

Australian Institute of Family Studies

Style guide

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Australian Government

Australian Institute of Family Studies

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Document version information

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1.0	Original	27/2/09	LW
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1.2	Corrected examples provided in “Abbreviations and acronyms” on page 11 Added new decision about long URLs in “Internet addresses” on page 15 Added new words to “Appendix B—AIFS word list” on page 21 Updated staff titles in “Appendix E—AIFS senior staff position titles” on page 24 Added new “Appendix F—Common character and symbol shortcuts” on page 25	15/7/09	LW

Introduction

Purpose

The Australian Institute of Family Studies (AIFS) publishes 50–60 reports, newsletter issues and papers each year and it is essential that these publications are produced in a manner that makes them readable and accessible for their intended audience. An important aspect of this is ensuring that the writing and editing is of the highest standard and that all text is treated logically and consistently both within individual works and across all Institute publications.

To this end, this style guide is intended to provide guidance regarding the writing and editorial style preferred by the Institute.

Audience

This guide will be of use to authors, reviewers, editors, indexers and typesetters of Institute publications.

Scope

This guide is not meant to be a comprehensive style guide. It should be read in conjunction with Australian Government's *Style Manual* (6th edition) and the *Publication Manual of the American Psychological Association* (APA) (5th edition).

In general, the Institute uses APA style for its references and lists, but otherwise follows Australian Government style and uses Australian spellings. This guide will provide more detailed information about this and indicate the points at which the Institute diverges from this general rule, those rules that are particularly relevant to the Institute's work, and issues that commonly arise for AIFS writers and editors.

This style guide should be consulted first for points where the Institute's style differs from the other guides. For issues not covered here, consult the *APA Publication Manual* for references and lists and the *Style Manual* for the default usage.

Preparing a manuscript

The publishing process

The Institute's general publishing process is very broadly outlined below. Note that the exact process is more detailed and varies depending on the publication.

- The publication proposal is completed and the author(s) is engaged.
- The manuscript is completed by the author(s), which may involve several drafts prepared in consultation with Institute staff.
- The manuscript is reviewed and (a) accepted for publication, (b) accepted pending major revisions or (c) rejected.
- If the manuscript is accepted pending major revisions, the author is requested to incorporate the suggested revisions and the revised manuscript is reviewed again.
- If the manuscript is accepted for publication, the author(s) incorporates suggested revisions, if any.
- The manuscript is copyedited and any queries are sent to the author(s), which may involve several iterations.
- The manuscript is typeset and author(s) proofread the typeset pages, which may involve several iterations.
- The publication goes through the final approval processes within the Institute and to external commissioning bodies (if any).
- The Ministerial office is briefed and media releases (if any) are prepared.
- The publication is released online and/or in print.

Author's responsibilities

The author (or, where author is an external person, the author together with the relevant AIFS project manager) is responsible for:

- writing in a clear, unbiased and active style;
- following AIFS style (as outlined in this guide);
- ensuring that the manuscript is complete when submitted for publication;
- responding to comments and suggested revisions following external review of the manuscript;
- assigning copyright in the publication to the Institute when requested;
- proofreading the typeset publication as requested; and
- granting approval to print of the final version of the typeset publication.

Writing style

Audience

One of the Institute's aims is to disseminate family research and information as widely as possible and, as such, its publications aim to appeal to a broad cross-section of readers who have an interest in the work of the Australian Institute of Family Studies, in other family-related research, and in activities and policies that promote the social and economic wellbeing of families and family life.

The intended audience for AIFS publications includes: federal, state and local government policy makers; librarians; school teachers and students; university staff and students; health and welfare workers; members of religious organisations and the legal profession; practitioners in family-related organisations; media personnel; and individuals interested in keeping up-to-date with research and debate concerning families in Australia. The specific audience for Institute publications may vary depending on the type of publication; for example, clearinghouse publications are aimed more at practitioners while research papers are aimed more at policy makers and university staff and students.

In any case, all Institute publications should be written in an accessible and engaging style. It should not be assumed that the reader will understand the terminology used in a particular field, and use of specialist jargon should be avoided. If difficult concepts have to be included, they should be described and explained clearly.

