah Bennett, and Emma Antrobus.

Queensland Police Service, 24 May 2017. Nature of briefing: Evidence-based Policing Workshop, 'Leadership in Action', presented to middle management of QPS, attended by Lorraine Mazerolle, Sarah Bennett, and Emma Antrobus.

Queensland Police Service, 25 August 2017. Nature of briefing: Advice to QPS Board of Management on research on crime statistics and provided a report on crime drivers and how much police can influence crime and similar matters, attended by Lorraine Mazerolle.

Queensland Police Service, 11 August 2017. Nature of briefing: Evidence-based Policing Workshop delivered to QPS recruits at Police Academy, presented by Lorraine Mazerolle.

Queensland Police Service, 6 September 2017. Nature of briefing: Briefing to QPS Management Board, attended by Lorraine Mazerolle.

Queensland Police Service, 3 October 2017. Nature of briefing: Evidence-based Policing Workshop delivered to QPS recruits at Police Academy, presented by Lorraine Mazerolle.

Queensland Police Service, 19 October 2017. Nature of briefing: Evidence-based Policing Workshop delivered to QPS managers, presented by Lorraine Mazerolle.

Queensland Police Service, 3 November 2017. Nature of briefing: Evidence-based Policing Workshop delivered to QPS managers, presented by Lorraine Mazerolle.

Queensland Police Service, 24 November 2017. Nature of briefing: Evidence-based Policing Workshop delivered to QPS managers, presented by Lorraine Mazerolle.

Queensland Police Service, 8 December 2017. Nature of briefing: Evidence-based Policing Workshop delivered to QPS managers, presented by Lorraine Mazerolle.

Salvation Army, 9 June 2017. Nature of briefing: A critical examination of the evidence for the Pindari Model to ask what lessons the Pindari Model raises for the Salvation Army's work, not only in homelessness service provision, but also in all of the work that the Army engages in with people, attended by Cameron Parsell.

Salvation Army Bundamba, 22 November 2017. Nature of briefing: Met with Jessica Howard to discuss opportunities to collaborate as well as assistance in promoting the Teen Triple P program, attended by Lena Krause.

School of Human Movement and Nutrition Science, The University of Queensland, 16 March 2017. Nature of briefing: Meeting with Carolyn Jones and Louise McCuaig to discuss possibility of introducing life course concepts, post-school transition and healthy living to content Queensland Senior Health Curriculum, attended by Janeen Baxter.

Seattle Children's Research Institute, 10 April 2017. Nature of briefing: Multiple individual meetings with Garrison, Dr Fred Rivara, Dr Emily Law, Dr Tumaini Coker, Dr Brian Saelens and Dr Karen Bears, attended by Matt Sanders.

Senate Inquiry into the 'Fairer PPL Bill' early in 2017, 31 January 2017. Nature of briefing: Written submission to the Senate Inquiry into the 'Fairer PPL Bill' early in 2017 (January), and invited attendance at one of the hearings in Melbourne, attended by Abigail Payne and Guyonne Kalb.

Social Ventures Australia, 21 September 2017. Nature of briefing: Discuss development of a research evaluation framework program aimed at assessing outcomes for disadvantaged students, attended by Janeen Baxter.

The Poppy Centre, 21 November 2017. Nature of briefing: Every Family Project Pitch and discussion of delivery of Triple P at site, attended by Lena Krause and Kylie Burke.

The Queensland Family and Child Commission, 24 April 2017. Nature of briefing: To discuss possible collaboration with The Queensland Family and Child Commission, attended by Mark Western.

The Smith Family, 17 May 2017. Nature of briefing: To discuss potential partnership on 24 April 2017. Following on from this on the 17th May 2017 Strategic Partnership Planning workshop: To develop a strategic research partnership proposal between The Smith Family and UQ, targeting: research and innovation; student experience and access; and public policy, attended by Michelle Adam (The Smith Family), Gillian Considine (The Smith Family), Emma Earl (UQ), Anne Hampshire (The Smith Family), Sue McKell (UQ), Jenny Povey (LCC), Wojtek Tomaszewski (LCC) and Mark Western (LCC).

The University of Melbourne, 21 August 2017. Nature of briefing: Met with Roger Wilkins to discuss a joint paper, attended by Tina Rampino, Mark Western and Wojtek Tomaszewski.

The University of Queensland Academic Board, 7 August 2017. Nature of briefing: Presented on Research Collaboration, talking about the Life Course Centre, attended by Mark Western.

Toowoomba Regional Council, 4 October 2016. Nature of briefing: Presented Every Family Project pitch and gained project support and office space offered for the Local Coordinator Subsequent briefing dates: 1 December 2016 and 3 February 2017, attended by Kylie Burke and Lena Krause.

University of Duisburg-Essen, 8–10 June 2017. Nature of briefing: Program Committee for the Workshop on Health Economics, attended by Arnaud Chevalier.

Utrecht University, 10 April 2017. Nature of briefing: Presentation of LCC Node activity to visiting scholars from Utrecht with view to potential future collaboration, attended by Colm Harmon.

Victoria Department of Health and Human Services, 8 February 2017. Nature of briefing: Reviewed and briefed agency on its research plans for studying the demand and supply of affordable housing in Victoria, attended by David Ribar.

Victorian Department Economic Development, Jobs, Transport and Resources Department, 30 November 2017. Nature of briefing: The event was co-hosted by DEDJTR and The Mandarin and brought together senior government officials, academics and the non-for-profit sector to develop an improved and shared understanding of social mobility, attended by Deborah Cobb-Clark and Guyonne Kalb.

Wesley Mission Queensland, 17 March 2017. Nature of briefing: Meeting with Laurie Schapel to discuss the Young Parents Program and possibility of qualitative research to investigate the issues faced by these young parents, attended by Janeen Baxter, Sergi Vidal and Jack Lam.

Wesley Mission Queensland – Youth Health and Education Services, 8 March 2017. Nature of briefing: Met with Laurie Schapel to discuss the Young Parents Program and possibility of qualitative research to investigate the issues faced by these young parents, attended by Janeen Baxter, Sergi Vidal and Jack Lam.

Western Australian Council of Social Services (WACOSS), 5 April 2017. Nature of briefing: To educate leaders in the NGO sector about administrative data linkage, how their NGO can use it, and how NGOs might better use their own administrative data for research, progress monitoring, and evaluation of intervention, attended by Francis Mitrou.

