

Supplemental Table 1. Key Domains assessed in waves 1 and 2 of the Aboriginal Families Study

Wave	Wave 1 (study children aged 4-10 months)		Wave 2 (study children aged 5-8 years)		
Assessment Mode	Mothers Questionnaire (pregnancy measures reported retrospectively)	Mothers Questionnaire (postnatal measures reported concurrently)	Mothers Questionnaire	Caregivers Questionnaire	Child assessments
Social and contextual factors					
Mothers' date of birth		◆			
Mothers' Aboriginal and Torres Strait Islander status		◆			
Mothers' place of residence (urban/regional/remote)		◆	◆		
Mothers' language/cultural group/community		◆	◆		
Mothers' highest educational qualification		◆	◆		
Mothers' participation in paid work		◆	◆		
Mothers' participation in training/study		◆	◆		
Fathers' Aboriginal and Torres Strait Islander status		◆	◆		
Fathers' language/cultural group/community		◆	◆		
Fathers' highest educational qualification		◆	◆		
Fathers' participation in paid work		◆	◆		
Primary caregivers' Aboriginal & Torres Strait Islander status				◆	
Primary caregivers' language/cultural group/community				◆	
Length of time child living with caregiver				◆	
Housing tenure		◆	◆		
Housing stability		◆	◆		
Financial stress (LSIC measure) (17)		◆	◆		
Stressful events and social health issues	◆	◆	◆		
Intimate partner violence (AEPVS) (24)			◆		
Private health insurance		◆	◆		
Health care card		◆	◆		
Household composition, including other children		◆	◆	◆	
Fathers' involvement in pregnancy	◆				
Fathers' involvement in caring for study child		◆	◆	◆	
Other family members' involvement in caring for study child		◆	◆	◆	
Maternal health and wellbeing					
Physical health conditions (e.g diabetes)	◆		◆		
Psychological distress (K-5) (25)		◆	◆		
Depressive symptoms (aPHQ9) (27)			◆		
Anxiety symptoms (GAD-7) (29)			◆		

Resilience, strengths, resources (ARRQ) (31)			◆		
Dietary information			◆		
Cigarette smoking	◆	◆	◆		
Cannabis use	◆		◆		
Alcohol use (AUDIT 3) (33)			◆		
Use of other substances (Goanna Study measures) (34)			◆		
Prescription medications			◆		
Mothers' contact with health services during index pregnancy					
Model of maternity care	◆				
Gestation at first pregnancy check-up	◆				
Number of pregnancy check-ups	◆				
Transport to get to pregnancy check-ups	◆				
Experiences of antenatal, intrapartum, postnatal care	◆	◆			
Experiences of discrimination and unfair treatment by hospital and health service staff	◆	◆			
Mothers' contact with health and social care services after the birth					
Contacts with local doctor/general practitioner		◆	◆		
Contacts with Aboriginal health worker		◆	◆		
Contacts with specialist medical practitioners		◆	◆		
Contacts with child and family health nurse		◆	◆		
Dental check-up/visit in last 12 months			◆		
Hospital admission		◆	◆		
Emergency department visit		◆	◆		
Hospital clinic visit		◆	◆		
Social care and advocacy services (e.g. legal services)		◆	◆		
Study children's health and wellbeing					
Child date of birth	◆				
Gestation at birth	◆				
Infant birthweight	◆				
Common childhood conditions (e.g. ear health conditions)			◆	◆	
Developmental conditions			◆	◆	
Emotional and behavioural difficulties (SDQ) (36)			◆	◆	
Resilience, strengths, resources (CRQ) (35)			◆	◆	
Duration of breastfeeding	◆				
Other child dietary information			◆	◆	
Child height and weight, Body Mass Index			◆		◆
Child blood pressure					◆
Study children's contact with health services					
Infant admission to special care/neonatal intensive care	◆				
Contacts with local doctor/general practitioner		◆	◆	◆	

Contacts with Aboriginal health worker		◆	◆	◆	
Contacts with specialist medical practitioners		◆	◆	◆	
Dental check-up/visit in last 12 months			◆	◆	
Contacts with allied health practitioners			◆	◆	
Hospital admission		◆	◆	◆	
Emergency department visit		◆	◆	◆	
Hospital clinic visit		◆	◆	◆	
Study children’s cognitive and language development					
Cognitive function (KBIT (38), NIH Flanker (39), NIH DCCS (40))					◆
Language (Non-word repetition (41), NIH Picture Vocab (39), Story-telling)					◆
Kindergarten and school					
Study child attended kindergarten			◆	◆	
Study child attended childcare			◆	◆	
Study child attending school			◆	◆	
Storytelling, reading and other activities with family					
Family read to study child from a book			◆	◆	
Family tell stories to study child			◆	◆	
Family use Aboriginal English or Aboriginal or Torres Strait Islander language when telling stories			◆	◆	
Other activities families do together			◆	◆	
Parenting and caring for children					
Strengths as a parent			◆	◆	
Values as a parent			◆	◆	
Showing children you love them			◆	◆	
Encouraging children to learn about the world around them			◆	◆	
Preparing and supporting children to deal with racism			◆	◆	
Encouraging children to learn about family			◆	◆	
Teaching children the right thing to do			◆	◆	
Managing challenging times as a parent			◆	◆	
Support from family, friends and services			◆	◆	

AEPVS Aboriginal Women’s Experiences of Partner Violence Scale; aPHQ9 adapted Aboriginal version of Patient Health Questionnaire; ARRQ Aboriginal Resilience and Recovery Questionnaire; CRQ-P/C Childhood Resilience Scale – Parent/caregiver version; GAD-7 Generalised Anxiety Disorder Scale; KBIT Kaufman Brief Intelligence Test; K-5 Kessler Scale; HIH- DCCS National Institutes of Health Dimensional Change Card Sort; NIH Flanker National Institutes of Health Flanker Inhibitory Control and Attention Test; SDQ Strengths and Difficulties Questionnaire