Voice

In general, more formal language is used in AIFS publications. The Institute is attempting to communicate findings in an authoritative manner that reflects the academic rigour used in the course of the research. At the same time, plain language should be used to ensure that complex arguments can be followed by an informed lay public.

It is preferable to use active rather than passive voice throughout the text, where possible, as this tends to lead to more “lively” writing. For example:

The children played with the toys provided without any prompting. [active]

The toys were played with by the children without any prompting. [passive]

Personal names should not be used when referring to authors of previous research. Personal pronouns should also be avoided.

Inclusive communication

Bias on the basis of race, gender, sexual orientation, religion, ethnicity, disability or other forms of discrimination must be avoided. Political bias should also be avoided.

In AIFS publications it is acceptable to use “he/she” and “his/hers” to include both sexes when required. Generally, the use of “they” or “their” in this context is discouraged; for example:

A parent who does not reside with his/her child ... [is preferred over:]

A parent who does not reside with their child ...

However, it may be even better in those cases to recast the sentence to avoid this problem:

Parents who do not reside with their children ...

Parts of the manuscript

Structure and use of headings

The manuscript should be clearly and logically structured so that findings and conclusions can be more easily understood.

Headings are particularly useful for helping the author to create a solid and logical structure in their document. They also help to break up text and provide readers with clues as to what is being discussed. See the section on “[Text formatting and styling](#)” on page 4 for details about using Word heading styles.

For the sake of clarity, it is important to keep headings short and consistent with other headings. For example, it would be jarring to have one long 20-word heading when all the other headings are only 6 or 7 words long.

Use of lists

Lists are very useful for breaking up text and making the items more readable and understandable. Bulleted and numbered lists are particularly useful for improving readability. However, they should not be overused either. See “[Lists](#)” on page 12 for details on how to format lists.

Tables and figures

The use of tables and figures to illuminate the text is encouraged. Tables allow a great deal of data to be presented in a compact form, while figures provide readers with a visual representation of the data that is often more easily understood by a lay audience. However, the salient features of the data should always be interpreted for the reader, especially if more complex statistical analyses are involved. Do not

merely repeat the information from the table in the text; the focus is on adding value by interpreting the data. See “[Formatting and layout of text, tables and figures](#)” on page 12 for details on how to present tables and figures for publication at the Institute.

Footnotes and endnotes

Footnotes and endnotes are useful for removing less significant information out of the body of the text. However, they should be used sparingly, given the nature of Institute readers, and the difficulties with use of footnotes/endnotes when viewed online.

All Institute publications use footnotes except for *Family Matters*, which uses endnotes that appear before the references.

Footnotes and endnotes should be incorporated into Word documents using Word’s automated footnote/endnote function in order to ensure that they are numbered consecutively and placed in order. Do not insert footnotes by hand.

Citations and references

All manuscripts that cite sources (such as books, articles, conference papers, etc.) should include a list of those sources at the end of the manuscript, under the heading “References”. All sources cited in the text should have a matching citation in the reference list; in turn, there should be no items in the reference list that are not mentioned in the text.

On rare occasions, the author(s) may wish to provide an extended list of readings that includes sources that are not cited in the text. In that case, the list should be called something other than “References”. Suggested alternative titles are: “Further reading”, “Bibliography” or “Extended bibliography”.

See “[Appendix A—APA style cheat sheet](#)” on page 19 for more details about the APA referencing style.

Manuscript submission requirements

In order to assist with the reviewing and editorial process, submitted manuscripts should comply with the following requirements:

- Submit the manuscript as a Word or RTF document, preferably in a version that can be opened with Word 2004 (Mac)/Word 2003 (Windows) or earlier.
- Text should be 1.5 line spaced or double-spaced.
- All pages should be numbered sequentially. Apart from page numbers, it is not necessary (nor particularly desirable) to include headers or footers.
- Begin with a separate title page that includes the title of the piece; the name(s) of the author(s) in the exact format that is to appear in the final publication; the position and affiliation of each author; full contact details for the lead author; and any acknowledgements or disclaimers that must appear in the final publication.
- For *Family Matters*, the title page should be followed by an abstract of approximately 200 words. This abstract may be used as the basis for briefings, media releases (if any) and summaries on the Institute website; it will not appear in the final publication itself.
- Also for *Family Matters*, after the abstract, include 4–10 keywords or phrases from the Family Thesaurus Online <www.aifs.gov.au/institute/info/html/index.htm> that describe the content of the manuscript.

