The Longitudinal Study of Australian Children

2010–11 Annual Report

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Growing Up in Australia: the Longitudinal Study of Australian Children

Growing Up in Australia is funded by the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs. The study is being undertaken in partnership with the Australian Institute of Family Studies and the Australian Bureau of Statistics, with advice being provided by a consortium of leading researchers from research institutions and universities throughout Australia.

Growing Up in Australia: the Longitudinal Study of Australian Children: 2010–11 Annual Report, 2012

Cover: The drawings created by children taking part in *Growing Up in Australia*

For more information
Longitudinal Study of Australian Children (LSAC)
Research and Analysis Branch
Australian Government Department of Families, Housing, Community Services and Indigenous Affairs

Phone: (02) 6146 2306
Fax: (02) 6204 4747
Email: <lsac@fahcsia.gov.au>

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Minister's foreword

The Hon. Jenny Macklin MP

Every child has the right to a happy, safe and healthy childhood and the Australian Government is keen to ensure that these rights are at the centre of its policy priorities. This is why we are proud to fund and support *Growing Up in Australia*: the Longitudinal Study of Australian Children (LSAC) to provide a strong evidence base to help policy-makers and government agencies develop the best policies for ensuring child wellbeing.

The study collects a range of information on academic ability, health and emotional wellbeing, as well as parenting, family functioning, early childhood care, education and schooling. Since the study began in 2004, around 10,000 children and families have taken part in the four main waves of data collection.

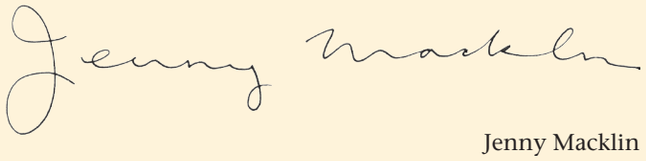
The Longitudinal Study of Australian Children examines the impact of Australia's social and cultural environment on Australian children. Early developmental outcomes are important indicators for outcomes in later childhood, adolescence and adulthood. By following children over time, we gain a better understanding of when, why and how children take steps in their lives that lead to positive outcomes, and when the best opportunities arise to help children move towards these good outcomes as they grow up.

Children are central to the direction this Government is taking in social policy. To give just one example, this year we announced the creation of a National Children's Commissioner within the Australian Human Rights Commission. The National Children's Commissioner will promote public discussion and awareness of issues affecting children, conduct research and education programs, consult children, monitor relevant Commonwealth legislation, policies and programs and provide national leadership.

The Australian Government is providing ongoing support for the *Growing Up in Australia* study. This means it can capture transitions from birth, through primary school and now, through the beginnings of adolescence, and investigate the long term impacts of early experiences.

Research from the study has already made an important contribution to understanding children's development and we look forward with anticipation to the insights the study will offer as the children mature into adolescents and adults.

Without the support and enthusiasm of the parents and children participating in the study, LSAC would not be possible. I would therefore personally like to thank each family for their commitment and time. Your contribution will help improve the lives of Australian children today and in the future.



Jenny Macklin
Minister for Families,
Community Services and Indigenous Affairs
Minister for Disability Reform

Foreword from Professor Alan Hayes

Information from *Growing Up in Australia*: the Longitudinal Study of Australian Children (LSAC) continues to contribute to the international body of research investigating the impact of early life experiences on children's later development and outcomes. The information collected by LSAC enables comparisons between children in different socio-demographic circumstances, which help researchers identify the aspects of children's environments and experiences that are important for helping those children to thrive. Some recent examples of research using LSAC include investigations of the unique experiences of families living in regional, rural and remote areas of Australia, and explorations of various aspects of fathering and the important role that fathers play in their children's lives.

As well as comparisons between different groups of children, LSAC data are increasingly being used to investigate inter-country differences in children's experiences and development. Some recent examples include comparisons with two Norwegian studies, the TOPP Study (Tracing Opportunities and Problems in Childhood and Adolescence) and the MoBa Study (Norwegian Mother and Child Cohort Study). These comparisons have looked at child temperament and children's experiences of non-parental child care. A 2011 paper, co-authored by researchers from the Organisation for Economic Cooperation and Development (OECD), Australia, Canada and the United States, investigated the influence of early maternal employment and child care on child development in five different countries.

Research using LSAC data, whether conducted with an Australian focus or through comparisons with data from other countries, continues to support the development of policies and practices to support children and families. Recent examples include research on work and family balance, and parental leave.

The LSAC research team maintains close connections with a range of international studies, including in Europe, the United Kingdom, New Zealand, the United States and Asia. LSAC researchers have been involved with some recent additions to the wide range of longitudinal studies conducted around the world. Growing Up in New Zealand has recently released its first report of data collected from mothers before their child was born, and the first phase of the United States' National Children's Study has also taken place in the last few years. Understanding Society, the UK Household Longitudinal Study, commenced in recent years and is using some innovative methodologies and a broad interdisciplinary focus.

These exciting international developments along with the ongoing development of the LSAC research program promise a rich future for birth cohort research in Australia and internationally.

Professor Alan Hayes

Director

Australian Institute of Family Studies

Growing Up in Australia: Overview and highlights from 2010–11

In 2002, families from around Australia were invited to participate in a nation-wide study of Australian children—*Growing Up in Australia*: The Longitudinal Study of Australian Children (LSAC). A representative sample of 10,000 families was selected to take part in the study, which commenced in 2004. In the first wave, the B or infant cohort was aged 3 to 19 months and the K or child cohort was aged 4 to 5 years. Study informants include the child (from the age of 6), parents (both resident and non-resident), carers and teachers.

LSAC investigates the impact of children's family, social, economic and cultural environments on their adjustment and wellbeing. A major aim of the study is to identify policy opportunities for improving support for children and their families and for early intervention and prevention strategies.

The design of LSAC reflects a broad, multidisciplinary perspective to enable policy-relevant questions about children's development and wellbeing to be addressed. Researchers use the data to answer a range of research questions about parenting, family relationships, childhood education, non-parental child care and health.

Information from participants is collected every two years using a range of methodologies that change as the children grow older to reflect their increased capacity, the need for privacy and improvements in technology. Primary data collection occurs every two years. Data is collected from two cohorts, each of approximately 5000 children. In Waves 1 to 4, participants were asked to complete small mid-wave data collections. However, after Wave 4 this was dropped due to declining response rates and the mid-wave process was used to trial new tracking procedures. These are discussed later in the report.

Wave 4 data collection

Wave 4 data collection was conducted from March 2010 to January 2011. During this time, the Australian Bureau of Statistics (ABS) interviewed 8405 study families: 4241 B cohort families (children aged between 6 and 7 years) and 4164 K cohort families (children aged between 10 and 11 years).

In Waves 2 and 3, information from study families was collected during a home visit using a computer-assisted interview (CAI) with Parent 1 (primary carer of the study child) and questions to and assessments of the study child. In addition, both Parent 1 and Parent 2 answered some questions on paper forms. These forms were completed either while the interviewer was in the home, or after the interview with postal return.

Several new data collection methods were introduced in Wave 4. Families had the option to complete a small computer-assisted telephone interview (CATI) during the initial phone call from the interviewer or at another time prior to the home visit. Thirty-one per cent of both B and K cohort families completed CATI interviews in the initial phone call and a further 17 per cent completed CATI interviews during a subsequent phone call. Parents who opted not to complete the CATI (52 per cent) answered the same questions as part of the in-home interview. The CATI option was introduced to allow more flexibility in the interview for busy families. Feedback from interviewers indicated that parents appreciated this option.

The Wave 4 interview in the home consisted of two parallel interviews with the parent and the study child. The Parent 1 interview included the face-to-face interview with the interviewer and a computer-assisted self-interview (CASI). This CASI replaced the Parent 1 self-completion paper form. The Parent Living Elsewhere (PLE) was interviewed using a CATI.

The Study Child Interview consisted of:

- new body fat measurements for both B and K cohort children
- new laser stadiometers to measure height
- a blood pressure measurement for the K cohort child
- a Time Use Diary for the K cohort children, replacing the paper form previously completed by Parent 1 and
- a new audio computer-assisted self-interview (ACASI) for the K cohort children.

The B cohort children were interviewed directly by an ABS interviewer for the first time using a CAI.

As the children grow older, new content is added to the study and old content is removed if it is no longer age appropriate. The major new content development occurs in each wave with the K cohort. The B cohort generally follows the methodology and content asked of the K cohort when they were the same age. Thus, while the content in the B cohort questionnaires is changing, less development is required. When introducing new content, respondent burden and sensitivities are considered. However, as children get older, their lives become more complex as does the amount of information the study wants to collect about them. As a consequence, the amount of information collected has gradually increased over time.

The average time spent in the home by an interviewer at Wave 4 was approximately 110 minutes. This was higher than both Wave 2 (85 minutes) and Wave 3 (90 minutes). The increase in time across waves is comparable between the cohorts, with both the B cohort (W3 = 91 minutes; W4 = 98 minutes) and the K cohort (W3 = 98 minutes; W4 = 104 minutes) interviewer time increasing by 7 minutes on average.

Wave 5 development

Wave 5 content development began in 2010 and finished in early 2012. New content introduced in Wave 5 reflects the increase in age of the children, particularly the K cohort who are entering adolescence. There have also been notable additions to each of the parent measures and K and B cohort measures in this wave.

LSAC will shift the focus for the K cohort from the parent to study child. The K cohort children will be 12 to 13 years of age and are gradually becoming the primary respondent in the study. This reflects the reality that as children become teenagers, their parents become less aware of their activities and thus are no longer the best informant to tell us about the child. The children themselves are also more capable of telling the interviewer about themselves. From Wave 5 there will continue to be an increase in the number of questions asked directly to the K cohort about their lives, thoughts, feelings and actions. This will reveal a perspective of growing up in Australia almost completely

from the children. Parents are still a major source of information within the study at this stage as they still answer the majority of the questions.