Western Australian Department of the Attorney General, 6 April 2017. Nature of briefing: Meeting with data custodians to assess dataset availability, metadata quality and data item restrictions for linkage to the Western Australian Aboriginal Child Health Survey (WAACHS), attended by Francis Mitrou.

Western Australian Department of Training and Workforce Development, 29 March 2017. Nature of briefing: Alert agency to the Western Australian Aboriginal Child Health Survey (WAACHS) data linkage project, enquire as to the nature of agency data holdings and ascertain agency views on providing administrative data for linkage to WAACHS, attended by Francis Mitrou.

Western Australian Government Mental Health Commission, 26 April 2017. Nature of briefing: Professor Stephen Zubrick is an invited member of The Mental Health, Alcohol and Other Drug Prevention Plan Expert Advisory Group. The group meets to provide advice, guidance and recommendations to the Mental Health Commission in the development of a provider neutral Prevention Plan, attended by Stephen Zubrick.

Western Australian State Government, 4 July 2017. Nature of briefing: Meeting to discuss benefits of Triple P and the current vision of the department to ensure universal access to Triple P, attended by Hon Sue Ellery (Minister for Education and Training), Lisa Studman, Carol Markie-Dadds and Matt Sanders.

Western Australian State Government, 4 July 2017. Nature of briefing: Meeting to discuss benefits of Triple P with a particular emphasis on Indigenous Triple P, attended by Hon Ben Wyatt (Treasurer; Minister for Finance; Energy; Aboriginal Affairs), Lisa Studman, Carol Markie-Dadds and Matt Sanders.

Western Australian State Government, 4 July 2017. Nature of briefing: Meeting to discuss ongoing commitment to the Triple P program and benefits of Triple P, attended by Hon Roger Cook (Deputy Premier; Minister for Health; Mental Health), Lisa Studman and Carol Markie-Dadds Matt Sanders.

Western Australian State Government, 4 July 2017. Nature of briefing: Meeting attended by Ms Selina Getley (Principal Policy Adviser), Amanda Dickson (Office of Minister McGurk - Minister for Child Protection; Women's Interests; Prevention of Family and Domestic Violence; Community Services), Lisa Studman, Carol Markie-Dadds and Matt Sanders.

Western Australian State Government Aboriginal Policy Directorates, 6 June 2017. Nature of briefing: To appraise and consult the custodian agency regarding the Western Australian Aboriginal Child Health Survey (WAACHS) Application for Data Linkage project, attended by Francis Mitrou and Stephen Zubrick.

Yourtown, 1 August 2017. Nature of briefing: A follow-up stakeholder meeting to identify areas for collaboration through data sharing and mentoring, attended by Erin Lloyd and Kylie Burke.

PUBLIC AWARENESS/OUTREACH PROGRAMS

IPSWICH COMMUNITY AND COCKTAILS GATHERING

14 August 2017: This event was organised in collaboration between The University of Queensland (PFSC) and Ipswich City Council. The purpose of the event was to bring together key representatives from the Ipswich community, from state and local government, local community agencies, schools and early childhood centres, health providers, church and cultural leaders, and local business leaders to help design a social infrastructure for Ipswich that will encourage the development of a family-friendly community. Kylie Burke, Lena Krause, Matt Sanders.

MATT SANDERS SEMINAR SERIES 2017

Awareness raising of Triple P Program offerings within regions, in particular a seminar series facilitated by Matt Sanders. Outreach activities involved attending numerous events to raise awareness of the seminar series, directly network with families and agencies, and disseminate promotional materials.

- Toowoomba Region Outreach: 3 May 2017.
- Ipswich Region Outreach: 25 May 2017.
- Moreton Bay Region Outreach: 27 May 2017.

TRIPLE P GROUP SESSIONS

- Karam-Simmond, Z. (October 2017). 'Triple P Group (5 group sessions, 3 telephone calls)' at Strathpine Probation and Parole, Moreton Bay, Australia.
- Karam-Simmond, Z. (October 2017). 'Triple P Group (5 group sessions, 3 telephone calls)' at Caboolture Probation and Parole, Moreton Bay, Australia.
- Krause, L., & Burke, K. (August 2017). 'Triple P Group (5 group sessions, 3 telephone calls)' at The Poppy Centre, Ipswich, Australia.
- Krause, L. (August 2017). 'Triple P Group (5 group sessions, 3 telephone calls)' at Catholic Care Services, Toowoomba, Australia.

- Krause, L. (July 2017). 'Triple P Group (5 group sessions, 3 telephone calls)' at Raceview Kids Early Learning Centre, Raceview, Australia.

PUBLIC LECTURES

Baxter, J. (April 2017). 'Australia: The Land of the Fair Go?' at Rotary Club Kenmore, Brisbane, Australia.

Baxter, J. (November 2017). 'Public Sector Data Integration: Unlocking the Value of Australia's Public Data - Untangling Complex Policy Problems with Integrated Data' at National Gallery of Australia, Canberra, Australia.

Burke, K. (June 2017). 'Power of Positive Parenting' at The Poppy Centre, Ipswich, Australia.

Burke, K. (November 2017). 'Raising Confident, Competent Children' at North Lakes Community Centre, Moreton Bay, Australia.

Burke, K. (November 2017). 'Raising Resilient Children' at North Lakes Community Centre, Moreton Bay, Australia.

Fritz, E. (February 2017). 'The Power of Positive Parenting' at The Poppy Centre, Ipswich, Australia.

Fritz, E. (February 2017). 'The Power of Positive Parenting' at The Poppy Centre, Ipswich, Australia.

Fritz, E. (March 2017). 'Raising Confident, Competent Children' at The Poppy Centre, Ipswich, Australia.

Fritz, E. (March 2017). 'Raising Resilient Children' at The Poppy Centre, Ipswich, Australia.

Krause, L. (April 2017). 'The Power of Positive Parenting' at Toowoomba Regional Council Immunisation Clinic, Toowoomba, Australia.

Krause, L. (May 2017). 'Raising Competent, Confident Children' at Toowoomba Regional Council Immunisation Clinic, Toowoomba, Australia.

Krause, L. (May 2017). 'Raising Resilient Children' at Toowoomba Regional Council Immunisation Clinic, Toowoomba, Australia.