All contracted and solicited submissions should be emailed to the relevant project or clearinghouse manager. Unsolicited manuscripts should be emailed to the AIFS Publishing Manager <aifs-editor@aifs.gov.au>.

Text formatting and styling

Manual text formatting should be kept to a minimum. With modern desktop publishing programs it is not important what typefaces are used at the manuscript stage. However, it is generally easier to read

a manuscript if a standard serif typeface (such as Times New Roman) is used for the body of the text and a standard non-serif typeface (such as Arial) for headings.

It is preferable for authors to apply basic electronic styling to their manuscripts (if they are familiar with styling), as this assists in both the writing and editing process.

For example, it is best to use the inbuilt Word heading styles (Heading 1, Heading 2, etc.) to mark headings. The advantage of using these is that:

- the heading levels will be consistently identified and formatted;
- the Outline feature (View > Outline) can then be used to see whether the structure of the headings is logical; and
- styled headings can be used to automatically generate an accurate table of contents.

That said, overuse of styles by authors is counter-productive, as non-standard styles will simply be stripped out during the editing and typesetting process. Authors are therefore advised to use the built-in Word styles and to keep them to a minimum.

If authors are not very familiar or comfortable with the use of electronic styles, it is preferable that they not use them at all. However, in all cases, authors should make sure that levels of headings are clear and unambiguous, with level 1 headings being in a larger font size and lower level headings becoming progressively smaller.

Copyright

The Australian Institute of Family Studies (AIFS) requires authors to assign copyright in their work to AIFS (representing the Commonwealth of Australia) before the work is published by AIFS. Once manuscripts have been accepted for publication, authors are requested to visit: <www.aifs.gov.au/institute/pubs/copyright.html> and follow the instructions there to confirm their agreement to these copyright conditions.

Editorial style

Grammar

Tenses

When referring to past research, use the past tense. For example:

Smith (1999) found that 75% of participants expressed a wish to continue with the survey.

When referring to the current study that is the subject of the paper or article, it is acceptable to use either present or past tense, depending on the context. However, it is important to be consistent in how this is presented. For example:

In this study, we found that ...

In Table 5, the data show that ...

Which and that

It is preferable to use “which” and “that” according to whether a clause is non-restrictive or restrictive respectively—they should not be used interchangeably as this can change the meaning of the sentence. For example:

Almost half of the respondents said they spent time with their children that was beneficial to their relationship. [This means that the respondents may have also spent time with their children that was not beneficial to their relationship.]

[compared to:]

Almost half of the respondents said they spent time with their children, which was beneficial to their relationship. [This means that all the time the respondents spent with their children was beneficial to their relationship.]

[or]

Alice likes emeralds that are expensive. [Alice doesn't necessarily like inexpensive emeralds.]

[compared to:]

Alice likes emeralds, which are expensive. [All emeralds are expensive and Alice likes them.]

Split infinitives

It is acceptable in AIFS style to split infinitives. For example:

To boldly go where no man (or woman) has gone before. [split infinitive]

To go boldly where no man (or woman) has gone before. [infinitive not split]

Spelling and word punctuation

In general, Australian spellings are used in all AIFS publications. Usually the first cited spelling in the *Macquarie Dictionary*, 4th edition, is the preferred form. A list of spellings that do not follow this rule or are not covered by the *Macquarie* is included in “Appendix B—AIFS word list” on page 21.

Capitalisation

Title case

Title or maximal case is when all significant words have the first letter capitalised. Do not capitalise articles, short prepositions or conjunctions (e.g., “a”, “the”, “to”, “as”) unless they have four letters or more (e.g., “toward”, “then”) or occur at the beginning of the sentence/title. For example:

Women’s Employment Transitions Around Child Bearing in Australia

An exception is:

Growing Up in Australia

In hyphenated words, the second part is in title case. For example:

Child-Friendly Workplaces in Australia

Sentence case

Only the first word and proper nouns are capitalised. For example:

Women’s employment transitions around child bearing in Australia

When to use the different “cases”

Use sentence case for:

- all headings; and
- book titles, book article titles and journal article titles in reference lists and bibliographies.