New content areas for the K cohort will include: peers, health and parental monitoring. Parents will also be asked new questions relating to health conditions, child employment and pocket money, and homelessness.

The B cohort children will be asked many of the same questions as the K cohort when the K cohort were the same age.

Research publications and dissemination

Use of LSAC data and research continued to grow during 2010–11. There are over 500 registered LSAC data users across Australia and overseas. In addition, over 40 journal articles and reports were published and approximately 50 conference presentations delivered (see 'Publications and presentations'). Website visits to the Growing Up in Australia site have remained relatively stable between 2009–10 and 2010–11 at over 200,000 visits.

Life at documentary series

During February 2011, the Australian Broadcasting Corporation (ABC) screened the third instalment of the *Life at* Series, *Life at 5*. The series, produced by Heiress Films, follows the lives of 11 children and their families. As in the previous instalments, *Life at 1* and *Life at 3*, LSAC provided a large portion of the evidence base used in the documentary. The series uses the LSAC data and findings to relate the lives of the documentary children to other Australian children. Two members of the study's Consortium Advisory Group, Professor Steve Zubrick and Professor Ann Sanson, provided in-program commentary and advice to the film makers. The Australian Institute of Family Studies (AIFS) and FaHCSIA staff provided advice on the use and interpretation of the data and research. *Life at 5* observes the children's ordinary routines and milestones and looks at factors impacting on their lives such as their parents' relationship, finances, work, health and education. The next instalment, *Life at 7*, is already being filmed, with AIFS and FaHCSIA again involved. It is anticipated that it will be ready for screening in late 2012 or early 2013.

Wave 4 response

The study continues to maintain a good response rate. In Wave 4 there were 8405 interviews completed with the primary caregiver (Parent 1), representing 86.6 per cent of the Wave 4 starting sample (n=9703) and 83.3 per cent of the Wave 1 starting sample. In Wave 4, 86.0 per cent of B cohort families and 87.2 per cent of K cohort families completed interviews. Only 6.6 per cent of families refused to participate, 5.4 per cent were non-contactable and the remaining 1.4 per cent were overseas for the entire enumeration period.

As illustrated in Table 1, the sample size of the study has declined only very slightly. In Wave 4, many of the B cohort children had started school and many Parent 1s had returned to work. Despite many families' lives becoming a lot busier, the vast majority are remaining engaged with the study.

Table 1:	Comparison of sample numbers across waves								
	B cohort			K cohort			Total		
	N	Response rate		N	Response rate		N	Response rate	
		%	%		%	%		%	%
		Wave 1	Available sample		Wave 1	Available sample		Wave 1	Available sample
Wave 1 original	5,107	100		4,983	100		10,090	100	
Wave 2 available	5,047	98.8		4,913	98.6		9,960	98.7	
Wave 2 responding	4,606	90.2	91.2	4,464	89.6	90.9	9,070	89.9	91.1
Wave 3 available*	4,971	97.3		4,829	96.9		9,800	97.1	
Wave 3 responding	4,386	85.9	88.2	4,332	86.9	89.7	8,718	86.4	89.0
Wave 4 available	4,929	96.5		4,774	95.8		9703	96.2	
Wave 4 responding	4,241	83.0	86.0	4,164	83.6	87.2	8405	83.3	86.6

*'available' means starting sample; this includes refusals and non-contacts

Non-participating families

Within the LSAC sample, there is a sub-sample of study families who have either not been contactable or refused to participate for multiple waves since Wave 1. Table 2 shows Wave 1 characteristics of Wave 4 main interview respondents and non-respondents.

Table 2 Wave 1 characteristics of Wave 4 main interview respondents and non-respondents

Wave 1 characteristics	B cohort		K cohort	
	Responding	Non-responding	Responding	Non-responding
	(%)	(%)	(%)	(%)
Parent 1 main language spoken at home				
English	87.5	76.1	86.7	72.5
Other	12.5	23.9	13.3	27.5
Study child Indigenous status				
Indigenous	3.4	9.8	2.8	8.5
Non-Indigenous	96.6	90.2	97.2	91.5
Parent 1				
Mean age in years (95% CI*)	31.2 (31.2, 31.5)	29.2 (28.8, 29.6)	35.0 (34.9, 35.1)	33.3 (32.8, 33.7)
Weekly parental income*				
<$1000	38.8	55.3	30.5	47.5
>=$1000	61.2	44.7	69.5	52.5
N	4242	865	4169	814

*B cohort responding N=3782, Non-responding N=566; K cohort responding N=3006, Non-responding N=814.

At the end of Wave 4, there were 1298 non-responding study families (includes families living overseas). Over the eight years of the study, 7936 study families have completed all main wave interviews, representing 79 per cent of the original Wave 1 sample of 10,090. A total of 335 study families have not responded to an interview since before Wave 2, representing 4 per cent of the original Wave 1 sample. Of the study families who did not complete a Wave 3 interview, 251 completed a Wave 4 interview. Five hundred and eight study families who completed interviews at Wave 2 and 3 did not complete an interview at Wave 4.

In Wave 4, there were 637 refusals. Forty (6.3 per cent) of these families also refused to participate in both Waves 2 and 3, while 318 (49.9 per cent) had previously responded in both Waves 2 and 3. The remainder were a mix of response for Wave 2 and Wave 3.

In maintaining the LSAC sample, the ABS undertakes extensive tracking exercises in each wave and in between waves. This exercise helps to identify and locate those study families who have moved within Australia or gone overseas permanently or temporarily.

Table 3 provides a detailed picture of the Wave 4 response outcome by response history across main waves from Wave 2 onwards.

Table 3	Wave 2 and Wave 3 response by Wave 4 outcome (detailed)					
		Wave 4 Response				
Wave 2	**Wave 3**	**Lost**	**O/Seas**	**Refused**	**Responded**	
Lost	Lost	191	6	29	55	281
	O/Seas	1	4	0	0	5
	Refused	7	1	31	17	56
	Responded	12	0	15	148	175
O/Seas	Lost	4	0	1	0	5
	O/Seas	0	16	0	4	20
	Refused	1	3	1	0	5
	Responded	0	1	2	19	22
Refused	Lost	14	0	6	4	24
	O/Seas	1	1	0	0	2
	Refused	7	0	40	8	55
	Responded	4	1	13	51	69
Responded	Lost	113	1	35	72	221
	O/Seas	3	40	1	13	57
	Refused	30	9	145	78	262
	Responded	138	52*	318	7936	8444
Total		526	135	637	8405	9703

In Wave 4 there were 637 refusals. Table 4 shows the breakdown of the Wave 2 and Wave 3 response status for these refusals.

Table 4 Response history for Wave 4 refusal families

		Wave 4 Cohort		Total
Wave 2	**Wave 3**	**B**	**K**	
Lost	Lost	15	14	29
	Refused	21	10	31
	Responded	6	9	15
O/Seas	Lost	1	0	1
	Refused	0	1	1
	Responded	0	2	2
Refused	Lost	4	2	6
	Refused	18	22	40
	Responded	6	7	13
Responded	Lost	20	15	35
	O/Seas	0	1	1
	Refused	84	61	145
	Responded	150	168	318
Total		325	312	637

Interviewers recorded the reasons for participant refusal. The most common reasons were 'Personal/Family commitment or problems' followed by 'Work/Study commitments'. Interviewers remarked that families were just too busy. A small number of families indicated that the study child did not want to participate further.

During Wave 4 fieldwork, a review of refusals was undertaken and targeted letters were sent to some families in an attempt to improve response rates. The targeted letters, along with conversion attempts over the telephone and face-to-face, will continue into future waves. Gift incentives will continue to target sample attrition.

Response to the study instruments

Table 5 outlines the Wave 4 instrument response rates. In Wave 4, the P1 computer-assisted self-interview (CASI) administered during the home visit replaced the paper form questionnaire. This may account for the increase in response rates in Wave 4 compared to Wave 3 (B cohort 87 per cent and 99 per cent, K cohort 88 per cent and 99 per cent respectively). The P1 paper form previously administered was not always completed while the interviewer was in the home. If the parent was busy, they were allowed to complete the form after the interviewer had left the home and post the form back. The CASI option does not allow for later completion and interviewers found that

the vast majority of parents were happy to complete it. The Time Use Diary (TUD), only collected for the K cohort in Wave 4, shows a 27 per cent increase from 69 per cent in Wave 3 to 96 per cent in Wave 4. Parent 2 and PLE response rates stayed relatively stable between Wave 3 and Wave 4, likely a reflection of the unchanged methodology.

Teacher response rates have decreased slightly between Wave 3 and Wave 4 but remain very good (Table 5). State education departments require the teacher forms to be sent via the principal, not directly to the teachers.

Table 5 Wave 4 instrument response rates

	Wave 3		Wave 4	
Survey instrument	**B cohort (%)**	**K cohort (%)**	**B cohort (%)**	**K cohort (%)**
CATI*	N/A	N/A	50	49
Parent 1	87	88	99	99
P2 forms	71	72	72	75
PLE	67	67	70	69
TUD**	68	69	N/A	96
Teacher forms	83	85	80	80

*The remainder of the CATI interviews were completed under the P1 instrument during the home visit.

** The parent-reported paper TUDs were replaced by the K child-reported TUD in Wave 4. Wave 4 numbers are for the paper diary completed in Wave 4 only. The numbers are higher due to the introduction of the interviewer guiding the children through their previous day's activities.