Krause, L. (July 2017). 'The Power of Positive Parenting' at Chatterbox Early Centre, Albany, Australia.

Krause, L. (July 2017). 'The Power of Positive Parenting' at Leichhardt Community Centre, Leichhardt, Australia.

Krause, L. (June 2017). 'Raising Confident, Competent Children' at The Poppy Centre, Ipswich, Australia.

Krause, L. (June 2017). 'Raising Confident, Competent Children' at The Poppy Centre, Ipswich, Australia.

Krause, L. (June 2017). 'The Power of Positive Parenting' at Leichhardt Community Centre, Ipswich, Australia.

Krause, L. (June 2017). 'Primary Care Standard' at Leichhardt Community Centre, Ipswich, Australia.

Krause, L. (September 2017). 'The Power of Positive Parenting' at Eva's Place, Toowoomba, Australia.

Krause, L. (October 2017). 'Group Standard' at Catholic Care Services, Toowoomba, Australia.

Krause, L. (October 2017). 'The Power of Positive Parenting' at Oakey Library, Toowoomba, Australia.

Krause, L. (October 2017). 'The Power of Positive Parenting' at Riverview State School, Ipswich, Australia.

Krause, L. (October 2017). 'Raising Confident, Competent Children' at Oakey Library, Toowoomba, Australia.

Krause, L. (October 2017). 'Raising Resilient Children' at Riverview State School, Ipswich, Australia.

Krause, L. (October 2017). 'Raising Resilient Children' at Oakey library, Toowoomba, Australia.

Krause, L. (November 2017). 'Raising Confident, Competent Children' at Riverview State School, Ipswich, Australia.

Krause, L. (November 2017). 'The Power of Positive Parenting' at Darling Heights State School, Toowoomba, Australia.

Krause, L. (November 2017). 'The Power of Positive Parenting' at Gables Community House, Ipswich, Australia.

Krause, L. (November 2017). 'Primary Care Standard' at Darling Heights State School, Toowoomba, Australia.

Krause, L. (November 2017). 'Primary Care Standard' at Darling Heights State School, Toowoomba, Australia.

Krause, L. (November 2017). 'Raising Confident, Competent Children' at Gables Community House, Ipswich, Australia.

Krause, L. (December 2017). 'Raising Resilient Children' at Gables Community House, Ipswich, Australia.

Krause, L. (December 2017). 'Level 2 Brief Primary Care' at Fernbrook Community Hub, Ipswich, Australia.

Krause, L. (December 2017). 'Level 2 Brief Primary Care' at Ipswich City Library, Ipswich, Australia.

Ribar, D. (August 2017). 'The Effect of Title Transfers on Housing and Tenant Outcomes: Early Findings' at the University of Melbourne, Transforming Housing event on 'Affordable housing in Victoria: What's Next?', Melbourne, Australia.

Sanders, M. (October 2017). 'The Power of Positive Parenting' at Toowoomba Regional Council Library, Toowoomba, Australia.

Sanders, M. (November 2017). 'The Power of Positive Parenting' at Barry Jones Auditorium, Ipswich, Australia.

Sanders, M. (October 2017). 'The Power of Positive Parenting' at North Lakes Community Centre, Moreton Bay, Australia.

Taylor, C. (March 2017). 'Building the skills of parents experiencing adversity' at Telethon Kids Institute, Perth, Australia.

Taylor, C. (March 2017). 'Collecting and using child and family data to enhance children's wellbeing' at TasTAFE, Launceston, Australia.

Vidal-Fernandez, M. (June 2017). 'Economics: a convenient truth' at North Sydney Girls High School, Sydney, Australia.

RECOGNITION

AWARDS, PRIZES, NEWSWORTHY ANNOUNCEMENTS

Dr Stephanie Cardwell was a finalist at the UQ 3MT competition held at the University of Texas.

Professor Janeen Baxter was awarded the 'Most compelling hypothesis' by the Try, Test and Learn Fund Policy Hack for her project submission 'Mentoring for Young Teenage Parents', February 2017.

Mr Tomas Cano-Lopez, Dr Francisco Perales and Professor Janeen Baxter were awarded the Poster Prize Winners for (2017), for 'A Matter of Time? Parent's Time in Childcare and Children Development', by the ISA RC28 Conference, Cologne, Germany.

Dr Stephanie Cardwell received the Division of Developmental and Life-Course Criminology, Outstanding Student Contribution Award, for her paper 'Variability in Moral Disengagement and its Relation to Offending in a Sample of Serious Youthful Offenders', *Criminal Justice and Behaviour*, 42 (8), 819–839.

Professor Lorraine Mazerolle was awarded the 'Queensland Police Excellence in Research Award 2017'. This award was for the Voice4Values Program Evaluation conducted by Dr Elise Sargeant (Griffith; LCC Fellow), Professor Lorraine Mazerolle (UQ), and Dr Emma Antrobus (UQ). The Voice4Values program is a values training program for police recruits run by the Queensland Police Training Academy developed by then Acting Assistant Commissioner Debbie Platz. The training program aims to encourage police recruits to take a stand against racist and sexist behaviour.

Professor Lorraine Mazerolle was nominated for the American Society of Criminology Fellow Award, February 2017.

Professor Lorraine Mazerolle's project, The Ability School Engagement Program (ASEP) was posted on the US National Institute of Justice website [crimesolutions.gov](https://www.crimesolutions.gov/ProgramDetails.aspx?ID=580) as a promising study. See <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=580>.

Professor Lorraine Mazerolle, Dr Emma Antrobus, Dr Sarah Bennett, and Dr Elizabeth Eggins were awarded the 2017 Outstanding Experimental Field Trial Award by the ASC Division of Experimental Criminology/Academy of Experimental Criminology, for their police-schools partnership truancy program field trial. Awarded November 2017.

Professor David Ribar was the Robert S. Griffith Jr '52 Visiting International Scholar at Washington & Lee University in Lexington, VA USA from 1 May – 12 May 2017.

Dr Nicolas Salamanca was awarded the Deans' Certificate for Research Excellence for 2016, the University of Melbourne, May 2017.

