

## Respect & listening

### **Ethical considerations in research and evaluation with children and young people**

This article unpacks the main ethical considerations that should be incorporated into research or evaluation projects involving children and young people, including additional considerations particularly if the research or evaluation is taking place in a service organisation or a school. [More >](#)

### **Children's rights report 2017**

This report outlines work the National Children's Commissioner has undertaken throughout 2016-17 to promote the human rights of children and young people in Australia. This year the major project has focused on the rights and needs of young parents and their children. [More >](#)

### **Working with boys for a gender equal future**

Stereotypes of masculinity and femininity generalise male and female behaviour, ignoring individual talents and limiting personal freedom of development and expression. Specific gender sensitive boys' education is often only discussed academically, and tangible positive male role models are rare. [More >](#)

### **How do we make sure our evidence base is robust?**

This article describes six common problems in evaluating services for children, and offers advice on how to overcome them. [More >](#)

### **Celebrating Bi Inclusion in Secondary Schools**

More and more schools are taking steps to ensure that lesbian, gay, bi and trans (LGBT) young people feel welcome and included. This resource is designed to provide specific insight into the experiences of bi young people in schools and highlight issues that bi people of all ages continue to face. [More >](#)

### **Transgender awareness in child and family social work**

This research looks at child and family social workers' knowledge of transgender issues. Whereas some child and family social workers would seem to have minimal awareness of transgender issues, others operate within pockets of expertise, characterised by specialised knowledge and good practice. [More >](#)

## Health & wellbeing

### **Young People, Internet Use and Wellbeing; A Report Series – Screen Time**

This report, the first in a series, explores the role technology plays on young people's wellbeing and finds a link between screen time and exposure to upset, risk, and issues related to wellbeing. 'Fear of missing out' is cited as one of the main reasons young people spend too much time online. [More >](#)

## **International comparisons of health and wellbeing in early childhood**

This report presents data on health and wellbeing for early childhood (children aged 0-4 years old) in the UK and 14 comparable countries around the world. [More >](#)

## **Policy Brief: The First Thousand Days – Our Greatest Opportunity**

The period from conception, throughout pregnancy, and during a child's first two years provides the best opportunity to build a strong foundation for lifelong health and wellbeing. This Policy Brief identifies factors that place children at risk, and recommends a coordinated approach that addresses children's needs in order to optimise their health and wellbeing, now and into the future. [More >](#)

## **Supporting families to flourish**

The experiences children have in their early years will be important for their development now and for health and wellbeing throughout their life-course. The Glasgow Centre for Population Health is concerned with generating evidence and supporting innovative approaches to inform and influence action to improve health and tackle inequality, in Glasgow and beyond. [More >](#)

## **What makes us healthy? An introduction to the social determinants of health**

Health in its broadest sense: a person's level of good physical and mental health and the extent to which individuals are enabled to live healthy, flourishing lives leads to healthy societies. Ones which do not wait for people to become ill, but who see health is shaped by social, cultural, political, economic, commercial and environmental factors, and takes action to support current and future generations. [More >](#)

## **#FightingFor Report**

This UK report finds that while most people believe that there is less stigma about mental health than previously, young people and parents face a huge range of barriers to finding the right support. [More >](#)

## **What is known about pathways to mental health care for Australian Aboriginal young people?**

Aboriginal children and adolescents may face additional difficulties navigating the mental health care system in Australia due to complex socio-cultural factors and the dearth of culturally appropriate and effective mental-health related treatment pathways. [More >](#)

## **Child and maternal health in 2013–2015**

Four key maternal and child health indicators are explored in this report; smoking during pregnancy, child and infant mortality, low birthweight babies, and antenatal visits in the first trimester of pregnancy. Indicators are reported nationally, by Primary Health Network areas and by smaller local areas. [More >](#)

## **Rumbling tummies: Child hunger in Australia**

This report by Foodbank found that one in five Australian households with children under the age of 15 have experienced food insecurity over the last 12 months. [More >](#)

## **The effects of urbanism on children's mental health**

Urban lifestyles are increasingly having an effect on the mental health of children living in cities. This article explores how a child's city experiences can lead to conditions like depression or anxiety. [More >](#)

## **The impact of poverty on the developing child**

The experience of poverty early in the life course can have far-reaching impacts on children's health, development and educational success, well into adulthood. [More >](#)