Parent Living Elsewhere (PLE)

In Wave 4, 1527 PLEs were confirmed or identified in the main interview with Parent 1 and 1056 were included in the approached sample. No attempt was made to contact the remaining 471 because either the P1 refused to provide PLE contact details or the PLE did not fit the study definition (e.g. child has never seen PLE). Of the 1056 PLEs included in the sample, 871 (83 per cent) completed interviews; 378 (82 per cent) for the B cohort and 493 (83 per cent) for the K cohort. Only 10 per cent of PLEs who responded in Wave 3 did not respond in Wave 4.

The PLE sample increased from 865 in Wave 3 to 1056 in Wave 4. The major increase was in the B cohort PLE records (W3=346; W4=460), resulting from increased separations. In previous waves, P1s were asked for their permission before the PLE was contacted. However, in Wave 4, permission was not required.

Time Use Diary

Declining response rates for the K cohort in TUD completion rates and growing parent complaints about the TUD initiated a change in strategy for the collection of this data in Wave 4, changing the diary from parent to complete to child to complete. The K cohort received a brief paper TUD along with their own Pre-Interview Letter (PIL) in

the mail prior to their interview. With the diary, children received a pen with a clock built in and food stickers to assist them in completing the diary. Children completed the diary the day before the interview. During the home visit, the interviewer went through the diary, recording the activities from the paper form into the computer. If the information recorded by the children was not clear or lacked detail, the interviewers helped the study child to recall more details by providing simple prompts, such as asking children to think of whom they were with while undertaking a particular activity.

As at 23 December 2010 (one month prior to the end of enumeration) there were 3537 complete or partially complete TUDs, with only 73 (2 per cent) refusals. Seventy-four per cent of boys and 81.5 per cent of girls completed the diary prior to the interview. In addition, 16 per cent of boys and 11 per cent of girls partially completed their diaries. Only 10 per cent of boys and 7 per cent of girls did not complete their diary prior to interview. Ninety-three per cent of children had no difficulties completing the diaries on their own.

Wave 4 findings

Wave 4 sample characteristics

Table 6 shows the sample characteristics of the main wave respondents. Research shows that certain groups are more likely to respond to surveys such as LSAC. The characteristics of people who are likely to respond (or not) in LSAC are very similar to those in comparable studies. Proportions of respondents by the sex of the child and across states have remained relatively stable over the past eight years of the study.

Aboriginal or Torres Strait Islander respondents and families where the mother speaks a language other than English continue to be under-represented in both cohorts. This suggests (in line with past research) that potential respondents from these backgrounds are less likely to participate, and may indicate they will continue to decrease in future waves. Diverse engagement strategies are employed to help retain these respondents.

Other sample characteristics worth noting include the increase over time in numbers of two-parent families in which both parents are working, and the increase in the number of single-parent families in which one parent is working. Correspondingly, there was a decrease in the number of families in which neither parent worked and a decrease in the number of two-parent families in which only one parent worked. These changes reflect the return of mothers to the workplace as children get older. There was also an increase in single-parent families in both cohorts over time as more parents separate. There was a large drop in one-child families in the B cohort from Wave 1 (39.5 per cent) to Wave 4 (8 per cent). The proportion of parents with at least Year 12 education also increased over time for mothers and fathers in both cohorts. This is partly a reflection of parents attaining further education, but is also in line with research that indicates respondents with higher educational attainment are more likely to participate (and less likely to drop out) in studies of this kind.

Table 6 **Waves 1 to 4 sample characteristics**

	B cohort (%)				K cohort (%)			
Study child sex	**W1**	**W2**	**W3**	**W4**	**W1**	**W2**	**W3**	**W4**
Male	51.2	51.1	51.2	51.6	50.9	51.0	51.1	51.1
Female	48.8	48.9	48.8	48.4	49.1	49.0	48.9	49.8
Family type								
Two resident parents/guardians	90.7	89.0	88.9	87.4	86.0	85.2	85.6	84.3
One resident parent/guardian	9.3	11.0	11.1	12.6	14.0	14.8	14.4	15.7
Siblings								
Only child	39.5	19.3	10.4	8.3	11.5	9.1	8.2	8.3
One sibling	36.8	49.1	48.1	45.4	48.4	45.2	44.2	44.3
Two or more siblings	23.7	31.6	41.5	46.3	40.1	45.7	47.6	47.3
Ethnicity								
Aboriginal or Torres Strait Islander	4.5	3.9	3.4	3.5	3.8	3.4	2.9	2.8
Mother speaks language other than English at home	14.5	13.4	12.6	12.5	15.7	14.7	13.8	13.2
Work status								
Both parents or lone parent work	47.9	56.9	63.0	71.3	55.5	65.4	72.8	74.1
One parent works (in couple family)	40.8	33.8	29.7	25.9	32.8	26.1	20.7	18.7
No parent works	11.3	9.3	7.4	7.3	11.6	8.6	6.5	7.0
Educational status								
Mother completed Year 12	66.9	69.0	69.8	70.8	58.6	60.1	61.4	61.7
Father completed Year 12	58.5	59.7	60.4	60.4	52.7	53.2	54.0	53.4
State								
New South Wales	31.6	31.1	30.1	30.3	31.6	31.4	30.8	30.4
Victoria	24.5	24.3	24.6	24.8	25.0	23.8	24.4	24.3
Queensland	20.6	21.5	22.0	21.6	19.8	20.6	20.8	21.0
South Australia	6.8	6.7	7.0	6.8	6.8	6.9	6.9	6.9
Western Australia	10.4	10.6	10.3	10.1	10.2	10.6	10.2	10.4
Tasmania	2.2	2.3	2.3	2.7	2.7	2.9	3.0	3.1
Northern territory	1.7	1.4	1.2	1.2	1.7	1.5	1.4	1.4
Australian Capital Territory	2.1	2.3	2.4	2.5	2.3	2.3	2.5	2.5
Number of observations	5,107	4,606	4,386	4,242	4,983	4,464	4,331	4,241

Findings

The snapshot findings presented in this report primarily use data from the K cohort.

Longitudinal analysis is performed, where appropriate, using data from the K cohort families who responded to Waves 2, 3 and 4 data. Findings use unweighted data, unless specified, and population estimates may differ from estimated proportions in the general Australian population.

Schooling

In Wave 4, both cohorts of children were primary school aged. Ninety-nine per cent of both B and K cohort children were attending school. Children were asked their thoughts and feelings about school.

When the K cohort were asked if they thought they were good at their school work, around 60 per cent reported that they were good, 35 per cent 'sometimes' good and only 5 per cent said they were not.

Differences between the sexes were quite small, although nearly twice as many boys (7 per cent) felt they were not doing well compared to girls (4 per cent). The NAPLAN data linked to LSAC shows that girls scored consistently higher than boys on all tests (Reading, Writing and Language) except Numeracy, where boys performed better. The gender differences are consistent across the LSAC sample and the general NAPLAN population.[1]

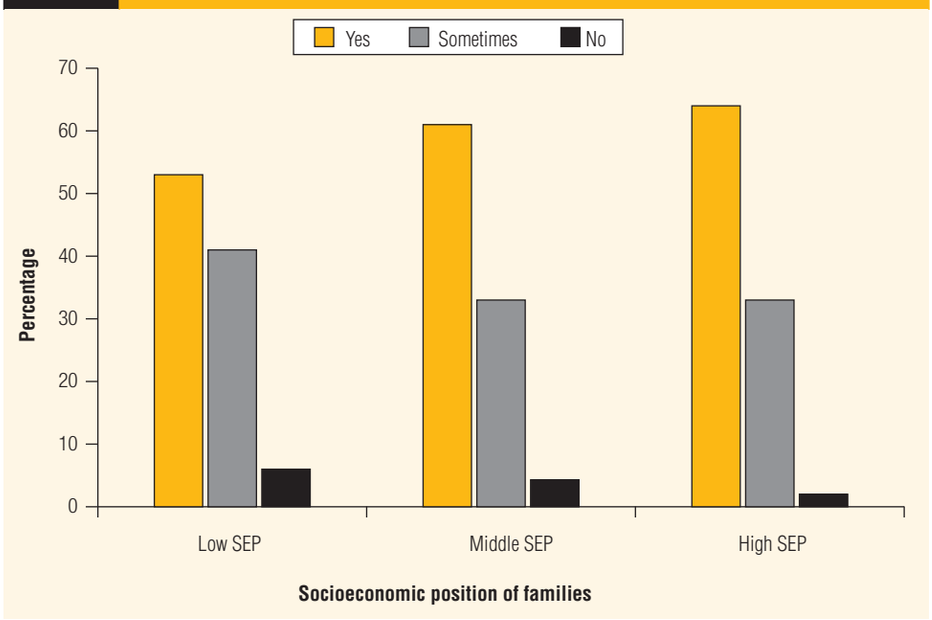
There were small differences between whether children felt they were doing well in school this year according to their family's socioeconomic position (SEP).[2] Socioeconomic position in LSAC is a measurement including parental income, parental education and job prestige. For the purposes of this report SEP is divided into three groups—the lowest 25 per cent, middle 50 per cent and top 25 per cent.

Fifty-three per cent of children from low SEP families believed they were doing well at school compared to 64 per cent of children from high SEP families. Forty-one per cent from low SEP believed they sometimes did well in school compared to 34 per cent from high SEP, and 6 per cent of children from low SEP believed they were not doing well at school compared to only 2 per cent of those children from high SEP. Figure 1 illustrates these results.

