



lifecoursecentre

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

ANNUAL REPORT 2018



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Director's Report



Life Course Centre research reached a clear critical mass and had notable impact in 2018. The Productivity Commission report *Rising Inequality? A Stocktake of the Evidence* published in August 2018 was an important reminder of the crucial work we undertake at the Centre. Our focus on deep and persistent disadvantage was reinforced by the conclusions from this landmark report, which showed that the relative rate of poverty has remained stubbornly unchanged in recent years, hovering at around 10% of Australians living below the poverty line, with about 700,000 Australians in entrenched disadvantage (defined as poverty for four or more years).

Often those experiencing entrenched poverty are living with multiple forms of disadvantage relating to poor health, social isolation, violence, housing instability and fragile family relationships, underscoring the need for effective interventions to be multifaceted and holistic. The Productivity Commission report also underlined the importance of understanding inequality in the context of life course transitions, with key life events, such as moving from school to work, relationship formation and breakdown, often the drivers of changes in income and wealth. Finally, the report also points to the importance of data to measure and track long-term poverty and mobility patterns. These themes are all highly consistent with the work of the Life Course Centre and it was gratifying to see our work cited and drawn upon in several places throughout the report.

Our research also informed several government inquiries throughout the year with submissions made to the Office of the National Data Commission in the Department of Prime Minister and Cabinet on the New Australian Government Data Sharing and Release Legislation; the Review to Achieve Educational Excellence in Australian Schools, instigated by the Department of Education and Training; and the Parliamentary Inquiry into Intergenerational Welfare Dependence. For the latter, we were subsequently invited to appear before the Inquiry Committee where we had the opportunity to respond to specific questions about the causes of intergenerational welfare dependence. I was joined by Professor David Ribar and Dr Anna Zhu at the hearing where we discussed the important role of parents and parenting strategies, the role of schools in providing additional support to disadvantaged children, and our results on intergenerational welfare dependence. We also took

this opportunity to stress the need for good quality data to inform decisions about what works to reduce social disadvantage, a theme that has been at the core of the Life Course Centre from the beginning.

Good quality data, and especially longitudinal data that follows individuals through the life course and across generations, is the foundation for understanding the drivers of social disadvantage and what works to reduce it. Australia is fortunate to have a number of high quality longitudinal datasets, such as the Household Income and Labour Dynamics in Australia survey, and the Longitudinal Study of Australian Children, that enable analyses of life course pathways and experiences. But these data often fail to capture the groups that we are most concerned about, the deeply and persistently disadvantaged who tend not to fall into sample designs for such surveys or, if they do, are more difficult to retain for repeat interviews in subsequent waves.

For this reason, public sector data generated from the provision and monitoring of social welfare, and other programs and services, has the potential to offer rich insights into what works to reduce social disadvantage. The Australian Government has undertaken a number of reviews and inquiries into how best to make such data available and in 2018 established the National Data Commission in the Department of Prime Minister and Cabinet. The Commission is working to develop a national data sharing and release framework, including new legislation to support data access and use, whilst also ensuring security and privacy of data. The Life Course Centre is proud to have been at the vanguard of this work and we will continue to provide input and support these developments.

Life Course Centre researchers are also leading the evaluation of the Try, Test and Learn (TTL) initiative, part of the Australian Government's Priority Investment Approach. The TTL fund aims to design, implement and test new and innovative ideas for policy responses to improve workforce participation and reduce long-term welfare dependency. Our researchers are using government administrative data, and other data such as in-depth interviews with participants, to evaluate the success of these programs and to provide insights into what works to create pathways out of the welfare system. We hope to submit a final report on this work by the end of 2020.

Most of the research to date in the Life Course Centre has focused on quantitative datasets, including large-scale longitudinal data and government administrative data. However, we also recognise and value the important insights to be gained from in-depth qualitative and ethnographic data. The recently published book, *The Homeless Person in Contemporary Society* by Associate Professor Cameron Parsell is an excellent example of our emerging strengths in this area. This book is based on Cameron's conversations with homeless people about their lived experiences. It provides deep and rich insights into their lives and shows how services designed to support homeless people often have the unintended consequence of perpetuating homelessness. Cameron was awarded a four-year ARC Future Fellowship commencing 2019 to continue his research on transforming charities to reduce homelessness.

Qualitative research was also under the spotlight during our Researchers' Week, held at the Institute for Social Science Research at The University of Queensland in June. This week included a day devoted to student professional development activities. Prior to the event, our students had the opportunity to nominate an international partner investigator as a 'researcher-in-residence' to visit for one week. They chose Professor Kathy Edin, formerly at Harvard University and now Professor of Sociology and Public Affairs, Woodrow Wilson School and Co-director of The Bendheim-Thoman Center for Research on Child Wellbeing at Princeton University. Kathy is an inspirational researcher and speaker who has undertaken ground-breaking work on the lives of poor people in America, and particularly poor, young, black parents. While she was here Kathy delivered a number of talks and seminars on her work, as well as a workshop on ethnographic methods and one-on-one mentoring sessions with students interested in learning about mixed

Our 2018 Annual Report details a number of the projects we have undertaken using public sector data to provide insights into social disadvantage.

methods. The Centre is fortunate to have a large group of international partners, many of whom have visited us over the years, or hosted us, and have contributed to various capacity building activities and events with our early career researchers and students.

Some of the other international visitors to the Centre throughout 2018 included Associate Professor Óscar Prieto Flores from the University of Girona in Catalonia, who outlined his major new research project to assess refugee and immigrant mentoring programs in Spain; Professor Ester Rizzi from the Université Catholique de Louvain in Belgium, who discussed trends in gender attitudes in modern society; Professor Robert Crosnoe and Associate Professor Shannon Cavanagh from the University of Texas, who presented on children and family development; Associate Professor Orla Doyle from University College Dublin, who visited both the University of Sydney and the University of Melbourne to discuss her latest research on human behaviour relating to the impact of terrorism events; and Associate Professor Michael Gottfried from the University of California, who presented on chronic absenteeism disparities between students with and without disabilities.

We were also particularly pleased to welcome back to the Life Course Centre Professor Erik Olin Wright, a prominent Marxist sociologist from the University of Wisconsin who has long advocated for an anti-capitalist approach to ending poverty. Erik delivered a public lecture at the Queensland node in March 2018, where he argued the merits of introducing a universal basic income. We were very saddened by the news just after his visit of Erik's diagnosis with acute myeloid leukaemia and then of his death in January 2019. Erik has been an important mentor and friend to both myself and Mark Western since we

were PhD students on the International Class Structure and Class Consciousness project. He was instrumental in shaping much of our thinking about social stratification, social class and inequality and, as importantly, also taught us a lot about generosity, fairness, professionalism and collaboration. He was an extremely generous collaborator and one of the smartest, most logical and incisive social researchers I have ever met. Sociology has lost a key theorist and advocate for social equality and we have lost a dear friend and mentor. His legacy will live on through his many books, students and collaborators. We are very grateful for his contributions as a guest speaker, mentor and workshop presenter to the Life Course Centre over the last few years.

Not only do we bring international visitors to the Centre, but we also take the Life Course Centre to international events. A highlight in 2018 was two symposia presented at the Society for Longitudinal and Life Course Studies conference in Milan. A total of ten Centre researchers, representing all four of our Australian university nodes, attended this conference. This conference is an ideal forum to promote our research to international colleagues as it is a multidisciplinary research association with a specific focus on using longitudinal data to inform social policy. We are planning another symposium at the forthcoming conference in Germany in September 2019.

I am pleased to report that the Life Course Centre has become a Key National Sponsor of Anti-Poverty Week, held every October in Australia. For the 2018 Anti-Poverty Week we were involved in a number of activities and events throughout the country. We look forward to continuing our association with Anti-Poverty Week and presenting more events in 2019 to help keep the issue of poverty on the national agenda and encourage discussion and action to address it.

The Life Course Centre continued to grow with a number of new appointments in 2018. We were pleased to welcome a new Chief Investigator, Professor Karen Thorpe from the Institute for Social Science Research at The University of Queensland. Karen is a psychologist with expertise in developmental science and a focus on early education and care. She was the foundation psychologist on the Avon Longitudinal Study of Parents and Children, UK, a ground-breaking study that was the first to allow investigation of the interface of biological and social processes. In Australia she has led large-scale investigations of the impact of early education

and care programs on children's development and in 2013 was named as among *Australia's 100 Women of Influence* (Westpac, Australian Financial Review). Karen will contribute strongly to our work on the importance of the early years in building the foundations for positive outcomes over the life course.

The Centre also appointed six new Associate Investigators to expand our network and take advantage of new research opportunities – Associate Professor Abdullah Mamun, expert in early development and health outcomes; Associate Professor Irma Mooi-Reci, expert in joblessness, the changing nature of work and longitudinal panel analysis; Associate Professor Alina Morawska, expert in prevention and early intervention for young children at risk of developing behavioural and emotional problems; Associate Professor Cameron Parsell, expert in homelessness and ethnography; Associate Professor Leah Ruppanner, expert on the impact of differential health and wellbeing outcomes for families across the world; and Associate Professor Simon Smith, a sleep scientist with expertise in combining social and biological data. We plan to recruit further Associate Investigators in 2019 to expand our reach and focus.

Our early career researchers and students continue to grow and succeed. We recruited 15 new research higher degree students in 2018 and many of our current students successfully passed milestones in their research throughout the year. Within my research group, Dr Sara Kalucza was appointed to a postdoctoral fellowship at The University of Queensland in October 2018 and is working closely with me on projects relating to outcomes for teenage parents. Sara had previously visited the Life Course Centre as a student intern while undertaking her PhD at Umeå University in Sweden. After completing her PhD she was awarded a grant from the Swedish Research Council to investigate the pathways and consequences of early parenthood in Sweden, focusing on educational, employment and welfare dependency outcomes. This work will provide important methodological and substantive comparisons for the Australian context.

There were new postdoctoral appointments at all Centre nodes in 2018. Dr Valentina Duque from Columbia and Dr Juliana Silva Goncalves from Portugal both joined the University of Sydney, along with Dr Nathan Kettlewell, who became a Research Fellow at the Sydney node after working on several projects for the Centre.



Left to right: Professor Janeen Baxter, Shellie Mbiza, Dr Kahla Redman, Kayla Rose and Mandy Bliss at 2018 Brisbane Feminist Festival.

Dr Ha Nguyen from Vietnam joined The University of Western Australia; Dr Jordy Meekes was appointed at the University of Melbourne; and Dr Renee Zahnow, Dr Holly Harris and Dr Sally Staton were appointed at The University of Queensland. The new appointments further extend the Centre's expertise in applied econometrics, labour economics, health economics and behavioural economics across three nodes, as well as adding expertise in such diverse areas as place-based patterns of crime, diet and disadvantage, and early childhood education and care contexts.

We held our annual planning day in early December and as we look towards the next two years we are excited about the prospect of working on a number of synthesising projects that will pull together the wealth of results from our research projects. We are increasingly focusing on how best to translate our findings and the Chief Investigators, led by our Deputy Director, Professor Stephen Zubrick, are developing a new social science translation model that will provide a framework for turning results into outcomes. We will be holding our annual retreat near Perth in 2019 and part of our agenda will focus on the development of some key synthesising works as well as outputs and events designed to reach non-academic audiences, including government partners and community organisations. While we are still developing some new projects and continuing to progress flagship studies, we are conscious that our current funding will be drawing to a close in 2020 and with this in mind, we spent time last year developing a new proposal for further ARC funding from 2020 onward. We will know the outcome of this application in the second half of 2019.

I hope you enjoy reading our 2018 Annual Report. As well as highlights of the year, the report showcases the breadth of activities and research across the Centre, as well as outlining plans for 2019. The research section includes case studies and infographics on some key areas of our research and profiles some of our researchers and students. To find out more about the Life Course Centre and keep up to date with all our latest news, be sure to visit our website at: www.lifecoursecentre.org.au

Professor Janeen Baxter
Centre Director

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 universities of Western Australia, Melbourne and 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.

LIFE COURSE CENTRE 2018 HIGHLIGHTS

Research Strategy

1. Life Course Centre researchers produced 216 research publications in 2018, and these publications have already attracted over 213 citations, and 296 news articles.
2. Significant developmental work on a social science translation pathway, including in-depth analysis of two major projects and the reasons for their successes.
3. Provided expert input to the development of Australian administrative data policy and research infrastructure policy for social science.
4. Provided research strategy guidance to Centre partners.

Capacity Building

1. Undertook surveys about training and mentoring requirements, which informed 2018 offerings and will continue to inform 2019 offerings.
2. Delivered 29 Professional Development, Mentoring and Career Development Courses, including the three-day Researchers' Week for researchers and students.
3. Significantly enhanced the Life Course Centre student experience, including a formal induction, a regular Student Forum established by and run by the students themselves, and initiated a Student Development Day.
4. Awarded just over \$34,000 in Staff Exchange Scheme travel awards, and almost \$19,000 in Student Travel Awards, for national, international and multidisciplinary activities, including visits to international partners.
5. Initiated a number of scholarships to support pathways to research, including funding for undergraduate students to undertake research internships in Queensland, and two Honours scholarships in Sydney.
6. Provided mentoring for students through the Student Forum and Student Development Day, including cross-nodal mentoring and mentoring from international visitors.
7. Surveyed researchers and students about family friendly and inclusive practices for the Centre.

Linkages

1. Reviewed the Life Course Centre Fellowship Scheme. It has been re-named the Life Course Centre Affiliates Scheme, and members from the collaborating universities have been given Research Fellow status within the Centre, to increase the depth of Centre research and increase the potential for multidisciplinary collaboration.
2. Established an incoming visitors grant scheme. Two visits were funded in 2018, with visitors coming from the US and the UK.
3. Established a conference session grant scheme. This scheme funds Life Course Centre sessions at key national and international conferences, with the intention of raising the profile of the Centre as a whole. Life Course Centre sessions were delivered at conferences in Canberra, Italy and Japan.
4. Became a sponsor of Anti-Poverty Week for 2018-19. This is a key national event of direct relevance to the Centre's research mission.
5. Launched a new website for the Centre. This is part of our commitment to make the work of the Life Course Centre more accessible, and includes added search functions for Centre publications, with non-academic researchers as the primary focus.
6. Refined the social media strategy. In 2018 we continued our focus on Facebook (public and general interest engagement) and Twitter (high uptake amongst policy makers and academics), and added LinkedIn (specifically for alumni engagement and to provide another platform for student career development).

Governance and Operations

1. Established the Chief Investigators' Research meetings under the leadership of the Deputy Director (Research) and with responsibility for the translational pathways research strategy.
2. Strengthened the portfolio committees as a major tool for execution of the Centre's strategy.
3. Embedded the amended professional staff structure, including new staff appointments.
4. Improved reporting and analysis, including research metrics, quality measures, and engagement measures.

STRATEGIC PLAN 2019–20 AND 2019 ACTIVITY PLAN

In 2018, the Centre's Strategic and Activity Plan had a significant internal focus as we implemented the outcomes of the mid-term review, and strengthened the mechanisms for ensuring that the Centre delivered research excellence against its mission for all members, partners and stakeholders. We have established the framework we need in governance, succession planning and operations, and in 2019 the Centre will be externally focused in its initiatives and objectives. To this end, the Governance and Operations Strategy from the 2018 plan has been replaced with a Partnerships Strategy for 2019–20.

In 2019 and 2020, there is still a three-pronged approach. The Research Strategy builds on the work done in 2018 to develop a social science translation pathway, and has a strong focus on synthesising the Centre's research to make the whole greater than the sum of the parts. The Partnership Strategy builds on the Relationship Management initiatives of 2018, and expands them significantly: it is an investment in the legacy of the Centre. The Portfolio Strategy peaks in 2019, with the Portfolios delivering mature plans and investing most of their resources to identify projects that will deliver by the end of 2020.

ONE: RESEARCH STRATEGY

Objectives

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

2019 Activity Plan

1. Increased emphasis on post-publication development of research, including partner engagement with results. Project approvals and monitoring process to be re-designed to support this.
2. Increased emphasis on projects deliverable within remaining Centre funding period. Strategic funding to be directed towards projects building on current results and delivering concrete outcomes within prescribed timeframes.
3. Increased emphasis on synthesis of Centre research, linking projects to overall outcomes through strong research management processes with an emphasis on research translation.
4. Facilitated by the third Centre-wide Research Retreat in Western Australia in May 2019.



Left to right: Centre Manager Dr Lucy Mills, Reporting and Analysis Coordinator Dr Lisa Pope, and Relationship Management and Events Coordinator Carla McCarthy at the 2019 Planning Day in November 2018.

TWO: PARTNERSHIPS STRATEGY

Objectives

- To ensure that Centre partners and stakeholders have access to Centre research in a form that is meaningful and useable for them.
- To ensure that the Centre's research mission continues to reflect the needs of stakeholders and partners in addressing deep and persistent disadvantage in Australia.
- To give stakeholders and partners the opportunity to shape Centre research projects and engage in co-designed research as part of the Centre.

2019 Activity Plan

1. Life Course Futures project: through a process of wide-ranging consultation, and under the leadership of the Advisory Committee, identify the anticipated drivers of disadvantage in Australia in 2030, and the key agencies and organisations who can tackle these.
2. Annual Partnership Summit: connect partners with each other, as well as with the Centre. To include prospective and future partners and stakeholders as appropriate. May potentially lead to a multi-sectoral 'policy hack' in 2019 or 2020.
3. Enhance impact of Centre research for partners, including edited syntheses of research (see Flagship Research), continuing website improvements for searchability and understandability of results, and seeking ways to increase scope of Working Paper series.
4. Continue to develop processes for capturing partner engagement activities, and report annually to each partner on how we have engaged.

THREE: PORTFOLIOS 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.

2019 Activity Plan

1. Student Development Days to be delivered again in 2019. Students will nominate an eminent international scholar to be invited, and will develop a proposed program through the Student Forum.
2. Facilitate a one-on-one mentoring program for students and early-career researchers.
3. Continue to deliver the competitive Staff and Student Travel grants.
4. Continue the Pathways to Research Scholarships program, including scholarships to engage undergraduates in research, Honours scholarships, and Equity Scholarships to improve access for Indigenous students and students from a low socioeconomic status background.
5. Provide PhD top-up scholarships for mid-career researcher supervisors, to facilitate them attracting the best candidates to Life Course Centre Research, and to support succession planning for the Life Course Centre by developing mid-career researcher careers.
6. Deliver targeted professional development in policy writing, project management, intellectual property, effective presentation and communication skills, and work-life balance for researchers.

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.

2019 Activity Plan

1. Coordinate major collaborative publications on Centre areas of research – syntheses of the current state of research in the area, the Centre's research findings and the future research challenges for the area. These are intended to be a resource for partners and stakeholders, as well as forming part of the Centre's legacy.
2. Offer a round of project funding under the Catalyst Grant scheme. Funding can be directed to large-scale initiatives in need of extra funds, as well as projects sponsored by Chief Investigators and Associate Investigators with new and recent hires, able to be delivered within the Centre's remaining time and building on research results to date.
3. Support project grants with project management training and mentoring, with specific emphasis on translation of results.

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.

2019 Activity Plan

1. Offer a rolling round of grants for Data Linkage projects able to be completed by December 2020.
2. Hold a Data for Policy event in September 2019, consulting with partners and stakeholders with a special interest in administrative data for good policy.
3. Seek opportunities for publication for a flagship publication on Life Course Centre data linkage work, such as a special issue of the International Journal of Population Data Science.

Research Linkages

Objectives

- The Research Linkages portfolio oversees 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.

2019 Activity Plan

1. Establish Linkage Readers Network: a mechanism for students, researchers and stakeholders to receive expert feedback on work.
2. Develop a communications strategy to engage more fully with Life Course Research Affiliates and Organisational Affiliates.
3. Organise the inaugural Annual Partnership Summit.
4. Organise three collaborative forums or roundtable events, facilitating cross-sectoral discussion of key issues in the Centre's research area.
5. Offer three rounds of funding for the Incoming Visitors' Scheme.
6. Offer three rounds of grants for the delivery of Life Course Centre sessions at national and international multidisciplinary conferences.

Social Interventions

Objective

- 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.

2019 Activity Plan

1. Deliver advanced Systematic Review Workshop in February 2019.
2. Review outcomes of Social Interventions projects funded in 2017-18, and promulgate results.
3. Offer a new round of funding for projects with an emphasis on social interventions.

MANAGEMENT

After a period of successful review and restructure in 2016–17, the Centre’s management and governance arrangements continued smoothly in 2018, and delivered strongly against the Centre’s strategic objectives.

Advisory Committee

The Advisory Committee provides strategic advice to the Centre Director, and brings an external perspective to the Centre. Previously, the Advisory Committee has functioned as a major, regular channel for communication with representatives of Centre partners. In 2019, the Centre is introducing a regular Partner Summit.

Life Course Futures

The Life Course Futures project will be a two-year endeavor to promulgate a life course approach to tackling disadvantage, and to produce a plan of action to achieve positive change for people living in disadvantage through evidence-led policy and practice. We will develop the plan by engaging closely with interested and committed people in the public, private and not-for-profit sectors, to bring together research and practice for the benefit of society. Life Course 2030 will be steered by the Life Course Centre’s Advisory Committee, and we are currently seeking leaders from all sectors to provide their unique insights, to engage with stakeholders, and to prepare a practical plan for success.

Thank you to Serena Wilson

In 2018 the Life Course Centre farewelled founding Advisory Committee member Serena Wilson PSM, as she retired from her role as Deputy Secretary at the Australian Government Department of Social Services (DSS), where she was responsible for establishing the policy framework and strategy, creating a long term planning and performance culture, and promoting strong evidence based systems. Serena was a strong champion of the Life Course Centre. She supported our research and engagement goals, and was instrumental in securing funding from DSS to support our partnership. Not only did Serena guide Life Course Centre engagement with DSS, she also provided invaluable advice about key contacts in other government departments and how to navigate some of the political intricacies of working with government. Centre Director, Professor Janeen Baxter, said that she would very much miss Serena’s advice.

“Serena was an integral member of our Advisory Committee and a strong advocate for social science research to inform policy. Her wealth of experience at senior levels of the public service was invaluable. She was always pragmatic but also highly supportive of trialling new ideas to support program innovation designed to reduce social disadvantage.”



Serena Wilson

Executive Committee and Chief Investigators' Research Committee

The primary change to the Centre's governance in 2018 was the separation of the Executive Committee meetings and Chief Investigators' meetings, with the latter being reconstituted as the Chief Investigators' Research meeting, chaired by Deputy Director (Research) Professor Stephen Zubrick. This change produced a number of benefits. It allowed the entire Chief Investigators' group to consider issues relating to the research agenda of the Centre, and issues affecting the group as a whole. The recommendations of the Chief Investigators' Research meeting are then referred to the next Executive Committee meeting, which meets the following month and is able to be fully briefed on the operational and strategic implications of the recommendations. The committees meet together for the annual Planning Day (along with the Australian Associate Investigators), and the agreed activities for the following year are then carried forward by both groups.



Left to right: Professor Guyonne Kalb, Professor Cate Taylor and Professor Karen Thorpe at the Life Course Centre 2019 Planning Day in November 2018.



Welcoming Professor Karen Thorpe

Professor Karen Thorpe joined the Life Course Centre as a Chief Investigator in 2018. Professor Thorpe has substantial expertise in large-scale longitudinal research, research translation and impact. In 2013 she was named as an Australian Financial Review/Westpac, *'100 Women of Influence'* for translation of her work into public policy. Her research program focuses on the impacts of early life experience on trajectories of health, education and social inclusion across the life course. Her work has significant alignment with the aims of the Life Course Centre and contributes strongly to ongoing relationships with key organisations working to reduce equity gaps at the earliest possible time, and new measurement techniques embedded within large-scale longitudinal studies.



Welcoming Kirsten Hancock

In 2017, the Life Course Centre Executive made leadership of the Capacity Building Portfolio an annual appointment, to create a career-building opportunity for an emerging leader. In 2019 Kirsten Hancock, from the Western Australia node, will be the Capacity Building Portfolio Leader and a member of the Centre Executive. Kirsten investigates a wide range of issues around child development, particularly for vulnerable children and those in families with multiple generations of disadvantage. Her focus is on education, school attendance, health and mental health issues for disadvantaged students. Kirsten replaces Dr Wojtek Tomaszewski who held this position in 2018. The Executive extends sincere thanks to Wojtek for his contributions in this role and for the many achievements of the committee in 2018.

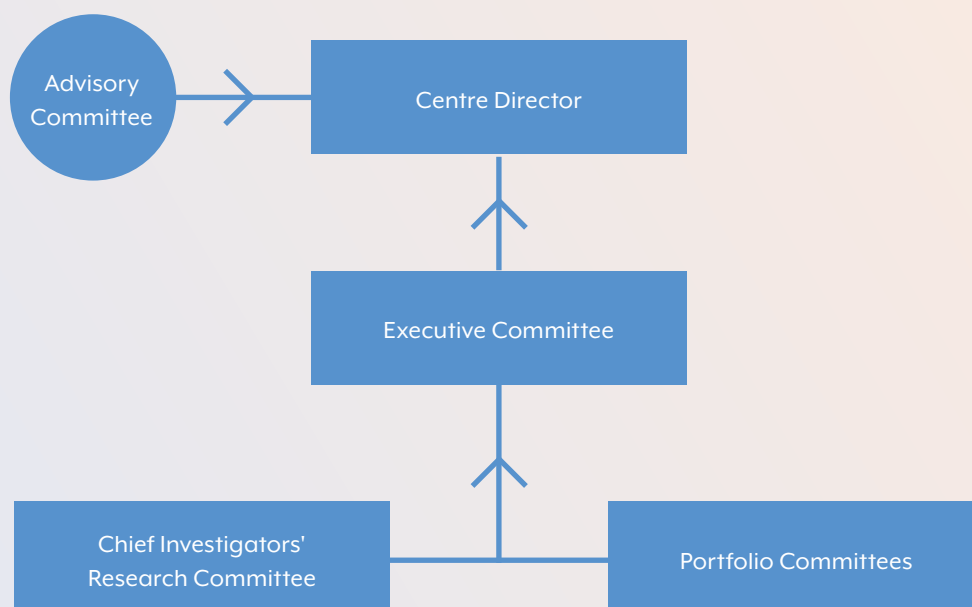
Portfolio Committees

The Portfolio Committees met throughout 2018. With membership ranging from students through to senior research leaders, the Portfolio Committees bring vertical engagement to the Centre, and the Centre is strengthened through receiving a broad range of input and diverse perspectives. Activities delivered by the Portfolio Committees include professional development, mentoring, grant schemes and surveys, and are featured throughout this report.



Left to right: Professor Karen Thorpe, Professor Janeen Baxter and Professor Mark Western at the Life Course Centre 2019 Planning Day in November 2018.

Committee Structure



Committee Membership

ADVISORY COMMITTEE

- The Hon. Amanda Vanstone, Chair
- Ms Serena Wilson PSM
- Professor Shelley Mallett
- Professor Greg Duncan
- Professor Janeen Baxter, Centre Director

OPERATIONS

- **Centre Manager**
Dr Lucy Mills
- **Executive Support & Administration Assistant**
Dee Dearing
- **Media & Communications Officer**
Matthew MacDermott
- **Relationship Management & Events Coordinator**
Carla McCarthy
- **Reporting & Analysis Coordinator**
Dr Lisa Pope

Node Administrators

- University of Melbourne
- University of Sydney: Janelle Kenchington
- University of Western Australia: Leanne Scott

EXECUTIVE COMMITTEE

- **Professor Janeen Baxter**
Centre Director (Chair)
- **Deputy Director (Research)**
Professor Stephen Zubrick
- **Flagship Research Portfolio Leader**
Professor Mark Western
- **Research Infrastructure Portfolio Leader**
Professor Cate Taylor
- **Research Linkages Portfolio Leader**
Professor David Ribar
- **Social Interventions Portfolio Leader**
Professor Lorraine Mazerolle
- **Capacity Building Portfolio Leader**
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Professor Stephen Zubrick
- **Program Leaders**
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- **Program Two:** Professor Deborah Cobb-Clark
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Research



DEPUTY DIRECTOR (RESEARCH) REPORT

Year five of the Life Course Centre provides an emerging view of the influence and impact of Centre research, with our researchers demonstrating growing strength in the quality, quantity and reach of their research outputs and efforts (Figure 1, Table 1). Our research teams produced a total of 216 research outputs (target 167) in 2018, along with 156 working papers, conference presentations and seminars (target 70). Significantly, Centre researchers are increasingly publishing in high-quality journals (Figure 2).

In 2018, 82 per cent of our journal articles in SciVal were published in top quartile journals¹, an increase from approximately 70 per cent in previous years. Nearly half of indexed articles were published in journals ranked in the top ten per cent worldwide for their field, an increase from around 35 per cent in previous years.

Just as quality has improved, so too has the diversity of journals in which Centre researchers have been published. Over 100 different journals featured Centre publications in 2018. This is evidence of the wide range of our research topics as well as the reach of our research to different target audiences. In 2018, Centre research appeared in journals spanning 16 major subject areas, including law, mathematics, education, economics, medical and health sciences, as well as sociology (Figure 3). In addition to high-ranking journals, Centre researchers also continue to publish in practitioner-facing journals such as 'Police Science', and relevant country-specific journals, increasing the accessibility of our research to target audiences.

Our journal articles from 2018 have attracted over 213 citations to date², indicating significant academic impact in a short time period. In the aggregate body of work published by the Centre over the last five years, the 472 Centre publications indexed in Scopus have attracted over 2,149 citations with 62 publications in the top five per cent most cited for their field worldwide. This provides an important indication that our publications are achieving significant reach across a broad range of subjects and audiences.

The ARC Centres of Excellence provide a critical mass of researchers and collaborating partners across an extensive national and international network, and this is something the Life Course Centre has capitalised on with 44 per cent of our publications in 2018 including an international co-author, and 40 per cent including a co-author from another institution (Figure 4). Our international co-authors originated from 20 different countries and 123 institutions. The Centre collaborated with co-authors from 141 institutions in total in 2018.

Figure 1

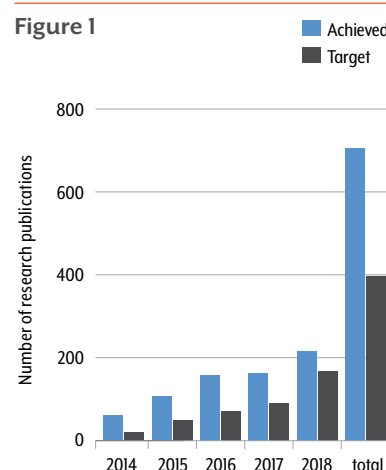
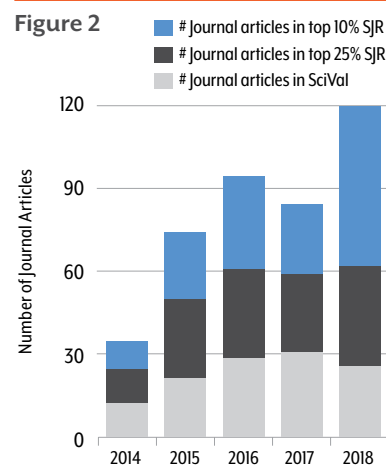


Figure 2



¹ As measured using SCImago Journal Rank, SciVal 27/2/19

² From 163 indexed journal articles, SciVal 27/2/19

Figure 1. Life Course Centre research publications 2014–2018. Due to changes in our KPIs, these outputs are now restricted to books, book chapters, journal articles, reports, and conference publications.

Figure 2. Quality of Journal articles produced by Life Course Centre researchers. This shows the number of journal articles per year with the height of the bar indicating the number of indexed articles as determined using SCImago Journal rank (27/2/19).

Figure 3. Articles by Journal Field of Research code. Journals are assigned multiple Field of Research subject codes where they have a broad target audience, with some journal articles assigned to more than one FOR code depending on the journal they are published in. Only the top ten two digit FOR categories are shown out of a total of 16 (based on 166 indexed journal articles, SciVal 27/2/19).

Figure 4. Percentage of research collaboration as measured by journal article co-authorship (2018 data based on 166 publications indexed in SciVal, 27/2/19).

The research effort of the Centre achieved significant public impact throughout the year, with 296 news articles about published findings, 6817 twitter mentions about those articles and three Wikipedia citations. Our researchers also actively engaged with the public through more than 50 public presentations. Of particular note are Centre activities that are increasingly initiated at the request of government and non-government organisations who are users of our research findings and are seeking support in translating these findings into policies and practical implementations. Some of these are highlighted in more detail in the Centre's Research Program Three, Social Transformations.

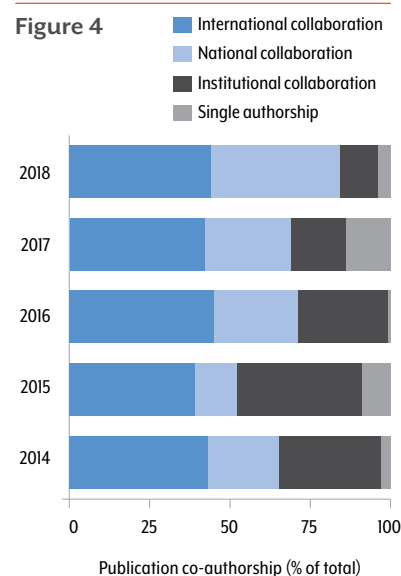
Finally, as well as being increasingly reached for, our research is also being utilised by the Centre to influence policy settings that seek to address Australian intergenerational disadvantage. A total of seven Centre submissions in 2018 provided evidence to the Australian and State Governments on issues ranging across legislation that governs data sharing and release, intergenerational welfare dependence, government departmental research strategies, state government youth justice strategies, and sleep health awareness. These submissions represent high-level expertise and evidence as well as significant time investments, and are quality examples of what Centres of Excellence are well-positioned and resourced to do as part of their mandate to impact on the lives of Australians.