## **Preventing suicide by children and young people**

Suicide is the leading cause of death of children and young people in Australia, accounting for more deaths than motor vehicle accidents. Suicide rates for children and young people have increased over the past 10 years, with 16% of all Kids Helpline counselling contacts in 2017 being suicide-related. [More >](#)

## **Foundational community factors (FCFs) for early childhood development**

Early childhood is one of the most critical development periods with positive early development powerfully contributing to the productivity of society. Current 'child-friendly city' agendas and place-based initiatives seek to promote and protect child wellbeing through healthy communities. [More >](#)

## **Child mental health: A time for innovation**

Child mental health has long been marginalised in policy and funding discussions. This Policy Brief identifies an urgent need to change this paradigm and formulate a comprehensive, sustainable and evidence-informed plan to effectively promote and improve the mental health of children. [More >](#)

## **Safe & nurtured**

### **Preventing abuse and promoting personal safety in young people with disability**

This research addresses a knowledge gap about personal safety and abuse prevention by exploring the perspectives of young people with disability, their supporters and families about feeling safe and developing strategies to stay safe. [More >](#)

### **Child protection Australia 2016–17**

During 2016–17, 168,352 Australian children received child protection services: an investigation, care and protection order and/or were in out-of-home care. Aboriginal children were seven times as likely as non-Aboriginal children to have received child protection services. [More >](#)

## **How parents' arguments really affect their children**

How parents get on with each other also plays a big role in a child's wellbeing, with the potential to affect everything from mental health to academic success and future relationships. [More >](#)

## **Forging futures through mentoring: A risk worth pursuing?**

This report assesses the impact of over 350 mentoring programmes across England on the lives of vulnerable youth. Overall, it suggests there is good evidence that mentoring can have a modest positive outcome. The most effective mentoring programmes and relationships are those that last, are properly monitored, include support for mentors and allow young people a role in setting the agenda. [More >](#)

## **Who Cares? Public expectations for the care of vulnerable children**

This research examined public expectations around the level of support that children should be offered by different services and in particular, the children's social care thresholds for intervention. [More >](#)

## **State of play—youth, kids and digital dangers**

The internet is an integral part of the digital lives of young people in Australia, and, for them, not being online is simply unthinkable and unavoidable. However, engaging online can be confronting in terms of having to deal with the behaviours of others who may not necessarily value or relate to the need for respect online. [More >](#)

## **Who is responsible for child maltreatment?**

This study is the first large longitudinal study in Australia focused on those responsible for child maltreatment. Ongoing maltreatment and child protection involvement for children is inextricably linked to the life courses of others around them. [More >](#)

## **An Exploration of How Social Workers Engage Neglectful Parents from Affluent Backgrounds in the Child Protection System**

Most studies generally show that neglect is more likely to come to the attention of the authorities when it involves families from lower socio-economic groups, and that middleclass and affluent families are not subjected to the same amount of state scrutiny. Goldsmith's University found wealthy households used social contacts to 'opt out' of the child protection system. [More >](#)

## **Finding a better way to identify children experiencing domestic violence**

When adults are involved in an abusive relationship, their children bear the consequences. The effects of domestic violence on a child can range from emotional and behavioural problems through to its health, social and financial consequences. [More >](#)

## **Developmental differences in children who have experienced adversity**

This series of practitioner guides is intended for professionals supporting vulnerable children and families who may have developmental differences including changes in the effectiveness of executive functioning and emotional regulation; and changes in the processing of social information related to social threat and social reward. They provides suggestions for supporting children who are school age or older. [More >](#)

## **What have ACEs got to do with Justice?**

This paper sets out a summary of the evidence on the links between childhood adversity and victimisation and criminality in adulthood. It makes a strong case for preventing crime by targeting those most at risk of experiencing adverse childhoods in order to reduce reoffending and prevent intergenerational crime and victimisation. [More >](#)

## **Enjoying & achieving**

### **Attendance lifts achievement: Building the evidence base to improve student outcomes**

This Australian study demonstrates the predictive relationships between a set of educational outcomes as young people move through school. These outcomes are students' school attendance, achievement in English or Maths, school completion and involvement post-school in work or study. [More >](#)

### **Joy and data: Creating success for every student**

Education has increasingly become a highly-pressurised pursuit of success. More than ever, students are told that academic excellence leads to success in life. Are we at risk of losing all joy of learning? [More >](#)