1 LSAC Technical Report No.8, 2011, p. 26.

2 Differences were statistically significant ($p<.001$).

Figure 1 **Children asked 'Do you think you are doing well in school?' by SEP**



Note: All differences statistically significant, P<0.001

Source: LSAC K cohort, Wave 4 data

Children were asked whether they enjoyed math and number work and reading and writing at school. Slightly more children appeared to enjoy reading and writing activities at school (53 per cent) than math and number work (49 per cent). Thirty-eight per cent of children reported liking reading and writing 'sometimes' compared to 40 per cent liking math and number work 'sometimes'. Nine per cent of children did not like reading and writing and 11 per cent of children reported not liking math and number work. There did not appear to be any variation by family's SEP or whether the child lived in a single or dual parent family.

More boys enjoyed math and number work at school (59 per cent) than girls (39 per cent), with the opposite being the case for reading and writing (boys = 45 per cent, girls = 61 per cent).[3]

In Waves 2 and 3, the K cohort children were also asked whether they enjoyed math and number work and reading and writing. Only 53 per cent of children who reported enjoying reading and writing at school in Wave 3 when they were 8 to 9 years old still enjoyed it at Wave 4. Thirty-nine per cent of children who said they liked reading and writing in Wave 3 only liked it 'sometimes' in Wave 4 and 9 per cent who liked it in Wave 3 no longer liked it at all by Wave 4 (see Table 7).

3 Statistically significant (p<0.001).

Table 7 Enjoyment of reading and writing between Wave 3 and Wave 4

		Wave 4—Like reading and writing (%)			
		Yes	Sometimes	No	Total*
Wave 3—Like reading and writing	Yes	53	39	9	100
	Sometimes	54	37	9	100
	No	55	39	6	100

* Percentages may not total 100 due to rounding.

Children were asked if they enjoyed math and number work at each wave from Wave 2 to Wave 4. It was found that only 49 per cent of children who said they liked math and number work at Wave 2 liked it at Wave 4, while 40 per cent of children who liked it at Wave 2 liked it 'sometimes' at Wave 4, and 11 per cent who liked it at Wave 2 reported not liking it at Wave 4 (see Table 8).

Table 8 Enjoyment of math and number work between Wave 2 and Wave 4

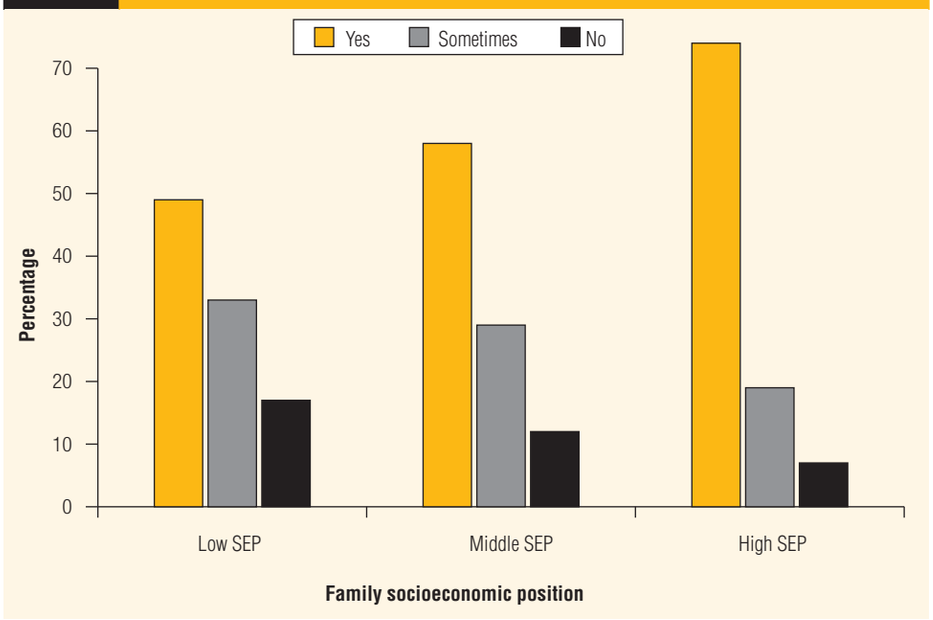
		Wave 4—Like math and number work (%)			
		Yes	Sometimes	No	Total*
Wave 2—Like math and number work	Yes	49	40	11	100
	Sometimes	50	40	10	100
	No	48	39	12	100

* Percentages may not total 100 due to rounding.

Enjoyment of reading at home (that is, not part of the study child's school work) was also explored. Eighty-seven per cent of children reported they either enjoyed or 'sometimes' enjoyed reading at home. A greater number of girls (92 per cent) than boys (83 per cent) enjoyed reading at home.

Differences were found in whether children enjoyed reading at home according to the family's socioeconomic position. Just under three-quarters of children within high SEP families reported enjoying reading at home compared to only 49 per cent of children from low SEP families. Twenty per cent of children from high SEP families said they 'sometimes' enjoyed reading at home, with only 6 per cent reporting that they did not enjoy reading at home. In low SEP families 34 per cent said they 'sometimes' enjoyed reading at home and 17 per cent said they did not enjoy reading at home. Figure 2 illustrates these findings.

Figure 2 **Whether child likes reading at home by SEP**



Note: All differences statistically significant, P<0.001

Source: LSAC K cohort, Wave 4 data

Health

The following results section concentrates on children's health. This includes data from children related to weight and dieting, how well they believed they were sleeping, how fit and well they felt, and whether they felt full of energy.

Weight and dieting

Dieting in children is often related to poor body image and eating disorders such as anorexia nervosa, bulimia and binge eating, and other mental health issues such as depression or anxiety.[4]

Children were asked if they had done anything to try to lose weight or keep from gaining weight in the past 12 months, followed by a question on whether they were trying to lose, gain, stay the same or do nothing about their weight.

Fifty-seven per cent of 10 to 11 year olds reported that they had activiely tried to lose weight or keep themselves from gaining weight in the past 12 months. Overall, slightly more male children (60 per cent) reported they had tried to lose or keep from gaining weight in the past 12 months compared to girls (55 per cent).

4 Stice, E, Marti, CN & Durant, S 2011, 'Risk factors for onset of eating disorders: Evidence of multiple risk pathways from an 8-year prospective study', *Behaviour Research and Therapy*, vol. 49, no. 10.

At the time of the interview, around 75 per cent of children reported they were consciously engaging in some type of weight management activity. This included 37 per cent of children who were trying to lose weight, 6 per cent who were trying to gain weight and 34 per cent who were trying to maintain the same weight.

At the point of the interview 37 per cent of boys reported they were consciously trying to lose weight compared to 36 per cent of girls.

Sleep

Sleep in childhood directly affects emotional, mental and physical development. Children who get enough sleep are more likely to function better and be less prone to emotional and behavioural problems.[5] In the previous annual report, the amount of sleep (time) children received both on school and non-school nights was explored in depth. This report looks at findings on how well children felt they slept and whether they generally felt fit and well.

Children were asked how well they thought they slept in the last month. Forty-one per cent reported they had slept very well while 49 per cent reported they slept fairly well. There were no notable differences between boys and girls. When asked how fit and well the children felt, 68 per cent reported feeling extremely or very fit and well, 22 per cent felt moderately fit and well, and 9 per cent felt only slightly or not at all fit and well. Again, there were no notable differences between boys and girls.

Seventy-four per cent of children felt 'extremely or very full' of energy over the last week, 18 per cent felt 'moderately full of energy' and 8 per cent 'slightly' or 'not at all' regarding energy levels. Slightly fewer girls reported feeling full of energy in the last week than males; 71 per cent of girls felt extremely or very full of energy compared to 77 per cent of boys.

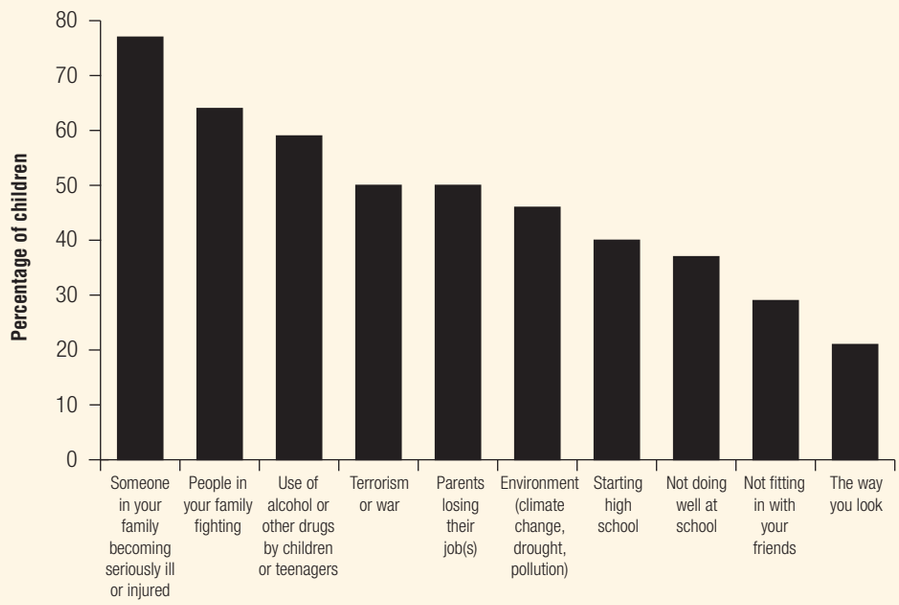
Worries and concerns

As children grow older, they increasingly become aware of events occurring outside their immediate environment through exposure to media, a wider range of people outside their immediate family, and school education. In the study, children were asked what types of events cause them concern. The list they selected from included wider concerns such as the environment, terrorism or war, as well as more personal concerns arising from their immediate social environment such as peer relationships, starting high school and their own perceptions of themselves.

Children were asked to read 10 statements and respond to whether they were very worried, fairly worried, a little worried or not at all worried about them. Figure 3 shows the percentage of children who were very or fairly worried about the events in the statements.