Professor Stephen Zubrick
Deputy Director
(Research)

Figure 3



Figure 4



KEY PERFORMANCE INDICATORS

Table 1
Research Findings

	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target 2018
Number of Research Publications	61	107	159	162	216	167
Journal articles	46	84	122	121	175	125
Books	1	1	4	0	5	2
Book chapters	7	14	14	10	17	15
Conference publications	3	4	6	10	2	10
End-user and industry reports	4	4	13	21	17	15
Quality of research outputs						
Papers in peer reviewed outlets	82%	90%	89%	85%	100%	95%
Papers in top 25% of top tier journals	72%	72%	71%	68%	82%	75%
Prizes, fellowships and other recognition for research excellence					21	15
Publications in non-academic outlets	-	-	-	-	22	20
Submissions to reviews	-	-	-	-	7	2

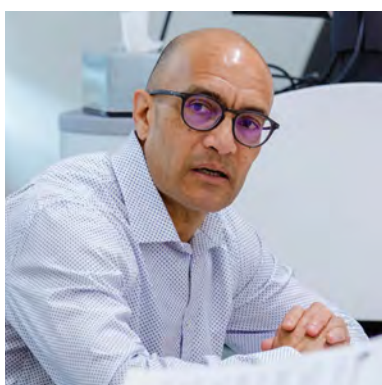
Table 2
Centre Specific Indicators

	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target 2018
New interventions developed	1	0	4	3	5	5
New policies and programs informed by Centre findings	3	6	12	17	16	15
New statistical models developed	2	1	8	1	4	3
Working papers published	13	42	41	30	35	40
Review of family friendly practices	-	-	-	-	1	1
Initiatives to improve participation by indigenous, low SES and other disadvantaged groups in pathways to research: participants in undergraduate internships	-	-	-	-	0	0
Initiatives to improve participation by indigenous, low SES and other disadvantaged groups in pathways to research: participants in Honours programs	-	-	-	-	0	0

PROGRAM ONE: DISADVANTAGE SYSTEMS



Introduction by Professor Mark Western



Social disadvantage is a complex problem, generated and maintained across the life course and over generations through a combination of forces including social, economic and political institutions, as well as variations in human capabilities and individual circumstances.

In Program One we focus on the systemic features of social disadvantage, including how institutions such as the welfare state, education systems, labour markets and families contribute to social disadvantage. Some of these institutions have been purposefully designed to support individuals, and in the case of the welfare state, to alleviate some of the financial effects of social disadvantage. But the outcomes are not always equal or as anticipated. This is particularly the case for those experiencing multiple forms of social disadvantage, who for reasons outside their control may not be able to take advantage of the opportunities offered by education or welfare systems. It is these groups, the deep and persistently disadvantaged, that require the most innovative solutions to improve their circumstances.

Program One also focuses on the data systems required to adequately understand pathways into and out of social disadvantage. Development of innovative solutions requires both strong data to enable a clear understanding of the determinants and correlates of social disadvantage, but also data that enables good evaluation of the outcomes of innovations and trial solutions. Such data are particularly important if we are to move beyond explanations that focus on individuals to understand the systemic forces shaping social disadvantage. Improving individual's lives requires not just shaping how people interact with systems to improve outcomes, but reshaping social institutions to provide equal access to opportunities.

Data Collection Can Provide Important Lessons For Raising Educational Excellence

In Australia, a fundamental issue impeding progress towards improving educational excellence is a lack of comparable data on student engagement that enables rigorous analysis and evaluation of school practices. While many schools implement a range of practices to boost student engagement, improve attendance and drive achievement, there is very little systematic evidence on what actually works on the ground for different engagement indicators, and in which contexts. This absence of coordinated, consistent and comparable data is a roadblock to the development of targeted interventions to improve student learning experiences and outcomes.

Life Course Centre researchers completed a review¹ of published Australian research on student engagement, which showed there is no one indicator to measure the prevalence of student engagement or disengagement. The literature also showed a notable general absence of data about student experiences. To fill these knowledge gaps, Life Course Centre researchers have undertaken a number of research projects examining the relationship between school practice, student engagement and academic achievement, to build a relevant Australian evidence base in this field.

Our literature review highlighted that the majority of Australian students are engaged at school, attend regularly, see the value that education provides for their future, and achieve above benchmark levels. However, ten per cent of students might be regarded as having low engagement, another seven per cent very low engagement and another three per cent persistent, serious disengagement with other challenges such as mental health distress. Overall, about one in five students could be considered to have some level of disengagement with school.

As part of an ongoing study, undertaken in collaboration with the NSW Centre for Education Statistics and Evaluation, Life Course Centre researchers have been reviewing the impact of student engagement on academic achievement (measured by NAPLAN scores) in secondary NSW Government schools. This research aims to identify key classroom practices associated with improved student engagement, which have the potential of translating into improvements in academic achievement. Our researchers also examined what students, parents and teachers had to say about student engagement. This project will culminate in a powerful data resource to help provide a better understanding of student engagement in NSW, and in Australia more broadly.

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Our research aims to understand the causal relationship between engagement and related feedback data and student outcomes.

Best Postgraduate Publication in Education

Life Course Centre Research Fellow Kirsten Hancock received an award for Best Postgraduate Publication in Education at the 2018 Western Australian Institute for Educational Research Annual Research Forum in August. Kirsten was nominated for the award by The University of Western Australia for the publication 'Associations between school absence and academic achievement: Do socioeconomics matter?' published in the British Educational Research Journal in 2017. This study, co-authored by David Lawrence, Carrington Shepherd, Francis Mitrou and Stephen Zubrick, of The University of Western Australia and Telethon Kids Institute, examined how the association between increased student absence and lower achievement outcomes varied by student and school-level socioeconomic characteristics.

The sheer number of indicators of student engagement or disengagement, and associated risk factors, poses a significant challenge when it comes to assessing best practice for reducing disengagement. Obstacles can range from a school's resources to school attendance and a student's family circumstances. However, one key theme identified by our research to date is the importance of relationships. These are key to engagement, according to students. Their engagement with school is founded on relationships at school with friends and teachers. Students cite personal safety, being listened to and respected as leading prerequisites for their engagement. They less often cite their family as instrumental to their school engagement. Relationship formation is therefore central to the engagement pathway for students. Other Life Course Centre research¹ shows that strong relationships between students and teachers lead to improved educational outcomes that extend beyond school, such as increased chances of university enrolment. It also shows that these relationships matter more for the success of students from disadvantaged backgrounds. Further Life Course Centre research² in this field finds that while students from disadvantaged schools have, on average, more school absences than their advantaged peers, there is little evidence to suggest that the effects of absence are greater for those attending lower-socioeconomic schools. School attendance should therefore be a priority for all schools, and not just those with high rates of absence or low average achievement.

Where to now?

Our collaboration with the NSW Centre for Education Statistics and Evaluation is a productive model through which we have been able to respond to an emerging research need by providing expertise on statistical analysis and qualitative research to support school improvement practices. This project also highlights the importance of standardised data collection to improving student engagement and academic outcomes. In our submission to the Review to Achieve Educational Excellence in Australian Schools, which was instigated by the Department of Education and Training and reported in March 2018, the Life Course Centre recommended a standardised data collection system to cover all States and school sectors to capture key indicators related to student engagement. Such an approach would necessitate a close collaboration across the states with the Commonwealth Government, including work on establishing common identifiers to track students throughout the school education system, and also into tertiary education. It was also recommended that implementing such a system would then enable rigorous impact evaluation studies to be built into new school funding.

Contributions: Professor Stephen Zubrick, Dr Wojtek Tomaszewski, Dr Francisco Perales, Francis Mitrou, Kirsten Hancock.

¹ Tomaszewski, W., Perales, F., & Xiang, N. (2017) Career guidance, school experiences and the university participation of young people from low socioeconomic backgrounds. *International Journal of Education Research*. 85: 11–23.

² Hancock, K. J., Lawrence, D., Shepherd, C.C., Mitrou, F., & Zubrick, S. R. (2017) Associations between school absence and academic achievement: Do socioeconomics matter? *British Educational Research Journal*. 43(3): 415–440.

EDUCATION

How can educational outcomes at school be improved for all students?

10% low engagement



7% very low engagement



3% serious disengagement



1 in 5 school students are disengaged



Obstacles to school engagement

School Resources

School Attendance

Family Circumstances

The Key to Improving Student Engagement

Relationships



Student relationships with friends and teachers. These relationships matter most for students from disadvantaged backgrounds.

Longitudinal studies unearth new knowledge on Australian students

While an emerging body of research has examined the effects of school absences on student outcomes, there is comparatively little research examining the different reasons contributing to school absences. To address this gap, Life Course Centre research using a longitudinal dataset of Australian children has examined the reasons for school absence, how common they are, and the extent to which absences are associated with academic achievement. Separate research has also used longitudinal data to investigate the transfer of educational resources across three generations in Australia and also the gendered nature of these transfers, which has been a limitation of other studies.

Hancock, K. J., Gottfried, M. A., & Zubrick, S. R. (2018) Does the reason matter? How student-reported reasons for school absence contribute to differences in achievement outcomes among 14-15 year olds. *British Educational Research Journal*. 44(1): 141-174.

Hancock, K. J., Mitrou, F., Povey, J., Campbell, A., & Zubrick, S. R. (2018) Educational inequality across three generations in Australia. *Australian Journal of Social Issues*. 53(1): 34-55.

RESEARCHER PROFILE

DR NAM TRAN: GLOBAL COLLABORATION ON CHILD DEVELOPMENT



For Dr Nam Tran, the Life Course Centre has provided a home to develop his skills in longitudinal data analysis, strengthen collaborative links, and contribute to better social outcomes for children in low socioeconomic positions in Australia and in his birth country of Vietnam.

Dr Tran joined the Centre in 2017 as a Research Fellow at the Institute for Social Science Research at The University of Queensland, where he had completed his PhD on the alcohol consumption-related health of women and their children. Prior to coming to Australia, he worked in public health and health related social problems research in Vietnam, after completing a Masters of Sociology at Brown University in the US.

This background has led Dr Tran to develop his own research project focussed on child development. His research utilises data from the Young Lives study that follows the lives of 12,000 children in Ethiopia, India, Peru and Vietnam over 15 years. He is using this study to compare data between developing and developed countries to

gain a deeper understanding of intergenerational disadvantage, particularly in child development and education. He is also involved in collaborations between Australian and Vietnamese researchers on school bullying and mental health problems among Vietnam adolescents.

Dr Tran received a Centre-funded travel award to attend the 2018 Asia Pacific Sociological Association Conference in Japan, and was appointed to the Association's Board in 2018. He said the Life Course Centre provides great support for an early-career researcher to develop their long-term career. "The Centre is a home for me to learn and work in Australia, collaborate with people around the world, and make a positive contribution to Vietnam."

STUDENT PROFILE

LEAH CAVE: PATHWAYS BETWEEN RACISM AND CHILD HEALTH AND WELLBEING



Life Course Centre student Leah Cave is undertaking her PhD studies with the Telethon Kids Institute and The University of Western Australia, with a focus on associations between racism and Aboriginal and Torres Strait Islander health. Before joining the Centre in 2017, she spent five years working with Mission Australia.

Ms Cave's PhD topic is: Pathways between racial discrimination and the health and wellbeing of Aboriginal and Torres Strait Islander children and young people. She said health disparities between Aboriginal and non-Aboriginal Australians are a critical public health issue and social determinants, such as environment, social supports and healthcare access, play a major role. "Central among these is racial discrimination, through both direct experiences of interpersonal racism and unequal access to social resources. Public health initiatives and policies to address the impact of racism on Aboriginal health need to be driven by evidence and guided by Aboriginal communities in order to succeed."

A 2018 highlight for Ms Cave was co-authoring a Life Course Centre Working Paper¹ on her research. She also presented at three conferences, including the Australian Society for Medical Research, WA Medical Research Week Symposium where she won the award for Best Lay Summary (Clinical Science). "I have really appreciated being connected to and learning from other students and early and mid-career researchers within the Centre. Having the ability to attend workshops and training and the student's day were good opportunities to meet and connect with the research being done by others."

¹ Cave, L., Shepherd, C., Cooper, M., & Zubrick, S. (2018) Prevalence of Racial Discrimination in a Cohort of Aboriginal and Torres Strait Islander Children. *Life Course Centre Working Paper* 2018: 19.

EARLY CHILDHOOD

Do early childhood economic conditions affect adult health and employment outcomes?

PATHWAY



Economic conditions in early childhood are more important than during adolescence.

Each year a mother delays a first birth is associated with increase in school achievement and reduction in behaviour problems.

The pathway by which delaying first birth benefits children is by enabling mothers to complete more years of education.

The importance of early childhood over the life course

Two research papers co-authored by Life Course Centre Partner Investigator Professor Greg Duncan of the University of California, Irvine and published in 2018 examined specific aspects of early childhood development. One reviewed how the Panel Study of Income Dynamics has contributed to understanding the links between childhood economic conditions, in particular household incomes with very young children and the economic attainment and health of those children when they reach adulthood.

A separate paper explored the links between maternal age at birth and child development. While the consequences of teen births for mothers and children have been studied for decades, few studies have taken a broader look at the potential payoffs of being born to older mothers. A broader examination is important given the growing gap in maternal ages at birth for children born to mothers with low and high socioeconomic status.

Duncan, G. J., Kalil, A., & Ziol-Guest, K. M. (2018) Parental income and children's life course: Lessons from the Panel Study of Income Dynamics. *Annals of the American Academy of Political and Social Science*. 680(1): 82-96.

Duncan, G. J., Lee, K. T. H., Rosales-Rueda, M., & Kalil, A. (2018) Maternal age and child development. *Demography*. 55(6): 2229-2255.

FEATURED PUBLICATIONS

What is the association between poverty and child mental disorders?

This cross-nodal Life Course Centre study addresses an important knowledge gap by examining the relationship between poverty and child mental disorders, including the influence of primary carer mental health. The study, co-authored by researchers from The University of Queensland and The University of Western Australia, extends previous research by differentiating by disorders, age group and gender. It finds the greatest risk of mental disorders when living in poverty was among 12–17 year-old males, and was particularly strong for Attention Deficit Hyperactivity Disorder. By disorder type, poverty was most strongly related to Conduct Disorder. The research highlights the importance of paying attention to parental and child mental health, and the child's developmental stage and gender when assessing the needs of families living in poverty.

Johnson, S. E., Lawrence, D., Perales, F., Baxter, J., & Zubrick, S. R. (2018) Poverty, parental mental health and child/adolescent mental disorders: Findings from a national Australian survey. *Child Indicators Research*. DOI:10.1007/s12187-018-9564-1

Why do children growing up in some areas do better than those growing up in others?

When and why neighbourhoods matter to children is the focus of a Life Course Centre Working Paper authored by Nathan Deutscher. The paper examines children who move neighbourhoods to see whether their outcomes at age 24 mirror the children they left behind or the children they joined. It finds that place is most influential in the teenage years, and each year a teenager spends in a destination moves their expected outcomes 4 per cent closer to those in that area. Place matters because where you grow up is often where you end up working, and it also influences who you grow up with.

Deutscher, N. (2018) Place, jobs, peers and the teenage years: Exposure effects and intergenerational mobility. *Life Course Centre Working Paper*: 2018-07.

What impact do extracurricular activities have on socioeconomic outcomes later in life?

Children from more advantaged families are more likely to participate in extracurricular out-of-school activities such as sport, music lessons or debating. The impact of this participation gap is addressed by a Life Course Centre Working Paper co-authored by Dr Martin O'Flaherty and student Elizabeth Baldwin. Despite the fact that extracurricular participation rates are lower among disadvantaged youth, the authors find little compelling evidence that this participation gap significantly contributes to differences in life outcomes. Though extracurricular participation may positively affect grades, the study finds inconsistent evidence of its effect on high school and university graduation and labour market outcomes.

Baldwin, E. and O'Flaherty, M. (2018) Enriching the Rich? A Review of Extracurricular Activities, Socioeconomic Status and Adolescent Achievement. *Life Course Centre Working Paper*: 2018-17.

DISADVANTAGE IN LGB COMMUNITIES

What are the disparities in health and wellbeing between sexual identity groups?

Sexual minority groups experience worse health and wellbeing compared to heterosexuals based on 20 outcome measures around:

- + physical health
- + emotional wellbeing
- + overall life satisfaction
- + mental health
- + social functioning
- + self care



LGB people report worse outcomes on 11/20 measures than heterosexuals



Bisexual people have worse outcomes on 18/20 measures compared to heterosexuals

The gap between LGB and bisexual outcomes are widening.

Although things are getting worse for bisexual people, all sexual minorities remain much worse than heterosexuals on health and wellbeing outcomes.

What the same-sex marriage plebiscite said about LGB stigma

Sexual identity is an important marker of risk for health and wellbeing in Australia, and new Life Course Centre studies published in 2018 shows the need to fully integrate sexual identity in health policy and practice. In the first non-US study of how structural stigma affects the health and wellbeing of lesbian, gay or bisexual (LGB) people, Life Course Centre Research Fellow Dr Francisco Perales and student Abram Todd examined the geographic variation in the results of Australia's 2017 national postal plebiscite on same-sex marriage. The authors find LGB people report comparatively worse life satisfaction, mental health and overall health in constituencies with higher shares of 'No' voters. Perceived social support mediates a large portion of the effects of structural stigma on LGB outcomes, highlighting the need for interventions aimed at reducing community levels of structural stigma and increasing social support to LGB populations.

Perales, F. (2018) The health and wellbeing of Australian lesbian, gay and bisexual people: a systematic assessment using a longitudinal national sample. *Australian and New Zealand Journal of Public Health*. DOI:10.1111/1753-6405.12855

Perales, F. and Todd, A. (2018) Structural stigma and the health and wellbeing of Australian LGB populations: Exploiting geographic variation in the results of the 2017 same-sex marriage plebiscite. *Social Science and Medicine*. 208: 190–199.

PROGRAM TWO: HUMAN CAPABILITIES



Introduction by Professor Deborah Cobb-Clark



Socioeconomic disadvantage is a multi-faceted concept reflecting not only people's lack of economic resources, but also their social exclusion, missing political voice and limited aspirations. Disadvantage can persist within communities – and across generations – whenever there is a lack of social and economic opportunities for vulnerable people and their families.

Constrained social mobility imposes costs on society. A lack of upward social mobility at the bottom of the distribution means that many people's talents are squandered, undermining productivity and economic growth. At the same time, a lack of social mobility at the top of the distribution "may translate into persistent rents for a few at the expense of many, due to unequal access to educational, economic or financial opportunities" also resulting in inefficiencies¹.

Ultimately, any reduction in entrenched disadvantage in Australia must come from reducing the persistence in socioeconomic position and increasing the opportunities for social mobility. For this reason, the research in the Life Course Centre's Program on

Human Capabilities has adopted a broad perspective in its approach to understanding and tackling the challenges posed by social and economic disadvantage. Educational opportunities, chronic illness, mental health, housing insecurity, parenting, family structure, risky behaviour, food security, domestic violence, gender attitudes, parental employment and child care are all under investigation as contributors to and consequences of limited social mobility.

¹ OECD (2018) A broken social elevator? How to promote social mobility. Paris, France: OECD Publishing, p13.

RESEARCH IN FOCUS

A Deeper Understanding of Welfare and Disadvantage

In Australia, parental joblessness is established as a leading cause of childhood poverty and is directly related to poorer economic, health and wellbeing outcomes later in life, according to many academic and government reports. However, the influence of welfare receipt on the transmission of disadvantage from one generation to the next is less clear. The Life Course Centre has undertaken a number of key studies to start to fill this gap in knowledge by examining the specific impact of welfare receipt on deep and persistent disadvantage.



What is the problem?

While there is a wealth of published research in the broad field of intergenerational disadvantage, there is very little empirical research in Australia that specifically investigates intergenerational welfare dependency. This poses a major obstacle to researchers and policymakers seeking to understand the causes of disadvantage, and to develop effective interventions to address it.

What have we done?

A review¹ of published literature in this field found only 29 outputs from 1980 to 2013 (of which only 18 reported empirical evidence) and highlighted the need to better utilise relevant government data. To fill the gap, Life Course Centre researchers have completed a major study² into welfare receipt and intergenerational disadvantage by analysing Commonwealth government data linked over time and within families to formulate detailed life course trajectories. This study has been critical to building a credible evidence base on intergenerational welfare dependency.

What we know so far?

Our research shows that young people aged 18-26 years with a parental history of receiving income support are almost twice as likely (1.8 times higher) as their more advantaged peers to need social assistance. However, the extent to which welfare receipt is linked across generations depends on the nature of benefits received. The link is particularly strong for single-parent payments, disability payments, and carer payments, which suggests the elevated risk of disadvantage being entrenched across generations is due to a number of correlated factors, not just welfare receipt. The likelihood of young people receiving welfare is 1.6 times larger if their parents received any of the above three payments than if they did not, while partnered-parent payments and unemployment payments are associated with rates 1.3–1.4 times higher.

These relative correlations across social programs are valuable in informing the potential pathways linking welfare receipt across generations. Young people with parents who received welfare payments over an extensive period of time are only somewhat more likely to receive social assistance, or require more intensive assistance, compared to young people whose parents received welfare for a trivially short period of time. The fact that what matters is not how much social assistance families receive, but rather that they receive any at all, argues against the existence of a widespread welfare culture in which values are shaped and disadvantage becomes increasingly entrenched. As all welfare payment programs provide financial assistance to low-income families, and have broadly similar incentive structures, the differences in young adult outcomes may have less to do with growing up on one type of payment versus another type of payment, but more likely reflects the underlying impact of parental disadvantage regardless of welfare assistance type.

¹ Perales, P., Higgison, A., Baxter, J., Western, M., Zubrick, S.R. & Mitrou, F. (2014) Intergenerational welfare dependency in Australia: A review of the literature. *Life Course Centre Working Paper Series*. 2014-09.

² Cobb-Clark, D., S. Dahmann, N. Salamanca, & A. Zhu. (2017) Intergenerational disadvantage: Learning about equal opportunity from social assistance receipt. *Life Course Centre Working Paper*. 2017-17.

Our research highlights the multi-dimensional and correlated nature of intergenerational disadvantage and the important role of other determining factors, not just welfare receipt.

Inquiry into Intergenerational Welfare Dependence

In September 2018, the Life Course Centre made a submission to the Inquiry into Intergenerational Welfare Dependence, established by the Parliament of the Commonwealth of Australia House of Representatives Select Committee on Intergenerational Welfare Dependence. This inquiry was established to report on matters relating to welfare dependence of families and outcomes for children, including examining the reasons why some families require welfare assistance for short periods and why others become 'trapped' in the system. Life Course Centre representatives were also invited to present at the Inquiry's Public Hearings in November 2018. The Committee will report the Inquiry's findings in April 2019.

Life Course Centre research shows that education, particularly at the university level, can be an effective mitigating mechanism against intergenerational welfare dependence. This research finds that obtaining a university degree reduces the negative impact of parental joblessness on young people.¹ This suggests that parental joblessness is most harmful for Australians who leave education before earning a university degree. Parental relationship breakdown is another important factor, and is also the focus of new Life Course Centre research.² This study applied statistical methods to administrative data to assess the association between income support and relationship breakdown. It found that individuals receiving income support payments who experience relationship breakdown are significantly less likely to exit payment receipt.

Where to now?

Our research suggests that the playing field is not level for all children. 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. Greater policy effort must therefore be devoted to leveling the playing field for children growing up in particularly vulnerable families. To better understand intergenerational welfare dependence requires linked longitudinal administrative data that combines State and Commonwealth data. Analyses of these data is critical to furthering understanding of whether government policy reduces or perpetuates social inequalities in future generations. We welcome government reforms toward greater access to public sector data whilst ensuring strong security and privacy protections. The establishment of the National Data Commission is an important step in this direction. We encourage governments to continue cooperating and collaborating to provide integrated data infrastructure across all states and jurisdictions. Access to such data would enable further high-quality analyses of intergenerational welfare dependence and the development of innovative, targeted policy solutions.

Contributions: Professor Janeen Baxter, Professor Stephen Zubrick, Professor Deborah Cobb-Clark, Professor David Ribar, Professor Guyonne Kalb, Dr Anna Zhu, Dr Sarah Dahmann, Dr Nicolás Salamanca.

1 Curry, M., Mooi-Rei, I. & Wooden, M. (2018) Parental joblessness and the moderating role of a university degree on the school-to-work transition in Australia and the United States. *Life Course Centre Working Paper Series*. 2018-09.

2 Spallek, M., Haynes, M., Baxter, J. & Kapelle, N. (2018) Relationship separation and length of time in receipt of income support payments; A longitudinal analysis of Australian government administrative data. *Life Course Centre Working Paper Series*. 2018-11.

INTERGENERATIONAL WELFARE

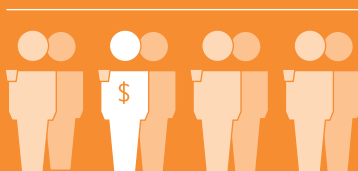
How does family structure effect welfare status?

Young people (18–26) with a parental history of receiving income support are 1.8 times more likely to require welfare, compared to their more advantaged peers.

The link is strongest for those with a family history of receiving:

- \$ Single Parent Payments
- \$ Disability Payments
- \$ Carer Payments

From a representative sample of 50,000 low-and middle-income mothers:



¼ of mothers received income support while partnered



¾ of mothers received income support after separation

The elevated risk of disadvantage being passed from one generation to the next is due to a number of correlated factors – not just welfare receipt.

The biggest mitigating factor against intergenerational welfare receipt

EDUCATION
PARTICULARLY AT UNIVERSITY LEVEL

Young people most at risk

Those that grow up in a household with a history of welfare, and who leave education before earning a university degree.

Studies on welfare and the impact of parental joblessness

A research paper supported by the Life Course Centre and published in the *Economic Record* in 2018 examined the post-separation welfare outcomes of Australian mothers. It shows the proportion of mothers receiving income support sharply increases post-separation. Family size and the age of the youngest child are important predictors of welfare exits. A policy implication from these results is that more targeted services for at-risk groups could help to mobilise more welfare exits.

A 2018 Life Course Centre Working Paper explored the impact of parental joblessness on young adults' transition to the workforce. Using a sample of young adults that lived with their parents before entering the labour market in Australia and the US, the paper finds that parental joblessness is associated with slower school-to-work transitions. However, a university degree mitigates much of this relationship in Australia. This means less-educated Australians with jobless parents are doubly disadvantaged.

Bradbury, B., & Zhu, A. (2018). Welfare entry and exit after marital separation among Australian mothers. *Economic Record*. 94(307): 405–423.

Curry, M., Mooi-Rei, I. and Wooden, M. (2018) Parental joblessness and the moderating role of a university degree on the school-to-work transition in Australia and the United States, *Life Course Centre Working Paper*: 2018–09.

RESEARCHER PROFILE

DR ANNA ZHU: CULTURE OF TEAMWORK DELIVERS POWERFUL IMPACT



Providing evidence as an early career researcher to an Australian Government Parliamentary Inquiry was a rare opportunity and a rewarding highlight of 2018 for Life Course Centre Research Fellow Dr Anna Zhu.

Dr Zhu of the Melbourne Institute of Applied Economic and Social Research at the University of Melbourne, has a strong research focus on the economic and social determinants of child development, including the impact of parental welfare receipt. She contributed to the Life Course Centre's submission to the House of Representatives Inquiry into Intergenerational Welfare Dependence and was invited to present at the Inquiry's Public Hearings, alongside Professors Janeen Baxter and David Ribar.

"The committee members were open to inviting debate and different points of view, which created a unique opportunity to highlight to them that what is underlying the intergenerational transmission of welfare receipt is not necessarily

welfare reliance itself, but the deeper drivers of disadvantage." Dr Zhu said her appearance before the Inquiry was the result of "the great culture of teamwork" at the Centre. "Being under the umbrella of the Life Course Centre provides a reputable platform to amplify your research and to work with researchers across the nodes and groups of interest."

Another highlight of 2018 for Dr Zhu was having an article on the effect of changing financial incentives on repartnering, which she co-authored with Life Course Centre Research Fellow Dr Hayley Fisher of the University of Sydney, accepted for publication in the *Economic Journal*. "For junior researchers, using Australian data, to be accepted by such a prestigious international journal was very exciting."

STUDENT PROFILE

MAMUN HUDA: ADOLESCENT MOTHERHOOD AND CHILD HEALTH OUTCOMES



Adolescent mothers are among the most disadvantaged groups in the world and are the focus of the PhD studies of Life Course Centre student M Mamun Huda.

Mr Huda is specifically examining adolescent motherhood and offspring health in low and middle income countries by using demographic and health survey

data from 74 countries. This large-scale study on the impact of adolescent motherhood on child health outcomes has the potential for significant international policy influence to achieve health related sustainable development goals, considering the current global cohort of adolescents (1.3 billion) is the largest in history.

Mr Huda completed his Masters of Science in Statistics from the University of Raishahi in Bangladesh, where he also worked for the International Centre for Diarrhoeal Disease Research. He was awarded a research training program scholarship by the Australian Government to undertake his PhD studies in Australia and is based at The University of Queensland's Institute for Social Science Research.

His PhD topic is: Adolescent motherhood and offspring health in low and middle income countries: trends, determinants and vulnerabilities. It focusses on adolescent pregnancy as a critical stage in the life course for mothers and their children, and their long-term physical, mental and emotional wellbeing. "Throughout the world, adolescent motherhood is not only a rising health problem but also a major determinant of disadvantage being passed on from one generation to the next. My research aims to build an important global evidence base on adolescent motherhood and child health outcomes so there can be potential future interventions for the most vulnerable."

BIRTH ORDER EFFECT

What is the effect of birth order and family size on children and parents?

Compared to first-born children, later-born children score lower on cognitive tests from as young as age 1.

The gap increases until school entry, and remains statistically significant thereafter.

Parents do not provide the same cognitively rich and stimulating environment for later-born children:

- spend less time reading to later-born children,
- provide less appropriate toys and activities,
- and spend less time teaching basic concepts to later-born children.



INCREASED PARENTAL PRESSURES

Couple with
0 children

Baseline
time
pressure

Couple with
1 child

2 x time
pressure
(worse for mother)

Couple with
2 children

4 x time
pressure
(worse for mother)

1st child

boosts mental health
for parents

2nd child

amplifies time pressures
and reduces mental health
of mothers

The early origins of birth order differences

This paper documents birth order differences in cognitive and noncognitive outcomes and maternal behaviour from birth to adolescence using the US National Longitudinal Survey of Youth 1979. It shows that later-born children score lower on cognitive tests than their siblings. Parental behaviour, such as cognitive stimulation by mothers, can explain a large portion of the birth order differences in cognitive abilities before school entry. The findings suggest that broad shifts in parental behaviour are plausible explanations for the observed birth order differences in education and labour market outcomes.

Lehmann, J-Y. K., Nuevo-Chiquero, A., & Vidal-Fernandez M. (2018) *The early origins of birth order differences in children's outcomes and parental behavior*, *The Journal of Human Resources*. 53(1): 123–156.

FEATURED PUBLICATIONS

Our research on second children featured in Newsweek

For many parents, the decision to have a second child is made with the expectation that two cannot be more work than one. However, Life Course Centre research shows this logic is flawed as second children increase time pressure and worsen parents' mental health. This paper examining the impact on parents of a second child attracted widespread international media attention, featuring in 19 news outlets including Newsweek USA. The study investigated the effects of first and second births on time pressure and mental health, and how these vary with time since birth and parental responsibilities. The authors find that children have a stronger effect on mothers' than fathers' experiences of time pressure. These differences are not moderated by changes in parental responsibilities or work time following births. The increased time pressure associated with second births explains mothers' worse mental health.

Ruppanner, L., Perales, F., and Baxter, J. (2018) Harried and Unhealthy? Parenthood, Time Pressure and Mental Health. *Journal of Marriage and Family*. DOI: 10.1111/jomf.12531

Published in the National Academy of Sciences of the USA

This paper exploring the effects of experiencing the death of a sibling on children's development was published in the official journal of the National Academy of Sciences of the USA, which is ranked in the top one per cent of scientific journals worldwide. Little is known about the development of children who experience the death of a sibling, but this is a key issue given children's vulnerability, the malleability of early childhood skills, and their impact on future adult outcomes. By analysing a longitudinal dataset, this paper finds large initial effects on cognitive and non-cognitive outcomes that decline over time. Effects are larger if the surviving child is older and less if the deceased child was disabled or an infant. Auxiliary results show that parental investments in the emotional support of surviving children decline following the death of their child.

Fletcher, J., Vidal-Fernandez, M., and Wolfe, B. (2018) Dynamic and heterogeneous effects of sibling death on children's outcomes. *Proceedings of the National Academy of Sciences of the United States of America*. 115(1): 115-120.