### **Strong and smart: investing in Indigenous children**

In thinking about how Australia invests in Indigenous children, Professor Chris Sarra tests the notion of whether that 'investment' creates value or diminishes value for those children. [More >](#)

### **Public space on wheels: kids on public transit**

As a city amenity, a public transport system that works for the least autonomous section of society works for everyone else. Children and their caregivers make up a significant portion of the population in most cities and towns and are inherently more vulnerable than most other potential users. [More >](#)

### **SNAICC Submission: Closing the Gap 'Refresh' Process**

Many Aboriginal and Torres Strait Islander children and young people are impacted by a number of complex and interrelated issues. This means that a narrow focus on specific issues, as is the case with the current Closing The Gap targets, is unlikely to bring about the holistic and comprehensive change that is required to achieve equality of outcomes within a generation. [More >](#)

## **What does success look like?**

Mission Australia's Flexible Learning Options program in South Australia not only successfully re-engages hundreds of disadvantaged high school students with learning, but also has a significant transformative and potentially life-saving impact on young people who are facing a range of complex issues. [More >](#)

## **Starting early for a better future**

This early childhood development plan for children in the Northern Territory emphasises the importance of partnering with parents, families and communities, as well as the Commonwealth Government and Local Government to facilitate creating a high performing sector, integrated services and evidence-based programs with better funding and local resourcing in the areas of greatest need. [More >](#)

## **Transforming public spaces with learning landscapes**

When children as young as two and three years old are already facing significant gaps in their exposure to words, numbers, and spatial understanding, urban planners and child psychologists are developing ways to transform community spaces, from bus stops to supermarkets, into opportunities to augment children's education through playful learning, which also benefit society as a whole. [More >](#)

## **Breaking gender stereotypes early**

Part of a child's development is the process of beginning to understand, and grapple with, the complex concept of gender. Gender stereotyping can be tackled in preschool, promoting equality in the skills children learn and the possibilities they see for themselves. [More >](#)

## **Participation**

### **University recruits 'pint-sized' experts to design new playground**

The University of Queensland is looking to design one of Brisbane's newest playgrounds by enlisting the help of those best qualified to come up with ideas – the youngsters who will be using it. [More >](#)

### **AusPlay Focus: Children's participation in organised physical activity outside of school hours**

The AusPlay Survey collects data on children's participation in physical activities which may be sport or non-sport related. In 2017, 3.5 million children (74%) participated at least once in some form of organised sport or physical activity outside of school hours over the past 12 months. [More >](#)

### **Engaging with Aboriginal Children and Young People Toolkit**

This toolkit outlines a process for establishing a long-term, sustainable commitment to working with Aboriginal children and young people within their community and developing effective initiatives that improve their current wellbeing and future opportunities. [More >](#)

## **Air pollution increases crime in cities**

The impact on children's health from air pollution can be severe and can cause inflammation in the brain. The evidence so far suggests that it has the capacity to increase bad behaviour, especially among young people, as exposure to fine particulate matter can damage brain and neural networks. [More >](#)

## **Increasing child participation in community contexts**

The construct of children as 'not-yet' rather than as 'already' leaves them vulnerable in communities that do not listen to them, do not value their voice or opinions, and do not conceive of children as having the capacity to meaningfully contribute to society. This means that they can be overlooked, minimised or left unheard or unbelieved. Leaving them out of the decision making processes, or excluded from participation by barriers created by non-child centred systems, limits their development and has ripple effects into all society. [More >](#)

## **Kids Contribute Survey**

Findings from the ABC's Behind the News (BTN) program survey designed to assist students to reflect on ways they contribute at home, school and in their community. [More >](#)

## **Prepared for adult life**

### **Building the Core Skills Youth Need for Life**

All young people need to develop a set of core life skills to manage school, work, outside interests, and social relationships successfully. From the perspective of brain development, these skills include planning, focus, self-control, awareness, and flexibility—also known as 'executive function' and 'self-regulation' skills. No one is born with these skills, but everyone can learn them through practice. [More >](#)

### **Beyond 18: The Longitudinal Study on Leaving Care**

This report finds that young people were often not involved with formal, structured planning about their future, and a focus on finding post-care housing was also to the detriment of other needs such as physical and mental wellbeing. [More >](#)