5 Biggs, SN, Lushington, K, van den Heuvel, C J, Martin, AJ & Kennedy, DJ, 'Inconsistent sleep schedules and daytime behavioural difficulties in school-aged children', *Sleep Medicine*, vol.12, no. 8, pp. 780–6.

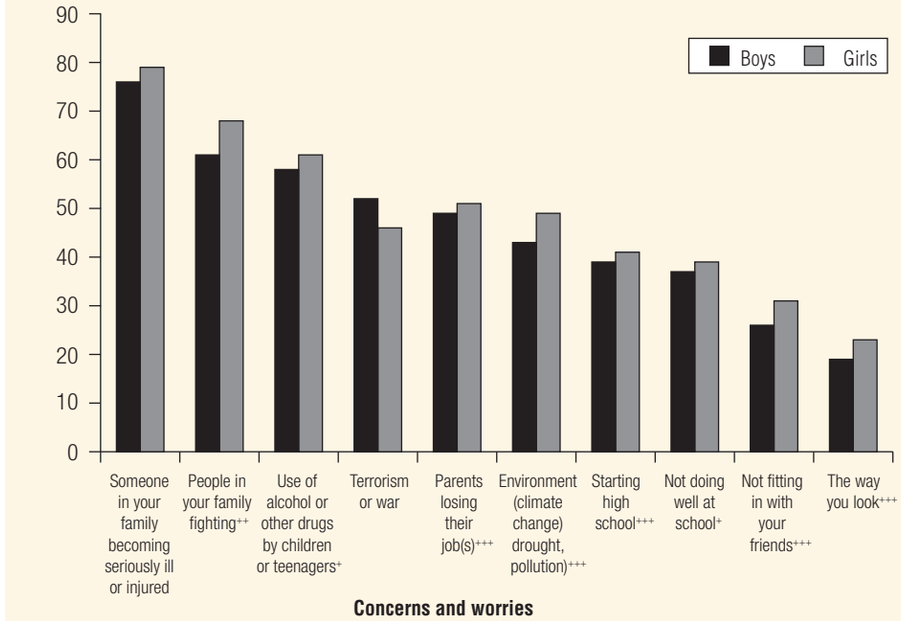
Figure 3 **The percentage of children who were very or fairly worried about personal and world events**



Source: LSAC K cohort, Wave 4 data

Many more children were more worried about family issues than the way they looked, whether or not they fit in with their friends, or starting high school. A high proportion of children (77 per cent) appeared to be 'very' or 'fairly worried' about someone in their family becoming seriously ill or injured, and 64 per cent reported being 'very' or 'fairly worried' about people in their family fighting. Use of alcohol and drugs by children or teenagers was next highest on the list of more general concerns with 59 per cent of children being 'very' or 'fairly worried', followed by terrorism or war (50 per cent), parents losing their jobs (49 per cent) and the environment (46 per cent). Children appeared to be less concerned about starting high school (40 per cent very or fairly concerned), not doing well at school (37 per cent), not fitting in with their friends (29 per cent) and the way they looked (21 per cent). Figure 4 presents the findings of children's concerns and worries by sex.

Figure 4 **K cohort children concerns/worries by sex**



Note: + Statistically significant, p<0.05, ++ statistically significant, p<0.01, +++ statistically significant, p<0.001.

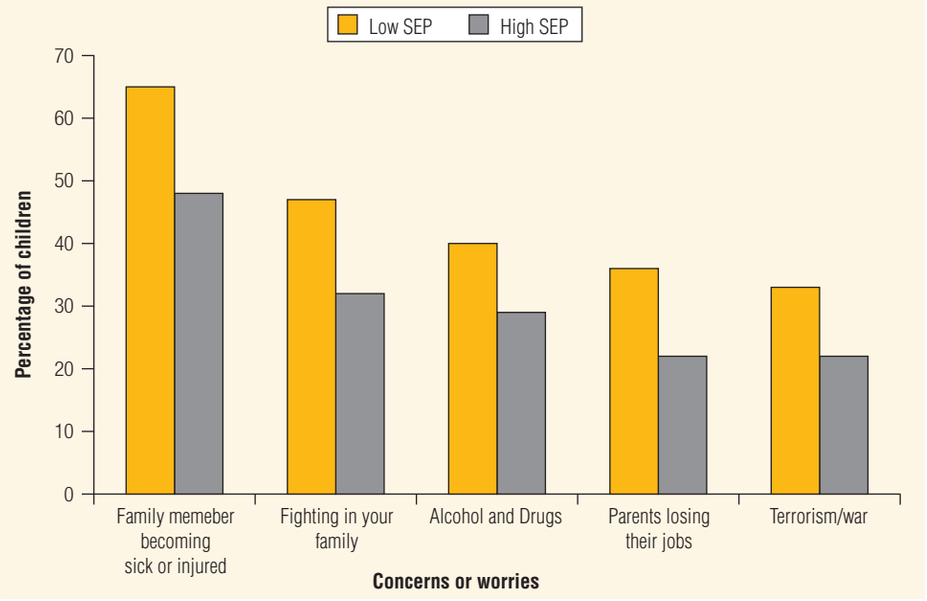
Source: LSAC K cohort, Wave 4 data

For nearly all issues (9 out of 10), a slightly larger percentage of girls than boys were 'very' or 'fairly worried', with the one exception being 'parents losing their job(s)'. On this topic, more boys (52 per cent) were worried than girls (46 per cent).[6]

Overall, children from families with low socioeconomic positions (SEP) showed more concerns and worries than children from high socioeconomic families. There were notable differences between children from high SEP families and low SEP families on four issues. Figure 5 presents these findings.

6 Statistically significant (p<0.001).

Figure 5 **Concerns/worries with notable differences between children from high and low SEP families**



Note: All differences statistically significant, P<0.001

Source: LSAC K cohort, Wave 4 data

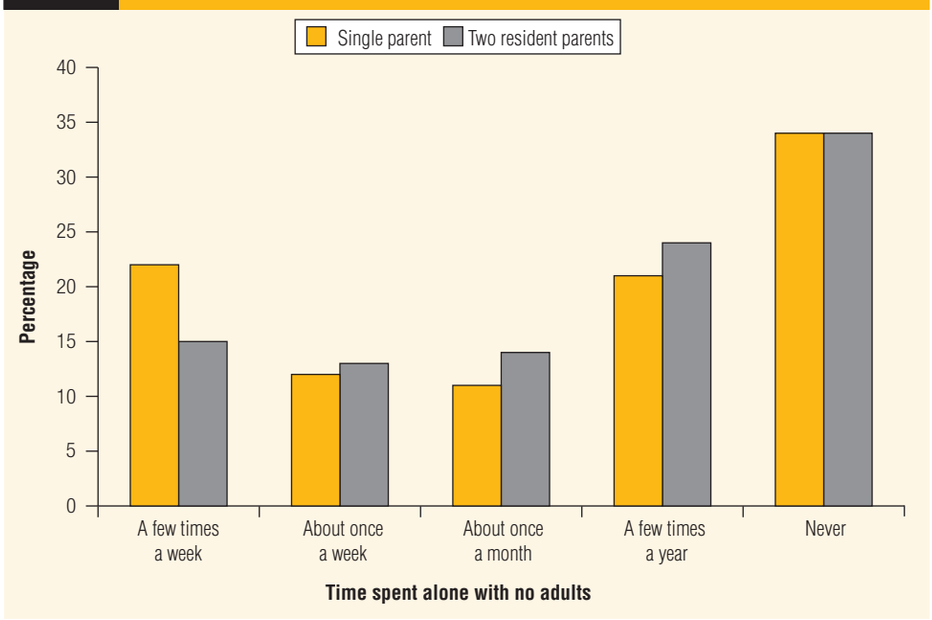
There were no notable differences in children's concerns or worries between those children living in single or couple families.

Families

With the rise in the number of mothers returning to work after having children there may be more children who are at home unsupervised after school than in the past. Children in the K cohort, now 10–11 years old, were asked how often they had been on their own with no grown-ups for at least 1 hour in the last 12 months including weekends, holidays and after school.

Twenty-nine per cent of children reported being alone with no adults at least one or more times a week in the last 12 months. Fourteen per cent were on their own about once a month and 58 per cent reported being alone a few times or never in the last 12 months. There were only small differences between boys and girls, with 31 per cent of boys left alone at least once a week compared to 26 per cent of girls. Figure 6 illustrates these differences.

Figure 6 **Time spent alone with no adult by family type**



*Statistically significant.

Source: LSAC K cohort, Wave 4 data

Investigating the frequency of children being left at home without an adult in the last 12 months, children (22 per cent) from single parent families were more likely to be left alone a few times a week when compared to children from families with two resident parents (15 per cent).[7]

Parental monitoring

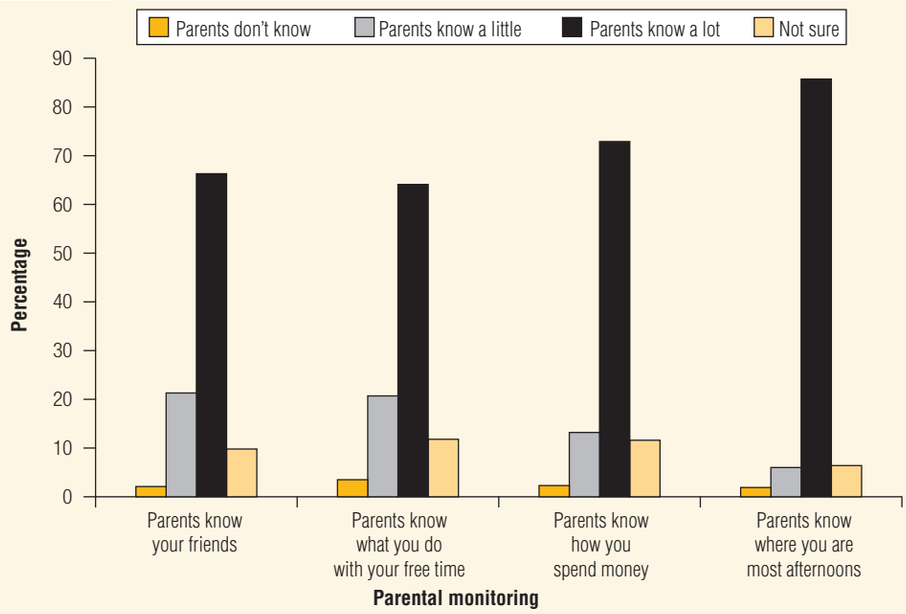
As children get older they begin to exert a level of autonomy and independence from their parents. Increasingly, parents are unable to keep track of everything their child is doing or who they are with.