Use title case for:

- book and journal article titles when cited in the text;
- names of journals;
- names of conferences;
- names of programs, surveys, studies, projects etc.; and
- names of organisations.

Additional, specific examples are provided throughout this guide.

Conferences

For names of conferences, use title case but do not italicise or use quote marks. If the conference has a named theme, this should be included at first mention, with the elements being separated by a colon. For example:

10th Australian Institute of Family Studies Conference: Families Through Life

If the name of the conference is referring to the title of published conference proceedings, then it should be italicised.

Programs, surveys, studies and projects

For names of programs, surveys, studies and project, use title case with no italics or quote marks. The exception is *Growing Up in Australia*, which is italicised. If the word “study”, “survey”, “program” etc. is *not* part of the name, that word should be in lower case. For example:

the Household, Income and Labour Dynamics in Australia study

Growing Up in Australia: The Longitudinal Study of Australian Children

Names of organisations

Spell organisational names exactly as spelled by the organisation itself. Do *not* follow the *Macquarie*, which converts all organisation names to follow Australian spelling rules. International organisations

in particular can cause confusion because some follow British spelling and others follow American spelling, while others still combine the two. Common examples include:

- Asia-Pacific Economic Cooperation (APEC)
- International Labour Organization (ILO)
- Organisation for Economic Co-operation and Development (OECD)
- United Nations Development Programme (UNDP)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- World Health Organization (WHO)

Formal vs informal names

For informal names of inquiries, e.g., Mulligan inquiry or Mulligan report, use lower case for “inquiry” and “report”, but use title case for the full name of the inquiry.

If a report is known by its shorter version, e.g., the *Bringing Them Home* report, italicise the short title for all instances.

Foreign words

Foreign words that are *not* listed in the *Macquarie Dictionary* should be italicised for all instances; those that *are* listed do not need to be italicised. For example, “per se” and “inter alia” are *not* italicised.

Plurals

Data, criteria, phenomena should all be treated as plurals. For example:

The data show ... [not “The data shows ...”]

Hyphenation and compound words

When a compound phrase (made up of two or more words) is used as an adjective, it is usually hyphenated, unless the first word is an adverb ending in “-ly”. For example:

- part-time employment
- partially fulfilled order
- school-aged children
- long-term appointment
- evidence-based practice

However, when these same compound words are not used as adjectives, do not hyphenate. For example:

In evidence-based practice, practice is informed by the evidence base.

Do not use a hyphen when using comparative or superlative adverbs or adjectives. For example:

- least experienced staff
- better known principle

When a prefix such as “non-”, “pre-”, “post-” or “anti-” is attached to more than one word, it may be visually easier to read if the hyphens are replaced with a single en dash. This also applies when a phrase would otherwise include a combination of hyphens and en dashes. For example:

Traditional form	Preferred form
non-English-speaking background	non–English speaking background
3–4-year-old children <i>and</i> 3–4-year-olds	3–4 year old children <i>and</i> 3–4 year olds
post-World-War-II	post–World War II

However, when an adjectival phrase contains three or more words or one or more prepositions, then it is rarely possible to use an en dash as described above; thus, for example: “out-of-school-hours care”.

Note that it is often better to recast the phrase so that it does not require or reduces the need for hyphenation. For example:

care that takes place out of school hours

Sentence punctuation

Commas, colons and semicolons

Use **commas** when listing items in text, when separating clauses or when it is necessary to express a short pause in a sentence.

Semicolons are used to express a break in a sentence that is stronger than a comma but not as strong as a full stop. They are often used to link two closely related sentences/clauses that might otherwise lose their meaning if they were separated by a full stop. For example:

In some circumstances, breadwinning may be the most important role a father plays; in other contexts this may be less important and direct care may be the most significant.

Semicolons are also often used before a clause beginning with “for example” or “however”.

In Canada, paternity leave is unpaid; however, in Quebec, fathers are entitled to paid leave.

They are also used in bulleted lists to separate list items and between items in a run-in list that have internal commas (see section on “Lists” on page 12).

Colons are used to introduce a list of items, such as: first item, second item and third item.