Dr Kevin Schnepel received the SOAR (Sydney Research Accelerator) Fellowship, in the early career research category. The SOAR program is made possible through the Research Portfolio's development of the University's 2016–2020 Strategic Plan under Strategy 2: Attract and develop outstanding researchers.

Dr Nam Tran received an 'Outstanding Oral Presentation' award from the Scientific Committee of Mental Health section at The 49th Asia-Pacific Academic Consortium for Public Health Conference, Yonsei University, Korea.

Dr Agnieszka Tymula received the Society for Neuroeconomics Early Career Award, an award that recognizes significant contributions to understanding the neural basis of decision-making or the impact of this knowledge on formal understanding of decision behaviour.

Professor Stephen Zubrick was elected to the Academy of Social Sciences. Professor Zubrick's specialisation is child development; child and adolescent mental health; longitudinal surveys; data linkage; Indigenous child development.

Professor Stephen Zubrick was inducted as a new Fellow to the Australian Academy of Health and Medical Sciences. Professor Zubrick is a leading developmental scientist who pioneered the first population studies of the prevalence and burden of mental disorders in Australian children and adolescents.

INTERNATIONAL ADVISORY BOARDS

Advisory board member on Renske Keizer's ERC Starting Grants; proposal entitled 'The role of the father in child development and the transmission of social inequality' (Janeen Baxter).

Advisory Board, N8 Policing Research Partnership Catalyst Grant: Innovation and the Application of Knowledge for More Effective Policing (Lorraine Mazerolle).

Advisory board, Try, Test and Learn (Deborah Cobb-Clark).

Advisory Committee, Psychology Clinic, Royal Melbourne Institute of Technology (Matt Sanders).

American Society of Criminology, Cavan Young Scholar Awards committee (Lorraine Mazerolle).

Australian Research Alliance for Children and Youth (ARACY) (Stephen Zubrick).

Cathie Marsh Institute International Advisory Board, University of Manchester (Mark Western).

Crime and Justice Steering Committee, The Campbell Collaboration (Lorraine Mazerolle).

Executive Committee, Australia and New Zealand Society of Evidence Based Policing (Lorraine Mazerolle).

Executive Committee of the European Association of Labour Economists (Arnaud Chevalier).

Family Matters Advisory Committee, National Suicide Prevention Strategy (Matt Sanders)

General Board of External Examiners, University of Cambridge (Lorraine Mazerolle).

International Advisory Board, Cambridge Police Executive Programme, Cambridge University (Lorraine Mazerolle).

International Advisory Board, Canadian Society of Evidence Based Policing (Lorraine Mazerolle).

International Advisory Board, Queensland Police Service Procedural Justice Training Package for Recruits (Lorraine Mazerolle).

International Management Committee, University of Auckland (Matt Sanders).

Judging Panel, Herman Goldstein Awards for Excellence in Problem-Oriented Policing, Center for Problem-Oriented Policing (Lorraine Mazerolle).

Ministerial Task Force on Work and Family, Queensland Department of Industrial Relations (Matt Sanders).

National Health and Medical Research Council's Youth Suicide Prevention Research Committee (Matt Sanders).

National Illicit Drugs Strategy, Community Expert Panel (Matt Sanders).

National Suicide Prevention Committee (Matt Sanders).

Paediatric Advisory Panel, Queensland Health (Matt Sanders).

Parent Information Advisory Group, Queensland School Curriculum Office (Matt Sanders).

Research Advisory Committee, Police Executive Research Forum (Lorraine Mazerolle).

Scientific Advisory Committee, National Centre for Immunisation Research and Surveillance of Vaccine Preventable Diseases (Matt Sanders).

Scientific and Professional Advisory Committee, Triple P-Positive Parenting Program (Matt Sanders).

Scientific and Professional Advisory Committee, Triple P-Positive Parenting Program (New Zealand) (Matt Sanders).

Scientific and Professional Advisory Committee. International coordination of Triple P research and related projects (Matt Sanders).

Scientific and Professional Advisory Group, Triple P-Positive Parenting Program (Germany) (Matt Sanders).

Western Australian Government Mental Health Commission - Mental Health, Alcohol and Other Drug Prevention Plan Expert Advisory Group (Stephen Zubrick).

EDITORIAL BOARD MEMBERSHIPS FOR INTERNATIONAL PEER-REVIEWED JOURNALS

Australian and New Zealand Journal of Criminology (Lorraine Mazerolle).

Australian Journal of Social Issues (Janeen Baxter). *Cambridge Journal of Evidence-Based Policing* (Lorraine Mazerolle).

Crime, Law and Social Change (Lorraine Mazerolle).

Criminal Law and Criminal Justice Books (online) (Lorraine Mazerolle).

Demography (David Ribar).

Economics of Education Review (Colm Harmon).

Effective Education (Colm Harmon).

Fiscal Studies: The Journal of Applied Public Economics (Guyonne Kalb).

International Criminal Justice Review (Lorraine Mazerolle).

International Journal for Crime, Justice and Social Democracy (Lorraine Mazerolle).

IZA World of Labor (Colm Harmon).

Journal of Sociology (Mark Western).

Journal of Criminal Justice Research (Lorraine Mazerolle).

Journal of Experimental Criminology (Editor-in-Chief) (Lorraine Mazerolle).

Journal of Intelligence & Analysis (Lorraine Mazerolle).

Journal of Quantitative Criminology (Lorraine Mazerolle).

Oxford Journal of Policing (Lorraine Mazerolle).

Oxford University Press (Lorraine Mazerolle).

Police Science (Lorraine Mazerolle).

Policing & Society (Lorraine Mazerolle).

Policing: A Journal of Policy and Practice (Oxford Journals) (Lorraine Mazerolle).

Policing: An International Journal of Police Strategies and Management (Lorraine Mazerolle).

Research in Social Stratification and Mobility (Mark Western).

Social Forces (Janeen Baxter).

INVITED TALKS, PAPERS, KEYNOTE LECTURES AT MAJOR INTERNATIONAL MEETINGS

KEYNOTE LECTURES

Chevalier, A. (March 2017). The relative effect of family and school in producing test scores. Presented at the Copenhagen Education Network Workshop, SFI, Copenhagen, Denmark.

Goodman, A. (October 2017). The UK's national birth cohort studies: the power of longitudinal data for understanding the long roots of childhood, informing policies, and generational change. Presented at 2017 International Life Course Conference, Sydney, Australia.