Children were asked how much their parents knew about what they were doing in their spare time, who their friends were, how they spent their money and where they were most afternoons after school.

Results showed that at age 10–11 the majority of children still believed that their parents knew a lot about their life. Figure 7 illustrates these findings.

7 Statistically significant ($p<0.001$).

Figure 7 **Children's perception of what their parents know about what they do**



Source: LSAC K cohort, Wave 4 data

Two-thirds of children believed that their parents knew a lot about who their friends were and just under three-quarters thought their parents knew a lot about how they spent their money.

Sixty-four per cent of children reported their parents knowing a lot about what they do in their free time, 21 per cent said they knew a little and 12 per cent said they weren't sure. Eighty-six per cent of children said their parents knew a lot about where they were most afternoons, 6 per cent said they knew a little, 6 per cent said they were not sure and only 2 per cent said their parents didn't know what they were doing.

Children's beliefs did not differ largely across sex, for example, 70 per cent of girls and 63 per cent of boys reported their parents knew a lot about their friends.

Parents were also asked questions about their knowledge of where their children were, who they were with and whether they believed it was important for parents to know these things about their children. In addition, parents were asked whether they knew the parents of their children's friends. Parents' reports seemed quite consistent with those of the child.

Over two-thirds of parents reported knowing most, if not all, their children's friends by face or name, 13 per cent knew about half of their children's friends, 16 per cent knew only a few and 2 per cent did not know any of them. Fifty-four per cent of parents knew most or all of their child's close friends' parents by sight or their first and last name,

18 per cent knew about half of them, 23 per cent knew only a few and 5 per cent knew none of them.

These reports are consistent with the child's perception of whether their parents know their friends. Two-thirds of children reported their parents know their friends a lot, 22 per cent believed their parents knew a little, while 2 per cent reported their parents did not know and 10 per cent were not sure.

There did not appear to be any differences between the sexes for the proportion of their parents knowing their child's close friends or their close friends' parents by sight or full name.

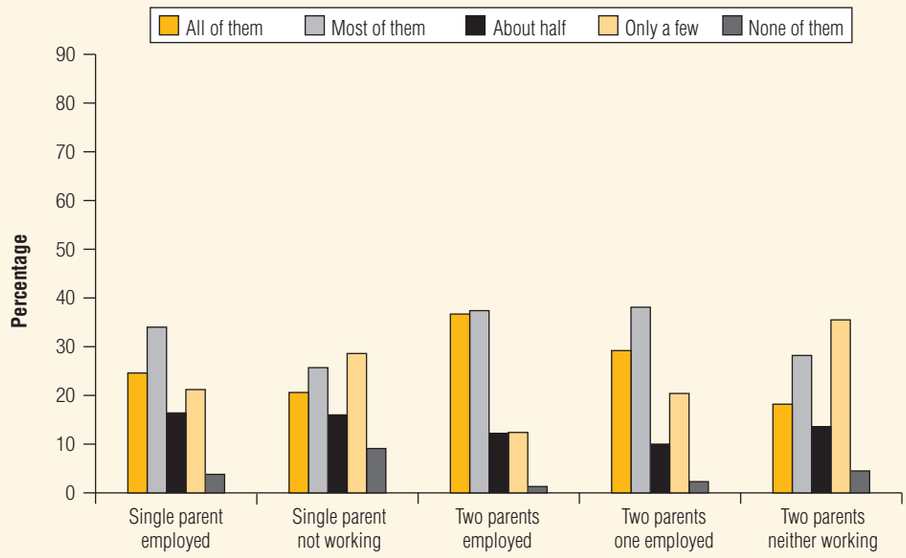
Over 90 per cent of parents reported knowing where their children were in the course of the day and who their child was with when they were away from home.

The vast majority of parents (94 per cent) believed it is important that parents know where their child is and what he/she is doing all the time. Parents were asked how strongly they agreed or disagreed with the statement 'It is difficult to know where child is and what he/she is doing now that he/she is getting older'. Eighty-eight per cent disagreed or strongly disagreed, while only 9 per cent agreed or strongly agreed.

Around three-quarters of parents from families where there are two resident parents, both employed, reported they knew most or all of their child's friends by name/faces. This compared with 67 per cent of parents from two resident parent families where one parent was employed, 59 per cent of single parents who were employed, 46 per cent of families consisting of single non-working parents and 46 per cent of two resident parent families where neither parent was working. Figure 8 presents these results.[8]

8 Statistically significant ($p < 0.001$).

Figure 8 **Parent knows child's friends name/face by family type and parental employment**



Note: All differences statistically significant, P<0.001

Source: LSAC K cohort, Wave 4 data

Single parents who are not working were most likely not to know any of their child's friends by name/face.

Neighbourhood

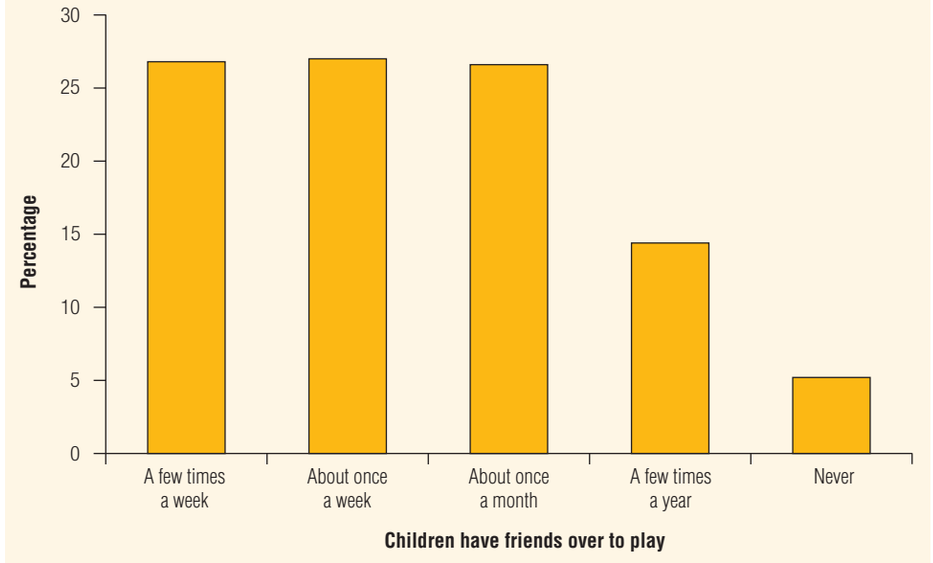
Just under two-thirds (63 per cent) of children reported that they liked the area they lived in very much, 28 per cent liked the area quite a lot, with only 10 per cent not liking the area very much or not liking it at all. Eighty per cent of children lived near a park or playground, with 78 per cent reporting that there were places for children to play safely near their home. However, only 65 per cent said they always felt safe in their neighbourhood, 32 per cent said they felt safe sometimes and just 2 per cent said they did not feel safe at all.

There did not appear to be any large differences between boys and girls in whether they felt safe, had parks near their homes or whether they could play safely by their home. However, there was a small difference between the boys and girls when asked 'Do you feel safe in your neighbourhood?', with more boys (67 per cent) stating yes than girls (63 per cent).[9]

9 Statistically significant (p<0.01).

Friendships are important in helping children develop emotionally and socially. An important indicator of how much time children are spending with friends is the extent to which they invite friends to play at their house. Children were asked how often their friends play at their home and how often they play at their friends' homes (Figure 9). Just over half (54 per cent) reported having friends play at their home at least once a week. Twenty-seven per cent reported friends playing at their home at least once a month, 14 per cent a few times a year and only 5 per cent reported never having friends over to play.

Figure 9 **Children have friends over to their place to play**



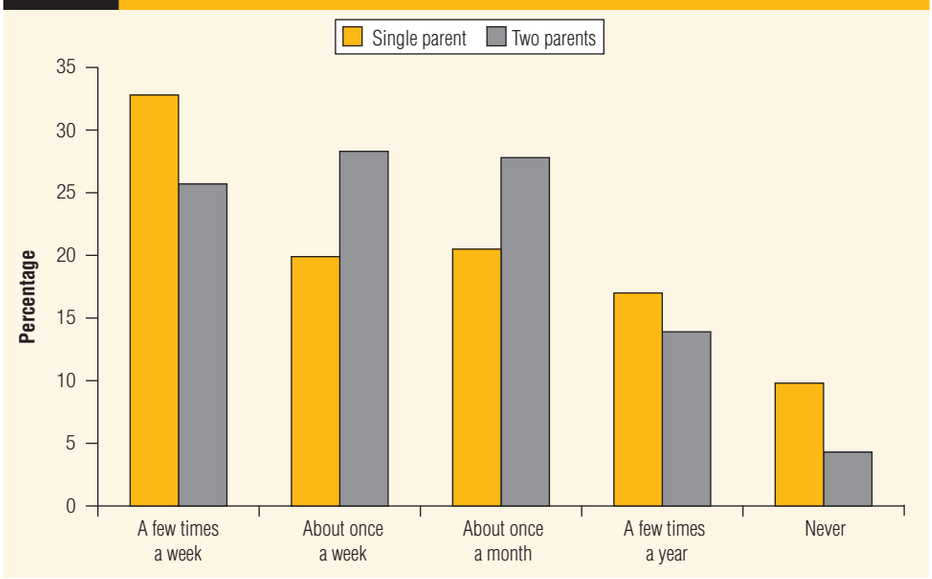
Source: LSAC K cohort, Wave 4 data

Similarly, half the children (50 per cent) reported playing at their friends' homes at least once a week or more, 30 per cent about 'once a month', 16 per cent a 'few times a year' and again 5 per cent said they never play at their friends' houses. The breakdowns were very similar for boys and girls.