Paper on parents' gender-role shifts highly cited in 2018

This paper examining the patterns of gender-attitude shifts that accompany parenthood was in the top two per cent most cited in its field in 2018. The findings show men's and women's gender-role attitudes become more traditional when they become parents, are more pronounced among men, parents of daughters and, most of all, male parents of daughters. This may be problematic if girls are raised in environments where parents are less likely to invest in their talents, and track them into gender-typical educational pathways. In this scenario, the comparatively higher rates of gender-role traditionalisation observed for parents of firstborn girls would result in their daughters encountering obstacles that limit their life chances not only outside but also within the family home, even if their parents are well intentioned. This may constitute an important factor hampering progress toward gender equality in Australia.

Perales, F., Jarallah, Y., and Baxter, J. (2018) Men's and women's gender-role attitudes across the transition to parenthood; Accounting for child's gender. *Social Forces*. 97(1): 251-276.

GENDER INEQUALITY IN HOUSEWORK

Why is housework inequality a gender issue in heterosexual couples?

7

the number of extra hours of housework that women do each week compared to men

30

the number of years that it will take to close the gender gap in housework

55

the number of minutes women would spend on housework a week if they went on a 'housework strike' to match the level of housework men do.



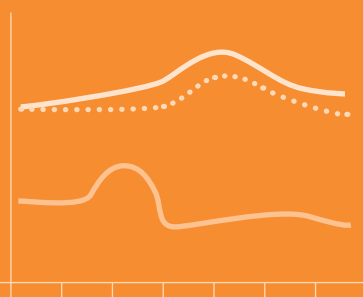
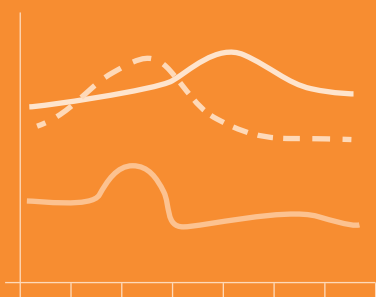
Divorce

is more likely when the male partner over-estimates his contribution to housework.



Satisfaction

is more likely when the male partner acknowledges an accurate level of housework the female contributes, even when it's more than him.



Does unequal housework lead to divorce?

Life Course Centre research shows there are still significant gendered expectations about housework in heterosexual couples. A 2018 paper addresses this utilising Swedish data to estimate the mismatch in couples' housework reports on relationship satisfaction and stability. The authors find that 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. The results of this paper identify the gendered impact of housework inequality on relationship stability and attracted a high level of social media activity, including 117 Twitter mentions.

Ruppanner, L., Brandén, M., and Turunen, J. (2018) Does unequal housework lead to divorce? Evidence from Sweden. *Sociology*. 52(1): 75-94.

Ruppanner, L. & Churchill, B. (2018, August 6) Sorry Men, there's no such thing as 'dirt blindness' – you just need to do more housework. *The Conversation AU*.

PROGRAM THREE: SOCIAL TRANSFORMATIONS

Introduction by Professor Lorraine Mazerolle



The Life Course Centre is deeply committed to working with our industry partners and social service providers across Australia to transform our research and intervention ideas into evidence-based social policies and practice that achieve real impact in reducing the causes and correlates of disadvantage.

Our work in the Social Transformations portfolio focuses on building evidence-based policies and practices, with a range of different types of projects: from small scale, highly targeted interventions that test and evaluate new ideas (such as Walk of Life) to upscaling promising approaches that have already showed promise as proof of concept programs (such as the Ability School Engagement Program) to research and evaluation contributions that engage in meaningful and impactful ways with complex, long term and multi-faceted interventions (such as the Every Family Project).

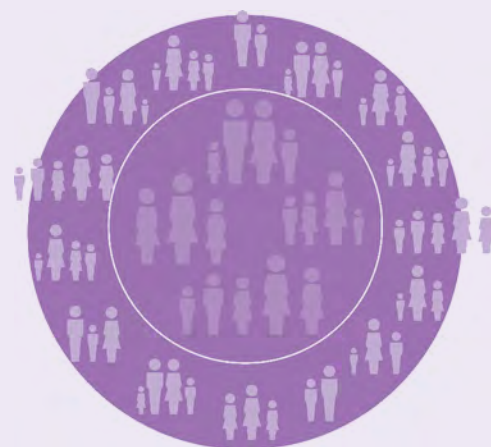
The Life Course Centre Social Transformations program targets a diverse range of high-risk correlates and causes of disadvantage such as truancy, early onset offending,

teen pregnancy, impulsivity and risk taking, at-risk parents (including imprisoned mothers), poor access to quality early childhood education, lack of trust in authorities (including police and schools), lack of financial literacy and poor communication between parents and schools. Each of the Life Course Centre supported social interventions are highly targeted to specific disadvantage risk factors and Life Course Centre teams are using a variety of methods (including systematic reviews, randomised field trials, quasi experiments and process evaluation methods) to develop and test the efficacy of the different programs supported through the Social Transformations portfolio.

RESEARCH IN FOCUS

Towards A Social Science Translation Model

Research Program Three, Social Transformation, addresses the important question of how do we close the gap between what we know and what we do? This is a significant challenge. Our research informs on what works in ameliorating and preventing deep and persistent disadvantage but in order to overcome the structural and institutional barriers to change, it must also be translated into practice. To achieve such impact, the Life Course Centre is continually seeking to expand its influence by broadening the uptake of its research findings for evidence-based policies and programs, and engaging in substantial collaborations with partners to meet their aims and needs.



What is the problem?

Research translation remains a key aim and challenge for the social sciences. Life Course Centre Chief Investigator Professor Mark Western addressed this issue in a 2018 Life Course Centre Working Paper, 'How to Increase the Relevance and Use of Social and Behavioural Science: Lessons for Policy-Makers, Researchers and Others'.¹ In this paper, he argued that for social science contributions to policy, practice and other social and economic outcomes to be more than accidental, purposeful linkages across organisations and sectors need to be created.

What have we done?

The Life Course Centre currently has a number of major translation programs underway. These include: the Every Family project; the Data for Policy project; and upscaling the Ability School Engagement Program. Our researchers are also involved in evaluating the Australian Government's \$96 million Try, Test and Learn Fund. The Centre also hosts regular Systematic Review and Meta-Analysis Workshops to assist in identifying what works for both researchers and practitioners.

A project that clearly demonstrates the pathway of Life Course Centre research to translation and impact is the influential involvement of Centre researchers in the Early Years initiative launched by the Western Australia Government Department of Communities in 2018. This project links community leaders, government, researchers, business and philanthropic organisations to look at better ways of designing and delivering

services for children aged 0–4 years, and their families. Its origins can be traced to a series of research papers published on the early years of child development by Centre researchers at The University of Western Australia and Telethon Kids Institute. Key findings of these papers² included the risk factors, exposures, barriers and profiles of children not meeting early development milestones. Importantly, the take-up of these findings for the Western Australia Government's Early Years initiative highlights the responsiveness of the Centre in meeting requests for policy and intervention guidance. Professor Stephen Zubrick of The University of Western Australia and Telethon Kids Institute, and Life Course Centre Deputy Director (Research), said this "train" of published research findings on the early years of child development led to a steady increase in requests for further information and guidance, and ultimately to involvement in the Early Years initiative. "These requests took the form of presentations to key government forums, and guidance in the implementation of place-based policies for early

¹ Western, M. (2018) How to increase the relevance and use of social and behavioral science: *Lessons for Policy-Makers, Researchers and Others. Life Course Centre Working Paper Series*. 2018–12.

² Hancock, K.J., Christensen, D. & Zubrick, S.R. (2018) Development and assessment of cumulative risk measures of family environment and parental investments in the Longitudinal Study of Australian Children, *Social Indicators Research*. 137(2): 665–694.
Hancock, K., J., Mitrou, F., Taylor, C.L., & Zubrick, S.R. (2018) The Diverse Risk Profiles of Persistently Absent Primary Students: Implications for Attendance Policies in Australia, *Journal of Education for Students Placed at Risk (JESPAR)*. 23(1–2): 53–69.
Hancock, K. J., Lawrence, D., Shepherd, C.C., Mitrou, F., & Zubrick, S. R. (2017) Associations between school absence and academic achievement: Do socioeconomics matter?, *British Educational Research Journal*. 43(3): 415–440.
Christensen, D., Taylor, C.L., & Zubrick, S.R. (2017) Patterns of multiple risk exposures for low receptive vocabulary growth 4–8 years in the longitudinal study of Australian children, *PLoS One*. 12(2): e0172377.
Taylor, C.L., Zubrick, S.R., & Christensen, D. (2016) Barriers to parent-child book reading in early childhood, *International Journal of Early Childhood*. 48(3): 295–309.
Zubrick, S.R., Taylor, C.L., & Christensen, D. (2015) Patterns and predictors of language and literacy abilities 4–10 years in the longitudinal study of Australian children, *PLoS One*. 10(9).
Christensen, D., Zubrick, S.R., Lawrence, D., Mitrou, F. & Taylor C.L. (2014) Risk factors for low receptive vocabulary abilities in the preschool and early school years in the longitudinal study of Australian children, *PLoS One*. 9(7).

The critical factors for social science translation that emerged from the analysis were time, reach, scale, skills and support.

The Universal Services that Make a Difference to 'Place'

The early years of child development (0–4 years) happen 'in place' at home, day care, preschool and in neighbourhood. So what works in improving child development opportunities in place?

The universal services that make a difference include: parenting programs, local mothers groups, play groups, community development that provides quality facilities for children and families, recreation areas, open spaces, safety enhancements, and library programs including book and toy sharing. A place requires at least a threshold of investment and activity, and children and families need multiple opportunities to engage over time.

Zubrick, S.R. (April 2018). People Living in Place: Circumstances for early childhood development and learning', Presentation to Connecting Early Years Network Support Program Forum, Western Australian Council of Social Service, Perth.

years interventions," Professor Zubrick said. "Presentations on early childhood development and learning were made to a number of government workshops and roundtables, including at Parliament House, and were then tailored using regional population modelling for further presentations in Karratha, Port Hedland and Midland regional centres. Ongoing presentations are planned for 2019 as the government continues to implement the Early Years initiative statewide." In a sign of the wider national potential of such an approach, Centre researchers have now also presented to the Tasmanian Education Department for use in their policy planning for the early years of child development.

What we know so far?

In its fifth year, the Life Course Centre has taken the time to step back and review its progress towards its goal of achieving policy and social impact, and to further embed a social science translation pathway across the research, operations and engagement practices of the Centre. This review was conducted by the Chief Investigators' Research Committee, and was the committee's main focus in 2018.

Current Centre translation projects demonstrate how a significant investment of time is required for major impact. For example, the Every Family project is the result of 40 years of research, investment and evaluation;

the Early Years project has flowed from five years of published research; the Data for Policy project has had over 100 meetings, briefings and other engagement activities; and the Ability School Engagement Program (ASEP), which commenced in 2009 has just received significant funding to scale-up activities from the earlier proof of concept randomised trial of ASEP that has been financially supported by the Centre since 2015. The role of the Centre has been instrumental in demonstrating how a new approach to tackling truancy in high risk communities can disrupt the pathway from truancy to deleterious life outcomes¹.

As deep and persistent disadvantage is acknowledged as a complex problem arising from multiple drivers, influencing its outcome requires sustained and expansive reach across many sectors. Disadvantage also occurs at different scales, from the personal and community to population level, and interventions need to range from those tailored to target groups to major policy nudges, payments and arrangements. Finally, our Social Interventions Portfolio is focussed on providing Centre researchers with the skills and support they require to access the evidence, to imagine new and innovative approaches to tackling the correlates and causes of deep and persistent disadvantage, and to work in partnership with service providers and government to test new ideas.

¹ Bennett, S., Mazerolle, L., Antrobus, E., Eggins, E., & Piquero, A. R. (2018). Truancy intervention reduces crime: Results from a randomized field trial. *Justice Quarterly*, 35(2), 309–329.

Where to now?

The Life Course Centre is committed to maturing its social science translation pathway. Our activities and impact to date demonstrate the influence of our research, and that it is sought after by key decision-makers. These are significant indicators of translation potential. As evidenced by the Early Years project in Western Australia, our research can play an influential role in helping governments think about and plan interventions and new services. Further strengthening our partnerships with, accessibility and responsiveness to, stakeholders in the government, non-government and service provider sectors, is critical to research translation success and subsequent 'real-world' impact. The Centre will continue to closely evaluate the impact of its existing projects and fund new projects, while increasing its outward-facing emphasis on research dissemination to inform and influence policymakers and practitioners. Achieving effective and substantial social science translation requires the Centre to collaborate across several levels and sectors simultaneously and includes:

- Responsiveness of the Centre to partners and stakeholders in a form that is meaningful to them, and the capacity of partners and stakeholders to influence the direction of the Centre's research (linkages).
- Capacity of researchers to visualise the impacts of their research and the pathway to these (research) and to make these relevant to the needs of users.
- Capacity of organisations to support and reward this (operations).
- Capacity of all parties to develop, promote and use effective tools and methods to shape, interpret and evaluate outcomes (capacity building).

Intervention Projects funded for 2017–18

- **Family Support in Community Corrections System:** testing the feasibility of engaging parents in a parenting intervention offered through Probation and Parole.
- Procedural Justice training for Police: scoping the evaluation of the current proof-of-concept program.
- **Alliance of Parents and Teachers Resource Development:** development of a video resource to enable teachers to proactively develop positive relationships with parents.
- **Supporting Young Mothers:** developing a better understanding of the challenges and barriers faced by young mothers, through qualitative exploratory study design.
- **The Positive Early Childhood Education program:** preparation, conceptualisation and engagement work for a professional development and learning program for educators.
- **Indigenous Triple P Fitzroy Valley:** using the Model of Engaging Communities Collaboratively (MECC) to ascertain the cultural appropriateness of the Indigenous Triple P intervention.
- **Walk of Life:** evaluation of a program focusing on prevention of youth involvement in the Criminal Justice System (either as victim or offender) through building resilience, pro-social bonds, and improving perceptions of police.
- **Queensland Corrective Services Social Capital Hubs Evaluation:** understanding how Probation and Parole services can better engage their clients and link them up with relevant social supports with the ultimate goal of reducing reoffending.
- **Queensland Education Horizons Grant – Principal Leadership for Parent-School-Community Engagement.** This project expands the use of exemplary and innovative engagement strategies and practices to six more disadvantaged schools, building on the 2016 pilot.

FEATURED PUBLICATIONS

Examining the world's first randomised field trial of procedural justice policing

Immigrants are often less trusting of police than non-immigrants because they can feel ill-served by police and the laws they enforce. Procedural justice policing has been regarded as central to improving public trust and confidence in police. Using survey data from citizens exposed to the world's first randomised field trial of procedural justice policing (Queensland Community Engagement Trial), this paper found that trust in police, but not willingness to report crime to police, was higher among those exposed to the procedural justice condition compared to the control condition. Procedural justice had a more positive effect for immigrants, particularly those younger than 26 years of age. This paper was highly cited internationally in 2018.

Murphy, K., Mazerolle, L. (2018). Policing immigrants: Using a randomized control trial of procedural justice policing to promote trust and cooperation. *Australian and New Zealand Journal of Criminology*, 51(1) 3–22.

A population approach to the prevention of child abuse and neglect

This paper sets out how the prevention of child maltreatment can be enhanced by a multi-level, population-based approach in providing evidence-based parenting and family support. Such an approach works by reducing the family-related risk factors associated not only with abuse and neglect but also with a broader array of adverse childhood outcomes, through a blended prevention model that combines universal and targeted positive parenting interventions. However, though parenting programs can have a positive impact, participation needs to be normalised, destigmatised, and made widely accessible through concerted government commitment. Recommendations for policy, practice, and research are presented.

Sanders, M., Higgins, D. and Prinz, R. (2018). A population approach to the prevention of child maltreatment Rationale and implications for research, policy and practice. *Family Matters*, 100: 62–70.

Truancy intervention also reduces impulsivity and antisocial behaviour

This study examines the extent to which a third-party policing experiment designed to prevent truancy in disadvantaged adolescents is able to weaken the effect of impulsivity on self-reported antisocial behaviour over time. Data are used from the Ability School Engagement Program (ASEP), a randomised controlled trial of 102 high truant youth from Brisbane, Australia who were followed for two years post-randomisation. This study, which was among the top two per cent most cited in its field for 2018, provides evidence that an intervention that was designed to prevent truancy has the additional benefit of hindering the relationship between impulsivity and self-reported antisocial behaviour variety.

Cardwell, S.M., Mazerolle, L., Bennett, S. and Piquero, A.R. (2018). *Changing the Relationship Between Impulsivity and Antisocial Behavior: The Impact of a School Engagement Program. Crime and Delinquency*.



Every Family

The Every Family: Australian Triple P System Population Trial is a major project of the Life Course Centre. It is a population trial of the Triple P – Positive Parenting Program, founded by Professor Matthew Sanders that is examining how well Triple P works in 38 disadvantaged communities in Queensland, compared to socioeconomically similar communities where it is not being implemented. A project of this scale brings together a large and broad cross-section of people, under the leadership of Professor Sanders and Dr Kylie Burke. Here we profile some of the people that make up Every Family.

Lena Krause – Local Coordinator

“I am prodigy of Triple P myself. My mother did Triple P 35 years ago.” This is an opening line that Lena Krause regularly uses to break the ice and any stigma associated with attending a parenting support program. In her role as Local Coordinator – Ipswich and Toowoomba for Every Family, Ms Krause hosts an average of three to four Triple P programs a week. At her busiest, she has delivered nine programs in five days. Being “anywhere and everywhere” from her travelling car office for the past two years, she makes sure that Triple P programs are easily accessible to parents in her target areas. She then delivers the programs at a wide range of local venues, from child care centres and schools to church and community groups, even coffee shops and family homes. “My role is focussed on implementation. I am an accredited facilitator in all five levels of Triple P. I also provide mentoring and support to other facilitators in the area. The role also requires a lot of community engagement, networking and being the face of Triple P.” While, it can be challenging to overcome some of the stigma that can still exist with parenting programs, her message is that it is okay for parents to put their hand up and say they are not coping. As well as delivering Triple P programs, Ms Krause collects data for the Every Family project at each of her interactions with local families, capturing all relevant demographics such as family location, size, children ages, and parental relationship status. “A population approach such as this only works by being face-to-face with families on the ground. Every Family allows me to see how all my local data comes together and fits into the bigger picture.”

Alina Morawska – Associate Investigator

From structuring mealtimes to helping support children with chronic health conditions, Associate Professor Alina Morawska is investigating new ways that parenting interventions can be developed to address specific parenting problems. Recently appointed as an Associate Investigator in the Life Course Centre, following a long association with Triple P and Every Family, Associate Professor Morawska is the Deputy Director (Research) at the Parenting and Family Support Centre at The University of Queensland, where she completed her PhD in Clinical Psychology. Under the umbrella of the proven Triple P framework, she is developing a range of targeted interventions to meet the needs of specific groups of parents. This includes structuring early healthy eating habits in young children through the Mealtime Matters project with Life Course Centre Chief Investigator Professor Karen Thorpe. Associate Professor Morawska is also overseeing large-scale Randomised Control Trials on parenting support for parents of children with chronic health conditions, such as asthma and eczema. The trials are focussed on how parental behaviours can improve the health and wellbeing of children suffering with these conditions. “Parents usually have a medical management plan, which they have received training in, but children can still resist the management and adherence can be low. This is understandable as the treatments can be uncomfortable and painful. My research is focussed on how we can support parents in promoting positive and independent behaviours in their children by giving them the skills and confidence they need.” The Triple P system has shown that parental behaviour can lead to better child outcomes and this research aims to tailor that to the needs of specific groups of parents and child health conditions.

Children who are raised in a positive parenting environment:

- *do better at school*
- *make friends more easily*
- *are less likely to have emotional and behavioural problems as they age*

210,000

parents have participated in one or more levels of Triple P in Queensland

760

providers have been trained to deliver Triple P programs across the state

150

government and non-government agencies partnered with

Cari McIlduff – PhD student

Life Course Centre PhD student Cari McIlduff is focused on the development of the Model of Engaging Communities Collaboratively (MECC) to work with Indigenous populations on creating appropriate evidence-based interventions with them. This model is being trialled as a way of tailoring the Triple P – Positive Parenting Program to positively engage remote Indigenous communities to create more effective and empowering interventions. Ms McIlduff's PhD is refining the MECC for global use with Indigenous populations as she assesses the effectiveness of utilising this model within a larger project called Jandu Yani U, which means 'For all Families' in Bunuba language. The project is adapting and implementing Indigenous Triple P for use in five language groups in the Fitzroy Valley. A total of 37 locals in Fitzroy Crossing and surrounding communities in the Kimberley region of Western Australia have been trained to teach the program. "I am also looking at the empowerment of these local 'Parent Coaches' to create positive change while working alongside me to make it work for their communities. The time taken to ensure locals have a voice in what is needed and how we address it has been essential to the capacity building within the entire community towards positive change." Ms McIlduff's PhD is titled, Indigenous Triple P: Community engagement and collaboration towards positive change. As part of her studies, she was the recipient of a Life Course Centre student travel award in 2018 and travelled to America and Canada to explore country, share ideas and learn from the experiences, knowledge and histories of First Nations peoples.

Linnea Cain – Summer Scholar

A third year psychology student, Linnea Cain, gained valuable on the ground experience working with the Every Family team as part of the 2018-19 Life Course Centre Summer Scholars program. "I am looking to do my clinical Masters and my time with Every Family really bought out my passion for research. For me, it was very interesting to see the impact of broader, community-level changes on smaller processes within individuals and families. As I want to work with families and children in a clinical capacity, it was incredibly valuable being able to take a step back and consider the broader contextual influences that affect our day-to-day lives. For example, I found that something as simple as the number of alcohol outlets in a community could influence suburb domestic violence rates". Ms Cain spent her time working offsite with Dr Denise Clague, Every Family Senior Research Officer, and her duties included a literature review summary and analysing parenting strategies, surveys, phone calls and other data. "One thing that I learnt through the Summer Scholars program was the power of data cleaning and organising, and the time involved. It was a lesson in patience for me and an amazing use of my time over the summer."

RESEARCH HIGHLIGHTS

Measuring and Improving Financial Wellbeing

Financial wellbeing is a complex, multifaceted concept and a universal concern. It includes paying bills, meeting expenses, carrying out transactions, and moving money over time through borrowing and saving from periods when resources are high to when resources are low. It also encompasses people protecting themselves against negative, adverse events and meeting needs for security, control and economic fulfillment. Financial wellbeing is therefore hard to get a handle on but a new world-first research project featuring Life Course Centre researchers has developed benchmark measures to better understand and improve the financial wellbeing of Australians.

What is the problem?

The low levels of financial wellbeing experienced by some Australians are a cause for concern. If anything, the financial landscape for Australian families appears to be getting tougher and financial exclusion, defined as a lack of access to key financial products and the use of costly, non-standard services such as payday lending, is particularly prevalent among disadvantaged families. In this environment, programs to improve the financial wellbeing of Australians are vital but have been hampered by the absence of objective benchmarks that capture its full dimensions and complexity.

What have we done?

Researchers from the Melbourne Institute: Applied Economic & Social Research at the University of Melbourne, including Life Course Centre Chief Investigator David Ribar and Life Course Centre Research Fellow Nicolas Salamanca, have partnered with the Commonwealth Bank of Australia to pull the dimensions of financial wellbeing together into a collection of first-of-their-kind measures. The CBA-MI Reported and Observed Financial Wellbeing Scales not only draw on self-reports of people's financial experiences (an online survey of 5,682 CBA customers) but also bank records linked to the customers' responses. This enables the scales to measure both how people feel about their financial wellbeing and their objective financial wellbeing. The creation of the scales was underpinned by establishing common definitions, careful conceptualisation, transparent methodology, and rigorous analyses of 33 self-reported survey measures and 17 bank record measures.

What we know so far?

By combining both self-reported data and objectively observed measures, the scales provide a depth of understanding of financial wellbeing that represents a first in its field, internationally. The two scales are distinct and capture different aspects of wellbeing, complementing each other and jointly providing a fuller picture than either could alone.

The results show most Australians enjoy moderate to high levels of financial wellbeing. However, a substantial fraction experience problems. About a quarter of people report difficulty meeting their necessary expenses, and more than a third report not being able to handle a major unexpected expense or not having enough money for future financial needs. The research also suggests that poor financial wellbeing limits happiness, with one in four people surveyed saying they do not enjoy life because of the way they are managing their money and almost a third saying their lives are often or always controlled by their finances.

On the characteristics associated with financial wellbeing, people who earn more and own more assets, not surprisingly, enjoy higher average financial wellbeing. Home-owners, healthier people, and married couples also tend to have a higher financial well-being. However, within these categories financial well-being can vary. Both measures of well-being are higher for people who balance their spending and savings, have strong savings habits, always pay their credit card balances, sacrifice for the future, and actively plan and budget. Retirees and older people tend to enjoy higher financial well-being than younger people, contrasting with the view that retirement is accompanied by financial distress. People with high mortgage debt and large



housing costs also experience higher levels of wellbeing, although this may be associated with wealth attached to their homes. The strong agreement between both the Observed and Reported Scales reassures that they are indeed measuring financial wellbeing. However, the scales sometimes diverge, particularly when measuring the financial well-being of people with complex financial situations, including immigrants and business owners.

Where to now?

The CBA-MI Reported and Observed Financial Wellbeing Scales are the result of a highly effective research and commercial partnership that has delivered valuable new measures and insights into the financial wellbeing of Australians. The scales have so far been used to deliver a nationwide 'state-of-play' of financial wellbeing. Importantly, they could also be used to identify those people most at risk of financial distress, and their circumstances. As the scales show that people in similar circumstances can experience different levels of financial wellbeing, they suggest that there is considerable scope for improving financial wellbeing outcomes. While people's incomes, resources and needs play important roles in their financial well-being, the scales show that financial capacity, including financial knowledge, attitudes and access to financial products, are also critical. This strong association of financial well-being with financial attitudes, capabilities, and behaviours – all characteristics that can be changed – point to promising avenues for future interventions. Professor Ribar (pictured above) and Dr Salamanca said they looked forward to continued collaboration with the Commonwealth Bank to further measure, understand and improve Australians' financial wellbeing.



25% do not enjoy life because of the way they are managing their money.

37% couldn't handle a major unexpected expense.



29% never or rarely have money left at the end of the month



1/3 Australians have high financial wellbeing.



1/3 are not on track to secure their financial future.



29% say their lives are often or always controlled by their finances.



Source: Commonwealth Bank of Australia, Melbourne Institute: Applied Economic and Social Research at the University of Melbourne.

RESEARCH EXCELLENCE

The Life Course is proud of the many awards and grants that our research leaders, researchers and students have received throughout 2018. We believe that our Research Excellence is not defined solely by awards and grants, but also by our ability to expand our reach to influence policy and debate through government submissions and non-academic publications. Here we showcase a selection of our Research Excellence in 2018.

Awards and Grants

Associate Professor Cameron Parsell: ARC Future Fellowship

Associate Professor Cameron Parsell was awarded an Australian Research Council Future Fellowship over four years in the ARC August 2018 Grants. A Life Course Centre Associate Investigator, his research is focussed on producing empirical knowledge to assist charities to reduce persistent poverty in Australia. There is currently little known about how charities work with people who are poor, how they can change to work better to help people survive on a day-to-day basis and also achieve long-term goals to move out of poverty. This research project aims to provide the knowledge that governments, social service providers, and charities can use to transform their work with people in poverty.



Associate Professor Cameron Parsell received an ARC Future Fellowship in 2018 and also published his book, *The Homeless Person in Contemporary Society*.

Professor Deborah Cobb-Clark: Distinguished Fellow Award, Economic Society of Australia

Life Course Centre Chief Investigator Professor Deborah Cobb-Clark was honoured with the Distinguished Fellow Award by the Economic Society of Australia. She received the award at the 2018 Australian Conference of Economists Gala Dinner in Canberra in July.

Also honoured at the Economic Society of Australia 2018 awards were Life Course Centre Associate Investigator Chris Ryan and Research Fellow Cain Polidano, who were the inaugural joint winners of the Trevor Swan Prize for the most important contribution to Australian economic policy published in *The Economic Record* for their 2017 paper: 'What Happens to Students with Low Reading Proficiency at 15? Evidence from Australia'.



Professor Deborah Cobb-Clark (right) receiving her Distinguished Fellow Award from the Economic Society of Australia at the 2018 Australian Conference of Economists Gala Dinner in Canberra.

Professor Cate Taylor: EU Horizon 2020 grant

In February, Life Course Centre Chief Investigator Professor Cate Taylor was part of an international cohort of researchers to secure more than €1.45 million in grant funding from the EU's Horizon 2020 program to explore social inequality and its effects on child development. The EU funding will support research of birth cohorts in the UK, Germany and the Netherlands, with partner country analyses from the US, Canada and Australia.

Dr Marian Vidal-Fernandez: European Society for Population Economics Council

Life Course Centre Research Fellow Dr Marian Vidal-Fernandez was elected to the European Society for Population Economics Council in December. Dr Vidal-Fernandez also received a number of awards in 2018, including the Vice-Chancellor's Sponsorship Program for Culturally and Linguistically Diverse Women at the University of Sydney, and the World Bank Economic Review Excellence in Refereeing Award for 2018.

Professor Matthew Sanders: Queensland Great

The founder of the Triple P-Positive Parenting Program, Professor Matthew Sanders was honoured in the 2018 'Queensland Greats' awards by Queensland Premier Annastacia Palaszczuk. He was recognised for his contribution to policies on parenting and mental health, and was one of only five individuals honoured in the 2018 'Queensland Greats' awards.

Dr Renee Zahnow: Early Career Research Award, Academy of the Social Sciences in Australia

In September, Life Course Centre Research Fellow Dr Renee Zahnow was announced as a winner in the Paul Bourke Awards for Early Career Research by the Academy of the Social Sciences in Australia. The awards honour Australians in the early part of their career who have achieved excellence in scholarship in a field of the social sciences.

Professor Lorraine Mazerolle: Honoured by American Society of Criminology

Chief Investigator Professor Lorraine Mazerolle was awarded the 2018 Sellin-Glueck Award by the American Society of Criminology in recognition of her outstanding contributions to scholarship and professional work on understanding crime internationally. Her award was celebrated at the 2018 Society's Annual Meeting Awards Plenary in Atlanta in November.

Submissions

The Life Course Centre made seven major submissions in 2018, highlighted by our multidisciplinary submission to the Inquiry into Intergenerational Welfare Dependence, established by the Parliament of the Commonwealth of Australia House of Representatives Select Committee on Intergenerational Welfare Dependence. This submission led to Professors Janeen Baxter and David Ribar and Dr Anna Zhu presenting at the inquiry's Public Hearings in November. The Centre also made a submission in response to the New Australian Government Data Sharing and Release Legislation, following the release of an Issues Paper for Consultation by the Office of the National Data Commission in the Department of Prime Minister and Cabinet, and to the Review to Achieve Educational Excellence in Australian Schools, instigated by the Department of Education and Training, which reported in March 2018. Other notable submissions included a response to the Research Infrastructure Investment Plan and Humanities, Arts and Social Sciences Scoping Study by the Australian Government Department of Education and Training.

Non-academic Publications

In line with our commitment to expanding the reach of our research to non-academic audiences, Life Course Centre researchers were featured in a total of 22 non-academic publications in 2018. This included 13 articles in *The Conversation*, a high-impact independent source of news and views, sourced from the academic and research community and delivered direct to the public. *The Conversation* has a monthly audience of 10.6 million onsite users, 82 per cent of which are non-academic. Other notable non-academic publishing highlights in 2018 included Centre research being featured in *The Mandarin* – a leading source of news and resources for Australia's public sector leaders.

Capacity Building



INTRODUCTION

**BY DR WOJTEK TOMASZEWSKI,
CAPACITY BUILDING PORTFOLIO LEADER 2018**

Capacity building is a critical activity for Centres of Excellence, and career development and mentoring programs were a particular highlight of 2018 for the Life Course Centre. There was significant diversity in the types of programs delivered, from student placements and group mentoring sessions, to one-on-one meetings with prestigious visiting scholars.

The Centre also delivered a wide range of targeted professional development for staff, students and stakeholders, including project management for commercial research, grant writing, and systematic review training. Many of our training activities took place during the Life Course Centre Researchers' Week, which, for the first time, featured a student-focused day.

The student and early career researcher population of the Centre continues to expand, with 20 new students joining in 2018. Students feel an increasing sense of pride in and ownership of the Life Course Centre, as can be seen from the formation of the Centre's Student Forum, the inaugural meeting of which was held in 2018. The Student Forum was initiated by the students, is organised by the students, and the students created the governance structure and fill the offices. The Centre's investment in its students is showing clear results, and the

growing research capacity of Life Course Centre students is demonstrated by the notable number of publications co-authored by students in 2018. There are journal articles, reports, online blogs and working papers with a Life Course Centre student co-author or leading author.

Mentoring will be a key focus in 2019, and the Capacity Building Portfolio Committee will be launching a one-on-one mentoring scheme across the Centre. Our investment in pathways to research will continue to increase, with support for Honours and undergraduate research scholarships across three nodes, as well as the commencement of a Centre 'Equity Scholarship' program. The Capacity Building Portfolio Committee will continue to be a model of distributed leadership, student membership and multi-nodal engagement in 2019, under the leadership of Kirsten Hancock as Portfolio Leader.