Mazerolle, L. (June 2017). Drug dealing from hotel rooms: An RCT test of a Third Party Policing Partnership. Presented at Society of Evidence Based Policing (UK), Cambridge, United Kingdom.

Raine, A. (October 2017). Fighting Violence with Better Brains: A Health Perspective on Crime. Presented at 2017 International Life Course Conference, Sydney, Australia.

Sanders, M. R. (April 2017). Implementation of parent management training programs in public mental health. Presented at California Institute of Behavioral Health Evidence-Based Practice Symposium, Long Beach, United States.

Sanders, M. R. (April 2017). Parenting in the context of family adversity, disruption and change. Presented at California Institute of Behavioral Health Evidence-Based Practice Symposium, Long Beach, United States.

Sanders, M. R. (April 2017). The efficacy of low intensity primary care parenting interventions in the prevention of social and emotional problems. Presented at Seattle Children's Research Institute, Seattle, Australia.

Sanders, M. R. (April 2017). The Triple P-Positive Parenting Program: A Multi-level System of Evidence-based Parenting Support. Presented at The 25th Annual Children's Justice Conference, Seattle, United States.

Sanders, M. R. (April 2017). Transforming the lives of children through population based positive parenting. Presented at The 25th Annual Children's Justice Conference, Seattle, United States.

Sanders, M. R. (April 2017). Triple P System of evidence-based parenting support. Presented at California Institute of Behavioral Health Evidence-Based Practice Symposium, Long Beach, United States.

Sanders, M. R. (September 2017). Transforming the lives of children through population based positive parenting: Myth or reality? Presented at Inaugural 2017 Robin Winkler Lecture, Perth, Australia.

Sanders, M. R. (September 2017). Triple P – changing community behaviours. Presented at Local Government Managers Australia (LGMA) Queensland Annual Conference, Gold Coast, Australia.

Sanders, M. R. (April 2017). Triple P Presentation. Presented at Child Cancer Foundation, Auckland, New Zealand.

Sanders, M. R. (April 2017). Triple P Presentation. Presented at University of Canterbury Presentation, Christchurch, New Zealand.

Steele, F., Bolano, D., Haynes, M., & Spallek, M. (October 2017). Data and methods for Life Course Research. Presented at 2017 International Life Course Conference, Sydney, Australia.

Wolfe, B. (February 2017). Childhood education and welfare: Research and policy insights, Melbourne, Australia.

Zubrick, S. R. (October 2017). The Longitudinal Study of Australian Children: Circumstances that change early child development and inform the policies of nations. Presented at Panel Study on Korean Children - Academic Conference, Seoul, Republic of Korea.

INVITED TALKS

Ablaza, C., Bowman, M., Campbell, A., Cave, L., Kuskoff, E., Leung, F., Sharma, N., & Simpson Reeves, L. (October 2017). Life Course Researchers – Our Experience, Our Research. Presented at 2017 International Life Course Conference, Sydney, Australia.

Azpitarte, F., Khalil, M., & Muir, K. (October 2017). Measuring and Understanding Financial Wellbeing. Presented at 2017 International Life Course Conference, Sydney, Australia.

Bolano, D., & Berchtold, A. (April 2017). Activity of Daily Living (ADL) Trajectories: A Longitudinal Study on Nursing Home Residents. Presented at 2017 Population Association of America Annual Meeting, Chicago, United States.

Brooking, J., McIllduff, C., & Schurer, S. (October 2017). Reducing Disadvantage in Indigenous Communities: Learnings from Two Distinct Approaches. Presented at 2017 International Life Course Conference, Sydney, Australia.

Cano, T., Perales, F., & Baxter, J. (September 2017). Do Fathers' Time in Childcare Matter for Children Cognitive Outcomes? Presented at European Consortium for Sociological Research General Conference, Milan, Italy.

Carney, M., Clifford, M., Hopkins, C., & Western, M. (October 2017). Access to Opportunity: Research and Policy Challenges – Roundtable. Presented at 2017 International Life Course Conference, Sydney, Australia.

Chilvers, M., Cobb-Clark, D., Cockburn, A., & Dahmann, S. (October 2017). Intergenerational Disadvantage. Presented at 2017 International Life Course Conference, Sydney, Australia.

Cobb-Clark, D. A. (June 2017). Mental Health and Productivity at Work: Does What You Do Matter? Presented at 31st Annual Conference of the European Society for Population Economics (ESPE), Glasgow, United Kingdom.

Coley, R., Baxter, J., O'Flaherty, M., & Thorpe, K. (July 2017). Family and Community Influences on Child Outcomes. Presented at 2017 International Life Course Conference, Sydney, Australia.

Collingwood, P., Mazerolle, L., & McDonnell, M. (October 2017). Truancy and School Engagement – Panel. Presented at 2017 International Life Course Conference, Sydney, Australia.

Considine, G., McCarthy, I., McCourt, B., Polidano, C., & Tomaszewski, W. (October 2017). Supporting Post-Secondary Choices in an Uncertain World – Panel. Presented at 2017 International Life Course Conference, Sydney, Australia.

Dahmann, S. C. (December 2017). Intergenerational Disadvantage: Learning about Equal Opportunity from Social Assistance Receipt. Presented at Asian and Australasian Society of Labour Economics Inaugural Conference, Canberra, Australia.

Doyle, O. (May 2017). The First 2,000 Days and Children's Cognitive and Socio-emotional Skills: Evidence from a Randomized Experiment of Home Visiting. Presented at Joint briq/IZA Workshop: Recent Developments in the Economics of Socio-emotional Skills, Bonn, Germany.

Fisher, H., & Zhu, A. (April 2017). The Effect of Financial Incentives on Repartnering. Presented at 2017 Population Association of America Annual Meeting, Chicago, United States.

Fisher, H., & Zhu, A. (March 2017). The Effect of Financial Incentives on Repartnering. Presented at 1st IZA Workshop on Gender and Family Economics, Bonn, Germany.

Fisher, H. (July 2017). The effect of changing financial incentives on living arrangements. Presented at Understanding Society Scientific Conference, Essex, United Kingdom.

Fisher, H. (July 2017). The effect of children on the long run consequences of divorce. Presented at Understanding Society Scientific Conference, Essex, United Kingdom.