A higher percentage of children of single parents tend to have friends over 'a few times a year' or 'never' when compared to children in families with two resident parents but, at the other extreme, also more often reported having friends over a few times a week. More children with two resident parents reported having friends over 'about once a week' or 'about once a month' than those from single parent families.[10] Figure 10 illustrates these findings.

10 Statistically significant ($p<0.001$).

Figure 10 **Children have friends over to play by family type**



Note: All differences statistically significant, P<0.001

Source: LSAC K cohort, Wave 4 data

Key personnel

AIFS Management Team

Executive Project Manager
Dr Matthew Gray (2010)
Dr Daryl Higgins (2011)

Executive Manager Longitudinal Studies
Dr Ben Edwards

Design Manager
Dr Jacqueline Harvey

LSAC Data Administrator
Mark Sipthorp

Research Fellow/ Data Manager
Dr Galina Daraganova

Senior Research Officer
Brigit Maguire

Survey Officer
Elaine Kong

Research Officer
Suzanne MacLaren (2010)

FaHCSIA Management Team

Branch Manager
Carol Ey

Section Manager
Dr Helen Rogers

Senior Research Analyst
Dr Helene Shin

Assistant Section Manager
Hugh Webb (2011)
Leo Bild

Secretariat Manager
Helen Harkin

Project Officer
Amanda Knight

Secretariat
Elaine Teran

Graduate Project Officers
Rebecca Wolley (2010)
Sarah Lohoar

ABS Management Team

Director
Justin Harvey (2010)
Kathryn McGrouther (2011)
Michelle Marquardt

Research Officers

Joanne Corey
Kym Byars
Karen Mornement
Jennifer Gallagher
Leesa McNaughton
Annabel Parolo 2010
Byron Kemp 2010
Anneka Branson 2011
Melieta Bianchi
Emma McKinnon
Melinda Trickey
Christopher Hoitinik

Consortium Advisory Group

Professor Stephen Zubrick (Chair)
Telethon Institute for Child Health Research

Professor Ann Sanson (principal Scientific Advisor)
University of Melbourne

Dr John Ainley
Australian Council for Educational Research

Professor Donna Berthelsen
Queensland University of Technology

Professor Michael Bittman
University of New England

Associate Professor Lyndall Strazdins
Murdoch Children's Research Institute

Dr Bruce Bradbury
University of NSW

Associate Professor Linda Harrison
Charles Sturt University

Associate Professor Jan Nicholson
Murdoch Children's Research

Professor Bryan Rodgers
Australian National University

Professor Michael Sawyer
University of Adelaide

Professor Graham Vimpani
University of Newcastle

Professor Melissa Wake
Murdoch Children's Research Institute

Consultants

Ms Diana Smart
Australian Institute of Family Studies

Associate Professor Helen Watt
Monash University

Data Expert Group

Professor Stephen Zubrick (Chair)
Telethon Institute for Child Health Research

Professor John Carlin
Murdoch Children's Research Institute

Dr Ben Edwards
Australian Institute of Family Studies

Dr Sheldon (Sam) Rothman
Australian Council for Educational Research

Mr Stephen Horn
Department of Families, Housing, Community Services & Indigenous Affairs

Mr Mark Sipthorp
Australian Institute of Family Studies

Dr Gerry Redmond
Social Policy Research Centre

Mr Alistair Rogers
Australian Bureau of Statistics

Data users and website activities

At the end of the 2010–11 financial year there were approximately 430 registered users of LSAC data. Twenty-eight per cent of users were from the Australian Capital Territory, 26 per cent from Victoria, 17 per cent from New South Wales and 10 per cent from Queensland. A small number (lower than 10 per cent) of data users were from South Australia, Western Australia and overseas. No data users registered from the Northern Territory or Tasmania.

The Growing up in Australia website, <www.aifs.gov.au/growingup>, established in March 2002, underwent changes in 2009–10, with links now available for participants to update their contact details online. Links also allow participants to easily access updates from the study. The website has areas to cater for study participants (children and parents), data users, researchers and policy makers. There continues to be an ongoing interest in publications and papers produced on LSAC, as illustrated in Table 9.

Table 9 Website visits and downloads

	Release date	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11
Total site visits		57,227	85,966	107,890	155,144	182,263	202,264	202,233
All publications		14,860	19,664	37,387	51,501	55,919	88,172	94,417
2004 Annual Report	24 May 2005	501	10,831	9,024	5,183	2,747	925	2,117
2005–06 Annual Report	11 December 2006			8,026	4,817	1,339	426	1,755
2006–07 Annual Report	19 June 2008				2,938	4,122	691	2,668
2007–08 Annual Report	3 December 2008					1,970	998	2,509
2008–09 Annual Report	November 2009						5,562	3,105
2009–10 Annual Report	February 2011							787*
Discussion Paper 1	27 March 2002	3,002	17,844	15,198	4,927	3,734	2,575	12,870
Discussion Paper 2	22 September 2003	1,483	1,721	2,987	2,830	1,743	1,316	1,420
Discussion Paper 3	3 May 2004	10,317	10,389	9,471	9,104	1,574	1,196	8,550
Discussion Paper 5	28 June 2007			196	2,182	1,573	1,228	1,144
Technical Paper 1	26 September 2005		2,521	3,401	4,702	8,823	6,042	4,751
Technical Paper 2	11 January 2006		2,322	1,960	1,945	1,454	1,367	1,231
Technical Paper 3	25 May 2006		103	1,351	1,188	1,165	1,030	1,245
Technical Paper 4	July 2007				1,896	1,392	1,061	1,012
Technical Paper 5	October 2007				671	1,210	936	911
Technical Paper 6	August 2009						701	678
Newsletters		7,928	8,257	12,431	18,589	20,699	15,286	14,551
Data Dictionary	30 May 2005	150	2,237	2,625	1,931	2,374	1,099	2,123

* Due to a technical error the statistics for this are unavailable. This number indicates the number of PDF versions of the report that were downloaded.

Publications and presentations

Government reports

Australian Department of Families, Housing, Community Services, Indigenous Affairs 2010, *Longitudinal research updates*, *FaHCSIA Research News*, vol. 36, 2010, Canberra, ACT.

Australian Institute of Family Studies 2010, *Cleaning of time use diary data: LSAC data issue paper no. 1*, Melbourne, Vic.

Australian Institute of Health and Welfare 2010, *Family social network: Development of a Children's Headline Indicato*r, cat. no. PHE 131, Canberra: AIHW.

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Bayer, JK, Ukoumunne, OC, Lucas, N, Wake, M, Scalzo, K & Nicholson, JM 2011, 'Aetiology of mental health problems in childhood: A national longitudinal study', *Pediatrics, accepted June 2011*.

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Conferences

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Baxter, J & Gray, M 2010, How do dual-employed couple parents manage without childcare? Can it be explained by fathers' involvement in childcare? Presentation to the 11th Australian Institute of Family Studies conference, Melbourne, 7–9 July.

Berthelsen, D & Walker, S 2010, *Children's home learning environment prior to school and academic competence at age 8 years: An Australian study.* Paper presented to the European Association for Research on Learning and Instruction (EARLI SIG5. Learning and Development in Early Childhood), Luzern, Switzerland, 23–25 August.

Bradbury, B, Corak, M, Waldfogel, J & Washbrook, E 2010, *Early child outcomes and parental resources in Australia, Canada, the UK and the US*. Presentation to the 11th Australian Institute of Family Studies Conference, Melbourne, 7–9 July.

Bradbury, B, Corak, M, Waldfogel, J & Washbrook, E 2010, *Inequality during the early years: Child outcomes and readiness to learn in Australia, Canada, United Kingdom, and United States*, Presentation at the 31st General Conference of The International Association for Research in Income and Wealth, St Gallen, Switzerland, 22–28 August.

Chen, J & Ou, L 2010, *The development trajectories of health, social wellbeing and learning outcomes of Australian infants and their interrelationships*. Presentation to the 5th Conference of Epidemiological Longitudinal Studies in Europe, Paphos, Cyprus, 13–15 October.

Claessens, A, Chen, J & Msall, M 2010, *Early childhood health and school readiness*. Presentation to the 11th Australian Institute of Family Studies Conference, Melbourne, 7–9 July.

Cooklin, A, Canterford, L, Nicholson, J & Strazdins, L 2010, *The effect of employment conditions on maternal postpartum mental health*. Presentation to the Public Health Association of Australia Conference, Adelaide, 27–29 September.

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Harrison, L 2010, *Does the type of child care in infancy predict 2-year-olds' adaption to group care?* Presentation to the 11th Australian Institute of Family Studies Conference, Melbourne, 7–9 July.

Hayes, A 2010, *Modern families but enduring myths?: Implications for research, policy and practice*. Presentation to the 6th Australian Family & Community Strengths Conference, University of Newcastle, 30 November–3 December.