Attendees at the 2018 Life Course Centre Researchers' Week, organised by Dr Lisa Pope (third from right at front), the Centre's Reporting and Analysis Coordinator.



Centre Director Professor Janeen Baxter and Professor Kathy Edin of Princeton University at Researchers' Week.



Students and early-career researchers attending Researchers' Week.

2018 RESEARCHERS' WEEK

Collaboration and innovation

Life Course Centre researchers from throughout Australia gathered for Researchers' Week at The University of Queensland's Long Pocket campus on 12-14 June 2018. The program included a range of presentations, workshops, professional development, networking, social and mentoring sessions.

Researchers' Week was attended by more than 50 Centre researchers and students representing all four partner universities – The University of Queensland, the University of Sydney, the University of Melbourne and The University of Western Australia. The interactive and open sharing of ideas among researchers, students and professional staff over the three days helped to set the platform for continued collaboration and innovation across the Centre. Session topics covered grants and opportunities (including talks from both Research Fellows and students who had received travel awards), future goals and strategy, raising the profile and impact of flagship research, grant writing, data and project management, research ethics, and a statistics showcase. There were also feature presentations by Professor Kathryn Edin of Princeton University and Professor Matthew Sanders of The University of Queensland.

Look at their stories and what they are telling us

A renowned mixed-method researcher and Life Course Centre Associate Investigator, Professor Edin presented an early overview of her latest research on 'The Tenuous Attachments of Working Class Men'. She also hosted several workshops and provided valuable research advice and mentoring to Centre students, including

sessions on interviewing techniques and methods.

Professor Edin's latest research is based on in-depth interviews with 110 middle-educated (high school but no college) men from five working class cities in the US. These interviews are being blended with ethnographic literature and demographic data to create a fresh hypothesis on the pressing question of: What is going on with working class men? A key part of the story is the tenuous attachment of working class men to the social institutions of work, family and religion. 'Working class men are trying to remake their relationships with these institutions to which they were traditionally binded. We need to look at their stories and what they are telling us,' Professor Edin said.

People want solutions that work

There is arguably no-one better qualified to address the challenge of turning research ideas into practical, scalable policy solutions than Professor Matthew Sanders. The founder of the Triple P – Positive Parenting Program and a Life Course Centre Chief Investigator, Professor Sanders provided a powerful, personal insight into transforming research ideas into real-world impact. His four-decade research and development journey commenced with his PhD in 1978. His Triple P program was named in 1993, disseminated in 2001 and is now the most extensively used parenting support system in the world, reaching millions of parents and children. "Unfortunately, many great ideas make little or no impact," he said. "The opportunity to have interventions put in place at scale is very elusive. For complex problems, don't think that you need a sledgehammer and don't look for a magic bullet. People want solutions that work and a low intensity, light touch can be very effective."



Life Course Centre University of Sydney Honours Scholarship recipients Aditya Khanna (left) and Paige Taylor (right) with Professor Deborah Cobb-Clark.



Dr Jenny Povey presents in Washington DC as part of the staff exchange scheme.

OTHER CAPACITY BUILDING EVENTS AND INITIATIVES

Undergraduate pathways to research

Two Life Course Centre Honours scholarships for research addressing social and economic disadvantage were awarded at the University of Sydney, and announced at their 2018 Anti-Poverty Week event in October. Paige Taylor's topic is 'Thank God it's Thursday – analysing the impact of a full-day alcohol restriction policy on child wellbeing in the Northern Territory', and Aditya Khanna's topic is 'Locus of Control and Alcohol and Marijuana Use'.

The Centre has increased its involvement in The University of Queensland undergraduate research internship, or 'scholar' program, by providing financial support to early career researchers to enable them to supervise a student. The program takes place for ten weeks over the summer, or four weeks over the winter, with the students often undertaking research for the first time. The Centre supported ten projects in 2018, covering a diverse range of topics.

Capacity Building Travel awards

The aim of the Staff Exchange Scheme is to build and strengthen research capability and exchange among Life Course Centre Research Fellows, while the Student Travel Awards allow students to develop new skills through training, professional development, mentoring and networking. The Capacity Building Portfolio supported eight staff and five student travel awards in 2018. A staff travel highlight was Dr Jenny Povey's

attendance at the workshop 'Research to Policy Boot Camp: A Communications Toolkit for Researchers' in Washington DC prior to the 'Association for Public Policy Analysis and Management conference'. A student travel highlight was a visit by PhD student Ella Kuskoff to Toronto, Canada, where she participated in the workshop 'Making Connections: Bridging Generations', part of the XIX ISA World Congress of Sociology Conference.

From Canberra to Canada

In 2018 two of our students participated in industry placements as part of their PhD program, facilitated by Centre travel awards. Ella Kuskoff organised an industry placement with the Ending Violence Association of British Columbia' in Vancouver, Canada. "During my time at the Ending Violence Association, I completed a review of campus sexual violence and misconduct policies throughout the province. Not only did this help me hone my analysis skills, but it contributed to the organisation's development of policy," Ms Kuskoff said. Sarah Ball was awarded a student travel award to take part in an industry placement with 'ThinkPlace Global', a strategic design consultancy based in Canberra. During her placement, Ms Ball mapped the co-design process and implementation undertaken by ThinkPlace and the ACT Government in developing the ACT Government's Family Safety Hub. She also helped produce an internal report for policy learning that was shared with stakeholders as part of an overall communication strategy.

Training

The Centre delivered a wide range of training throughout 2018, including 'Longform writing for impact professional training course', at The University of Western Australia. Positive outcomes from this training can be seen in the 22 non-academic publications written by Centre researchers in 2018. The 'Systematic Review workshop', held in October, was attended by staff, stakeholders and students, and many other stakeholder training sessions were held in 2018, including 'Analysis of Longitudinal Administrative data workshop', delivered by Centre researchers to stakeholders in the Australian Government Department of Social Services.



Researchers, students and professional staff at Researchers' Week

6

New Associate
Investigators

12

Mentoring and career
development programs

17

Training
courses

>352

Training
attendees

5

New Honours
students

9

New postdoctoral
researchers

15

New PhD
students

>74

Mentoring
participants

KEY PERFORMANCE INDICATORS

Table 3
Mentoring, Career Development, and Professional Training

	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target 2018
Mentoring programs	2	5	6	12**	
Mentoring and career development programs for students				12	5
Mentoring and career development programs for staff				5	5
Centre participants in formal mentoring relationships	6	92	65	74	40
Participants in Linkages Research Network				0†	100
Number of training courses offered by the Centre	1	4	1	17	20
Professional training courses for staff and/or students	-	-	-	12	15
Professional training courses for stakeholders	-	-	-	6*	5
Number of Centre attendees at all professional training/ development courses offered by the Centre	39	67	111	352	80

* Six different courses delivered a total of 17 times

** Five programs were aimed at both staff and students

† Initiating this scheme was delayed until 2019.

Table 4
Researchers Working on Centre Research

	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target 2018
Additional researchers working on centre research						
New Postdoctoral researchers	3	8	4	8	9	5
New Honours and Masters students *	0	1	2	8	5	6
New PhD students **	10	8	9	16	15	15
New Associate Investigators	-	-	-	-	6	10
Early Career Researchers working in the centre	12	13	12	16	20	10
Number of LCC postgraduate completions	2	6	10	7	8	10
Honours students	-	-	-	-	5	1
Masters students	-	-	-	-	1	1
PhD students	-	-	-	-	2	8

* Counts for years prior to 2018 were for Honours and coursework masters students

** Counts for years prior to 2018 were for PhD and Research masters students

KEY PERFORMANCE INDICATORS (CONTINUED)

Table 5
New PhD students

Student	Supervisor(s)	Institution	Topic
Tuhin Biswas	Abdullah Mamun, Ricardo Jorge Soares Magalhaes	UQ	Double burden of malnutrition among the women in South and Southeast Asia: Geographical variation, health inequality and health achievement.
Melisa Bubonya	Deborah Cobb-Clark	USyd	The outcomes of immigrant children in Australia
Meredith Burgess	Francisco Perales, Janeen Baxter	UQ	Sexual orientation and life chances in contemporary Australia
Katrina Carr	Sarah Bennett, Cameron Parsell	UQ	Practice transformations to achieve justice for sexual assault victims
Suaditya C Mohan	Lorraine Mazerolle, Renee Zahnow	UQ	Social ties and violence: A comparative study of the mediating effects of law legitimacy
Berihun Dachew	Rosa Alati, Abdullah Mamun, James Scott	UQ	Hypertension disorders of pregnancy and the risk of mental and behavioural disorders in offspring
Kathleen De Rooy	Sarah Bennett, Michele Sydes	UQ	Researching female offenders in their journey to desistance from a life course of crime.
Maria Francisca Donoso Rivas	Jenny Povey, Wojtek Tomaszewski, Yangtao Huang	UQ	The impact of the School Inclusion Law and its new School Admission System on parent engagement and students achievement
Lilac Florentino	Wojtek Tomaszewski, Jenny Povey	UQ	Managing Odds: Addressing educational disadvantage through school accountability and better HRM practices
Md. Mehedi Hasan	Abdullah Mamun	UQ	Future direction of maternal and child health in low- and middle-income countries
M Mamun Huda	Abdullah Mamun, Martin O'Flaherty, Jocelyn Finlay	UQ	Adolescent motherhood and offspring health in low and middle income countries: Trends, determinants, and vulnerabilities
Sonia Pervin	Abdullah Mamun, Harold McIntyre	UQ	Understand the Development and Resemblance of Parent-Offspring Dietary pattern and future impact on Cardio-metabolic health using a life course approach
Marian Shakhovskoy	Linda Willis, Jenny Povey	UQ	Using cogenerative dialogues to investigate how parent engagement with their adolescent children can be enhanced at home and school
Victoria Sullivan	Karen Thorpe, Francisco Perales	UQ	Pride and Prejudice: The claiming and contesting of men's participation in the early childhood workforce
Xueting Wang	Agnieszka Tymula, Stephen Cheung	USyd	Adolescents's self-control issue and disadvantage

KEY PERFORMANCE INDICATORS (CONTINUED)

Table 6
New Honours students

Student	Supervisor(s)	Institution	Topic
Andrew Hartley	Kevin Scheppel, Marian Vidal-Fernandez	USyd	A regression discontinuity design for drink driving reoffenders
Heidi Hoffmann	Janeen Baxter, Francisco Perales, Rebecca Olsen	UQ	Young parents and social support: A mixed methods approach to understanding the protective role of social support
Aditya Khanna	Deborah Cobb-Clark	USyd	Locus of control and drug and alcohol use in young people
Paige Taylor	Stephanie Schurer	USyd	Thank God it's Thursday: analysing the impact of alcohol restrictions on child outcomes in the Northern Territory
Shanshui Xu	Rebecca Edwards, Kadir Atalay	USyd	Ownership in Australia: Are the young able to catch-up?

Table 7
Postgraduate completions

Student	Supervisor(s)	Institution	Program	Topic
Amanda Acutt	Lorraine Mazerolle, Emma Antrobus, Sarah Bennett	UQ	PhD	Encouraging school re-engagement: Exploring the operation of the legal mechanisms of a Third Party Policing school engagement intervention
Eduardo Lucio	Michele Haynes, Bernard Baffour	UQ	PhD	Extending imputation methods for non-normal hierarchical data: An application to a longitudinal survey in the Philippines
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

KEY PERFORMANCE INDICATORS (CONTINUED)

Table 8
New Postdoctoral Researchers

Name	Commenced	Country of origin	Chief Investigator	Institution
Dr Valentina Duque	September 2018	Colombia	Prof Deborah Cobb-Clark	The University of Sydney
Dr Holly Harris	July 2018	Australia	Prof Karen Thorpe	The University of Queensland
Dr Sara Kalucza	October 2018	Sweden	Prof Janeen Baxter	The University of Queensland
Dr Nathan Kettlewell	January 2019	Australia	Prof Deborah Cobb-Clark	The University of Sydney
Dr Jordy Meekes	October 2018	Australia	Prof Guyonne Kalb	The University of Melbourne
Dr Ha Nguyen	October 2018	Viet Nam	Francis Mitrou	The University of Western Australia
Dr Juliana Silva Goncalves	October 2018	Portugal	Prof Deborah Cobb-Clark	The University of Sydney
Dr Sally Staton	March 2018	Australia	Prof Karen Thorpe	The University of Queensland
Dr Renee Zahnow	July 2018	Australia	Prof Lorraine Mazerolle	The University of Queensland

Table 9
New Associate Investigators

Name	Institution
Associate Professor Abdullah Mamun	The University of Queensland
Associate Professor Irma Mooi-Reci	The University of Melbourne
Associate Professor Alina Morawska	The University of Queensland
Associate Professor Cameron Parsell	The University of Queensland
Associate Professor Leah Ruppanner	The University of Melbourne
Associate Professor Simon Smith	The University of Queensland

LIFE COURSE CENTRE 2018 EVENT HIGHLIGHTS

28 FEBRUARY 2018

*Experiments And Interventions
In Schools Workshop*

Hosted by THE UNIVERSITY OF SYDNEY

8 MARCH 2018

Daughters And Divorce

Presented by David C. Ribar from the
University of Melbourne

Hosted by THE UNIVERSITY OF SYDNEY

27-28 MARCH 2018

*Breaking the data silos: sharing
data for better policy and service
delivery*

Co-hosted Australian Institute of Health and
Welfare (AIHW) and the Australia and New
Zealand School of Government (ANZSOG) in
CANBERRA

26 MARCH 2018

Unconditional Basic Income

Presented by Professor Erik Olin Wright from
the University of Wisconsin

Hosted by THE UNIVERSITY OF QUEENSLAND

6 APRIL 2018

*The Supply of Skills and
Endogenous Technical Change:
Evidence From a College
Expansion Reform*

Presented by Kai Liu from the University of
Cambridge

Hosted by THE UNIVERSITY OF SYDNEY

18 APRIL 2018

*Long Form Writing for Impact
Professional Training Course*

Presented by Jo Chandler from The University
of Melbourne

Hosted by Telethon Kids Institute
THE UNIVERSITY OF WESTERN AUSTRALIA

27 APRIL 2018

*Showing Up: Chronic Absenteeism
Disparities Between Students with
and without Disabilities*

Presented by Associate Professor Michael
Gottfried

Hosted by Telethon Kids Institute,
WESTERN AUSTRALIA

29 APRIL 2018

*Perceived returns from early-
life investments and maternal
investments in children*

Presented by Adeline Delavande
from the University of Essex

Hosted by THE UNIVERSITY OF SYDNEY

21 MAY 2018

*Refugee Settlement and Wellbeing
over the Life Course*

Presented by Tarani Chandola, The University
of Manchester – Sin Yi Cheung, University
of Cardiff and Hans Dietrich, Institute for
Employment Research, Nürnberg, Bavaria,
Germany

Hosted by THE UNIVERSITY OF QUEENSLAND

23 MAY 2018

*Workshop on Intergenerational
Disadvantage*

Hosted by THE UNIVERSITY OF SYDNEY

6 JUNE 2018

*Big Data Analytics
for Social Computing*

Hosted in MELBOURNE

12-14 JUNE 2018

*Life Course Centre
Researchers' Week*

Hosted by THE UNIVERSITY OF QUEENSLAND

13 JUNE 2018

*The Tenuous Attachments
of Working Class Men*

Presented by Professor Kathryn Edin from
Princeton University

Hosted by THE UNIVERSITY OF QUEENSLAND

9-11 JULY 2018

*Society for Longitudinal and
Lifecourse Studies (SLLS) 2018
International Conference*

Life Course Centre researchers presented
two symposia at the UNIVERSITY OF MILAN-
BICOCCA, ITALY

23 JULY 2018

*Inequalities in Mother's Lives and
Disparities in Children's Education
in Multiple Countries*

Presented by Professor Robert Crosnoe from
University of Texas at Austin

Hosted by THE UNIVERSITY OF QUEENSLAND

LIFE COURSE CENTRE 2018 EVENT HIGHLIGHTS (CONTINUED)

23 JULY 2018*Economic Uncertainty And Love: Family Building Behaviors In Young Adulthood*

Presented by Associate Professor Shannon Cavanagh from University of Texas at Austin
Hosted by THE UNIVERSITY OF QUEENSLAND

26 JULY 2018*The Impact of Terrorism on Individual Well-being: Evidence from the Boston Marathon Bombing*

Presented by Associate Professor Orla Doyle from University College Dublin
Hosted by THE UNIVERSITY OF MELBOURNE

9 AUGUST 2018*Citizenship and Immigrant Anti-rumour Strategies: A Critical Outlook from the Barcelona Case*

Presented by Associate Professor Òscar Prieto-Flores from University of Girona, Spain
Hosted by THE UNIVERSITY OF QUEENSLAND

9 AUGUST 2018*Civil War, Natural Disaster and Risk Preferences: Evidence from Sri Lankan Twins*

Presented by Dr Nathan Kettlewell from The University of Sydney
Hosted by THE UNIVERSITY OF MELBOURNE

17-18 AUGUST 2018*Labour Econometrics Workshop*

Presented by Jessica Pan from National University of Singapore & Colin A. Cameron from University of California-Davis
Hosted by THE UNIVERSITY OF SYDNEY

4-5 SEPTEMBER 2018*Understanding Longitudinal Data And Statistical Analyses – A Practical Workshop*

University of Tsukuba, Tokyo, Japan

5-7 OCTOBER 2018*Asia Pacific Sociological Association (APSA) Conference 2018*

Hakone, JAPAN

9 OCTOBER 2018*Education: the Panacea to Poverty?*

Presented by Dr Matteo Sandi, London School of Economics and Dr Tony Beaton, The University of Queensland
Hosted by THE UNIVERSITY OF QUEENSLAND

11-12 OCTOBER 2018*Outlook Conference*

Life Course Centre sponsored the Equity and Fairness session in MELBOURNE

15 OCTOBER 2018*Gender attitudes: do we know what we are measuring?*

Presented by Professor Ester Rizzi from Université Catholique de Louvain (UCL), Belgium
Hosted by THE UNIVERSITY OF QUEENSLAND

18 OCTOBER 2018*Economics: Anti-Poverty Week Seminar*

Presented by Richard Gibbs
Hosted by THE UNIVERSITY OF SYDNEY

18 OCTOBER 2018*Systematic Review Workshop*

Presented by Charlotte Gill, George Mason University, Angela Higginson, Queensland University of Technology, Elizabeth Eggins & Lorraine Mazerolle, The University of Queensland
Hosted by THE UNIVERSITY OF QUEENSLAND

23 OCTOBER 2018*Bayesian Models For Weighted Data With Missing Values: A Bootstrap Approach*

Presented by Harvey Goldstein
Hosted by THE UNIVERSITY OF QUEENSLAND

22-24 OCTOBER 2018*Global Evidence and Implementation Summit (GEIS) 2018*

Melbourne Convention & Exhibition Centre
MELBOURNE

8 NOVEMBER 2018*Exploring the Ethics of Welfare Conditionality*

Presented by Dr Beth Watts, Heriot-Watt University Edinburgh
Hosted by THE UNIVERSITY OF QUEENSLAND

Research Linkages

The Research Linkages Portfolio is responsible for developing and strengthening relationships among Centre partners and stakeholders, with the aim of fostering research that furthers the Centre's mission. The Portfolio aims to reduce and overcome barriers to linkages, such as lack of information, geographic distance, disciplinary and organisational incentives aligned towards single disciplines or narrow objectives, and methodological and rhetorical differences between disciplines and organisations.

The Portfolio Committee ensures that partner needs are met through the Centre, including liaising with the other portfolio committees through the Life Course Centre Executive to develop capacity building and knowledge transfer opportunities for partners. This portfolio also administers national and international engagement, and is constantly seeking innovative opportunities to engage key stakeholder groups such as government, business, not-for-profit and non-government organisations.

The Life Course Centre hosts regular events to bring together its researchers from diverse disciplines, international experts, policy makers and community stakeholders to tackle the problem of social disadvantage over the life course. The development and delivery of the Centre's conference and workshop program is an initiative of the Portfolio.



Professor David Ribar moderated the Life Course Centre's 'Equity and Fairness' session at the Outlook Conference in Melbourne.

KEY LINKAGES EVENTS

Life Course Centre Conference Sessions

In 2018, the Portfolio established the Conference Session Support grant scheme to support researchers to develop and present integrated, branded Life Course Centre sessions at major national and international multidisciplinary conferences. Attending events such as those outlined below are important ways of profiling the Centre to national and international audiences, and the networking and contacts established will be invaluable for our research and activities going forward.

5
Sessions

3
Countries

18
Centre participants

Breaking the data silos: sharing data for better policy and service delivery

Co-hosted by the Australian Institute of Health and Welfare (AIHW) and the Australia and New Zealand School of Government (ANZSOG) in Canberra, Australia, 27–28 March, 2018

Mark Western, Cate Taylor and Francis Mitrou presented the conference session *'Using longitudinal data to explore pathways'*

AIHW is one of the Centre's valued partners and we are currently collaborating on a number of projects. The AIHW collects, collates and disseminates a range of data on social, demographic, health and economic wellbeing and also offers important services as a data integrating authority. The AIHW has a strong reputation for quality work in these areas and this conference brought together the public sector, university and non-government sectors to explore the issues around effective data sharing and more open use of data. Participants were challenged to think more broadly about the hidden value of data sets, and the possibilities of gathering behavioural insights from the data to get a fuller picture.

Society for Longitudinal and Life Course Studies (SLLS) 2018 International Conference

'Qualitative and Quantitative Longitudinal Research on Social Change and its Impacts', Hosted by the University of Milan-Bicocca, Italy, 9–11 July, 2018

Daniel Christensen, Jack Lam, Guyonne Kalb, Tina Rampino, Janeen Baxter, Agnieszka Tymula, Paco Perales, Kirsten Hancock, Sophie Aiyer and Alice Campbell represented the four Life Course Centre Australian University nodes and presented two symposia on *'Education, Schooling, and Wellbeing Over the Life Course'* and *'Health and Wellbeing Across the Life'*.

These symposia were very well received, with Life Course Centre researchers showcasing their latest findings in areas such as educational outcomes for disadvantaged children, the causes of school absences, long-term outcomes of poor childhood health, outcomes of teenage pregnancy, sexual identity and wellbeing, and risk taking amongst adolescents. As well as our two hosted symposia, the Life Course Centre group was a strong and visible presence throughout the conference, which attracted approximately 300 attendees from around the world, and participated actively in the discussions in many sessions.

Asia Pacific Sociological Association (APSA) Conference 2018

'Interconnections, social transformation and global mobility: a way towards the future' at Hakone, Japan, 5–7 October, 2018

The Life Course Centre Symposium titled *'Breaking the Cycle of Disadvantage'* was presented by Janeen Baxter, Nam Tran, Yangtao Huang and Nikita Sharma.

The Symposium included an overview of the objectives and scope of the Centre which is working to discover the principal causes or mechanisms underlying the transmission of social disadvantage, to develop and trial solutions to reduce the transmission of disadvantage and to provide policy advice and research evidence to our partners in government and community organisations. The symposium then focused on key recent findings from three studies concerning the transmission of social disadvantage across the life course.



Anti-Poverty Week

Anti-Poverty Week ran from 14–20 October and is an important opportunity to raise awareness of those experiencing poverty, not only in poorer countries throughout the world but also in wealthier countries such as Australia. The Life Course Centre was a Key National Sponsor of the week and coordinated a number of activities and events to help keep the issue of poverty on the national agenda and encourage discussion and action to address it. These events included:

Education: the Panacea to Poverty?

The University of Queensland
9 October, 2018

A key message from this workshop was access to education improves wages, labour market outcomes, reduces youth crime and has the potential to lift people out of poverty.

Outlook Conference

Melbourne
11–12 October, 2018

The Life Course Centre hosted the session 'Equity and Fairness' with Professor David Ribar as Moderator. The session discussed how Australia has been experiencing strong economic growth for decades but does growth equate to equal opportunity? Are our policies and practice fostering equity? How do we ensure we are delivering effective programs and promoting the well-being of all Australians across the income distribution?

Systematic Review Workshop

The University of Queensland
18 October, 2018

Systematic reviews of social interventions are a critical tool for evidence-based practice. This workshop provided applied training in systematic reviews of social interventions, and a brief introduction to other evidence syntheses products. Systematic review experts working with the Campbell Collaboration provided participants with training and guidance across all stages of the systematic review process, including conceptualisation, protocol development, meta-analysis and dissemination.

The University of Sydney

Seminar Scholarship announcement
18 October, 2018

Richard Gibbs, Director, Urbis and University of Sydney alumni spoke to current and future School of Economics honours students about the importance of economics in eliminating disadvantage, why he thinks it is important for economists to be involved with non-government organisations and offered career advice to students who were looking to make this a career choice.

Global Evidence and Implementation Summit (GEIS) 2018

Melbourne Convention & Exhibition Centre
22–24 October, 2018

This Summit brought together experts from across the world to talk about their experiences in generating and implementing evidence for better policy and practice. The summit explored the evidence for designing, implementing and reviewing effective programs and policies. GEIS 2018 shared the latest evidence synthesis and implementation science research and practice strategies for improving the lives of individuals, families and communities worldwide.



The Refugee Settlement and Wellbeing over the Life Course Symposium held in May attracted a diverse cross-section of academic, non-government and government attendees, including Centre partners the Brotherhood of St Laurence and the Australian Government Department of Social Services.

The Life Course Centre Partnership Network

The Life Course Centre welcomes the opportunity to develop new research collaborations to enhance the Centre's mission. Representatives of the Centre's partner organisations are welcome to attend regular events, symposiums and workshops that bring together international experts, policy makers and community stakeholders. Partner organisations have the opportunity to co-author papers with Centre researchers, in a broad range of publications and to involve their wider research networks at Centre conferences.

As part of our continued relationship with our partners, the Centre will hold a Partner Summit every six months for an opportunity for the partners to report on their work, for the Centre to report on our work, and for us to identify key areas where multiple needs come together.

Research collaborations have started with Goodstart Early Learning and Benevolent Society in 2018. During 2018 new connections were formed with centres of research in China, Japan, New Zealand and Vietnam. Collaborations with researchers in these countries will continue to develop in the coming years of the Centre. A full list of new organisations collaborating with the Centre can be found in the Appendix.

Incoming Visitors' Program

A competitive Incoming Visitors' Program was established by the Research Linkages portfolio in 2018 to fund visits by scholars and international research higher degree students that contribute to the Centre's research linkages mission. Visitors to the Centre can be funded for up to one month with the aim of building enduring interdisciplinary, cross-institution and cross-sector research collaborations among Life Course Centre researchers and partners. Visitors are encouraged to present their research in a seminar environment during their visit and if not already associated with the Centre, be invited to be part of the Life Course Research Affiliate Scheme to continue collaborations. A full list of presentations given by Visitors can be found in the Appendix.



Picture from left: Richard Gibbs, Director, Urbis, Professor Deborah Cobb-Clark and Professor Garry Barrett, Head of School at the University of Sydney School of Economics Anti-Poverty Week event.



Professor Janeen Baxter (right) was invited to present a keynote address at a life course forum at Peking University in Beijing in 2018. She appeared alongside Professor Karl Ulrich Mayer, a pioneering researcher in the sociology of the life course. Professor Xiaochun Qiao, from Peking University has become a Life Course Research Affiliate in 2018.

Life Course Research Affiliates

A significant achievement of the Research Linkages Portfolio in 2018 has been the re-branding and re-defining of the Life Course Centre Fellows Scheme. After a review of the composition of the Fellows, the scheme was more accurately re-named the Life Course Research Affiliate Scheme which will now further develop the current rich and dynamic network of researchers, policymakers and knowledge professionals with a commitment to addressing the problem of deep and persistent disadvantage in Australia, and internationally. The Life Course Centre welcomed 10 new Research Affiliates in 2018.

Dr Markus Klein

University of Strathclyde Glasgow, Scotland

Alexandra de Gendre

Maastricht University, The Netherlands

Dr Linda-Dianne (Linda) Willis

The University of Queensland, Australia

Professor Lisa Cameron

The University of Melbourne, Australia

Professor Xiaochun Qiao

Peking University, China

Dr Michael E. Roettger

Australian National University, Australia

Professor Robert Crosnoe

The University of Texas at Austin, USA

Associate Professor Shannon Cavanagh

The University of Texas at Austin, USA

Dr Astghik Mavisakalyan

Curtain University, Australia

Associate Professor Òscar Prieto-Flores

University of Girona, Spain



Left to right: Centre Research Fellow Dr Martin O'Flaherty, Associate Professor Shannon Cavanagh of the University of Texas at Austin, Centre Director Professor Janeen Baxter, Professor Robert Crosnoe of the University of Texas at Austin, Centre Research Fellows Dr Jack Lam and Dr Francisco Perales.

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



Left to right: Professors Greg Marston, Mark Western, Erik Olin Wright, and Janeen Baxter, at Professor Wright's visit to the Life Course Centre in March 2018.

REMEMBERING PROFESSOR ERIK OLIN WRIGHT

The Life Course Centre was deeply saddened by the news of the passing of Professor Erik Olin Wright on January 23 2019. Professor Wright, who died just before his 72nd birthday, was the Vilas Distinguished Research Professor of Sociology at the University of Wisconsin-Madison, a former President of the American Sociological Association, and one of the world's leading scholars of class analysis and Marxian sociology. He was a central figure in sociology, whose work was also reflected in fields such as political economy, political theory and Marxist theory, while also being read by social justice scholars and activists internationally.

Professor Wright was a very important mentor and friend to the Life Course Centre, in particular to Professors Janeen Baxter and Mark Western, and we join his family and friends in mourning the loss of such an esteemed colleague and iconic thinker. Recognised as one of the world's most influential sociologists and a long-time advocate of Universal Basic Income, we were fortunate to have Professor Wright last visit the Life Course Centre in March 2018 shortly before he was diagnosed with acute myeloid leukaemia. On this visit, he outlined his long-held vision of replacing means-tested, targeted welfare programs with a sufficiently liveable income given to all.

Professor Wright said implementing a generous unconditional basic income would eliminate cash poverty and solve a piece of the overall problem of marginalisation, particularly for children growing up in troubled families. He argued that basic income was at the heart of an anti-capitalist approach to ending poverty that would also give everybody the freedom of choice to say no to capitalist employment and engage in productive non-capitalist relations. Professor Wright's inspiring comments to the seminar on how to achieve such radical and powerful change are worth repeating upon his passing:

"Imagine the world which you would really like to live in and ask are there pieces of that world that can be built in the world as it is, bring the utopian imagination of the future into the present."

MEDIA AND COMMUNICATIONS STRATEGY

The Media & Communications Strategy of the Life Course Centre is built upon a multi-channel approach to producing a consistent flow of readily accessible, readable, usable and high-quality materials that engages with multiple target audiences. This strategy aligns with the Centre's mission to be the 'go to' source of information, research, analysis and solutions to the problem of deep and persistent disadvantage in Australia. The main communications channels utilised by the Centre include:

Website

A new-look Life Course Centre website, showcasing our research, people and news, was launched in 2018. The new website is more engaging and user-friendly and includes search and tag functions to make our evidence-based research more accessible to more people. The Centre News section of the website is updated each week highlighting our latest news, published research, events and achievements.

WEBSITE

22,154

Total Page Views
(visits to website)

17,287

Unique Page Views
(individual visitors)

Social Media

The Centre amplifies its research and news across multiple social media platforms. Twitter is our primary social media tool given its widespread use in the academic and public policy sectors. Facebook is utilised for general and community-based communication. The Centre established a LinkedIn presence in 2018, predominantly as a networking tool for students and alumni.

Newsletters

The Centre distributes quarterly newsletters to our database. This has been a successful communications channel, and will be further refined and enhanced in 2019 by the introduction of an additional, monthly 'news digest' newsletter that will provide concise summaries of the Centre's achievements and research. Our quarterly newsletters will also be 'themed' around a synthesis of Centre research in a chosen area.

SOCIAL MEDIA

Twitter was the main focus of the Centre's social media activity in 2018. It is utilised to disseminate our research, achievements, events and other news, and to promote and contribute to public discussion surrounding our research.

*In 2018 our **123 tweets** were viewed **131,900** times.*

*Our profile was viewed **6,691** times, gaining us **157 new followers**.*

*The links we shared were clicked on **690** times, our tweets were shared **216** times, and liked **466** times.*

*The @lifecourseAust Twitter handle was mentioned **213** times.*

How do we get our research noticed?

Within the social sciences, effective research translation that proactively engages with, informs and influences key policymakers and practitioners can be elusive. Interactions between social scientists and influential non-academic audiences, such as government and community service providers, are often unstructured or accidental. However, a more outward focus on research translation and accessible knowledge transfer can set the foundations for stronger external partnerships, powerful influence and impact, and the development of actionable evidence-based solutions to real-world problems.

The challenge of research translation comes down to a question of impact. How is our research shaping real-world outcomes? How do we interact with our target audiences, both directly and indirectly? How can we anticipate and prepare for these interactions? How do we know we are having influence, and how do we measure it? These are big questions for all social science researchers, and are ones that the Life Course Centre continues to focus on in our ongoing mission to address the multifaceted complexity of deep and persistent disadvantage in Australia.