Fisher, H., Kabatek, J., Lam, J., & Thibout, C. (October 2017). Causes and Consequences of Divorce. Presented at 2017 International Life Course Conference, Sydney, Australia.

Haynes, M. (July 2017). A collaborative approach to understanding the drivers of social disadvantage in Australia: Utilising observational data to address a big social problem. Presented at World Statistics Congress, Marrakech, Republic of Moldova.

Lam, J. (July 2017). Adult Caregiving, Workplace Leave and Sleep Quality. Presented at The 21st IAGG World Congress of Gerontology & Geriatrics, San Francisco, United States.

Lam, J. (July 2017). Eldercare and Time Constraints: Does Access or Utilization of Workplace Leave Matter? Presented at The 21st IAGG World Congress of Gerontology & Geriatrics, San Francisco, United States.

Lam, J. (July 2017). For better or worse? Chronic illness, couple-level responses and union dissolution. Presented at Understanding Society Scientific Conference, Essex, United Kingdom.

Mazerolle, L. (September 2017). Evidence based policing panel. Presented at International Women & Law Enforcement Conference, Cairns, Australia.

Mazerolle, L. (September 2017). Evidence based policing workshop. Presented at International Women & Law Enforcement Conference, Cairns, Australia.

Mazerolle, L., Bennett, S., Eggins, E., Higginson, A., & Antrobus, E. (November 2017). Legitimacy in policing: An updated systematic review. Presented at American Society of Criminology Annual Meeting, Philadelphia, United States.

Mazerolle, L., Rampino, T., & Salamanca, N. (October 2017). Internal Barriers. Presented at 2017 International Life Course Conference, Sydney, Australia.

Mitrou, F., Perales, F., Nielsen, W., Xiang, N., Haynes, M., Zubrick, S., & Baxter, J. (October 2017). Social Security Payment Recipients who are not in Employment, Education or Training (NEET): More than Just a Youth Policy Issue. Presented at 2017 International Life Course Conference, Sydney, Australia.

Oakley, A., Purdon, S., Stafford, J., & Taylor, C. (October 2017). A Life Course Approach to Early Years Policies and Services - Plenary PANEL. Presented at 2017 International Life Course Conference, Sydney, Australia.

Povey, J., Brady, M., Perales, F., & Baxter, J. (September 2017). Childcare Flexibility through Subsidised Care in the Family Home: Patterns of Childcare Use among NPP Participants. Presented at Australian Social Policy Conference, Sydney, Australia.

Rampino, T. (December 2017). An international comparison of subjective perceptions of inequality of opportunity. Presented at Asian and Australasian Society of Labour Economics Conference, Canberra, Australia.

Rampino, T. (December 2017). Gender differences in educational aspirations and attitudes. Presented at Asian and Australasian Society of Labour Economics Conference, Canberra, Australia.

Ryan, C., & Zhu, A. (April 2017). Sibling health, schooling and longer-term developmental outcomes. Presented at Royal Economic Society Conference, Bristol, United Kingdom.

Sanders, M R. (March 2017). Transforming the lives of children through population based positive parenting. Presented at Presentation to the Public Health Foundation of India, Gurgaon, India.

Sporle, A., Ambrey, C., & Mitrou, F. (October 2017). Leveraging Administrative Data to Inform Policy. Presented at 2017 International Life Course Conference, Sydney, Australia.

Staneva, A. (February 2017). Early Cognitive Development and Educational Assimilation of Migrant Children. Presented at Royal Economic Society Conference 2017, Bristol, United Kingdom.

Tomaszewski, W., Perales, F., Rampino, T., Xiang, N., Kubler, M., & Western, M. (October 2017). The Role of Career Guidance in Addressing Barriers to University Participation among Low-SES Students. Presented at 2017 International Life Course Conference, Sydney, Australia.

Vidal-Fernandez, M. (June 2017). The effects of fluoride on birth outcomes. Presented at 31st Annual Conference of the European Society for Population Economics (ESPE), Glasgow, United Kingdom.

COMMENTARIES ABOUT THE CENTRE

MEDIA RELEASES

Medianet, 10 August 2017, Media Release: UQ Trial Offers Ipswich Parents a Hand Up, Kylie Burke, Lena Krause, Matt Sanders.

Parenting and Family Support Centre, The University of Queensland, 14 August 2017, Media Release: Ipswich Raises Bar on Parenting, Lena Krause, Kylie Burke, Matt Sanders.

The University of Queensland, 9 October 2017, Media Release: Toowoomba Kids on Notice! Lena Krause, Kylie Burke, Matt Sanders.

The University of Queensland, 24 October 2017, Media Release: Ipswich Kids on Notice! Lena Krause, Kylie Burke, Matt Sanders.

The University of Queensland, 18 October 2017, Media Release: Moreton Bay Kids on Notice! Erin Lloyd, Kylie Burke, Matt Sanders.

MEDIA COMMENTARIES ABOUT THE CENTRE

ABC Breakfast Radio - Toowoomba, 19 May 2017, UQ will monitor success of Triple P-Positive Parenting Program, interview with Lena Krause.

ABC News (American Broadcasting Company), 13 February 2017, Researchers Suggest First-Born Children Have Better Thinking Skills and Higher IQs, Video featuring Marian Vidal-Fernandez.

ABC News Online, 4 January 2017, Stay-at-home dads share the art of swapping traditional parenting roles, Commentary and interview featuring Janeen Baxter.

ABC News Online, 25 March 2017, Women still disadvantaged by the amount of unpaid housework they do, census data shows, featuring Leah Ruppner.

ABC News Online, 08 December 2017, School attendance, birthweight fell during Northern Territory intervention rollout, study finds, featuring Stefanie Schurer.

ABC Radio, 23 May 2017, 'Social Disadvantage and the Life Course Centre', Trevor Jackson ABC Evenings, interview with Janeen Baxter.

ABC Radio (including National, News Radio, Triple J), 8 December 2017, interview with Stefanie Schurer.

ABC Radio, 17 May 2017, ABC Life Matters, interview with Deborah Cobb-Clark.

ABC Radio, 22 August 2017, ABC Life Matters, How government policies impact the decision to have children, featuring Hayley Fisher.

ABC Radio Perth, 3 January 2017, Stay at home dads and changing attitudes towards parenting, interview with Janeen Baxter.