Headley, E, Nicholson, JM, Mensah, F, Berthelsen, D & Wake, M 2010, *Impact of socioeconomic position on children's risks for multiple problems in physical, socio-emotional and cognitive functioning*. Presentation to the Conference of Epidemiological Longitudinal Studies in Europe, Paphos, Cyprus, 13–15 October.

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Headley, E, Nicholson, JM, Wake, M & Berthelsen, D 2010, *Socioeconomic inequalities in children's physical and developmental health*. Presentation to the Public Health Association of Australia Conference, Adelaide, 27–29 September.

McGrouther, K 2010, *LSAC sample management and data collection*. Presentation to the 11th Australian Institute of Family Studies Conference, Melbourne, 7–9 July.

McLeod, S, Harrison, LJ, McAllister, L & McCormack, J 2010, *Speech impairment in 4- to 5-year-old Australian children: Prevalence, severity and service provision*. Presentation to the 21st Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Lusaka, Zambia, July.

Murray, E 2010, *What makes a difference for children's early learning? Longitudinal influences of child, family and pre-Year 1 classroom factors on children's mathematics and literacy achievement*. Presentation to the Australian Association for Research in Education, AARE 2010 International Education Research Conference—Melbourne, 28 November–3 December.

Nicholson, J 2010, *Influence of parents' work on children's health and development: Snapshots from the Longitudinal Study of Australian Children*. Presentation to the 6th Australian Family & Community Strengths Conference, University of Newcastle, 30 November–3 December.

Nicholson, J, Berthelsen, D, Lucas, N & Wake, M 2010, *Early impacts of socio-economic inequalities vary by age and physical/developmental outcome: National Australian study*. 'Platform' (i.e. featured) presentation to the US Pediatric Academic Societies, Vancouver, Canada, May.

Nicholson, J & Strazdins, L 2010, *Parents' job quality, parenting and children's emotional development*. Presentation to the Family Fortunes and the Global Financial Crisis Symposium, 6 November, Academy of the Social Sciences Australia, 9 November.

Nicholson, JM 2010, *Influence of parents' work on parent and child health and wellbeing: Snapshots from the Longitudinal Study of Australian Children (LSAC)*. Invited presenter, Division of Child Dental Health, Bristol Dental Hospital, UK, October.

Nicholson, JM 2010, *Growing up 'disadvantaged' in Australia: Associations between children's health and development and social, economic and cultural factors*. Invited presenter, Lifecourse Epidemiology and Population Oral Health Research Group, School of Oral and Dental Science, University of Bristol, UK, October.

Nicholson, JM 2011, *Factors affecting the health, development and wellbeing of young people*. Presentation to the Rotary Club of Brighton Beach, April.

Nicholson, JM 2011, *Mental health and wellbeing of young children and parents*. Presentation to the Rotary Club of Chadstone, May.

Nicholson, JM, Berthelsen, D, Lucas, N & Wake, M 2010, *Socioeconomic inequalities in physical and developmental health outcomes for Australian children, birth to 6 years*. Presentation to the Conference of Epidemiological Longitudinal Studies in Europe, Paphos, Cyprus, 13–15 October.

Nicholson, JM, Lucas, N, Kilpatrick, N, Neumann, A & Chapman, J 2010, *Inequalities in reported oral health and dental service utilization of Australian children aged 2–3 and 6–7 years*. Presentation to the Conference of Epidemiological Longitudinal Studies in Europe, Paphos, Cyprus, 13–15 October.

Ou, L & Chen, J 2010, *Using Longitudinal Study of Australian Children (LSAC) to identify attributable causal effects of the gaps in health outcome between Indigenous and non-Indigenous Australian infants*. Presentation to the 5th Conference of Epidemiological Longitudinal Studies in Europe, Paphos, Cyprus, 13–15 October.

Ou L, Chen J & Hillman K 2011, *Have the health gaps between Indigenous and non-Indigenous children changed over time?—Results from the Longitudinal Study of Australian Children*. Presentation to the 3rd Aboriginal Health Research Conference, Sydney, NSW, 5–6 May.

Redmond, G, Gubhaju, B, Smart, D & Katz, I 2010, *Parents' education and children's outcomes: Is the gradient getting steeper?* Presentation to the 11th Australian Institute of Family Studies conference, Melbourne, 7–9 July.

Rogers, H. & Webb, H 2010, *The Longitudinal Study of Australian Children: Key research questions an policy applications*. Presentation to the 11th Australian Institute of Family Studies conference, Melbourne, 7–9 July.

Sanson, A 2010, *Using longitudinal research to improve child and youth well-being through inter-disciplinary and inter-sectoral collaboration*. Presentation to the ISSBD 21st Biennial International Congress, Lusaka, Zambia, July.

Sanson, A, Smart, D & Misson, S 2010, *Commonalities and differences in predictors of children's physical, cognitive and socio-emotional outcomes: Implications for intervention*. Presentation to the 2nd Growing Up in Ireland Research Conference, Dublin, Ireland, 29 November.

Shin, H, Rogers, H & Bettini, E 2010, *Involved fatherhood: Does it help a mother's work-family stress?* Presentation to the 11th Australian Institute of Family Studies Conference, Melbourne, 7–9 July.

Shipley, M, Blakemore, T & Zubrick, S 2010, *Trajectories of family disadvantage in the Longitudinal Study of Australian Children*. Presentation to the 11th Australian Institute of Family Studies conference, Melbourne, 7–9 July.

Soloff, C 2010, *Growing Up in Australia: The Longitudinal Study of Australian Children: Six Years On!* Presentation to the UK Centre for Longitudinal Studies, London & to Growing Up in Ireland, Dublin.

Soloff, C & Corey, J 2010, *Growing Up in Australia: The Longitudinal Study of Australia Children-Sample tracking*. Paper presented at the EUCCONET International Workshop 'Tracking sample members in longitudinal studies', University of London, London, 1–2 July.

Strazdins, L 2010, *Family assets? Pushed for time. Families, health and time scarcity.* Presentation to the 6th Australian Family & Community Strengths Conference, University of Newcastle, 30 November–3 December.

Taylor, M, Edwards, B & Gray, M 2010, *Area level unemployment and children's development in New South Wales*. Presentation to the 11th Australian Institute of Family Studies, 7–9 July.

Taylor, A, Wilson, C, Mohr, P & Slater, A 2010, *The longitudinal influence of parenting on child weight*. Presentation to the 4th Scandinavian Paediatric Obesity Conference, 9–10 July.

Wade, C, Giallo, R, Lucas, N, Canterford, L & Nicholson, J 2011, *Modelling the relationship between family context, parenting and child outcomes*. Presentation to the 3rd North American Congress of Epidemiology, Ottawa, Canada, June.

Walker, S. & Berthelsen, D 2010, *How well are Australian children doing in the first year of school?* Paper presented to the 2nd International Conference on Education, Economy and Society, Paris, France, July.

Wijesekere, G 2010, *Patterns and correlates of unit non-response for Waves 2 and 3 of Growing up in Australia: the Longitudinal Study of Australian Children (LSAC)*. Presented at the 2010 ACSPRI Social Science Methodology Conference, Sydney, 1–3 December.

Yu, M-L, Ziviani, J, Baxter, J & Haynes, M 2011, *Time use differences in activity participation among children 4 to 5 years old with and without the risk of developing conduct problems*. Presentation to the 5th Asia Pacific Occupational Therapy Congress, Chiang Mai, Thailand, 19–24 November.

Posters

Walker, S. & Berthelsen, D 2011, 'Quality of the home learning environment and the transition to school: Findings from the Longitudinal Study of Australian Children'. Poster presented at the Biennial Conference for the Society for Research in Child Development, Montreal, Canada, April.

Yu, M-L, Ziviani, J & Desha, L 2010, 'Factors associated with physical activity engagement of four to five year old Australian'. Poster presentation to the OT Australia Victoria 2010 State Conference, Melbourne, 12–13 November.

Data access

Data from *Growing Up in Australia*: the Longitudinal Study of Australian Children is warehoused at the Australian Institute of Family Studies and is available to researchers approved by the Australian Government Department of Families, Housing, Community Services and Indigenous Affairs. Prospective users must abide by strict security and confidentiality protocols and are required to complete a dataset application and read and sign a deed of licence.

Data from Waves 1, 1.5, 2, 2.5, 3 and 3.5 are currently available. Application forms and deeds of licence are available on the study's website <www.aifs.gov.au/growingup>. A nominal fee is charged to cover the administrative costs of delivering datasets.

The Australian Institute of Family Studies (AIFS) provides user support services. Datasets are accompanied by a user manual that includes a description of the sample design, how the fieldwork was conducted, details of weighting procedures and item derivations, and a listing of variable names, labels and response categories. User training sessions are conducted to expand upon the information provided in the user manual. Please contact the AIFS data manager if you are interested in attending a data user training session.

For data requests, contact:

Growing Up in Australia Data Administrator

Phone: (03) 9214 7803
Fax: (03) 9214 7839
Email: <aifs-lsac@aifs.gov.au>

More information on Growing Up in Australia is on the study website <www.aifs.gov.au/growingup>. People with an interest in the study can join the email alert group to receive regular information on the study.

To join, send the following email:

To: <majordomo@aifs.gov.au>
Subject: (leave blank)
In the body of the email, type: subscribe growingup-refgroup

For general enquiries contact:

Growing Up in Australia Senior Research Fellow

Phone: (03) 9214 7853
Fax: (03) 9214 7839
Email: <aifs-lsac@aifs.gov.au>

For study participant enquiries contact:

ABS

Phone: 1800 005 508
Email: <growingup@abs.gov.au>