A prominent showcase of the impact of Life Course Centre research was our influence on the Productivity Commission's latest report on the state of inequality in Australia. The Productivity Commission's 'Rising inequality? A stocktake of the evidence' report, published August 2018, brings together and takes stock of the latest and most complete evidence measuring the prevalence of, and trends in, inequality, economic mobility, poverty and disadvantage across Australian society. The report cites work from a wide range of Life Course Centre Researchers, Chief Investigators, Partner Investigators and Affiliates¹ whose research has helped to inform this important discussion on inequality in Australia and its social impacts. The 2018 report follows a previous Productivity Commission report on inequality published

in 2013, which provided important impetus for the establishment of the Life Course Centre in 2014, and it is significant to now see our research heavily cited in the most recent report. This shows our research, in particular our pre-publication Working Paper Series, is having an impact among non-academic researchers and informing and shaping important discussion and debate in line with the mission of the Centre.

Working Papers featuring Life Course Centre students, Heidi Hoffmann² and Ella Kuskoff³, were also heavily cited in the Australian Human Rights Commission – Children's Rights Report 2017, in the

2 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.

3 Kuskoff, E., & Mallett, S. (2016) Young, homeless, and raising a child: A review of existing approaches to addressing the needs of young Australian parents experiencing homelessness. *Life Course Centre Working Paper Series*. 2016-13.

WORKING PAPERS

Working Papers are the most visited section of the Life Course Centre website, followed by People, Centre News, Journal Articles, and Events.

35 Life Course Centre Working Papers were published on our website in 2018.

Highlighting the long tail of the impact of our Working Papers, the most visited individual Working Paper in 2018 was published in 2014, the first year of the Centre:

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

The most visited individual Working Paper published in 2018 was:

Western, M. (2018) 'How to Increase the Relevance and Use of Social and Behavioral Science: Lessons for Policy-Makers, Researchers and Others', Life Course Centre Working Paper: 2018-12.

1 Cobb-Clark, D., 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.
Huang, Y., Perales, F. & Western, M. (2016) A land of the "fair go" Intergenerational earnings elasticity in Australia. *Australian Journal of Social Issues*. 51(3).
Martinez, A. & Perales, F. (2017) The Dynamics of Multidimensional Poverty in Contemporary Australia. *Social Indicators Research*. 130: 479–96.
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): 380–400.

report's substantial section devoted to young parents and their children. Another recent example of the impact of Life Course Centre research is the contribution of Chief Investigator Professor Lorraine Mazerolle in the development of the Queensland Government's Youth Justice Strategy 2019–2023. Professor Mazerolle served on the Youth Justice Strategy Reference Group that helped to shape to this strategy and will now also serve on the implementation team.

We know that Life Course Centre Working Papers are a valuable resource for policymakers, and that they are heavily cited. The Centre continues to focus on adding value to its research by translating scientific research findings into readily accessible and useable communications to influence and inform policymakers, current and future Centre partners and other external stakeholders.

A key focus of the Centre's Communications Strategy is knowledge transfer in support of research translation. This includes presenting Centre research in a deeper, more enriched and value-added way that communicates key areas of research and research findings to date. Central to this, will be grouping together and synthesising research in related areas from multiple researchers to provide snapshots of cross-Centre activity and findings. This is designed to ensure we have the easily-accessible communications to influence and inform policymakers, current and future partners of the Centre, and other external stakeholders.

THE CONVERSATION, A CASE STUDY

'Having a second child worsens parents' mental health: new research'

Published in The Conversation December 17, 2018.

Authored by Life Course Centre researchers Dr Leah Ruppanner of the University of Melbourne, and Dr Francisco Perales and Professor Janeen Baxter of The University of Queensland.

160,591 readers

76 comments received

84 tweets

6,713 Facebook shares

Resulted in widespread international media coverage, including Newsweek USA and the home page of *The Guardian* Australia.

MEDIA

>296 news articles in 2018 about published Life Course Centre research

Resulting in:

6,817 twitter mentions about these articles, and **3 Wikipedia citations**

KEY PERFORMANCE INDICATORS

Table 10
Workshops, Conferences and Seminars

	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target 2018
National and international workshops/conferences held/ organised by the Centre	2	14	11	11	13	12
Named Centre sessions at national and international conferences	-	-	-	-	5	5
Seminar presentations	18	41	61	45	38	30
Number of international visitors	9	42	25	14	26	-
Number of international visitors presenting	-	-	-	-	23	15

Table 11
End user links

	Actual 2014	Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target 2018
Public talks	38	16	25	48*	63	25
Number of government, industry, business and community briefings**	34	54	101	104	97	
Briefings and presentations to government	-	-	-	-	50	40
Briefings and presentations to NGOs	-	-	-	-	18	20
Briefings and presentations to industry, professional, business and community groups	-	-	-	-	36	30
Number of new organisations collaborating with, or involved in, the Centre					33	20

* This figure has increased from the previous Annual Report, as seven talks occurred in 2017 but were not reported until 2018.

**Where presentations/briefings involved multiple types of group (Government, NGO, Industry etc.) they are only listed once, but counted towards each group type in the KPI table.

Organisational Support

Table 12
Organisational Support

	2014	2015	2016	2017	2018
Annual cash contributions from administering and collaborating organisations	\$1,031,975	\$1,203,175	\$1,449,350	\$942,500	\$1,367,200
Annual in-kind contributions from administering and collaborating organisations	\$4,061,744	\$6,760,820	\$7,518,618	\$7,097,249	\$7,022,529
Other research income secured by Centre Staff	\$4,564,507	\$3,180,544	\$2,312,981	\$14,362,806	\$11,192,880
ARC grants	\$2,439,267	\$472,061	\$837,619	\$949,500	\$605,150
Other Australian competitive grants	\$1,486,576	0	0	0	\$1,026,750
Public sector and industry grants	\$638,664	\$2,708,483	\$1,475,362	\$13,413,306	\$9,560,980
Number of new organisations collaborating with, or involved in, the Centre	13	26	27	34	33

Table 13
Income and Expenditure

INCOME	2014 \$	2015 \$	2016 \$	2017 \$	2018 \$	2019 BUDGET \$*	2020 BUDGET \$*	2021 BUDGET \$*
Australian Research Council	2,943,492	2,996,205	3,047,140	3,092,847	3,139,239	3,204,651	3,292,154	-
Partner Contributions	1,291,975	1,203,175	1,458,350^	942,050	1,367,200	1,622,337	1,107,101	-
Other Income	-	68,026	(2,818)	12,983	-	-	-	-
TOTAL INCOME	4,235,467	4,267,406	4,502,672	4,047,880	4,506,439	4,826,988	4,399,255	-
EXPENDITURE								
Salaries	362,575	2,943,600	3,372,746	3,916,336	3,546,396	4,705,979	4,550,972	1,798,180
Scholarships/Stipends	1,500	52,734	88,543	81,263	97,428	98,000	99,000	31,000
Equipment	-	20,282	13,563	9,588	1,190	-	-	-
Maintenance	7,427	2,143	10,602	3,869	-	-	-	-
Travel	22,841	219,376	287,442	260,760	283,270	324,120	317,389	279,901
Other	30,433	292,174	142,378	292,144	187,851	814,993	822,587	403,188
TOTAL EXPENDITURE	424,776	3,530,309	3,915,274	4,563,960	4,116,135	5,943,092	5,789,948	2,512,269
ANNUAL SURPLUS/DEFICIT	3,810,691	737,097	587,398	(516,080)	390,304	(1,116,104)	(1,390,693)	(2,512,269)
CARRY FORWARD^^	-	3,810,691	4,547,788	5,144,842	4,604,076	5,019,066	3,902,962	2,512,269
Adjustments ^^	-	-	4,656	(24,686)	24,686	-	-	-
TOTAL	3,810,691	4,547,788	5,139,842	4,604,076	5,019,066	3,902,962	2,512,269	0

^ 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.

* Indicative budget, note increased spending in "Other expenses" for 2019 and onwards to facilitate Portfolio activities.

Table 14
New Funding

Granting Body	Project	Life Course Centre Member(s)	Value (AUD)
Archdiocese of Brisbane Catholic Education	Identifying school engagement practices facilitating academic achievement of Catholic school students	Wojtek Tomaszewski, Yangtao Huang	\$8,800
Australian Government Department of Social Services	Evaluation of the Try, Test and Learn Fund (2018–2020)	Janeen Baxter, Jenny Povey, Christopher Ambrey, Martin O'Flaherty, Cain Polidano, Wojtek Tomaszewski	\$3,300,000
Australian Research Council (ARC)	Linkage: The impact of income support design on the outcomes of children and youth	Anna Zhu	\$320,000
Australian Research Council (ARC)	Discovery Project: Ready to launch? Young Australians' work and family transitions	David Ribar	\$285,150
Commonwealth Department of Health	Evaluation of the national support for child and youth mental health program and longitudinal research plan	Simon Smith, Karen Thorpe, Christopher Ambrey	\$2,596,031
Housing ACT	ACT Housing Cohort Study	Cameron Parsell, Christopher Ambrey	\$199,903
European Union Horizon 2020	SEED project: Social inequality and its effects on child development	Cate Taylor	\$2,310,000
Ministry of Social Development (New Zealand)	Review project on optimal timing for future waves of GUINZ	Francisco Perales, Alice Campbell, Christine Ablaza, Mark Western, Janeen Baxter, Karen Thorpe	\$85,103
National Health and Medical Research Council (NHMRC)	Targeted Call for Research into Indigenous Social and Emotional Wellbeing: Against the odds: Understanding the factors influencing wellbeing among Indigenous youth in the Northern Territory	Stefanie Schurer	\$1,026,750
Queensland Corrective Services	Cameras in Corrections: Exploring the experience and attitudes of custodial officers on the use of body worn cameras in prisons	Emma Antrobus	\$25,000
Queensland Corrective Services	Building Social Capital: An evaluation of the Beenleigh/Logan Probation and Parole Community Hubs project	Emma Antrobus	\$25,000
Queensland Department of Child Safety, Youth and Women	Evaluation: Recovery focused residential care	Cameron Parsell	\$277,995
Queensland Department of Education and Training	Impact of life-threatening illness on education outcomes in Queensland children: A population-based study to identify risk factors and pathways to intervention	Wojtek Tomaszewski, Luregn Schlapbach; Yangtao Huang	\$79,793

Granting Body	Project	Life Course Centre Member(s)	Value (AUD)
Queensland Department of Justice and Attorney-General	Systematic review of criminal justice system responses to domestic and family violence	Lorraine Mazerolle, Elizabeth Eggins	\$59,896
Queensland Police Service	Evaluation of Queensland Police Service (QPS) Walk of Life Project	Emma Antrobus	\$3,300
Social Ventures Australia	Design of an Evaluation Framework for Mimi's House	Jack Lam, Janeen Baxter	\$70,234
The University of Queensland	UQ Candidate Development Award	Ella Kuskoff	\$4,800
The Salvation Army (Queensland) Property Trust	A Transformational Hotel School for the Homeless	Cameron Parsell	\$16,500
UK College of Policing	Development of the Global Policing Database	Lorraine Mazerolle, Elizabeth Eggins	\$208,697
University of Sydney	Office of Global Engagement – Survey to look at the effects of Arsenic water contamination on children's outcomes	Marian Vidal-Fernandez	\$10,000
University of Sydney	University of Sydney Bridging Support Grant	Agnieszka Tymula	\$30,000
University of Sydney	University of Sydney Faculty Research Support Scheme	Agnieszka Tymula	\$8,000
University of Sydney	University of Sydney Faculty Research Support Scheme	Agnieszka Tymula	\$21,800
UQ Global Strategy and Partnerships Seed Funding Scheme	Networking to Strengthen the Strategic Collaboration with partners in Vietnam for NHMRC/NAFOSTED Grant under Australian and Vietnamese Government	Nam Tran	\$18,254
Wesley Medical Research Ltd	Using N-of-1 tests to identify responders to melatonin for sleep disturbance in Parkinson's disease	Simon Smith	\$201,874

* Funding commenced in 2018, total amount of funding awarded shown

Appendix – Centre Outputs

RESEARCH FINDINGS

Journal Articles

1. Aizer, A., Currie, J., Simon, P., & Vivier, P. (2018) Do low levels of blood lead reduce children's future test scores? *American Economic Journal: Applied Economics*. 10(1): 307–341.
2. Almond, D., Currie, J., & Duque, V. (2018) Childhood circumstances and adult outcomes: Act II. *Journal of Economic Literature*. 56(4): 1360–1446.
3. Ambrey, C., & Bitzios, M. (2018) Demystifying residents' walking behaviors: Active transport in South East Queensland, Australia. *International Journal of Sustainable Transportation*. 12(10): 737–752.
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RESEARCH FINDINGS (CONTINUED)

Books

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2. Parsell, C. (2018) *The homeless person in contemporary society: Identities, agency, and choice*. London, UK: Routledge Taylor and Francis Group.
3. Sanders, M. R., & Mazzuchelli, T. G. (Eds.). (2018) *The power of positive parenting: Transforming the lives of children, parents and communities using the Triple P system*. Oxford, UK: Oxford University Press.
4. Welsh, B.C., Farrington, D.P., & Sherman, L.W. (Eds.). (2018) *Costs and Benefits of Preventing Crime*. New York, NY: Routledge Taylor & Francis Group.
5. Yeung, W. J. J., & Hu, S. (Eds.). (2018) *Family and population changes in Singapore: a unique case in the global family change*. London, UK: Routledge Taylor & Francis Group.

Book Chapters

1. Beech, A. R., Nordstrom, B., & Raine, A. (2018) Developmental risk factors. In A. R. Beech, A. J. Carter, R. E. Mann, & P. Rotshtein (Eds.), *The Wiley Blackwell Handbook of Forensic Neuroscience* (pp. 507–529). Wiley-Blackwell.
2. Bennett, S., Hine, L., & Mazerolle, L. (2018). Procedural Justice. In *Oxford Bibliographies in Criminology Online*. Oxford University Press. DOI:10.1093/OBO_dataset_home.10.1093/obo/9780195396607-0241
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5. Leckie, G., & Goldstein H. (2018) Monitoring school performance using value-added and value-table models: Lessons from the UK. In: C. Perna, M. Pratesi, & A. Ruiz-Gazen (Eds.), *Studies in Theoretical and Applied Statistics*. SIS 2016. Springer Proceedings in Mathematics & Statistics (Vol 227). Springer, Cham
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11. Welsh, B.C., & Farrington, D.P. (2018) Assessing the economic costs and benefits of crime prevention. In B. C. Welsh, D. P. Farrington, & L. W. Sherman (Eds.), *Costs and Benefits of Preventing Crime* (pp. 3–19). New York, NY: Routledge Taylor & Francis Group.
12. Welsh, B.C., & Farrington, D.P. (2018) A review of research on the monetary value of preventing crime. In B. C. Welsh, D. P. Farrington, & L. W. Sherman (Eds.), *Costs and Benefits of Preventing Crime* (pp. 87–122). New York, NY: Routledge Taylor & Francis Group.
13. Welsh, B.C., Farrington, D.P., & Sherman, L.W. (2018) Improving confidence in what works and saves money in preventing crime: Priorities for research. In B. C. Welsh, D. P. Farrington, & L. W. Sherman (Eds.), *Costs and Benefits of Preventing Crime* (pp. 269–278). New York, NY: Routledge Taylor & Francis Group.
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15. Yeung, W. J. J. (2018). Conclusion. In W. J. J. Yeung & S. Hu (Eds.), *Family and population changes in Singapore: a unique case in the global family change* (pp. 197–204). London, UK: Routledge Taylor & Francis Group.
16. Yeung, W. J. J., & Hu, S. (2018). Continuity and change in Singapore's population and families. In W. J. J. Yeung & S. Hu (Eds.), *Family and population changes in Singapore: a unique case in the global family change* (pp. 1–26). London, UK: Routledge Taylor & Francis Group.
17. Zych, I., Baldry, A.C., & Farrington, D.P. (2018) School bullying and cyberbullying: Prevalence, characteristics, outcomes, and prevention. In V. Van Hasselt, & M. Bourke. (Eds.), *Handbook of Behavioral Criminology* (pp. 113–138). Switzerland: Springer.

RESEARCH FINDINGS (CONTINUED)

Conference publications

1. Povey, J., Baxter, J., Ambrey, C., Kalb, G., Ribar, D. & Western, M. (2018). The power of linked data: Evaluating diverse multi-program projects designed to reduce welfare dependence. In: *ADRF Network Research Conference: Innovations in Administrative Data for Social Science* (38–38). Washington, D.C.: USA. 12–14 November 2018.
2. Suetani, S., Mamun, A., Williams, G., Najman, J., McGrath, J. & Scott, J. (2018). Longitudinal association between physical activity engagement during adolescence and mental health outcomes in young adults: A 21-year birth cohort study. In: *RANZCP 2018 Congress*, Auckland, New Zealand, (131–131). 13–17 May 2018.

Reports

1. Alati, R., McIlwraith, F., Salom, C., Maravilla, J. & Parsell, C. (2018) *One person, many stories: Consumer experiences of service integration and referrals in far Western Queensland*. Brisbane, QLD. Prepared for the Queensland Mental Health Commission.
2. Ambrey, C., Parsell, C., Robinson, R. & Ball, S. (2018) *Service delivery models and repeat requests for emergency relief*. Brisbane, QLD: Institute for Social Science Research.
3. Comerton-Forde, C., Ip, E., Ribar, D. C., Ross, J., Salamanca, N., & Tsiaplias, S. (2018) *Using survey and banking data to measure financial wellbeing: Commonwealth Bank of Australia and Melbourne Institute Financial Wellbeing Scales Technical Report No. 1*. Melbourne, VIC: Melbourne Institute Applied Economic and Social Research.
4. Haiksen-DeNew, J., Ribar, D., Salamanca, N., & Nicastro, A. (2018) *Using Survey and Banking Data to Understand Australians' Financial Wellbeing*. Commonwealth Bank of Australia.
5. Hassan, R. (2018) *Australian Muslims: The challenge of islamophobia and social distance*. Adelaide, SA: University of South Australia. International Centre for Muslim and non-Muslim understanding. Prepared with the assistance of J. Yarallah and B. Martin and dedicated to B. Martin.
6. Hughes, C., Seear, K., Ritter, A., & Mazerolle, L. (2018) *Criminal justice responses relating to personal use and possession of illicit drugs: The reach of Australian drug diversion programs and barriers and facilitators to expansion*. A report for the Commonwealth Department of Health Commonwealth Department of Health. Published by the National Drug and Alcohol Research Centre.
7. Lam, J., & Baxter, J. (2018) *Evaluation framework for Mimi's House (Hope Services Centre)*. Brisbane, QLD: Institute for Social Science Research, The University of Queensland.
8. Mazerolle, L., Eggins, E., Sydes, M., Hine, L., McEwan, J., Norrie, G. & Somerville, A. (2018) *Criminal justice responses to domestic and family violence. A rapid review of the evaluation literature: Final report*. Prepared for the Queensland Domestic and Family Violence Death Review Unit. Brisbane, QLD: The University of Queensland.
9. Pawson, H., Parsell, C., Saunders, P., Hill, T. and Liu, E. (2018) *Australian Homelessness Monitor 2018*. Melbourne, VIC: Launch Housing.
10. Perales, F., Campbell, A., Ablaza, C., Western, M., Baxter, J., & Thorpe, K. (2018). *Growing Up in New Zealand Study Independent Review: Optimal Timing and Design of Future Data-Collection Waves*. Report prepared for the Growing Up in New Zealand Steering Group, New Zealand Ministry of Social Development. Brisbane, QLD: Institute for Social Science Research, The University of Queensland.
11. Stafford, J., Mitrou, F., Taylor, C., & Baxter, J. (2018) *Statement of Advice on AIHW Information Strategies*. Prepared for the Australian Institute of Health and Welfare.
12. Staton, S., Thorpe, K., Smith, S. S., Irvine, S., & Pattison, C. (2018) *Key outcomes of the Sleep Learning for Early Education Professionals project*. Prepared for the Australian Government Department of Education and Training. Queensland Government.
13. Staton, S., Thorpe, K., Pattinson, C., Smith, S., & Irvine, S. (2018). *Summary Report for the Sleep Learning for Early Education Professionals Project*: Queensland Government, Department of Education.
14. Staton, S., Thorpe, K., Smith, S., Pattinson, C., Irvine, S., Houen, S., Cooke, E., Oakes, C., Harding, M., Groth, K., Spall, P., & Evans A. (2018) *Choosing rest: Finding effective alternatives to mandatory sleep times in Early Childhood Education and Care*: Queensland Government, Department of Education.
15. Sydes, M., Eggins, E., & Mazerolle, L. (2018) *What works in corrections? A review of the evaluation literature*. Prepared for Queensland Department of Corrections. Brisbane, QLD: The University of Queensland.
16. L. Willis, J., Povey, J., Hodges, J., Carroll, A., Pedde, C., & Campbell, A. (2018) *What gives some Principals the edge on parent-school-community engagement? Principal leadership for engaging parents and community in disadvantaged schools: four case studies*. Prepared for the Queensland Department of Education. Brisbane, QLD: The University of Queensland
17. Weisburd, D., & Majmudar, M.K. (2018) *Proactive Policing: Effects on Crime and Communities*. Washington, DC: The National Academies Press.

QUALITY OF RESEARCH OUTPUTS

Awards, prizes and newsworthy announcements

1. Mr Tuhin Biswas, from The University of Queensland, received the Western Travel Award 2018. This award was established in 2016 and is maintained by gifts from Mrs Tasnee Western, in memory of her late husband, Emeritus Professor John Western AM, who was the first Professor of Sociology at The University of Queensland. The scholarship is to support social science by enabling postgraduate research students in the Institute for Social Science Research at The University of Queensland to undertake research internationally.
2. Ms Madonna Boman, from The University of Queensland, won both people's choice, was the overall winner in the ISSR 3 Minute Thesis (3MT) competition, and went on to compete in the UQ HASS 3MT.
3. Ms Madonna Boman, from The University of Queensland, was awarded a Go8-ACOSS bursary to attend the 2018 Australian Council of Social Service National Conference in Sydney in October, \$4000.
4. Ms Leah Cave, from The University of Western Australia, was awarded an Australian Society for Medical Research: WA Medical Research Week Symposium 2018, Award for Best Lay Summary (Clinical Science).
5. Prof Deborah Cobb-Clark, from The University of Sydney, received the Distinguished Fellow Award from the Economic Society of Australia.
6. Ms Kirsten Hancock, from The University of Western Australia, was awarded the best post-graduate publication prize by the Western Australian Institute for Education Research. This is awarded to the best paper by a postgraduate student in the Graduate School of Education, UWA.
7. Ms Ella Kuskoff, from The University of Queensland, was awarded a Go8-ACOSS bursary to attend the 2018 Australian Council of Social Service National Conference in Sydney in October, \$4000.
8. Prof Lorraine Mazerolle, from The University of Queensland, received the American Society of Criminology, Thorsten Sellin & Sheldon and Eleanor Glueck Award. This award is given to call attention to criminological scholarship that considers problems of crime and justice as they are manifested outside the United States; internationally or comparatively.
9. Dr Melissa O'Donnell, from The University of Western Australia, was awarded the W.A. Scientists of the Year award: Early Career Scientist 2018.
10. Ms Nyree Pisanu, a Life Course Centre Honours from 2017, supervised by Dr Walter Forrest and Dr Paco Perales, from The University of Queensland, received the John Western Sociology Prize from the UQ School of Social Science. This is awarded to a student who completes a four-year honours degree with a single or extended major in sociology at UQ, and who achieves the highest mark for their honours thesis and coursework component.
11. Dr Cain Polidano and Chris Ryan, from The University of Melbourne, were awarded The Economic Society of Australia Trevor Swan Prize. This is awarded for the most important contribution to Australian economic policy published in The Economic Record.
12. Mr Peter Rankin, from The University of Queensland, won an Award for Research Excellence for his presentation titled 'Actigraphy-based estimates of sleep duration in young children with and without a sleep log are comparable', at the Australasian Chronobiology Society Conference.
13. Prof Matt Sanders, from The University of Queensland, received a 2018 'Queensland Greats' award from the Queensland Government, awarded by Queensland Premier Annastacia Palaszczuk. Prof Sanders was one of only five individuals honoured in this year's 'Queensland Greats' awards, which recognise the efforts and achievements of extraordinary people for their remarkable contribution to the history and development of Queensland.
14. Ms Laura Simpson Reeves, from The University of Queensland, received the Integrity 20'18 – Student sponsorship. Positions were competitive and were awarded based on relevance of conference agenda to coursework and/or career ambitions.
15. Ms Victoria Sullivan, from The University of Queensland, received the Western Travel Award 2018. This award was established in 2016 and is maintained by gifts from Mrs Tasnee Western, in memory of her late husband, Emeritus Professor John Western AM, who was the first Professor of Sociology at The University of Queensland. The scholarship is to support social science by enabling postgraduate research students in the Institute for Social Science Research at The University of Queensland to undertake research internationally.
16. Dr Agnieszka Tymula, from The University of Sydney, was elected to the Board of the Society for Neuroeconomics.
17. Dr Marian Vidal-Fernandez, from The University of Sydney, was awarded a University of Sydney Vice-Chancellor Culturally and Linguistically Diverse Woman Leadership Program Award.
18. Dr Marian Vidal-Fernandez, from The University of Sydney, was elected as a European Society for Population Economics as a Council member.
19. Dr Marian Vidal-Fernandez, from The University of Sydney, was awarded a World Bank Economic Review Excellence in Refereeing Award.
20. Dr Renee Zahnow, from The University of Queensland, was awarded The Academy of the Social Sciences in Australia 2018 Paul Bourke Award for Early Career Research. The Academy honours Australians in the early part of their career who have achieved excellence in scholarship in one or more fields of the social sciences.
21. Prof Stephen Zubrick, from The University of Western Australia, was shortlisted for WA Premier's Scientist of the Year award. Four scientists were nominated for the 2018 WA Scientist of the Year award.

QUALITY OF RESEARCH OUTPUTS (CONTINUED)

Non-academic publications

1. Christensen, D. (2018, February 12) Does Nicholas Cage really cause drowning? A new approach to thinking about causality in observational studies. Medium. Retrieved from <https://medium.com/@daniel.christensen/does-nicholas-cage-really-cause-drowning-5be210fd0393>.
2. Clarke, A. & Parsell C. (2018, October 22) Turning 'big brother' surveillance into a helping hand to the homeless. The Conversation. Retrieved from <https://theconversation.com/turning-big-brother-surveillance-into-a-helping-hand-to-the-homeless-104851>.
3. Harris, H. & Bryne, R. (2018, May 4) How to tell if your kid's 'fussy eating' phase is normal. The Conversation. Retrieved from <https://theconversation.com/how-to-tell-if-your-kids-fussy-eating-phase-is-normal-92118>.
4. Herault, N. (2018, February 23) New evidence suggests we may need to rethink policies aimed at poverty. The Conversation. Retrieved from <https://theconversation.com/new-evidence-suggests-we-may-need-to-rethink-policies-aimed-at-poverty-92268>.
5. Herault, N., Azpitarte, F. & Johnson, G. (2018, February 23) The Australians stuck below the poverty line. Pursuit. Retrieved from <https://pursuit.unimelb.edu.au/articles/the-australians-stuck-below-the-poverty-line>.
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QUALITY OF RESEARCH OUTPUTS (CONTINUED)

Submissions

1. Baxter, J. (2018) Submission in response to the New Australian Government Data Sharing and Release Legislation, Issues paper for Consultation Office of the National Data Commissioner; Department of the Prime Minister and Cabinet; Australian Government
2. Life Course Centre (2018) Inquiry into intergenerational welfare dependence Parliament of the Commonwealth of Australia House of Representatives Select Committee on intergenerational welfare dependence
3. Life Course Centre (2018) Submission to the Department of Social Services on their 'Research Strategy 2018-2021'. Submitted to the Australian Department of Social Services, April 2018.
4. Life Course Centre (2018) Submission to the Review to Achieve Educational Excellence in Australian Schools, instigated by the Department of Education and Training, which reported in March 2018.
5. Mazerolle, L. (2018) Chief Investigator Professor Lorraine Mazerolle was involved in the development of the Queensland Government's Youth Justice Strategy 2019–2023. Professor Mazerolle served on the Youth Justice Strategy Reference Group in 2018.
6. Staton, S. & Smith, S. (2018) Submission to inquiry into sleep health awareness in Australia: The Australian Parliament's House Standing Committee on Health, Aged Care and Sport. Parliament of Australia
7. Withers, G., Western, M., McEachern, S., Beaton, J., & West, L. (2018) Academy Response to Research Infrastructure Investment Plan and HASS Scoping Study Australian Government Department of Education and Training

CENTRE SPECIFIC INDICATORS

New Interventions

1. **Try, Test and Learn Fund (tranche 1): Data driven job opportunities for young carers.** Part of the Try, Test and Learn fund to achieve welfare reform, this intervention involved an online platform that will use data analytics and augmented intelligence to match guaranteed job opportunities and training with young carers. Co-designed by: Chandler Macleod, IBM, the Institute for Social Science Research UQ, Curtin University, Key Assets, Mater Research Institute and Carers NSW. Funds awarded from the Department of Social Services. Total funding \$2.1 million.
2. **Try, Test and Learn Fund (tranche 2): Testing the Efficacy of the Ability School Engagement Program (ASEP).** These funds from the Department of Social Services support small-scale trials of new or innovative approaches to support people at risk of long-term welfare dependence. This program will determine the sustainability of delivering the ASEP at a larger scale and the characteristics of the truanting young people for whom the program works best. The up-scaled ASEP will involve 1000 participating truants, half of which will be randomly allocated to ASEP intervention, and will be coordinated by The University of Queensland, in partnership with the Department of Education, the Queensland Police Service and a family group conference delivery company: Restorative Outcomes Australia (ROA). Total funding \$1.8 million.
3. **Alliance of Parents and Teachers Resource Development (APT),** funded by Social Interventions Portfolio, Life Course Centre. Research funds were distributed in 2017 and the research was conducted in 2018. Julie Hodges, Grace Kirby, Matthew Sanders. The aim of this research was to develop, trial and evaluate a skills-based workshop for teachers (the APT teacher workshop) that focuses on the building a strong partnership between home and school in the primary school years. Total funding: \$20,000
4. **The Positive Early Childhood Education (PECE) program: trial development and industry engagement,** funded by Social Interventions Portfolio, Life Course Centre. Research funds were distributed in 2017 and the research was conducted in 2017/2018. Cassandra Dittman, Karen Turner, Julie Rusby, Matthew Sanders. This research aimed to: develop protocols for mentoring and coaching to support educators to implement the strategies, and sustain implementation over time; and to examine whether PECE is effective at improving educator competence and confidence in promoting young children's development and managing difficult behaviour, improving child prosocial behaviour and reducing disruptive child behaviour and improving ECE personal and work adjustment. Total funding: \$31,800
5. **Social Capital Hubs Evaluation,** funded by Queensland Corrective Services 2018. Emma Antrobus. Understanding how Probation and Parole services can better engage their clients and link them up with relevant social supports with the ultimate goal of reducing reoffending. The research aims to explore the implementation processes of Hubs and to examine how the Hubs affect: participants' engagement with services and the broader community; staff interactions with offenders and caseload management; service providers' connection with offender-clients. Total funding: \$25,000.