ABC Southern Queensland, Breakfast 8:30, 10 October 2017, Chat with Professor Matt Sanders, Founder, Triple P-Positive Parenting Program, interview with Lena Krause and Matt Sanders.

Algemeen Dagblad Netherlands, 8 February 2017, Onderzoek: eerstgeborenen slimmer dan broertjes en zusjes, featuring Marian Vidal-Fernandez.

BBC News, 7 February 2017, First borns 'received more mental stimulation', featuring Marian Vidal-Fernandez.

Bustle, 8 February 2017, Are First-Born Children Smarter Than Younger Siblings? New research adds to a complex conversation, featuring Marian Vidal-Fernandez.

Caboolture News, 6 September 2017, Help for Parents to make positive decisions, featuring Zayna Karam-Simmond and Matt Sanders.

CBS Philly, 7 February 2017, Study: First-Born Children Usually Smarter than Younger Siblings, featuring Marian Vidal-Fernandez.

Channel 7 Local News – Toowoomba, Recorded interview, 19 May 2017, Empowering Parents, featuring Kylie Burke and Lena Krause.

Channel 7 News, 10 July 2017, Students whose fathers engage with their education are more successful, interview with Jenny Povey and Alice Campbell.

Channel 9 Afternoon News, 15 August 2017, Positive Parenting a Priority, interview with Matt Sanders.

Channel 9 News Sunshine Coast, 11 October 2017, Toowoomba's positive parenting initiative, interview with Lena Krause and Matt Sanders.

Corriere Della Sera, 10 February 2017, I primogeniti sono più brillanti, featuring Marian Vidal-Fernandez.

Daily Mail, 8 December 2017, NT Intervention hurt remote kid outcomes, featuring Stefanie Schurer.

Daily Mail, 7 February 2017, Finally it's settled! First-born children really ARE smarter (and their younger siblings can blame their parents), featuring Marian Vidal-Fernandez.

El Espanol, 20 November 2016, ¿Eres el hermano mayor? Felicidades, vas a triunfar, featuring Marian Vidal-Fernandez.

Elle UK, 8 February 2017, First-Born Children Are Smarter than Their Siblings, Says Study, featuring Marian Vidal-Fernandez.

Euronews, 7 February 2017, Why your big brother has an advantage in life, featuring Marian Vidal-Fernandez.

Evening Standard, 8 February 2017, First-born children 'smarter than younger siblings', featuring Marian Vidal-Fernandez.

Forbes, 11 February 2017, Study Says the Oldest Child is the Smartest, featuring Marian Vidal-Fernandez.

Fox 25 WFXT, 8 February 2017, Why first-born children really do have a mental edge, featuring Marian Vidal-Fernandez.

Gatton Star, 11 September 2017, Help for parents to make positive decisions, interview with Lena Krause.

Global News, 8 February 2017, Does birth order play a role in how smart you are? Video featuring Marian Vidal-Fernandez.

Grazia, 8 February 2017, First-Born Children Are The Most Intelligent, Study Finds, featuring Marian Vidal-Fernandez.

HBVL (Het Belang Van Limburg), 9 February 2017, De oudste thuis? Dan ben je mogelijk slimmer dan je broers en zussen, featuring Marian Vidal-Fernandez.

Health, 9 February 2017, Why's Your Sibling 'The Smart One'? Blame Your Parents, featuring Marian Vidal-Fernandez.

High Country Herald, 10 October 2017, Free parenting seminar, featuring Lena Krause and Matt Sanders.

High Country Herald, 3 October 2017, Library happenings, featuring Lena Krause and Matt Sanders.

High Country Herald, 3 October 2017, Parenting expert at library, featuring Lena Krause and Matt Sanders.

Holyrood, 7 February 2017, First born children 'given attainment advantage' in early years, featuring Marian Vidal-Fernandez.

Huffington Post UK, 8 February 2017, Researchers Say First Born Children Really Are Smarter (Obviously), featuring Marian Vidal-Fernandez.

Independent, 8 February 2017, First-born children 'more intelligent' due to extra mental stimulation from parents, featuring Marian Vidal-Fernandez.

Independent Ireland, 18 April 2017, Parents more important to their kid's personality than birth order, featuring Marian Vidal-Fernandez.

International Business Times, 13 February 2017, How to Have Smart Children: Firstborn Kids Have Higher IQ Scores Than Their Siblings, Study Says, featuring Marian Vidal-Fernandez.

Ipswich City Council website, Advertisement, 4 September 2017, Power of Positive Parenting Seminar by Professor Matt Sanders, featuring Kylie Burke and Lena Krause.

Ipswich First, interview with Matt Sanders, 30 October 2017, Five Top Parenting Tips, featuring Matt Sanders.

IZA Newsroom, 24 October 2017, Teenage daughters as a risk factor for divorce, interview with Jan Kabatek and David Ribar.

Keperra Chemmart Day and Night Pharmacy Website, Program Promotion, 10 September 2017, Free Baby Clinic, featuring Zayna Karam-Simmond.

KETV Omaha (American Broadcasting Company affiliate), 10 February 2017, First-born children are smarter than their younger siblings, new study finds, featuring Marian Vidal-Fernandez.

La Repubblica, 8 February 2017, Primogenito più intelligente ericco dei fratelli, uno studio locertifica, featuring Marian Vidal-Fernandez.

Latinos Health, 11 February 2017, Are YOU the First-Born Child? Research Explains Why The Oldest Children Always Have The Mental Edge, featuring Marian Vidal-Fernandez.

Men's Health, 9 February 2017, Science Confirms Your Older Sibling Is Probably Smarter than You, featuring Marian Vidal-Fernandez.

Miami Herald, 8 February 2017, Are your older siblings smarter than you? Blame your parents, study says, featuring Marian Vidal-Fernandez.

Minuto 30, 9 February 2017, Los hermanos mayores son más inteligentes que los menores, featuring Marian Vidal-Fernandez.

Moreton Bay Regional Council website, events page and Facebook page, Advertisement, 4 September 2017, Power of Positive Parenting Seminar by Professor Matt Sanders, featuring Kylie Burke, Erin Lloyd.

National Centre for Student Equity in Higher Education News, 30 March 2017, Positive school experiences drive equity students' university enrolment, featuring Wojtek Tomaszewski.