New policies and programs informed by the Centre

1. House of Representatives Select Committee on Intergenerational Welfare Dependence, Discussion Paper, August 2018. Paper cited: Prof Cobb-Clark, Dr Dahmann, Dr Salamanca and Dr Zhu, 'Intergenerational Disadvantage: Learning About Equal Opportunity From Social Assistance Receipt', Life Course Centre, October 2017, p. 26.
2. Productivity Commission 2018, Rising inequality? A stocktake of the evidence, Commission Research Paper, Canberra. This report cited seven papers by 14 Life Course Centre researchers, and 11 papers contributed by Life Course Centre partners/students.
3. Youth Justice Strategy Reference Group 2018. Queensland Government. Lorraine Mazerolle contributed as a Member, Youth Justice Strategy Reference Group, Queensland Government (2018–present). Further, Prof Mazerolle met with the Minister for Child Safety, Youth and Women and Minister for the Prevention of Domestic and Family Violence, 29 October 2018, to discuss Queensland Government's proposed Human Rights Bill 2018, and associated consequential amendments to the Youth Justice Act 1992.
4. Submission in response to the New Australian Government Data Sharing and Release Legislation, Issues paper for Consultation Office of the National Data Commissioner; Department of the Prime Minister and Cabinet; Australian Government. Prof Janeen Baxter September 2018. Advice was also given through three stakeholder briefings:
 - Commonwealth Department of the Prime Minister and Cabinet, The Office of the National Data Commissioner, 20 September 2018. Nature of briefing/presentation: Roundtable about new Commonwealth Data Sharing and Release Legislation; Life Course Centre member: Prof Mark Western.
 - Department of the Prime Minister and Cabinet, 28 August 2018. Nature of briefing/presentation: Data linkage and policy briefing to Phillip Gould, Assistant Secretary Office of the National Data Commissioner Life Course Centre member: Prof Mark Western.
 - Department of the Prime Minister and Cabinet, Wednesday, 31 October 2018. Nature of briefing/presentation: Brisbane Data Legislation Roundtable; Life Course Centre member: Prof Janeen Baxter.
5. Life Course Centre researchers at ISSR were contracted by the New Zealand Ministry of Social Development (MSD) to write a report on how to move forward with the Growing Up in New Zealand (GuiNZ) study, with particular reference to the design of future waves. Growing Up in NZ (GuiNZ) is Aotearoa's largest contemporary study of children and families. Report: Perales, F., Campbell, A., Ablaza, C., Western, M., Baxter, J., & Thorpe, K. (2018). Growing Up in New Zealand Study Independent Review: Optimal Timing and Design of Future

CENTRE SPECIFIC INDICATORS (CONTINUED)

- Data-Collection Waves. Report prepared for the Growing Up in New Zealand Steering Group, New Zealand Ministry of Social Development. Institute for Social Science Research, The University of Queensland.
6. The Triple P Positive Parenting program received additional funds from the Queensland State Government in August for the continuation of free access to parenting training. Researchers in the Life Course Centre will continue to assess the effectiveness of the program through the 'Every Family' population level trial to determine its effectiveness.
 7. Australian Bureau of Statistics, 6 February 2018. Nature of briefing/presentation: Discuss the results of the Dress Rehearsal for the 2018-19 National Aboriginal and Torres Strait Islander Health Survey. The Advisory Group reached a consensus on content and procedural options to be proposed to the Steering Committee for final sign off. The Steering Committee comprises ABS and the Departments of Health and Prime Minister and Cabinet; Life Course Centre member: Mr Francis Mitrou.
 8. Australian Government Department of Education and Training, 23 March 2018. Nature of briefing/presentation: Expert panel to advise on research and trials on student equity in higher education under the Higher Education Participation and Partnerships Program (HEPPP); Life Course Centre member: Dr Wojtek Tomaszewski.
 9. Australian Government Department of Social Services, 12 March 2018. Nature of briefing/presentation: Advice to Department of Social Services about their policy called 'Access to Opportunity'; Life Course Centre member: Prof Janeen Baxter.
 10. Australian Government Department of Social Services, 22 March 2018. Nature of briefing/presentation: Written advice on the DSS 'Research Strategy 2018–2021'; Life Course Centre members: Prof Janeen Baxter, Prof Mark Western, Prof Deborah Cobb-Clark, Prof Stephen Zubrick, Prof Lorraine Mazerolle.
 11. Queensland Government Department of Housing and Public Works, 21 May 2018. Nature of briefing/presentation: Design Session with the Department of Housing and Public Works, focus on identifying the data and information capability required to enable housing pathways and ultimately greater Queensland participation in social and economic life; Life Course Centre member: Prof Mark Western.
 12. Australian Government Department of Prime Minister and Cabinet, 14 June 2018. Nature of briefing/presentation: Technical working group for the PMC Closing the Gap Refresh. Helping design the key measures for Closing the Gap; Life Course Centre member: Mr Francis Mitrou.
 13. National Centre for Student Equity in Higher Education (NCSEHE), 14 June 2018. Nature of briefing/presentation: Invited workshop organised by the National Centre for Student Equity in Higher Education (NCSEHE) 'Towards 2030 – A long-term strategic vision for student equity'. NCSEHE is funded by the Department of Education. This resulted in a discussion paper, which was presented to the Department of Education; Life Course Centre member: Dr Wojtek Tomaszewski.
 14. The National Office for Child Safety, 29 August 2018. Nature of briefing/presentation: To provide advice around the following initiatives: development of a National Strategy to Prevent Child Sexual Abuse; co-ordination of the National Principles for Child Safe Organisations; Development of the Commonwealth's Child Safe Framework on a national child maltreatment study; work on setting up a national centre to raise awareness and understanding of the impacts of child sexual abuse, and development of a new National Framework for Child Safety post-2020; Life Course Centre members: Mark Western, Janeen Baxter.
 15. Western Australian Police, 28 November 2018. Nature of briefing/presentation: WA Police are in the process of improving their use of administrative data systems to support evidence-based policing for young offenders. This includes a new focus on life course criminology, using service data to identify more efficient points of intervention with the goal of preventing transitions to adult criminality. Role in the meeting was to describe how Police data could be integrated with other state service data to allow more nuanced targeting of Police diversion practices for young offenders; Life Course Centre member: Mr Francis Mitrou.
 16. Australian Research Alliance for Children and Youth, 23 November 2018. Nature of briefing/presentation: ARACY invited representatives from academia, government and the NGO sector to a workshop to help develop their National Action Plan for Children's Health 2020–2030; Life Course Centre member: Mr Francis Mitrou.

New statistical models developed

1. Goldstein, H., Browne, W.J., & Charlton, C. (2018) A Bayesian model for measurement and misclassification errors alongside missing data, with an application to higher education participation in Australia. *Journal of Applied Statistics*. 45(5): 918–931.
2. Goldstein, H., Carpenter, J., & Kenward, M.G. (2018) Bayesian models for weighted data with missing values: a bootstrap approach. *Journal of the Royal Statistical Society. Series C: Applied Statistics*. 67(4): 1071–1081.
3. Goldstein, H., Leckie, G., Charlton, C., Tilling, K., & Browne, W.J. (2018) Multilevel growth curve models that incorporate a random coefficient model for the level 1 variance function. *Statistical Methods in Medical Research*. 27(11): 3478–3491.
4. Wu, L., Wang, Y., Li, X. and Gao, J. (2018) What-and-where to match: Deep spatially multiplicative integration networks for person re-identification. *Pattern Recognition*. 76: 727–738.

Working Papers

1. Baghal, T., Bryson, C., Fisher, H., Hanson, T., Jessop, C., Low, H., Lynn, P., Martin, N., McKay, S., Sloan, L., & Sobolewska, M. (2018). Understanding Society Innovation Panel Wave 10: Results from methodological experiments. *Understanding Society Working Paper Series*. 2018-06
2. Baldwin, E. & O'Flaherty, M. (2018). Enriching the rich? A review of extracurricular activities, socioeconomic status and adolescent achievement. *Life Course Centre Working Paper Series*. 2018-17

CENTRE SPECIFIC INDICATORS (CONTINUED)

3. Baum C. F., Loof, H., & Stephan, A. (2018). Economic impact of STEM migrant workers. *Life Course Centre Working Paper Series*. 2018-18
4. Beaton, T., Kidd, M.P., & Sandi, M. (2018). Age in cohort, school indiscipline and crime: Regression-discontinuity estimates for Queensland. *Life Course Centre Working Paper Series*. 2018-13
5. Beaton, T. & Frijters, P. (2018). Do changes in the lives of our peers make us unhappy? *Life Course Centre Working Paper Series*. 2018-14
6. Blunch, N-H., Ribar, D. & Western, M. (2018). Under pressure? Assessing the roles of skills and other personal resources for work-life strains. *IZA Discussion Paper No.* 12055.
7. Blunch, N-H., Ribar, D. & Western, M. (2018). Under pressure? Assessing the roles of skills and other personal resources for work-life strains. *Global Labour Organisation Discussion Paper Series Discussion Paper*. 292
8. Brunori, P., Hufe, P., & Mahler, D. G. (2018). The roots of inequality: Estimating inequality of opportunity from regression trees. *Life Course Centre Working Paper Series*. 2018-01
9. Bubonya, M., Cobb-Clark, D. A., Christensen, D., Johnson, S. E., & Zubrick, S. R. (2018). The great recession and children's mental health in Australia. *Life Course Centre Working Paper Series*. 2018-20
10. Cano T. (2018). Fathers' Involvement in Childcare Before and During the Great Recession. *Life Course Centre Working Paper Series*. 2018-03
11. Cave, L., Shepherd, C., Cooper, M., & Zubrick, S. R. (2018). Prevalence of racial discrimination in a cohort of Aboriginal and Torres Strait Islander children. *Life Course Centre Working Paper Series*. 2018-19
12. Cobb-Clark, D. A., Harmon, C., & Staneva, A. (2018). The bilingual gap in children's language and emotional development. *Life Course Centre Working Paper Series*. 2018-15
13. Cobb-Clark, D. A., Kettlewell, N., Schurer, S., & Silburn, S. (2018). The Effect of quarantining welfare on school attendance in indigenous communities. *IZA Discussion Paper No.* 11514
14. Curry, M., Mooi-Reci, I., & Wooden, M. (2018). Parental joblessness and the moderating role of a university degree on the school-to-work transition in Australia and the United States. *Life Course Centre Working Paper Series*. 2018-09
15. Dahmann, S.C. & Anger, S. (2018). Cross-fertilizing gains or crowding out? Schooling intensity and noncognitive skills. *HCEO Working Paper Series* 2018-065
16. Deutscher, N. (2018). Place, jobs, peers and the teenage years: Exposure effects and intergenerational mobility. *Life Course Centre Working Paper Series*. 2018-07
17. Deutscher, N. (2018). What drives second generation success? The role of education, culture and social context. *Life Course Centre Working Paper Series*. 2018-21
18. Doiron, D. & Kettlewell, N. (2018). Family formation and demand for health insurance. *University of Sydney, School of Economics Working Paper Series No.* 2018-8
19. Feld, J., Salamanca, N. & Zolitz, U. (2018). Are professors worth it? The value-added and costs of tutorial instructors. *University of Zurich, Working paper series / Department of Economics* 293
20. Huang, Y., Perales, F., & Western, M. (2018). The long arm of parental advantage: Socio-economic background and parental wealth transfers over adult children's life courses. *Life Course Centre Working Paper Series*. 2018-05
21. Jenkins, S. & Herauld, N. (2018). How valid are synthetic panel estimates of poverty dynamics? *IZA Discussion Paper No.* 11484
22. Kettlewell, N. (2018). Risk preference dynamics around life events. *Life Course Centre Working Paper Series*. 2018-10
23. Kettlewell, N., Rijsdijk, F., Siribaddana, S., Sumathipala, A., Tymula, A., Zavos, H. & Glozier, N. (2018). Civil war, natural disaster and risk preferences: Evidence from Sri Lankan twins. *IZA Discussion Paper No.* 11901
24. Kuhhirt, M. & Klein, M. (2018). The social stratification of early TV consumption and children's cognitive, language and behavioral development. *Life Course Centre Working Paper Series*. 2018-06
25. Mendolia, S., Paloyo, A. R., & Walker, I. (2018). The effect of religiosity on adolescent risky behaviors. *Life Course Centre Working Paper Series*. 2018-08
26. O'Flaherty, M. & Baxter, J. (2018). The 'developmental gradient' revisited: Australian children's time with adult caregivers from infancy to middle childhood. *Life Course Centre Working Paper Series*. 2018-16
27. Salamanca, N. (2018). The dynamic properties of economic preferences. *Melbourne Institute Working Paper No.* 04/18
28. Schurer, S. & Kassenboehmer, S. (2018). Survey item-response behavior as an imperfect proxy for unobserved ability: Theory and application. *IZA Discussion Paper No.* 11449
29. Schurer, S. & Trajkovski, K. (2018). Understanding the mechanisms through which adverse childhood experiences affect lifetime economic outcomes. *IZA Discussion Paper No.* 11450
30. 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
31. Schurer, S. & Elkins, R. (2018). Exploring the role of fathers in non-cognitive skill development over the lifecourse. *IZA Discussion Paper No.* 11451
32. Spallek, M., Haynes, M., Baxter, J., & Kapelle, N. (2018). Relationship separation and length of time in receipt of income support payments: A longitudinal analysis of Australian Government administrative data. *Life Course Centre Working Paper Series*. 2018-11
33. Tomaszewski, W., Perales, F., Xiang, N., & Kubler, M. (2018). Beyond graduation: Socio-economic background and post-university outcomes of Australian graduates. *Life Course Centre Working Paper Series*. 2018-22
34. Vidal, S. & Jarallah, Y. (2018). Union dissolution decisions and childbearing in subsequent unions: A study of Australian Panel Data. *Life Course Centre Working Paper Series*. 2018-02
35. Western, M. (2018). How to increase the relevance and use of social and behavioral science: Lessons for policy-makers, researchers and others. *Life Course Centre Working Paper Series*. 2018-12

RESEARCHERS

Continuing Postgraduate Students

Student	Supervisor(s)	Institution	Program	Topic
Christina Ablaza	Mark Western, Wojtek Tomaszewski, Christopher Manning	UQ	PhD	Do temporary contracts help or hurt workers: Evidence from the Philippines
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	Cameron Parsell, Jack Lam	UQ	PhD	Risky transitions: young people moving from out-of-home care in Queensland, Australia
Alice Campbell	Francisco Perales, Janeen Baxter	UQ	PhD	Sexual Identity Fluidity: The prevalence, predictors and outcomes of sexual identity change in two cohorts of Australian women
Leah Cave	Stephen Zubrick, Carrington Shepherd, Matthew Cooper, Hayley Christian	UWA	PhD	Pathways between racial discrimination and the health and wellbeing of Aboriginal and Torres Strait Islander children and young people
Carys Chainey	Kylie Burke, Michele Haynes	UQ	PhD	Childhood adversity in Australia: Does parenting moderate its effect on wellbeing?
Laetitia Coles	Wojtek Tomaszewski, Belinda Hewitt, Lynda Cheshire	UQ	PhD	Highly involved breadwinner dads: Determinants of father involvement with children amongst fathers who work very long hours
Patricia Collingwood	Lorraine Mazerolle, Jason Ferris	UQ	PhD	High school truancy and welfare dynamics: Exploring the nexus between truanting, truanting frequency, and welfare receipt and reliance from late adolescence to early adulthood.
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
Ruth (Lute) Faleolo	Paul Memmott, Kelly Greenop, Mark Western, Denise Clague	UQ	PhD	The significant links between the spatial distribution of the Pasifika migrant community in Brisbane's urban environment and the well being of the Brisbane Pasifika migrant community
Kirsten Hancock	Stephen Zubrick, Cate Taylor, David Lawrence	UWA	PhD	Does the reason make a difference? Assessing school absence codes and their associations with student achievement
Nam (April) Hoang	Matt Sanders, Divna Haslam, James Kirby	UQ	PhD	The effectiveness of the Triple P – Positive Parenting Program with Vietnamese parents whose children have mental health problems
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
Ella Kuskoff	Cameron Parsell, Andrew Clarke, Gregory Marston	UQ	PhD	Achieving cultural change through policy: An analysis of state intervention in cultural aspects of domestic violence

RESEARCHERS (CONTINUED)

Student	Supervisor(s)	Institution	Program	Topic
Felix Leung	Stefanie Schurer, Peter Exterkate	USyd	PhD	The causal effects of cognitive and noncognitive skills on education
Cari McIllduff	Karen Turner, Christine Wilson, Matt Sanders	UQ	PhD	Indigenous Triple P: Community engagement and collaboration towards positive change
Paul Morton	Lorraine Mazerolle, Sarah Bennett	UQ	PhD	Operation galley
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 child and parent outcomes
Kevin Pugh	Marian Vidal-Fernandez, Yi Sun, Valentina Duque	USyd	PhD	Three essays on the economics of school education
Peter Rankin	Karen Thorpe, Mark Western, Michele Haynes	UQ	PhD	Using Bayesian models to understand how social disadvantage impacts people throughout their life course
Nikita Sharma	Wojtek Tomaszewski, Jenny Povey, Janeen Baxter	UQ	PhD	Immigrants in the Australian labour market
Laura Simpson Reeves	Cameron Parsell, Shuang Liu	UQ	PhD	Understanding cultural perceptions of relative poverty
Angelina Tang	Francisco Perales, Janeen Baxter, Francisco Rowe	UQ	PhD	Overseas graduates in Australia: characteristics, dynamics and change
Nicole Watson	Janeen Baxter, John Henstridge, Michele Haynes	UQ	PhD	Improvements in non-response adjustments for complex longitudinal survey data
Clement Wong	Michael Coelli, Andrew Clarke, David Ribar	UoM	PhD	Consequences of living independently: essays on nest-leaving and the transition to adulthood

Early Career Researchers

1. [Dr Stephanie Cardwell, The University of Queensland](#)
2. [Dr Sarah Dahmann, The University of Sydney](#)
3. [Dr Valentina Duque, The University of Queensland](#)
4. [Dr Holly Harris, The University of Sydney](#)
5. [Dr Yangtao Huang, The University of Queensland](#)
6. [Dr Jan Kabátek, The University of Melbourne](#)
7. [Dr Sara Kalucza, The University of Queensland](#)
8. [Dr Nathan Kettlewell, The University of Sydney](#)
9. [Dr Jack Lam, The University of Queensland](#)
10. [Dr Jordy Meekes, The University of Queensland](#)

11. [Dr Martin O'Flaherty, The University of Queensland](#)
12. [Dr Tina Rampino, The University of Queensland](#)
13. [Dr Nicolás Salamanca, The University of Melbourne](#)
14. [Dr Juliana Silva Goncalves, The University of Queensland](#)
15. [Dr Sally Staton, The University of Melbourne](#)
16. [Dr Nam Tran, The University of Queensland](#)
17. [Dr Lin Wu, The University of Queensland](#)
18. [Dr Paula Wyndow, The University of Western Australia](#)
19. [Dr Renee Zahnow, The University of Sydney](#)
20. [Dr Anna Zhu, The University of Melbourne](#)

MENTORING AND CAREER DEVELOPMENT PROGRAMS

Student placements

UQ Summer/Winter Scholar Research Program: The UQ Summer/Winter Scholar 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. ISSR at UQ offers internships over the summer break and winter breaks, and runs lunchtime conversations with researchers to provide information about their current and future research, as well as navigating a career post-PhD. This year ISSR hosted 11 students, 10 of whom were affiliated with the Life Course Centre. Additional financial support was offered to Life Course Centre ECRs at UQ to support the supervision of scholars. This program also provides career development/mentoring for ECRs, helping them gain supervisory experience, with junior ECRs paired with an experienced advisor.

Other internships: Dr Nam Tran hosted an intern MA student for two months from Tilburg University, The Netherlands. The student worked with Dr Tran in a systematic review and analysis of growth mindset and academic outcomes among disadvantaged students.

Outgoing student placements: Ella Kuskoff, as part of her PhD program, took part in an industry placement with 'Ending Violence Association of British Columbia', in Canada. This placement was facilitated by the Life Course Centre student travel award. Sarah Ball, as part of her PhD program, took part in an industry placement with 'ThinkPlace Global', Canberra, a strategic design consultancy whose work spans the public sector, private sector, and the non-profit and voluntary sector. This placement was facilitated by the Life Course Centre student travel award.

Career advice and group mentoring sessions

Lunchtime career mentoring sessions

As part of the Centre student forum and ISSR undergraduate scholar programs, guests are invited to talk to attending students, both via the internet and in person, about their current and future research, as well as offering career advice.

1. Dr Francisco Perales (The University of Queensland) met with students to discuss his research and provide career advice, 17 January 2018.
2. Prof Mark Western (The University of Queensland) met with students to discuss his research and provide career advice, 31 January 2018.
3. Prof David Ribar (University of Melbourne) met with students to discuss his research and provide career advice, 24 July 2018.
4. Dr Sara Kalucza, (The University of Queensland) attended the Life Course Centre Student forum to discuss her PhD research and future research plans, 30 October 2018.
5. Dr Jenny Povey (The University of Queensland), met with students to discuss her research and provide career advice, 12 December 2018.
6. Dr Francisco Perales (The University of Queensland) met with students to discuss his research and provide career advice, 28 November 2018.

Life Course Centre Researchers' week Student day: Mentoring lunch followed by interactive session: As part of the Life Course Centre Researchers' week student focused day a mentoring lunch was held with senior academics sitting at tables with groups of students, followed by an interactive workshop session where four senior academics talked about the life cycle of a student and provided career advice: Mark Western, Janeen Baxter, Cameron Parsell, Kathryn Edin. The University of Queensland, 14 June 2018.

Family Dynamics Group: Circle mentoring with the Centre director for students, early career and mid-career researchers from the Family Dynamics research group, around 12 attendees (6 students, 6 staff). The University of Queensland. Eight meetings in 2018: 14 March, 10 April, 9 May, 19 July, 8 August, 12 September, 10 October, 13 November 2018.

Anti-Poverty week event: Seminar by Dr Richard Gibbs followed by interactive session. Dr Richard Gibbs is a leading economist and public policy specialist with over 25 years' experience across Australia, New Zealand, the US, the UK, Europe and the Middle East. He spoke about his journey, why he thinks it is important for economists to be involved with NGOs and gave career advice for students looking to make this a career choice Co-hosted by the Life Course Centre and the School of Economics, University of Sydney, 18 October 2018.

Mentoring with international visitors

1. **Professor Kathryn Edin (Princeton University):** One-on-one meetings with Professor Kathryn Edin were held during Researchers' week to provide both academic and mentoring advice to students and early career researchers, 15 June 2018.
2. **Professor Robert Haveman (University of Wisconsin-Madison):** Professor Haveman mentored faculty and students during his one month visit to the Melbourne Institute, 6 to 31 January 2018.
3. **Professor Harvey Goldstein (University of Bristol):** Professor Goldstein mentored early career researchers and students during his visit, 15 October to 2 November 2018.

Career development through committee membership

Capacity Building Portfolio: The chair of the Capacity building portfolio committee is an annual appointment awarded to a Life Course Centre academic who has not previously sat on the executive committee. A senior academic mentors the chair. In 2018 Dr Wojtek Tomaszewski chaired this committee, mentored by Prof Baxter. The committee also include two student members who received career development through their role as active members of the committee (Laura Simpson Reeves and Leah Cave). Four meetings were held in 2018. Members: Wojtek Tomaszewski, Marian Vidal-Fernandez, Nicolás Salamanca, Leah Cave, Laura Simpson Reeves, Lisa Pope).

Student Forum: The Life Course Centre Student forum was led by a student committee and supported by a professional staff member. The forum met eleven times in 2018, with the committee setting an agenda, keeping minutes and producing a regular newsletter. Opportunities to take part in the committee will be made available each year. Members: chairperson (Gursimran Dhamrait), Secretary (Madonna Boman) and Communications officer (Leah Cave).

PROFESSIONAL TRAINING

Number of training courses held/ offered by the Centre

Professional training courses for staff and/or students

1. Project Management for (Commercial) Research, 13 June 2018. Delivered by Alessi Anibaldi and Russell Mackay from the Brisbane based consultancy 'Project Partnership', The University of Queensland.
2. Why quantitative social science should adore qualitative social science and vice versa – mixed methods training, 14 June 2018. Delivered by Prof Kathryn Edin, The University of Queensland.
3. Longform writing for impact professional training course, 18 April 2018. Delivered by Jo Chandler from The University of Melbourne at Telethon Kids Institute, The University of Western Australia.
4. How to be both an innovator and a researcher: managing conflicts of interest and ensuring research integrity, 12 June 2018. Delivered by Prof Matthew Sanders, The University of Queensland.
5. Human Research Ethics for Life Course Centre students, 14 June 2018. Delivered by Dr Shirin (Maryam) Jamarani, The University of Queensland.
6. Statistics showcase, 14 June 2018. Delivered by Nam Tran, Martin O'Flaherty, Sophie Aiyer, Stephanie Cardwell, The University of Queensland.
7. Grant writing: Talks about different grant schemes followed by discussion, 13 June 2018. Delivered by Janeen Baxter, Cameron Parsell, Mark Western, Sarah Forbes, Karen Stubbins, The University of Queensland.
8. Life Course Centre grants and opportunities: Briefing on grants and awards available to Life Course Centre Research Fellows, followed by talks from Research Fellows who have received travel awards, 12 June, The University of Queensland.
9. Life Cycle of a student: career advice and Life Course Centre opportunities: Briefing on Grants and awards available to Life Course Centre HDR students, followed by talks from students who have received travel awards, 13 June, The University of Queensland.
10. Research Linkages Initiatives tips for project and career success with interdisciplinary and engaged research, Life Course Centre Researchers' Week, 12 June 2018 Delivered by Anna Zhu and Irma Mooi-Reci, The University of Melbourne.
11. Understanding longitudinal data and statistical analyses – a practical workshop, 4-5 September 2018. Presented to students at the University of Tsukuba, Tokyo. Delivered by Abdullah Mamun, The University of Queensland.

Professional training for staff, students and stakeholders

12. Systematic Review workshop, October 18, 2018. Delivered by Charlotte Gill, George Mason University, Angela Higginson, Queensland University of Technology, Elizabeth Eggins & Lorraine Mazerolle, The University of Queensland hosted by The University of Queensland.

Professional training for stakeholders

13. Evidence based policing workshops (two sessions delivered: Queensland Police Force and Australian Federal Police), Lorraine Mazerolle, 2018.
14. Workshop: Circumstances for healthy children and empowered communities. Department of Communities Early Years Initiative Workshop, Perth, Stephen Zubrick, 29 August 2018
15. Analysis of Longitudinal Administrative data workshop. 5-day workshop on the Analysis of Longitudinal Administrative Data to the Department of Social Services. This workshop was commissioned by DSS to ISSR – Michele Haynes, Martin O'Flaherty, Melanie Spallek, 4–8 March 2018.
16. Triple P Group sessions: These are comprised of five group sessions and three telephone calls. Eight training sessions delivered in 2018: Leichhardt (7 February), Toowoomba (1 March, 6 April, 30 May, 23 July), Moreton Bay (6 March, 22 May), Ipswich (31 July).
17. Level 2 Brief Primary Care. Four sessions were delivered in 2018 between May and June in Ipswich (2 May, 16 May, 30 May, 27 June).

NUMBER OF WORKSHOPS/CONFERENCES HELD/OFFERED BY THE CENTRE

National and international workshops/conference held/organised by the Centre

1. Bayesian models for weighted data with missing values: a bootstrap approach, 23 October 2018, The University of Queensland, Brisbane, Australia.
2. Big data analytics for social computing (BDASC'18), held in conjunction with the 22nd Pacific-Asian Conference on Knowledge Discovery and Data Mining (PAKDD'18), 6 June 2018, The University of Melbourne, Melbourne, Australia.
3. Education: The Panacea to Poverty? 9 October 2018, The University of Queensland, Brisbane, Australia.
4. Labour Econometric Workshop (LEW), 17–18 August 2018, The University of Melbourne and The University of Sydney, Sydney, Australia.
5. Life Course Centre Researchers' Week June 2018, Life Course Centre, Brisbane, Australia.
6. Mini-Workshop on Experiments and Inventions in Schools, 27 February 2018, The University of Sydney, Sydney, Australia.
7. Refugee Settlement and Wellbeing over the Lifecourse, 21 May, The University of Queensland, Brisbane, Australia.
8. The application of Big Data to helping improve the educational outcomes of young Australians, 21 April 2018, The University of Queensland, Brisbane, Australia.
9. Workshop on Intergenerational Disadvantage, 23 May 2018, The University of Western Australia, The University of Sydney, Sydney, Australia.

Every Family workshops

10. Discussion group: Dealing with disobedience. Delivered by the Every Family program (five sessions): 26 February, Moreton Bay; 7 March, Moreton Bay; 3 May, Ipswich; 22 May, Moreton Bay; 24 July, Moreton Bay.
11. Discussion group: Developing good bedtime routines. Delivered by the Every Family program (seven sessions): 5 March, Moreton Bay; 11 May, Toowoomba; 17 May, Ipswich; 5 June, Moreton Bay; 31 July, Moreton Bay; 11 June, Ipswich; 31 October, Ipswich.
12. Discussion group: Hassle-free shopping with children. Delivered by the Every Family program (five sessions): 19 February, Moreton Bay; 28 March, Moreton Bay; 12 June, Moreton Bay; 13 November, Redcliffe; 28 November, North Ipswich.
13. Discussion group: Managing fighting and aggression. Delivered by the Every Family program (six sessions): 12 March, Moreton Bay; 21 March, Moreton Bay; 29 May, Moreton Bay; 7 August, Moreton Bay; 6 November, Redcliffe; 14 November, Ipswich.

Named Centre sessions at national and international conferences

1. Asia Pacific Sociological Association, October 5–7 2018, Hakon, Japan. Symposium: Breaking the Cycle of Disadvantage
2. Outlook Conference, October 11–12, 2018, Melbourne. Session: Equity and Fairness
3. Society for Longitudinal Lifecourse Studies (SSLs) Conference, July 9–11 2018, Italy. Symposium: Education, Schooling, and Wellbeing Over the Life Course
4. Society for Longitudinal Lifecourse Studies (SSLs) Conference, July 9–11 2018, Italy. Symposium: Health and Wellbeing Across the Life Course
5. Breaking the data silos: Sharing data, March 27–28 2018, Canberra. Co-hosted with Australian Institute of Health and Welfare and the Australian and New Zealand School of Government

NUMBER OF WORKSHOPS/CONFERENCES HELD/OFFERED BY THE CENTRE (CONTINUED)

International visitors presenting

Visitor	Host	Presentation topic
Prof Simon Burgess, University of Bristol, United Kingdom Visit: 22 February – 15 March 2018	The University of Sydney	Mini-workshop 'Using field experiments in schools to understand pupils' effort and engagement behaviours'
A/Prof Shannon Cavanagh, University of Texas, United States Visit: 23 July 2018	The University of Queensland	ISSR Seminar Series 'Economic uncertainty and love: Family building behaviours in young adulthood'
Prof Robert Crosnoe, University of Texas, United States Visit: 23 July 2018	The University of Queensland	ISSR seminar series 'Inequalities in mothers lives and disparities in children's education in multiple countries'
Prof Adeline Delavande, University of Essex, United Kingdom Visit: 27 March 2018	The University of Sydney	School of Economics seminar 'Perceived returns from early-life investments and maternal investments in children'
Prof Orla Doyle, University College Dublin, Ireland Visit: 9 July – 3 August 2018	The University of Melbourne, The University of Sydney	Melbourne Institute Seminar Series 'The impact of terrorism on individual well-being: Evidence from the Boston Marathon bombing'
Prof Kathryn Edin, Princeton University, United States Visit: 12 – 16 June 2018	The University of Queensland	LCC Researchers' week 'The Tenuous Attachments of Working Class Men'
Prof Kari Emilsen, Queen Maud University, Norway Visit: 30 November – 12 December 2018	The University of Queensland	ISSR Seminar Series 'Gender equality in Early Childhood Education and Care in Norway'
Prof Adrian Favell, University of Leeds, United Kingdom Visit: 18–19 September 2018	The University of Queensland	School of Social Science/ISSR seminar 'Crossing the Race Line: Brexit, Citizenship and 'Immigrants' in the Referendum'
Dr Jan Feld, Victoria University Wellington, New Zealand Visit: 3–7 September 2018	The University of Melbourne	Melbourne Institute Seminar Series 'Returns to Teaching Repetition – The Effect of Short-term Teaching Experience on Student Outcomes'
A/Prof Anne Gielen, Erasmus University Rotterdam, Netherlands Visit: 15 May – 11 July 2018	The University of Sydney	Presented at the Workshop on Intergenerational Disadvantage
Prof Donna Ginther, University of Kansas, United States Visit: 22 January – 2 July 2018	The University of Melbourne	Melbourne Institute Brown Bag, 'Do State TANF Policies Affect Child Abuse and Neglect?' and Melbourne Institute Brown Bag, 'Fathers' Multiple-Partner Fertility and Children's Educational Outcomes'

NUMBER OF WORKSHOPS/CONFERENCES HELD/OFFERED BY THE CENTRE (CONTINUED)

International visitors presenting (continued)

Visitor	Host	Presentation topic
Prof Harvey Goldstein, University of Bristol, United Kingdom Visit: 15 October – 2 November 2018	The University of Queensland	Long Pocket Round Table: 'Bayesian models for weighted data with missing values: a bootstrap approach'
A/Prof Michael Gottfried, University of California Santa Barbara, United States Visit: 24 – 27 April 2018	The University of Western Australia	Seminar for the Telethon Kids Institute research seminar series.
Prof Christopher Jephson, University College Dublin, Ireland Visit: 5 – 7 September 2018	The University of Melbourne	Melbourne Institute Seminar Series, 'Promise kept? Free community college and attainment in Tennessee'
Prof Martin Kocher, University of Vienna, Austria Visit: 27 February 2018	The University of Sydney	Mini-workshop 'From economic preference measurement to policy interventions in children's education'
Mr. Kai Liu, University of Cambridge, United Kingdom Visit: 6 April 2018	The University of Sydney	Seminar 'The Supply of Skills and Endogenous Technical Change: Evidence from a College Expansion Reform'
A/Prof Òscar Prieto-Flores, University of Girona, Spain Visit: 16 July – 13 August 2018	The University of Queensland	ISSR Seminar Series 'Citizenship and Immigrant anti-rumour strategies: A critical outlook from the Barcelona Case'
Prof Ester Rizzi, Universite Catholique de Louvain, Belgium Visit: 20 September – 19 October 2018	The University of Queensland	ISSR Seminar Series 'Gender attitudes: Do we know what we are measuring?'
Dr Matteo Sandi, London School of Economics, United Kingdom Visit: 9 October 2018	The University of Queensland	ISSR Seminar Series 'Education: the Panacea to Poverty?'
Dr Beth Watts, Heriot-Watt University, United Kingdom Visit: 8 November 2018	The University of Queensland	ISSR/SocScience Seminar 'Exploring the ethics of welfare conditionality'
Prof Bruce Weinberg, Ohio State University, United States Visit: 19 – 23 July 2018	The University of Melbourne	Melbourne Institute Seminar Series, 'Publish or Perish: Selective Attrition as An Unifying Explanation for Patterns in Innovation over the Career'
Prof Barbara Wolfe, University of Wisconsin-Madison, United States Visit: 6 – 31 January 2018	The University of Melbourne	Melbourne Institute Seminar Series, 'Ties Between Health Policy, Early Life Health Problems and Lifetime Earnings'
Prof Erik Olin Wright, University of Wisconsin, United States Visit: 26 March 2018	The University of Queensland	LCC, ISSR, School of Social Science joint Seminar 'Unconditional Basic Income: Progressive potentials and neoliberal traps'

ACADEMIC PRESENTATIONS

Conference presentations

1. Bartos, B. J., Mazerolle, L., & McCleary, R. (2018) Life and death decisions: Estimating the causal impact of Australia's gun buyback program on homicide and suicide, American Society of Criminology Annual Meeting, Atlanta, United States, 14 November 2018.
2. Baxter, J. (2018) Insights from Life Course Research: Keynote Speech, Forum of Chinese Life Course, Beijing, China, 1 July 2018.
3. Baxter, J. (2018) Preventing Deep Disadvantage: Insights from the Life Course Centre, He Ora Te Whatakapiri: Unleashing the potential of New Zealand's life course research, Wellington, New Zealand, 18 October 2018.
4. Beaton, T. (2018) Gender Crime Convergence over Twenty Years: Evidence from Australia, Asian and Australasian Society of Labour Economics Inaugural Conference, Canberra, Australia, 7 December 2017.
5. Campbell, A., Perales, F., & Baxter, J. (2018) Leveraging Large-Scale Panel Data to Study Sexual Orientation: Two Case Studies, Society for Longitudinal and Life Course Studies Annual International Conference, Milan, Italy, 11 July 2018.
6. Cano, T., Perales, F. & Baxter, J. (2018) A Matter of Time? Fathers' involvement and children cognitive outcomes, Society for Longitudinal and Life Course Studies Annual International Conference, Milan, Italy, 9 July 2018.
7. Cano, T., Perales, F. & Baxter, J. (2018) Does Fathers' Time in Childcare Matter for Child Cognitive Development? ISA World Congress of Sociology, Toronto, Canada, 16 July 2018.
8. Cave, L. (2018) Prevalence of interpersonal racism in Aboriginal and Torres Strait Islander children, Scientific Symposium, Australian Society for Medical Research – Western Australia, Perth, Australia, 6 June 2018.
9. Cave, L. (2018) Prevalence of racism exposure in a longitudinal study of Aboriginal and Torres Strait Islander children, Australian Epidemiological Association Annual Scientific Meeting 2018, Fremantle, Australia, 24 October 2018.
10. Cave, L. (2018) Prevalence of racism in a prospective cohort study of Aboriginal children, Australian Public Health Conference 2018, Cairns, Australia, 28 September 2018.
11. Christensen, D. (2018) Mediators of the Relationship Between Early-Life Disadvantage and Subsequent School Performance, Society for Longitudinal and Life Course Studies Annual International Conference, Milan, Italy, 9 July 2018.
12. Cobb-Clark, D. A. (2018) The Effect of Quarantining Welfare on School Attendance in Indigenous Communities, Institute for the Study of Labor (IZA) World of Labor Conference, Berlin, Germany, 29 June 2018.
13. Cobb-Clark, D. A. (2018) The Effect of Quarantining Welfare on School Attendance in Indigenous Communities, Royal Economic Society Annual Meeting, Brighton, United Kingdom, 27 March 2018.
14. Dahmann, S. C. (2018) The protective (?) effect of education on mental health, 9th Workshop on the Economics of Health and Wellbeing, Hepburn Springs, Australia, 6 February 2018.
15. Dhamrait, G. (2018) The Effects of interpregnancy intervals, family size & sociodemographic factors on child development outcomes, ASMR Medical Research Week Scientific Symposium 2018, Perth, Australia, 6 June 2018.
16. Fisher, H. (2018) The effect of changing financial incentives on repartnering, Australian Institute of Family Studies 2018 Conference, Melbourne, Australia, 26 July 2018.
17. Forrest, W., Todd, A. & Perales, F. (2018) Continuity or Change? Labour Force Participation among Refugee Women in Australia, Refugee Settlement and Wellbeing over the Life Course symposium, Brisbane, Australia, 21 May 2018.
18. Hancock, K. (2018) Associations between school absence and academic achievement? Do socioeconomics matter? Western Australian Institute for Educational Research Annual Forum, Perth, Australia, 4 August 2018.
19. Hancock, K. (2018) The diverse profiles of persistently absent students, Society for Longitudinal and Lifecourse Studies Conference, Milan, Italy, 11 July 2018.
20. Hancock, K. J. (2018) Does the reason for absence make a difference? Using administrative absence codes to assess the relationships between absence type and achievement outcomes, Australian Association for Research in Education, Sydney, Australia, 6 December 2018.
21. Herauld, N. (2018) How valid are synthetic panel estimates of poverty dynamics? Evidence from two rich countries, 32nd Annual Conference of the European Society for Population Economics, Antwerp, Belgium, 26 June 2018.
22. Higgison, A., Eggins, E. & Mazerolle, L. (2018) Citizen-scientists and the Global Policing Database, American Society of Criminology Annual Meeting, Atlanta, United States, 14 November 2018.
23. Irvine, S., Thorpe, K. & Bourne, J. (2018) Professionalism, paperwork and pedagogy: Identifying leadership strategies that enable professional practice in long day care, Early Childhood Australia National Conference, Sydney, Australia, 22 September 2018.
24. Kabátek, J. (2018) Daughters and divorce, 32nd Annual Conference of the European Society for Population Economics, Antwerp, Belgium, 14 June 2018.
25. Kabátek, J. (2018) Daughters and divorce, AGEW Workshop, Fremantle, Australia, 2 February 2018.
26. Kabátek, J. (2018) Divorced in a flash: The effect of the administrative divorce option on marital stability in the Netherlands, Institute for the Study of Labor (IZA) World of Labor Conference, Berlin, Germany, 21 June 2018.
27. Kabátek, J. (2018) From subsidies to loans: The effects of college financing on students' secondary high school choices, Centre for Social Data Analytics Workshop, Auckland, New Zealand, 16 February 2018.
28. Kalb, G. & Vu, H. (2018) Teenage mothers' health over the life course, Society of Longitudinal and Life Course Studies Conference, Milan, Italy, 9 July 2018.
29. Kettlewell, N. (2018) The Effect of Quarantining Welfare on School Attendance in Indigenous Communities, 32nd Annual Conference of the European Society for Population Economics, Antwerp, Belgium, 1 May 2018.
30. Lam, J., O'Flaherty, M. & Baxter, J. (2018) The scars of the past? Childhood health and health differentials in later life, Society for Longitudinal and Life Course Studies International Conference, Milan, Italy, 9–11 July 2018.

ACADEMIC PRESENTATIONS (CONTINUED)

31. Lam, J., O'Flaherty, M. & Baxter, J. (2018) The scars of the past? Childhood health and health differentials in later life., International Sociological Association RC06 & RC41 Joint Conference, Singapore, Singapore, 17–19 May 2018.
32. Lam, J., O'Flaherty, M. & Baxter, J. (2018) The scars of the past? Childhood health and health differentials in later life. In: The Australian Sociological Association Conference 2018, Melbourne VIC Australia. 19–22 November 2018.
33. Lam, J. and Bolano, D. (2018) Productive activities and subjective wellbeing among older adults: a couple-level analysis. In: European Population Conference, Brussels, Belgium. 6–9 June 2018.
34. Lam, J. and Bolano, D. (2018) Productive Activities and Subjective Well-being Among Older Adults: A Couple-Level Analysis. In: Population Association of American 2018 Annual Conference, Denver, CO United States. 26–28 April 2018.
35. Lam, J. and Bolano, D. (2018) Social and productive activities and health among partnered older adults. In: 51st Australian Association of Gerontology Meeting, Melbourne Convention and Exhibition Centre Melbourne, Australia. 21–23 November 2018.
36. Mazerolle, L. (2018) Making communities safer: Translating evidence into practice, Crime Prevention and Communities Conference, Melbourne, Australia, 7 June 2018.
37. Mazerolle, L. & Morton, P. (2018) Drug dealing in hotels, Stockholm Criminology Symposium, Stockholm, Sweden, 12 June 2018.
38. Mazerolle, L. & Neyroud, P. (2018) Crime and justice – using evidence for less crime and better justice, Global Evidence and Implementation Summit (GEIS), Melbourne, Australia, 22 October 2018.
39. Mazerolle, L., Bennett, S. B., Antrobus, E., Cardwell, S. & Piquero, A. (2018) Legal socialization for truanting young people: Results from a randomized field trial, American Society of Criminology Annual Meeting, Atlanta, United States, 15 November 2018.
40. Mazerolle, L., Eggins, E., Higginson, A. & Stanko, E. (2018) Evidence-based policing as a disruptive innovation: The Global Policing Database as a disruption tool, Stockholm Criminology Symposium, Stockholm, Sweden, 13 June 2018.
41. Mazerolle, L., Bennett, S., Eggins, E., Higginson, A., & Antrobus, E. (2018) Legitimacy in policing: An updated Campbell Collaboration systematic review, Stockholm Criminology Symposium, Stockholm, Sweden, 13 June 2018.
42. Mitrou, F. (2018) Using Longitudinal Data to Explore Pathways, ANZSOG Breaking the Data Silos Conference, Canberra, Australia, 28 March 2018.
43. Mitrou, F. (2018) Aboriginal life pathways through multiple human service domains; administrative data linkage for policy, Administrative Data Research Facilities (ADRF) Network Research Conference, Washington DC, United States, 14 November 2018.
44. Mitrou, F. (2018) Kick the Habit: Trialling a new approach to supporting people to quit or reduce smoking, The Mental Health Services Conference, Adelaide, Australia, 31 August 2018.
45. Moschion, J. (2018) Gender differences in the effects of school-starting-age on cognitive and non-cognitive skills, Centre for Social Data Analytics Workshop, Auckland, New Zealand, 31 January 2018.
46. Perales, F. & Todd, A. (2018) Structural Stigma and the Health and Wellbeing of Australian Sexual Minorities: Exploiting Geographic Variation in the Results of the 2017 Same-Sex Marriage Plebiscite, Society for Longitudinal and Life Course Studies Annual International Conference, Milan, Italy, 10 July 2018.
47. Perales, F., Bouma, G. & Campbell, A. (2018) Unpacking the Influence of Religion and Religiosity on Attitudes Towards Same-Sex Couples in Contemporary Australia, Australian Association for the Study of Religion Conference, Sydney, Australia, 7 December 2017.
48. Perales, F., Jarallah, Y., & Baxter, J. (2018) Men's and Women's Gender-Role Attitudes across the Transition to Parenthood: Accounting for Child's Gender, Biennial Meeting of the International Society for the Study of Behavioural Development, Gold Coast, Australia, 18 July 2018.
49. Phillips, L., Perales, F. & Ritchie, J. (2018) Public Attitudes to Children and Young People's Political Participation Inclusion/Exclusion, European Educational Research Association Conference, Bolzano, Italy, 5 September 2018.
50. Povey, J. (2018) Evidence for Action: Encouraging Innovation and Improvement, Association for Public Policy Analysis and Management (APPAM) conference, Washington, DC, United States, 8–10 November 2018.
51. Povey, J. (2018) The power of linked data: Evaluating diverse multiprogram projects designed to reduce welfare dependence, 2018 Administrative Data Research Facilities (ADRF) Network Research Conference: Innovations in Administrative Data for Social Science, Washington, DC, United States, 13–14 November 2018.
52. Rampino, T. (2018) Gender differences in educational aspirations and attitudes, Australian Gender Economics Workshop 2018, Perth, Australia, 8 February 2018.
53. Rampino, T. (2018) The Role of Parental Education and Income in Children's Aspirations for Higher Education: A Causal Estimation, Centre for Social Data Analytics: Child and Youth Outcomes Workshop, Auckland, New Zealand, 16 February 2018.
54. Rankin, P., Staton, S., Thorpe, K. & Smith S. (2018) Actigraphy-based estimates of sleep duration in young children with and without a sleep log are comparable, Australasian Chronobiology Society 15th Annual Scientific Meeting, Brisbane, Australia, 16 October 2018.
55. Ribar, D. & Kabátek, J. (2018) Teenage daughters as a cause of divorce, Institute for the Study of Labor (IZA) World of Labor Conference, Berlin, Germany, 29 June 2018.
56. Ribar, D., Comerton-Forde, C., Edwin, I., Ross, J., Salamanca, N. & Tsiaplias, S. (2018) Using survey and banking data to measure financial wellbeing, 32nd Annual Conference of the European Society for Population Economics (ESPE), Antwerp, Belgium, 26 June 2018.
57. Ribar, D., Comerton-Forde, C., Edwin, I., Ross, J., Salamanca, N. & Tsiaplias, S. (2018) Using survey and banking data to measure financial wellbeing, Society of Economics of the Household meetings, Paris, France, 23 May 2018.

ACADEMIC PRESENTATIONS (CONTINUED)

58. Schurer, S. & Gaitz, J. (2018) Bonus skills: Examining the effect of an unconditional cash transfer on child human capital formation Child Quality Production, Southern Economic Society, 88th Annual Meeting, Washington DC, United States, 17 November 2018.
59. Schurer, S., Lynch, J., Meunier, A. & Pilkington, R. (2018) Baby bonuses and early-life health outcomes: Using regression discontinuity design to evaluate the causal impact of an unconditional cash transfer, 32nd Annual Conference of the European Society for Population Economics, Antwerp, Belgium, 26 June 2018.
60. Schurer, S., Lynch, J., Meunier, A. & Pilkington, R. (2018) Baby bonuses and early-life health outcomes: Using regression discontinuity design to evaluate the causal impact of an unconditional cash transfer, The Society of Labor Economists, Toronto, Canada, 4 May 2018.
61. Staton, S. (2018) It takes three to tango: connecting policy, practise and research to improve sleep, rest and relaxation in early childhood education and care, Australian Association for Research in Education (AARE) Conference 2017, Canberra, Australia, 26 November 2017.
62. Staton, S., Pease, A., Smith, S., Pattinson, C., Blair, P., Young, J., & Thorpe, K. (2018). Observed non-compliance with safe sleeping guidelines in licensed home- and centre- based childcare services. In Sleep Down Under Conference of the Australian Sleep Association. Brisbane. 17–21 October.
63. Staton, S., Smith, S., Irvine, S., Pattinson, C., & Thorpe, K. (2018). Implementation of a professional development program to improve sleep health within the childcare sector. In Sleep Down Under Conference of the Australian Sleep Association. Brisbane. 17–21 October.
64. Staton, S., Smith, S., Rankin, P., & Thorpe, K. (2018). Regularity of infant and toddler sleep practices between home and childcare settings. In Sleep Down Under Conference of the Australian Sleep Association. Brisbane 17–21 October.
65. Taylor, C. (2018) Profiling developmental circumstances that give rise to stark inequalities in reading achievement in Australian children: Fitting policies to profiles, European Early Childhood Education Research Association (EECERA) 28th Conference, Budapest, Hungary, 30 August 2018.
66. Taylor, C. (2018) Tassie Kids: Pathways to better health and education outcomes for Tasmania's children, Breaking the Data Silos: Sharing data for better policy and service delivery Conference, Australia and New Zealand School of Government and Australian Institute for Health and Welfare, Canberra, Australia, 27 March 2018.
67. Thorpe, K. & Perales, F. (2018) An insider's view: Women's talk about men in childcare., European Early Childhood Education Research Association (EECERA) 28th Conference, Budapest, Hungary, 30 August 2018.
68. Thorpe, K., Pattinson, C. L., Smith, S. S. & Staton, S. L. (2018) Restful or stressful? Children's diurnal cortisol patterns associated with naptime practices in preschool. American Education Research Association, Annual Meeting, New York, March 2018.
69. Tomaszewski, W. & Perales, F. (2018) Beyond Graduation: Stratification of Long-Term Socio-Economic Returns to Higher Education in Australia, ISA World Congress of Sociology, Toronto, Canada, 17 July 2018.
70. Tran, N., Western, M., Creagh, S., Clague, D. & Baxter, J. (2018) Non-cognitive Skills Profiles and Academic Outcomes among Australian Disadvantaged Students, The 14th Asia Pacific Sociological Association Conference, Hakone, Japan, 5 October 2018.
71. Tymula, A. (2018) Do adolescents' risk and time preferences change when they are observed by peers? 2018 Economic Science Association World Meeting, Berlin, Germany, 28 June 2018.
72. Tymula, A. (2018) Neuroeconomics – where science and economics meet, Asia Pacific Economic Science Association Conference, Workshop on Neuroeconomics, Brisbane, Australia, 6 February 2018.
73. Tymula, A. (2018) Neuroeconomics – where science and economics meet, Australia New Zealand Workshop in Experimental Economics, Auckland, New Zealand, 25 November 2018.
74. Tymula, A. (2018) Neuroeconomics – where science and economics meet, Inaugural US Behavioural Lab Conference, Sydney, Australia, 26 September 2018.
75. Tymula, A. (2018) Neuroeconomics – where science and economics meet, Society for Experimental Finance Meeting, Brisbane, Australia, 9 February 2018.
76. Tymula, A. (2018) Neuroeconomics of decision-making, 13th Nordic Conference in Behavioral and Experimental Economics, Odense, Denmark, 28 September 2018.
77. Walker, I., Harmon, C., Gorman, E., Mendolia, S. & Staneva, A. (2018) The causal effects of having been bullied as an adolescent on later life outcomes, 3rd IZA Workshop: The Economics of Education, Bonn, Germany, 4 October 2018.
78. Western, M. (2018) How to increase the relevance and use of social and behavioral science: Lessons for policy-makers, researchers and others, 14th Asia Pacific Sociological Association Conference, Hakone, Japan, 5–7 October 2018.
79. Willis, L., Povey, J. & Hodges, J. (2018) Principal leadership for 'Parent engagement in schools' (PES): Effective strategies and practices, Australian Association for Research in Education (AARE) Conference, Education Research Matters: Impact and Engagement, Sydney, Australia, 2 December 2018.
80. Willis, L., Povey, J., Hodges, J., Carroll, A. & Pedde, C. (2018) Principal leadership qualities and strategies: engaging parents and the community in disadvantaged schools, British Educational Research Association (BERA) Conference, Newcastle, United Kingdom, 11 September 2018.

Conference posters

1. Walker, I. & Harmon, C. (2018) The causal effects of school bullying victimization as an adolescent on later life outcomes, Workshop on the Economics of Education and Expectations, London, United Kingdom, 7 September 2018.
2. Wang, X. (2018) Do adolescents and young adults show self-control for financial and dietary decisions? 4th Charles Perkin Centre Early and Mid Career Symposium, Sydney, Australia, 20–21 September 2018.
3. Wang, X. (2018) What do laboratory measure of self-control in monetary domains tell us about self-control for both healthy and unhealthy food? 16th Society for Neuroeconomics Annual Meeting, Philadelphia, United States, 5–7 October 2018.

ACADEMIC PRESENTATIONS (CONTINUED)

Seminars

1. Cobb-Clark, D. A. (2018) The Effect of Quarantining Welfare on School Attendance in Indigenous Communities, National Bureau of Economic Research Conference on the Economics of Indigenous Peoples and Institutions, Cambridge, United States, 7 November 2018.
2. Cobb-Clark, D. A. (2018) Economics: Life Course Centre Anti-Poverty Week Seminar, Economics: Life Course Centre Anti-Poverty Week Seminar, Sydney, Australia, 17 October 2018.
3. Dahmann, S. C. (2018) Cross-fertilizing gains or crowding out? Schooling intensity and noncognitive skills, University of Wollongong Seminar Series, Wollongong, Australia, 16 August 2018.
4. Dahmann, S. C. (2018) Cross-fertilizing gains or crowding out? Schooling intensity and noncognitive skills, Faculty Training Seminar, Human Capital and Economic Opportunity Global Working Group and Institute for Economic and Social Research, Jinan University Guangzhou, Guangzhou, China, 28 June 2018.
5. Dahmann, S. C. (2018) The protective (?) effect of education on mental health, Seminar of the Melbourne Institute of Applied Economic and Social Research, The University of Melbourne, Melbourne, Australia, 1 June 2017.
6. Delavande, A., Bhalotra, S., & Gilabert, P. F. (2018) Perceived returns from early-life investments and maternal investments in children, The University of Sydney, Economics Group Research Seminar, Sydney, Australia, 12 January 2018.
7. Eggins, L. (2018) Global Policing Database, Research collaborations: HASS disciplines and technology, Brisbane, Australia, 2 May 2018.
8. Fisher, H., Chigavazira, A., Robinson, T. & Zhu A. (2018) The economic consequences of extending property division rights to cohabitants, Lancaster University Management School Economics Seminar, Lancaster, United Kingdom, 17 October 2018.
9. Hancock, K. (2018) Education outcomes across three generations of Australian families. Collaborative Workshop in Intergenerational Disadvantage, Sydney, Australia, 23 May 2018.
10. Herault, N. (2018) How valid are synthetic panel estimates of poverty dynamics? Evidence from two rich countries, Seminar, Swinburne University, Melbourne, Australia, 4 September 2018.
11. Herault, N. (2018) How valid are synthetic panel estimates of poverty dynamics? Evidence from two rich countries, Seminar, LAREFI-GETHA, University of Bordeaux, Bordeaux, France, 22 June 2018.
12. Herault, N. (2018) Measuring income inequality and the role of tax-transfer policies, Economic and Social Participation Research Initiative Interdisciplinary Seminar Series, Melbourne, Australia, 1 May 2018.
13. Kabátek, J. (2018) From subsidies to loans: The effects of college financing on students' secondary high school choices, University of Wollongong seminar, Wollongong, Australia, 24 October 2018.
14. Kabátek, J. (2018) Daughters and divorce, Masaryk University Seminar, Brno, Czech Republic, 7 June 2018.
15. Kabátek, J. (2018) Divorced in a flash: The effect of the administrative divorce option on marital stability in the Netherlands, University of Melbourne Economics brown bag seminar, Carlton, Australia, 17 September 2018.
16. Kettlewell, N. (2018) Risk preference dynamics around life events, Monash Centre for Health Economics Seminar Series, Melbourne, Australia, 28 March 2018.
17. Kettlewell, N. (2018) The effect of quarantining welfare on school attendance in indigenous communities, University of Wollongong School of Accounting, Economics and Finance Seminar Series, Wollongong, Australia, 29 March 2018.
18. Kettlewell, N. (2018) Civil war, natural disaster and risk preferences: Evidence from Sri Lankan Twins, Behavioural and Experimental Economics and Finance Workshop, Sydney, Australia, 26 July 2018.
19. Kettlewell, N. (2018) Civil war, natural disaster and risk preferences: Evidence from Sri Lankan twins, Melbourne Institute Seminar Series, Melbourne, Australia, 9 August 2018.
20. Liu, K. (2018) The supply of skills and endogenous technical change: Evidence from a college expansion reform, The University of Sydney, Economics Group Research Seminar, Sydney, Australia, 6 April 2018.
21. Mazerolle, L. (2018) 20th Anniversary of the Academy of Experimental Criminology: Looking Back and Forward, American Society of Criminology Annual Meeting, Atlanta, United States, 14 November 2018.
22. Moschion, J. (2018) Gender differences in the effects of school-starting-age on cognitive and non-cognitive skills, University of Queensland, Department of Economics seminar, Brisbane, Australia, 1 May 2018.
23. Moschion, J. (2018) Gender differences in the effects of school-starting-age on cognitive and non-cognitive skills, Queensland University of Technology, Department of Economics seminar, Brisbane, Australia, 1 May 2018.
24. Perales, F. (2018) Actitudes Sociales, Estigma Estructural y Desventaja Social en Minorías Sexuales, Invited presentation at the University of Seville (Faculty of Education), Seville, Spain, 21 June 2018.
25. Povey, J. (2018) Why do some schools appear to be better at parent engagement than others? Investigating exemplary principal leadership practices, Behavioural Insights Parenting Lab at the University of Chicago lunchtime seminar session, Chicago, United States, 12 November 2018.
26. Povey, J. (2018) Why do some schools appear to be better at parent engagement than others? Investigating exemplary principal leadership practices, Boston College Lunchtime seminar, Boston, United States, 15-16 November 2018.
27. Ribar, D. & Kabátek, J. (2018) Daughters and divorce, The School of Economics, University of Sydney, Sydney, Australia, 8 March 2018.
28. Taylor, C. (2018) Early childhood interventions, Worldwide Universities Network Workshop on Promoting Adaptability across the Life Course, The University of Western Australia, Perth, Australia, 21 May 2018.

ACADEMIC PRESENTATIONS (CONTINUED)

29. Tymula, A. (2018) Neuroeconomics and decision making: Where science and economics meet, Virginia Tech Public Lecture, Virginia, United States, 5 April 2018.
30. Tymula, A. (2018) Expected Subjective Value Theory (ESVT): A representation of decision under risk and certainty, Australian National University, Canberra, Australia, 16 August 2018.
31. Tymula, A. (2018) Expected Subjective Value Theory (ESVT): A representation of decision under risk and certainty, Sloan Nomis 2018 Summer School Workshop on the Cognitive Foundations of Economic Behavior, Vitznau, Switzerland, 29 June 2018.
32. Tymula, A. (2018) Do adolescents' risk and time preferences change when they are observed by peers? Foundations of Utility and Risk, York, United Kingdom, 28 June 2018.
33. Tymula, A. (2018) Psych and biology, Asia Pacific Economic Science Association Meeting, Brisbane, Australia, 8 February 2018.
34. Tymula, A. & Glimcher, P. (2018) Expected Subjective Value Theory (ESVT): A representation of decision under risk and certainty, Workshop on Stochastic Choice at the Barcelona GSE Summer Forum, Barcelona, Spain, 18 June 2018.
35. Vidal Fernandez, M. (2018) No pass no drive: Wheeling into school and out of crime, University of Queensland seminar, Brisbane, Australia, 20 September 2018.
36. Vidal Fernandez, M. (2018) No pass no drive: Wheeling into school and out of crime, Brisbane, Australia. University of Deakin Seminar, Melbourne, Australia, 14 September 2018.
37. Wang, X. (2018) What do laboratory measures of self-control in monetary domains tell us about self-control in dietary domains? Behavioural and Experimental Economics and Finance Workshop, Sydney, Australia, 26–27 July 2018.
38. Western, M. (2018) U21 Deans of Graduate Studies Workshop: Developing U21 Researchers – keynote address, U21 Deans of Graduate Studies Workshop, Brisbane, Australia, 22 April 2018.

Public lectures

1. Baxter, J. (29 August 2018) The lives we want: evening conversation series (organised by Anglicare, Southern Queensland), Brisbane, Australia.
2. Hancock, K. J. (31 October 2018) Who is missing school, and what are they missing? Perth, Australia.
3. Harmon, C. (30 May 2018) World Class: How to Build a 21st Century School System, Paris, France.
4. Herault, N. (18 April 2018) Economic inequality, Melbourne, Australia.
5. Irvine, S., Thorpe, K. & Bourne, J. (13 August 2018) Professionalism, paperwork and pedagogy: Leading professional practice in a long day care, Canberra, Australia.
6. Kalb, G. (27 July 2018) Family, work and policy, Melbourne, Australia.
7. Polidano, C. (5 October 2018) Impacts of delaying access to retirement benefits, Melbourne, Australia.
8. Polidano, C. (6 November 2018) Data linkage or data integration? Melbourne, Australia.
9. Polidano, C. (28 February 2018) Supporting career choices in the age of entitlement, Melbourne, Australia.
10. Thorpe, K. & Harris, H. (21 November 2018) People and how they grow: Why lifecourse thinking is important, Logan, Australia.
11. Thorpe, K. (19 July 2018) Meeting in the Middle – Governments & Researchers Working to Achieve Impact, Brisbane, Australia.
12. Zhu, A. (4 March 2018) Melbourne Institute Director's conference: Early Childhood Education and Development session, Melbourne, Australia.

Public Lectures for the Every Family Population-level Trial

13. Krause, L. (24 January 2018) Raising Confident, Competent Children, Toowoomba, Australia.
14. Healy, K. (13 March 2018) Raising Confident, Competent Children, Ipswich, Australia.
15. Greenaway, L. (11 April 2018) Raising Confident, Competent Children, Moreton Bay, Australia.
16. Krause, L. (26 April 2018) Raising Confident, Competent Children, Ipswich, Australia.
17. Healy, K. (1 May 2018) Raising Confident, Competent Children, Moreton Bay, Australia.
18. Krause, L. & Karam-Simmond, Z. (21 May 2018) Raising Confident, Competent Children, Ipswich, Australia.
19. Healy, K. (14 June 2018) Raising Confident, Competent Children, Ipswich, Australia.
20. Krause, L. (23 July 2018) Raising Confident, Competent Children, Toowoomba, Australia.
21. Healy, K. (26 July 2018) Raising Confident, Competent Children, Ipswich, Australia.
22. Krause, L. (26 July 2018) Raising Confident, Competent Children, Moreton Bay, Australia.
23. Krause, L. (16 August 2018) Raising Confident, Competent Children, Ipswich, Australia.

ACADEMIC PRESENTATIONS (CONTINUED)

24. Krause, L. (23 October 2018) Raising Confident, Competent Children, Toowoomba Regional Libraries, Australia.
25. Krause, L. (25 October 2018) Raising Confident, Competent Children, SunRise Kids Early Education and Care, Australia.
26. Krause, L. (21 November 2018) Raising Confident, Competent Children, Wilsonton, Toowoomba, Australia.
27. Krause, L. (21 November 2018) Raising Confident, Competent Children, Lead Childcare Toowoomba, Australia.
28. Krause, L. (26 November 2018) Raising Confident, Competent Children, Riverview, Australia.
29. Krause, L. (31 January 2018) Raising Resilient Children, Toowoomba, Australia.
30. Healy, K. (20 March 2018) Raising Resilient Children, Ipswich, Australia.
31. Greenaway, L. (27 March 2018) Raising Resilient Children, Moreton Bay, Australia.
32. Healy, K. (8 May 2018) Raising Resilient Children, Moreton Bay, Australia.
33. Healy, K. (8 May 2018) Raising Resilient Children, Moreton Bay, Australia.
34. Krause, L. (31 May 2018) Raising Resilient Children, Ipswich, Australia.
35. Krause, L. (28 May 2018) Raising Resilient Children, Ipswich, Australia.
36. Healy, K. (21 June 2018) Raising Resilient Children, Ipswich, Australia.
37. Krause, L. (30 July 2018) Raising Resilient Children, Toowoomba, Australia.
38. Krause, L. (2 August 2018) Raising Resilient Children, Moreton Bay, Australia.
39. Krause, L. (30 October 2018) Raising Resilient Children, Toowoomba Regional Libraries, Australia.
40. Krause, L. (1 November 2018) Raising Resilient Children, Moreton Bay (Strathpine and Kallangur), Australia.
41. Krause, L. (28 November 2018) Raising Resilient Children, Wilsonton, Toowoomba, Australia.
42. Krause, L. (28 November 2018) Raising Resilient Children, Lead Childcare Toowoomba, Australia.
43. Krause, L. (30 November 2018) Raising Resilient Children, East Ipswich, Australia.
44. Krause, L. (3 December 2018) Raising Resilient Children, Riverview, Australia.
45. Krause, L. (17 January 2018) The Power of Positive Parenting, Toowoomba, Australia.
46. Healy, K. (6 March 2018) The Power of Positive Parenting, Ipswich, Australia.
47. Greenaway, L. (21 March 2018) The Power of Positive Parenting, Moreton Bay, Australia.
48. Krause, L. (29 March 2018) The Power of Positive Parenting, Ipswich, Australia.
49. Healy, K. (24 April 2018) The Power of Positive Parenting, Moreton Bay, Australia.
50. Krause, L. (26 April 2018) The Power of Positive Parenting, Ipswich, Australia.
51. Krause, L. (3 May 2018) The Power of Positive Parenting, Ipswich, Australia.
52. Krause, L. (14 May 2018) The Power of Positive Parenting, Ipswich, Australia.
53. Healy, K. (7 June 2018) The Power of Positive Parenting, Ipswich, Australia.
54. Krause, L. (25 June 2018) The Power of Positive Parenting, Ipswich, Australia.
55. Sanders, M. (25 June 2018) The Power of Positive Parenting, Moreton Bay, Australia.
56. Krause, L. (16 July 2018) The Power of Positive Parenting, Toowoomba, Australia.
57. Krause, L. (19 July 2018) The Power of Positive Parenting, Moreton Bay, Australia.
58. Krause, L. & Burke, K. (20 July 2018) The Power of Positive Parenting, Toowoomba, Australia.
59. Krause, L. (25 July 2018) The Power of Positive Parenting, Toowoomba, Australia.
60. Krause, L. (2 August 2018) The Power of Positive Parenting, Ipswich, Australia.
61. Burke, K. (16 August 2018) The Power of Positive Parenting, Ipswich, Australia.
62. Krause, L. (2 November 2018) The Power of Positive Parenting, East Ipswich State School, Australia.
63. Krause, L. (4 December 2018) The Power of Positive Parenting, Pine Rivers State High School, Australia.

STAKEHOLDER PRESENTATIONS AND BRIEFINGS

**Presentations/briefings that informed policy discussions are indicated with an asterisk.*

As in previous years, where multiple meetings between the same group around the same topic have occurred, these are only listed once per year. Often these meetings are not reported until a collaboration is formed, and so some briefings that were initiated prior to 2018 and not reported are included here, with follow-up meetings taking place in 2018.