New York Post, 8 February 2017, First-born children are smarter than their siblings, featuring Marian Vidal-Fernandez.

News.com.au, 30 August 2017, A question on unemployment benefits stumped Q&A panellist, featuring Deborah Cobb-Clark.

Newser, 8 February 2017, Advantage for Firstborn Kids Shows Up Early, featuring Marian Vidal-Fernandez.

Newstalk, 7 February 2017, Study says first-born children have higher IQs, featuring Marian Vidal-Fernandez.

Nieuwsblad, 9 February 2017, De oudste thuis? Dan ben je mogelijk slimmer dan je broers en zussen, featuring Marian Vidal-Fernandez.

Nine News Sunshine Coast, 11 October 2017, Toowoomba's positive parenting initiative, Interview featuring Lena Krause and Matt Sanders.

NT News, 9 December 2017, NT Intervention scheme failed to positively affect communities, new research shows, featuring Stefanie Schurer.

Physics Org, 16 October 2017, Children more likely to receive welfare benefits if their parents do, featuring Deborah Cobb-Clark, Anna Zhu, Nicolas Salamanca and Sarah Dahmann.

Queensland Times, 26 October 2017, Help for Parents is Here, interview with Matt Sanders and Lena Krause.

Queensland Times, 6 September 2017, Help for parents to make positive decisions, interview with Lena Krause.

Refinery29, 9 February 2017, Science Says Oldest Siblings Are the Smartest, featuring Marian Vidal-Fernandez.

Reformatorisch Dagblad, 9 February 2017, 'Oudste kind slimmer en succesvoller', featuring Marian Vidal-Fernandez.

TAG24, 10 February 2017, Studie Enthüllt: Erstgeborene sind schlauer als geschwister, featuring Marian Vidal-Fernandez.

Tech Times, 11 February 2017, Are First-borns Smarter Than Their Siblings? Study Says Yes, featuring Marian Vidal-Fernandez.

The Advertiser, 6 September 2017, Seminars to make positive changes, interview with Lena Krause.

The Australian, 21 March 2017, University degree pays off for older students, featuring Paco Perales and Jenny Chesters.

The Champion, 19 July 2017, Study focuses on parenting in local region, interview with Lena Krause.

The Chronicle, Online 1 March 2017, Inspirational couple aim to offer strong example, featuring Lena Krause.

The Chronicle, 18 May 2017, Free help for parents in our city, interview with Lena Krause.

The Chronicle, 24 October 2017, Toowoomba lawyer tackles parenting, interview with Lena Krause and Kylie Burke.

The Chronicle, 9 October 2017, Parenting expert set to share secrets in Toowoomba, interview with Matt Sanders.

The Conversation, 21 March 2017, *Higher Child Support Doesn't Lead to Welfare Dependency for Single Mums*, by Hayley Fisher.

The Conversation, 31 January 2017, If GPs pass on cost from rebate freeze, poorer, sicker patients will be hardest hit, by Rosemary Elkins and Stefanie Schurer.

The Conversation, Fact checking, 9 March 2017, Fact Check: are bulk-billing rates falling, or at record levels? Reviewed by Rosemary Elkins and Stefanie Schurer.

The Conversation, 14 February 2017, Roses are red, violets are blue, I'll stay forever if you scrub out the loo, by Leah Ruppanner.

The Conversation, 15 August 2017, The inequality you can't change that lasts a lifetime, by Tina Rampino, Mark Western and Wojtek Tomaszewski.

The Conversation, 27 September 2017, Parents of teenage daughters more likely to divorce: study, by Jan Kabatek and David Ribar.

The Conversation, 31 August 2017, Revealed: who supports marriage equality in Australia – and who doesn't, by Francisco Perales, and Alice Campbell.

The Conversation, 26 September 2017, Cognitive ability plays a role in attitudes to equal rights for same-sex couples, by Francisco Perales.

The Conversation, 11 September 2017, Giving voice to the young: survey shows people want under-18s involved in politics, by Louise Phillips, Francisco Perales, and J. Ritchie.

The Conversation, 23 May 2017, What's in the name 'homeless'? How people see themselves and the labels we apply matter, by Zoe Walter, Cameron Parsell, Genevieve Dingle, and Jolanda Jetten.

The Conversation, 3 October 2017, Sharing the parenting duties could be key to marital bliss: study, by Leah Ruppanner.

The Conversation, 2 August 2017, Australians want more children than they have, so are we in the midst of a demographic crisis? by Leah Ruppanner.

The Conversation, 30 June 2017, Will women vote for women in 2018? It depends on if they're married, by Leah Ruppanner.

The Conversation, 11 April 2017, Census 2016: Women are still disadvantaged by the amount of unpaid housework they do, by Leah Ruppanner.

The Courier Mail, interview, 10 July 2017, University of Queensland Researchers find students whose fathers engage with their education are more successful, featuring Jenny Povey, Alice Campbell.

The Courier Mail, 31 August 2017, Weekend read: Memo to dads on Father's Day – get out there with your kids and participate, featuring Matt Sanders.

The Globe and Mail, 15 March 2017, Settling the birth-order debate once and for all, featuring Marian Vidal-Fernandez.

The Guardian, 8 February 2017, First-born children have better thinking skills, study says, featuring Marian Vidal-Fernandez.

The Herald Scotland, 8 February 2017, Researchers conclude first-born children are smarter than siblings, featuring Marian Vidal-Fernandez.

The London Economic (TLE), 7 February 2017, First-born children more likely to do better at school, featuring Marian Vidal-Fernandez.

The Queensland Times, interview, 6 September 2017, Seminars to make positive changes, featuring Lena Krause.

The Science Times, 10 February 2017, Studies Reveal Why First-Born Children Are More Intelligent, featuring Marian Vidal-Fernandez.

The Sydney Morning Herald Online, 17 March 2017, Men and housework: top tips from an expert on sharing the load, featuring Leah Ruppanner.

The Sydney Morning Herald Online, 8 August 2017, Don't respond to injustice by bringing in the cops to Martin Place, featuring Cameron Parsell.

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The Sydney Morning Herald, 15 October 2017, 'Staggering': Young people twice as likely to be on Centrelink benefits if their parents were, featuring Deborah Cobb-Clark, Nicolas Salamanca, Anna Zhu, and Sarah Dahmann.

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