Government

1. *Australian Bureau of Statistics, 6 February 2018. Nature of briefing/presentation: Discuss the results of the Dress Rehearsal for the 2018–19 National Aboriginal and Torres Strait Islander Health Survey. The Advisory Group reached a consensus on content and procedural options to be proposed to the Steering Committee for final sign off. The Steering Committee comprises ABS and the Departments of Health and Prime Minister and Cabinet; Life Course Centre member: Francis Mitrou
2. Australian Bureau of Statistics, 2 July 2018. Nature of briefing/presentation: Australian Census Longitudinal Dataset (ACLD) Technical Advisory Group meeting; Life Course Centre member: Mark Western
3. *Australian Government Department of Education and Training, 23 March 2018. Nature of briefing/presentation: Expert panel to advice on research and trials on student equity in higher education under the Higher Education Participation and Partnerships Program (HEPPP); Life Course Centre member: Wojtek Tomaszewski
4. Australian Government Department of Education and Training, Wednesday, 22 August 2018. Nature of briefing/presentation: National research infrastructure: Humanities, arts and social sciences scoping study stakeholder forum., asking what should HASS infrastructure look like, with a particular focus on integration of administration data; Life Course Centre member: Mark Western
5. *Australian Government Department of Education and Training, 6 December 2018. Nature of briefing/presentation: The main focus will be on the 'Education to Employment transitions' project, a new project on transitions from education to work using linked cross-departmental admin data (the MADIP data); Life Course Centre members: Mark Western, Wojtek Tomaszewski, Janeen Baxter, David Ribar, Yangtao Huang
6. Australian Government Department of Education and Training, 22 May 2018. Nature of briefing/presentation: Member of the Equity and Innovation Panel for the Australian Government, Department of Education and Training. The Panel will provide strategic advice to the department on Australian Government-funded research and trials on student equity in higher education conducted under the National Priorities Pool component of the HEPPP; Life Course Centre member: Wojtek Tomaszewski
7. *Australian Government Department of Social Services, 12 March 2018. Nature of briefing/presentation: Advice to Department of Social Services about their policy called 'Access to Opportunity'; Life Course Centre member: Janeen Baxter
8. Australian Government Department of Social Services, 14 February 2018. Nature of briefing/presentation: Presentation to DSS titled 'Intergenerational Disadvantage: Learning about Equal Opportunity from Social Assistance Receipt'; Life Course Centre members: Deborah Cobb-Clark, Anna Zhu, Sarah Dahmann, Nicolás Salamanca
9. Australian Government Department of Social Services, 21 August 2018. Nature of briefing/presentation: To discuss: DSS analytics strategy; analytics for social services; suitable training for analyst; recruitment of analyst; pros and cons of analytics platfor; potential for collaboration; state of play of government data asset; current research projects, priority questions for DSS; Life Course Centre members: Mark Western, Paco Perales, Janeen Baxter, Abdullah Mamun
10. *Australian Government Department of Social Services, 22 March 2018. Nature of briefing/presentation: Written advice on the DSS 'Research Strategy 2018–2021'; Life Course Centre members: Janeen Baxter, Mark Western, Deborah Cobb-Clark, Stephen Zubrick, Lorraine Mazerolle
11. Australian Institute of Family Studies, 16 September 2018. Nature of briefing/presentation: Prof Baxter chaired a Panel session at the AIFS 2018 Conference titled 'Can we make the economy work better for families'; Life Course Centre member: Janeen Baxter
12. Centrelink – Goodna, 30 May 2017. Nature of briefing/presentation: Local Coordinator attended an Ipswich Multicultural Meeting that facilitated introductions and networking. Presented Every Family Project pitch at follow-up meeting (August 8, 2017). Centrelink Goodna displaying Triple P resources and engaging in referral process for families to programs; Life Course Centre member: Lena Krause
13. Commonwealth Department of the Prime Minister and Cabinet, 27 July 2018. Nature of briefing/presentation: Presentation in the IAG seminar series at the Department of Prime Minister and Cabinet of the 'Review of the Aboriginal Employment Strategy' (based on a report Francisco Azpitarte, Guyonne Kalb, Cain Polidano and Chris Ryan produced for PMC), 28 March 2018; Life Course Centre member: Guyonne Kalb
14. *Commonwealth Department of the Prime Minister and Cabinet, The Office of the National Data Commissioner, 20 September 2018. Nature of briefing/presentation: Roundtable about new Commonwealth Data Sharing and Release Legislation; Life Course Centre member: Mark Western
15. *Commonwealth Department of the Prime Minister and Cabinet, 14 June 2018. Nature of briefing/presentation: Technical working group for the PMC Closing the Gap Refresh. Helping design the key measures for Closing the Gap; Life Course Centre member: Francis Mitrou
16. *Commonwealth Department of the Prime Minister and Cabinet, 28 August 2018. Nature of briefing/presentation: Data linkage and policy briefing to Phillip Gould, Assistant Secretary Office of the National Data Commissioner; Life Course Centre member: Mark Western
17. *Commonwealth Department of the Prime Minister and Cabinet, 31 October 2018. Nature of briefing/presentation: Brisbane Data Legislation Roundtable; Life Course Centre member: Janeen Baxter

STAKEHOLDER PRESENTATIONS AND BRIEFINGS (CONTINUED)

18. Department of Health and Human Services; Hobart; Tasmania, 5 December 2018. Nature of briefing/presentation: To discuss cross-government data linkage research and generational disadvantage; Life Course Centre member: Cate Taylor
19. *Department of Housing and Public Works, 21 May 2018. Nature of briefing/presentation: Design Session with the Department of Housing and Public Works, focus on identifying the data and information capability required to enable housing pathways and ultimately greater Queensland participation in social and economic life; Life Course Centre member: Mark Western
20. Department of Housing and Public Works, 27 August 2018. Nature of briefing/presentation: Oversight of the Affordable Housing research. Additional meeting on 26 Sep 2018; Life Course Centre member: Mark Western
21. Family and Community Services, 23 January 2018. Nature of briefing/presentation: Initial consultation to discuss an international disadvantage workshop to take place in May; Life Course Centre member: Deborah Cobb-Clark
22. Health Strategy and Policy Institute, 27 August 2018. Nature of briefing/presentation: Invitation to Dr Oanh Tran to be a CI in a proposal submitted for the UQ Global and Strategy and Partnerships Seed Funding Scheme; Life Course Centre member: Nam Tran
23. Ipswich Member of Parliament (MP), 13 March 2017. Nature of briefing/presentation: Presented Every Family project pitch and discussed opportunities for collaboration; Life Course Centre members: Eva Fritz, Kylie Burke
24. *Minister for Child Safety; Youth and Women and Minister for the Prevention of Domestic and Family Violence, 29 October 2018. Nature of briefing/presentation: Discussed Queensland Government's proposed Human Rights Bill 2018, and associated consequential amendments to the Youth Justice Act 1992; Life Course Centre member: Lorraine Mazerolle
25. *National Centre for Student Equity in Higher Education (NCSEHE), 14 June 2018. Nature of briefing/presentation: Invited workshop organised by the National Centre for Student Equity in Higher Education (NCSEHE) 'Towards 2030 – A long-term strategic vision for student equity.' NCSEHE is funded by Department of Education. This resulted in a discussion paper, which was presented to the Department of Education; Life Course Centre member: Wojtek Tomaszewski
26. National Institute of Nutrition, 8 January 2018. Nature of briefing/presentation: Discussed building a collaboration through applying for a joint call proposal from the Vietnamese Government and Australian Government (NHMRC/NAFOSTED); Life Course Centre member: Nam Tran
27. New South Wales Department of Education, 27 November 2018. Nature of briefing/presentation: Possible joint collaboration and use of administrative data; Life Course Centre member: Marian Vidal-Fernandez
28. New South Wales Department of Industry, 12 November 2018. Nature of briefing/presentation: Briefing on linkage data project by the NSW department of Industry; Life Course Centre member: Marian Vidal-Fernandez
29. Queensland Department of Education, 18 June 2018. Nature of briefing/presentation: Meeting also included Linda Coyne (Principal Policy Officer), Danielle Macolister (executive Director State Schools) and Becky Walsh (Director); Life Course Centre member: Jenny Povey
30. Queensland Department of Education, 16 October 2018. Nature of briefing/presentation: Presentation at the Queensland Department of Education 2018 Research Forum Series by L. Willis, J. Povey and J. Hodges, titled 'Principal leadership strategies for parent and community engagement in disadvantaged schools; Life Course Centre member: Jenny Povey
31. Queensland Department of Education, 27 November 2018. Nature of briefing/presentation: Presentation at the Queensland Department of Education Research Showcase Series by L. Willis, J. Povey and J. Hodges titled 'Engage to learn: working in partnership with families'; Life Course Centre member: Jenny Povey
32. Queensland Department of Education, 1 November 2018. Nature of briefing/presentation: Keynote presentation titled 'Choosing rest: Finding effective approaches to rest-times in ECEC services' as part of the Queensland Government, Department of Education, Research Showcase 2018, Transforming Service Delivery in Brisbane; Life Course Centre member: Sally Staton
33. Queensland Department of Education, 1 July 2018. Nature of briefing/presentation: Presentation titled 'Meeting in the middle: How can governments and researchers work together to achieve impact?' In Queensland Government, Department of Education, Research Forum 2018; Life Course Centre member: Sally Staton
34. *Queensland Police Service, 22 June 2018. Nature of briefing/presentation: Reporting on progress of Walk of Life program evaluation; Life Course Centre member: Emma Antrobus
35. School of Special Educational Needs: Medical and Mental Health, 29 January 2018. Nature of briefing/presentation: Presented the results of recent research project to executive and teaching staff at the school; Life Course Centre member: Kirsten Hancock
36. Tasmanian AEDC Steering Committee; Department of Education; Hobart; Tasmania, 29 November 2018. Nature of briefing/presentation: To discuss perinatal and sociodemographic risk factors for AEDC vulnerability in Tasmania; Life Course Centre member: Cate Taylor
37. *The National Office for Child Safety, 29 August 2018. Nature of briefing/presentation: To provide advice around the following initiatives: development of a National Strategy to Prevent Child Sexual Abuse; co-ordination of the National Principles for Child Safe Organisations; Development of the Commonwealth's Child Safe Framework on a national child maltreatment study; work on setting up a national centre to raise awareness and understanding of the impacts of child sexual abuse, and development of a new National Framework for Child Safety post-2020; Life Course Centre members: Mark Western, Janeen Baxter

STAKEHOLDER PRESENTATIONS AND BRIEFINGS (CONTINUED)

38. Victorian Public Service, 23 October 2018. Nature of briefing/presentation: Innovation Network: Thought Leadership, invited seminar, Improving policing practices: Evidence from Australia and overseas; Life Course Centre member: Lorraine Mazerolle
39. Western Australian Department of Education, 1 May 2018. Nature of briefing/presentation: Provided the results of a program of research using WA DoE administrative data, and discussed the main findings and implications of the research; Life Course Centre member: Kirsten Hancock
40. Western Australian Council of Social Service, 12 April 2018. Nature of briefing/presentation: Invited presentation titled 'People Living in Place: Circumstances for early childhood development and learning'; Connecting Early Years Network Support Program Forum: Western Australian Council of Social Service; Life Course Centre member: Stephen Zubrick
41. Western Australian Government Department of Communities, 28 November 2018. Nature of briefing/presentation: Circumstances for healthy children and empowered communities – Port Hedland; Life Course Centre member: Stephen Zubrick
42. Western Australian Government Department of Communities, 29 November 2018. Nature of briefing/presentation: Circumstances for healthy children and empowered communities – Karratha; Life Course Centre member: Stephen Zubrick
43. Western Australian Government Roundtable; Parliament House, 20 March 2018. Nature of briefing/presentation: Presented a seminar titled 'Understanding vulnerability' Western Australian Government Roundtable, Parliament House, Perth; Life Course Centre member: Stephen Zubrick
44. *Western Australian Police, 28 November 2018. Nature of briefing/presentation: WA Police are in the process of improving their use of administrative data systems to support evidence-based policing for young offenders. This includes a new focus on life course criminology, and using service data to identify more efficient points of intervention with the goal of preventing transitions to adult criminality. Role in the meeting was to describe how Police data could be integrated with other state service data to allow more nuanced targeting of Police diversion practices for young offenders; Life Course Centre member: Francis Mitrou
45. *Western Australian Youth Deliberate Self-Harm Reference Group, 1 February 2018. Nature of briefing/presentation: Ongoing meetings of research and service staff to develop new measures for identification of adolescent Deliberate Self-Harm among service presentations, and new public health tools to stem the rise in hospital presentations for DSH; Life Course Centre member: Francis Mitrou
46. Multiple government stakeholders (as listed), 6 September 2018. Nature of briefing/presentation: Roundtable with predictive analytics expert Prof Rhema Vaithianathan (from AUT). Attendees including representatives from the following government agencies: Department of Social Services; Department of the Prime Minister and Cabinet; Department of Child Safety, Youth and Women; Department of Housing and Public Works; Australian Bureau of Statistics; Life Course Centre members: Mark Western, Paco Perales, Wojtek Tomaszewski

Non-Government Organisations

47. Anglicare, 24 October 2018. Nature of briefing/presentation: To provide advice on Anglicare research and social disadvantage; Life Course Centre member: Mark Western
48. Australian Chamber Orchestra, 12 November 2018. Nature of briefing/presentation: Briefing on the state of the ethical approval process for the ACO Foundations evaluation project and discussion towards a possible Linkage application; Life Course Centre member: Marian Vidal-Fernandez
49. Australian Council on Smoking and Health, 28 June 2018. Nature of briefing/presentation: Delivered presentation on why the relationship between mental health and smoking is not just a health problem, but also a problem of social inequality; Life Course Centre member: Francis Mitrou
50. Australian Research Alliance for Children and Youth, 21 February 2018. Nature of briefing/presentation: Met to discuss future collaboration; Life Course Centre members: Janeen Baxter, Stephen Zubrick, Lucy Mills
51. Center for Community Health Research and Development, 5 February 2018. Nature of briefing/presentation: Invited Mrs. Mai Huong to be a CI in a NHMRC/NAFOSTED proposal; Life Course Centre member: Nam Tran
52. Churches of Christ Housing Service, 23 March 2018. Nature of briefing/presentation: Discussed Every Family Project and opportunities for co-facilitation of Triple P programs within the local region and established delivery dates; Life Course Centre member: Lena Krause
53. Salvation Army Goodna, 25 October 2017. Nature of briefing/presentation: Discussed current work by agency and opportunities to collaborate with Local Coordinator and host Triple P programs either onsite or at Goodna State School; Life Course Centre member: Lena Krause
54. The Benevolent Society, 6 April 2018. Nature of briefing/presentation: Met to discuss future collaboration; Life Course Centre members: Janeen Baxter, Lucy Mills, Karen Healy
55. *The Smith Family, 13 February 2018. Nature of briefing/presentation: A meeting of the 2020 Learning for Life Growth Project External Reference Group. Also met: 21 August, 13 November. Objectives were: To provide the External Reference Group an update on the Project progress and get advice on emerging issues; To elicit the expertise, knowledge and experience of the External Reference Group to inform The Smith Family's project plan for effective and sustainable implementation of the 2020 Learning for Life Growth Project; Life Course Centre member: Mark Western
56. The Smith Family, 15 February 2018. Nature of briefing/presentation: To discuss relationship between The Smith Family, Life Course Centre and ISSR; Life Course Centre member: Mark Western
57. Uniting Care, 19 April 2018. Nature of briefing/presentation: Briefing on current state of research relating to Try, test and learn; Life Course Centre members: Mark Western, Janeen Baxter, Lucy Mills

STAKEHOLDER PRESENTATIONS AND BRIEFINGS (CONTINUED)

58. Western Australia Council of Social Service: member of the 100 Families WA Advisory Reference Group, 17 October 2018. Nature of briefing/presentation: 100 Families WA is an action research project aiming to contribute to policy and practice change concerning the issues facing families who experience entrenched disadvantage. The Advisory Reference group is likely to convene on a bi-annual basis; Life Course Centre member: Francis Mitrou
59. Western Australia Mental Health Advocacy Service, 6 June 2018. Nature of briefing/presentation: WA Mental Health Advocacy Service. Delivered presentation on why the relationship between mental health and smoking is not just a health problem, but also a problem of social inequality; Life Course Centre member: Francis Mitrou
60. Youth Health and Education Service House, 13 February 2018. Nature of briefing/presentation: Met to discuss P2P research and collect interview data; Life Course Centre members: Janeen Baxter, Heidi Hoffmann, Jack Lam
61. Access Community Services Limited, 24 August 2017. Nature of briefing/presentation: Discussed the five new community Hubs being opened in the Ipswich area and opportunities to form close working partnership with hubs to facilitate Triple P program delivery. Met again on 22 February 18 to discuss planning for program delivery; Life Course Centre member: Lena Krause
62. Act for Kids, 26 October 2017. Nature of briefing/presentation: Presented Every Family project pitch and discussed parenting support within the region. Identified a potential referral system for families to Triple P and the Local Coordinator through the agency; Life Course Centre member: Lena Krause
63. Bundamba State High School, 22 November 2017. Nature of briefing/presentation: Discussed delivery of Triple P within the local community. Discussed establishing a collaboration with Bundamba Salvation Army and hosting programs in partnership; Life Course Centre member: Lena Krause
64. Commissioner for Children and Young People; WA, 20 March 2018. Nature of briefing/presentation: Presentation titled 'Vulnerability: Risks, predictions and outcome', as part of the Vulnerability Speaker Series: Commissioner for Children and Young People, Western Australia, Perth
65. Commonwealth Bank, 30 July 2018. Nature of briefing/presentation: Presentation to the CBA/UoM Stakeholder Forum, Melbourne titled 'Using survey and banking data to measure financial wellbeing'. David Ribar, Carole Comerton-Forde, Edwin Ip, James Ross, Nicolás Salamanca and Sam Tsiapias; Life Course Centre members: David Ribar, Nicolás Salamanca
66. Community Care Committee, 4 July 2017. Nature of briefing/presentation: Every Family Project pitch and stakeholder engagement. Continued communications via email and telephone; Life Course Centre member: Lena Krause
67. Darling Heights State School, 6 October 2017. Nature of briefing/presentation: Every Family Project pitch. Interest from stakeholders in delivering Triple P to a CALD (Culturally and Linguistically Diverse) parent group; Life Course Centre member: Lena Krause
68. Deception Bay North State School, 17 November 2017. Nature of briefing/presentation: Every Family project pitch via phone. Stakeholder committed to supporting the project through use of their hall and meeting rooms as program venues as well as disseminating any upcoming program information to parents through school communications; Life Course Centre member: Zayna Karam-Simmond
69. DL Legal – Randall Paul Gibbens, 1 December 2016. Nature of briefing/presentation: Following initial meeting, as well as continued communication via phone and email, stakeholder gained interest in assisting in program delivery as a practitioner and agreed to establish a referral system with the Local Coordinator. Subsequent business briefings on 13 April 2018: discussed data sharing and more effective planned approach in program delivery to ensure increased reach in region; Life Course Centre members: Lena Krause, Kylie Burke
70. East Creek Neighbourhood Centre, 20 December 2017. Nature of briefing/presentation: Every Family project pitch. Discussed opportunities for collaboration; Life Course Centre member: Lena Krause
71. Economic Society of Australia; Victoria Branch, 23 August 2018. Nature of briefing/presentation: Presentation titled 'Using Survey and Banking Data to Measure Financial Wellbeing', given by David Ribar co-authors Carole Comerton-Forde, Edwin Ip, James Ross, Nicolás Salamanca and Sam Tsiapias, to the Economic Society of Australia, Victoria Branch Professional Development Seminar, Melbourne; Life Course Centre members: David Ribar, Nicolás Salamanca
72. Eva's Place, 21 July 2017. Nature of briefing/presentation: Every Family project pitch. Through follow up conversations over the phone and further consultation, they agreed to collaborate with Triple P being promoted and delivered onsite; Life Course Centre members: Lena Krause, Kylie Burke
73. Floresco, 24 August 2017. Nature of briefing/presentation: Discussed the Every Family project and identified areas for collaboration. They are engaging in the Collective Impact Project with QLD Health (a mental health Ipswich based project) and consequently there is opportunity for data sharing with Every Family project team; Life Course Centre member: Lena Krause
74. Gail's Community House, 1 November 2017. Nature of briefing/presentation: Agency agreed to host a Triple P seminar series and expressed interest to continue working together and offering more programs; Life Course Centre member: Lena Krause

Industry, professional and community groups

STAKEHOLDER PRESENTATIONS AND BRIEFINGS (CONTINUED)

75. Goolburri Aboriginal Health Advancement, 17 August 2017. Nature of briefing/presentation: Dial in meeting with staff from outreach clinics. Discussed peer support and confidence building for practitioners within agency. Met again on 7 February 2018. Further discussed implementation of Triple P Group in the next 6 months and confirmed dates for co-facilitation. Also confirmed establishing mentoring program/Peer Assisted Supervision Sessions (PASS) with Goolburri practitioners; Life Course Centre member: Lena Krause
76. Kulila, 22 September 2017. Nature of briefing/presentation: Discussion on Indigenous Group Triple P program delivery in coming months and plans to start advertising, recruiting and set dates for program delivery. Follow-up meeting (Oct 10, 2017) Further discussed Indigenous Group Triple P program and an accompanying research project for which ethics has now been approved. Karen Turner also involved; Life Course Centre members: Lena Krause, Kylie Burke
77. Kulila Focus Group, 5 April 2018. Nature of briefing/presentation: Indigenous focus group (both community and agency participants) conducted to draft interview and survey questions for an upcoming research project; Life Course Centre member: Lena Krause
78. Little Legends Childcare Dakabin, 29 January 2018. Nature of briefing/presentation: Discussed Every Family project, Triple P programs and benefits to parents and children alike. Agency is interested in learning more about Triple P and discussed training opportunities for staff. The agency agreed to host Triple P programs at the day care centre and are currently disseminating promotional materials; Life Course Centre member: Zayna Karam-Simmond
79. Metro Care/Metro Church, 8 June 2017. Nature of briefing/presentation: Every Family Project pitch. Local coordinator made offer to provide continued peer support and co-facilitation; Life Course Centre member: Lena Krause
80. Morayfield State School, 8 February 2018. Nature of briefing/presentation: Discussed the Every Family Project and the benefits of Triple P programming to children, parents and the whole school community; Life Course Centre member: Zayna Karam-Simmond
81. Moreton Bay Regional Council, 29 January 2018. Nature of briefing/presentation: Re-connected in the beginning of 2018 with new stakeholders within the council who were interested in supporting the project through working on joint events, hosting and sponsoring a morning tea event in Bribie Island, to highlight the importance of parents friendly communities; Life Course Centre members: Zayna Karam-Simmond, Kylie Burke
82. Neighbourhood Watch Queensland State Conference, 4 October 2018. Nature of briefing/presentation: Keynote lecture at the Neighbourhood Watch Queensland State Conference, Southport; Life Course Centre member: Lorraine Mazerolle
83. New Zealand National Science Challenge, 19 October 2018. Nature of briefing/presentation: New Zealand National Science Challenge funded by the ministry for Social Development; Life Course Centre member: Janeen Baxter
84. Parents and Citizens Association of Queensland, 7 September 2018. Nature of briefing/presentation: Presentation at the Parents and Citizens Association of Queensland State Conference, Brisbane titled 'Parent engagement research and evidence'; Life Course Centre member: Jenny Povey
85. Paul Ramsay Foundation, 15 February 2018. Nature of briefing/presentation: To discuss ideas for progressing disadvantage research and translation in the areas that are of interest to the Foundation; Life Course Centre member: Mark Western
86. Paul Ramsay Foundation, 21 September 2018. Nature of briefing/presentation: To discuss Paul Ramsay Foundation's emerging directions for the education strategy, also seeking ISSR's input and feedback; Life Course Centre members: Mark Western, Karen Thorpe, Wojtek Tomaszewski, Janeen Baxter
87. Redbank Plains Community Hub, 22 November 2017. Nature of briefing/presentation: Discussed agency delivering Triple P programs and agreed to talk further about delivery plans; Life Course Centre member: Lena Krause
88. Riverview Community Hub, 22 November 2017. Nature of briefing/presentation: Discussed Every Family project and how Local Coordinator can support practitioners; Life Course Centre member: Lena Krause
89. Riverview Neighbourhood House/Community Centre, 9 May 2017. Nature of briefing/presentation: Discussed the agency's past delivery of Triple P and the community need for programs. Agency agreed to support delivery of Triple P from their venue; Life Course Centre member: Lena Krause
90. Riverview State School, 16 August 2017. Nature of briefing/presentation: Discussed Every Family project and the opportunity to delivery programs within the local community. Agency interested in promoting the program and engaging in co-facilitation. Agreed actions were scheduling dates for seminar delivery at school with co-facilitation between Local Coordinator and School Chaplain; Life Course Centre member: Lena Krause
91. Strathpine Trainee Childcare, 30 January 2018. Nature of briefing/presentation: Discussed Every Family project and Triple P programs and how they can benefit parents, children and the community. Agency expressed interest in supporting the Every Family project and hosting Triple P Programs. Promotional materials were shared for dissemination and agreed actions were scheduling Triple P programs at the child care centre; Life Course Centre member: Zayna Karam-Simmond
92. Toowoomba Regional Council Library, 21 July 2017. Nature of briefing/presentation: Agency expressed interest in promoting and hosting Triple P programs to local region; Life Course Centre member: Lena Krause

STAKEHOLDER PRESENTATIONS AND BRIEFINGS (CONTINUED)

Multiple stakeholder categories

93. Anglicare, 29 August 2018. Nature of briefing/presentation: Presented at the wine and cheese conversation series, titled 'The Lives We Want: Conversation series'. The small, invitation-only events bring together executives from major law, accounting and other corporates; academia; and senior church and not-for-profit leaders to hear and engage with thought-provoking speakers on current social justice issues; Life Course Centre member: Janeen Baxter
94. *Australian Research Alliance for Children and Youth, 23 November 2018. Nature of briefing/presentation: ARACY invited representatives from academia, government and the NGO sector to a workshop to help develop their National Action Plan for Children's Health 2020–2030; Life Course Centre member: Francis Mitrou
95. Consumer Policy Research Centre Vulnerability Forum, 15 November 2018. Nature of briefing/presentation: Talk titled 'Using Survey and Banking Data to Measure Financial Wellbeing', given by David Ribar, co-authors Carole Comerton-Forde, Edwin Ip, James Ross, Nicolás Salamanca and Sam Tsiaplias, to the Consumer Policy Research Centre Vulnerability Forum; Life Course Centre members: David Ribar, Nicolás Salamanca
96. Office of the Chief Psychiatrist; WA, 2 November 2018. Nature of briefing/presentation: Office of the Chief Psychiatrist WA, Health Department of Western Australia. Delivered presentation on why the relationship between mental health and smoking is not just a health problem, but also a problem of social inequality; Life Course Centre member: Francis Mitrou
97. TC Beirne School of Law, Columbia University, Yale University, Boston University and the University of New South Wales as well as government, legal and community representatives, 31 July 2018. Nature of briefing/presentation: Prof Mazerolle, along with Dr Wallis, acted as a Panel chair for this workshop, titled Stakeholder Roundtable, Futures of sentencing and incarceration workshop, Brisbane, Australia, 31 July 2018; Life Course Centre member: Lorraine Mazerolle

NEW COLLABORATIONS WITH ORGANISATIONS

Organisation name	City	Organisation type	Purpose of collaboration	Centre members
Center for Community Health Research and Development	Hanoi	NGO	Developing proposal for the 2018 International Joint Call for Collaborative Research Project, NHMRC/NAFOSTED	Nam Tran
Centre for Social Data Analytics, Auckland University of Technology	Brisbane	Research Institute	Building data analytics capability in social services in LCC/ISSR and Centre for Social Data Analytics	Mark Western
Health Strategy and Policy Institute	Hanoi	Government	Writing grant for The UQ Global Strategy and Partnership Seed Funding Scheme 2018	Nam Tran
National Institute of Nutrition	Hanoi	Government	Developing proposal for the 2018 International Joint Call for Collaborative Research Project, NHMRC/NAFOSTED	Nam Tran
Queensland Corrective Services	Logan	Government	Evaluation of Building Social Capital Hubs project	Emma Antrobus
School of Exercise and Nutrition Sciences, Queensland University of Technology	Brisbane	Research institute	Developing proposal for the 2018 International Joint Call for Collaborative Research Project, NHMRC/NAFOSTED	Nam Tran
The Benevolent Society	Brisbane	NGO	Developing a new collaboration to applying for the ARC Linkage scheme to study kids in out of home care	Janeen Baxter, Karen Healy,
Every Family Population-level Trial Collaborations				
Access Community Services Limited	Ipswich	Community	Work in partnership with program promotion, delivery, and hosting and training hub leaders as Triple P practitioners	Lena Krause, Kylie Burke
Act for Kids	Toowoomba	Community	To establish a referral system for families to Triple P and Local Coordinator support	Lena Krause, Kylie Burke
Bundamba State High School	Ipswich	Community	Local Coordinator to offer assistance by forming partnerships with other agencies to gain access to venues, allowing Teen triple P delivery	Lena Krause, Kylie Burke
Centrelink – Goodna	Ipswich	Government	Awareness raising and program promotion within the local community	Lena Krause, Kylie Burke
Churches of Christ Housing Service	Ipswich	Community	Co-facilitation of Triple P programs within the local region.	Lena Krause, Kylie Burke
Community Care Committee	Toowoomba	Community	Awareness raising, and ongoing program promotion and hosting in local areas	Lena Krause, Kylie Burke
Darling Heights State School	Toowoomba	Community	Awareness raising, and program promotion, hosting and delivery. Co-facilitated Primary Care Triple P to a CALD women's playgroup.	Lena Krause, Kylie Burke
Deception Bay North State School	Moreton Bay	Community	Awareness raising, and program promotion and hosting	Zayna Karam-Simmond, Kylie Burke
DL Legal	Toowoomba	Industry	Will assist in Triple P program delivery as a practitioner	Lena Krause, Kylie Burke
East Creek Neighbourhood Centre	Toowoomba	Community	The agency works to promote local Triple P programs through their community networks, including the distribution of promotional materials	Lena Krause, Kylie Burke
Eva's Place	Ipswich	Community	Agency currently engaging in awareness raising, program promotion, and hosting of programs onsite	Lena Krause

NEW COLLABORATIONS WITH ORGANISATIONS (CONTINUED)

Organisation name	City	Organisation type	Purpose of collaboration	Centre members
Every Family Population-level Trial Collaborations (continued)				
Floresco	Ipswich	Community	Floresco is willing to support the project through raising awareness and promoting and hosting parenting programs in Ipswich.	Lena Krause, Kylie Burke
Gailes Community House	Ipswich	Community	Awareness raising, program promotion and hosting and possible program delivery	Lena Krause, Kylie Burke
Goolburri Aboriginal Health Advancement	Ipswich	Community	Awareness raising, program promotion, hosting and delivery, as well as ongoing mentoring/professional development with Local Coordinator	Lena Krause, Kylie Burke
Ipswich Member of Parliament (MP)	Ipswich	Community	Ipswich MP supports the project through awareness raising and promotion of Triple P programs on social media, hosting programs and through sponsorship	Lena Krause, Kylie Burke
Kulila	Toowoomba	Community	Awareness raising, and program promotion, hosting and delivery in 2018. Also engaging in mentoring/professional development with two Kulila staff trained in Indigenous Group Triple P, and Local Coordinator conducting PASS and accreditation preparation	Lena Krause, Kylie Burke
Little Legends Childcare Dakabin	Moreton Bay	Community	The agency has agreed to host Triple P programs at the day care centre and are currently disseminating promotional materials	Zayna Karam-Simmond, Kylie Burke
Metro Care/Metro Church	Toowoomba	Community	Awareness raising, and program promotion, hosting and delivery (through co-facilitation with Local Coordinator), as well as mentoring/professional development through on-going support from Local Coordinator	Lena Krause, Kylie Burke
Morayfield State School	Moreton Bay	Community	The school has agreed to host Triple P programs and is interested in pursuing Triple P training for staff	Zayna Karam-Simmond, Kylie Burke
Redbank Plains Community Hub	Ipswich	Community	Agency to engage in Triple P program promotion, hosting and delivery	Lena Krause, Kylie Burke
Riverview Community Hub	Ipswich	Community	Hub Leader is accredited in Seminar Triple P and plans to start delivering in early 2018 to the local community, however requires ongoing support from Local Coordinator, particularly for program promotion and advertising	Lena Krause, Kylie Burke
Riverview Neighbourhood House/Community Centre	Ipswich	Community	Awareness raising, Triple P program promotion and hosting	Lena Krause, Kylie Burke
Riverview State School	Ipswich	Community	Triple P program promotion to school community with promotion materials distributed	Lena Krause, Kylie Burke
Salvation Army Goodna	Ipswich	NGO	Agency currently offers support to local families and works closely with Goodna State School	Lena Krause, Kylie Burke
Strathpine Trainee Childcare	Moreton Bay	Community	The centre is now promoting and hosting the Triple P program	Zayna Karam-Simmond, Kylie Burke
Toowoomba Regional Council Library	Toowoomba	Community	Agency will engage in Triple P program promotion and will host programs onsite	Lena Krause, Kylie Burke

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