En and em rules

Unspaced en dashes (Option + - on a Mac; Alt + 0150 in Windows) are used to express a relationship between two words or phrases or a range of numbers. For example:

parent–child

Sydney–Melbourne

3–4 year olds

1998–99 [see section on “Number spans” on page 10]

Unspaced em dashes (Option + Shift + - on a Mac; Alt + 0151 in Windows) are used to express a relationship between two parts of a sentence or to express something parenthetically. For example:

In-kind transfers with topping up not allowed require the recipient to consume the amount of the good or service that is transferred in kind—no more or less—alternatively to not accept the transfer.

Slashes

Slashes are used to express the idea of “or”; for example, and/or, parent/guardian. Slashes shouldn’t be overused when it is just as easy to use “or”.

Do not use slashes to express the idea of a relationship between two words or phrases, or between a range of numbers—this is the job of the en dash (see “En and em rules” on page 9 above). For example, 2007–08 should be used instead of 2007/08.

Do not include spaces on either side of a slash.

Ellipses

Do not use full stops for ellipses as these can break over a line and are spaced incorrectly. There are keyboard shortcuts for typographical ellipses: Opt + ; on a Mac and Alt + 0133 in Windows.

Use spaced ellipses, that is, there should be one space before and one space after the ellipses.

If ellipses appear at the end of a sentence, do not add an additional full stop to the end.

In-kind transfers ... require the recipient to consume the amount of the good or service that is transferred in kind ...

Quotation marks and quotations

Quotation marks

Always use double quotation marks “ ” for quotations that appear within the body of the text. Double quotation marks should also be used with words or phrases that are coined or invented expressions, express irony, are slang or are otherwise worthy of distinguishing. Do not use single quotation marks at all unless including a quotation within a quotation that appears within the body of the text. For example:

He said, “Stop saying ‘Stop!’”

The neighbourhood was “interesting”.

Quotations

If quotations are to be set apart from the text as a block quote, do not use quotation marks around the quotation. Do include double (not single) quotation marks where necessary within a block quote.

Reference citations for block quotes always sit outside of the last punctuation mark in the quote and there is no full stop after the citation. For example:

The effects for those who were employed but not in agriculture were largely financial, with a negative and statistically significant impact upon household income and a higher likelihood of saying that the financial position of their household had become “worse” over the last 3 years. (Gray & Edwards, 2008, p. 5)

Numbers, measurements and dates

Do not spell out numbers in times, ages and percentages; for example, 5 pm, 10 years, 3 months, 50%. Otherwise, spell out numbers up to and including ten and use digits for numbers over ten. Numbers that occur at the start of a sentence should be spelled out, no matter what they are, although it is often better to recast the sentence to avoid this.

Numbers of four digits or more should always include a comma separating the thousands (e.g., 1,200 and 5,678,754).

When expressing a measurement, such as 1 km, 20 kg, 44 cm, 45 MB, etc., always include a space between the number and measurement. It is preferable not to spell out the number or the measurement.

Abbreviations and acronyms for measurements should follow the International System of Units (SI) and accepted Australian practice. See the *Style Manual*, pp. 178–186, for detailed lists of SI and non-SI units.

When a number appears at the beginning of a sentence, spell it out and any associated measurement. Alternatively (and sometimes preferably), recast the sentence so that the number no longer appears at the beginning. For example:

Fourteen per cent of female respondents stated ...

Among female respondents, 14% stated ...

Number spans

When expressing number spans, prefer to use numerals separated by en dashes rather than spelling them out; for example, “19–21 years”, rather than “nineteen to twenty-one years”.

The second number in a number span should be truncated to it the smallest number of digits that are essential for clarity; for example, 2007–08. See *Style Manual*, 6th edition, p. 177, for further examples and exceptions to this general rule.

Do not truncate page numbers in references and citations (as this is APA style); for example, pp. 446–457, not 446–57.

Dates

Dates are expressed using Australian convention: [day], [date] [month] [year]. Shortened forms of the day and month are always restricted to 3 letters. If necessary for space reasons (e.g., in tables), years can be shortened to two digits, providing there is no chance that they can be mistaken for the wrong century. For example:

Friday, 23 February 2009

Fri, 23 Feb 09

The following forms should be avoided:

23rd February

23rd of February

23/2/09

2/23/09

February 23, 2009

The exception to this is “September 11” or “9/11” as these are commonly used names referring to a specific event.

Abbreviations and acronyms

Abbreviations are shortened versions of a word or phrase. For example, number = no., Doctor = Dr, company = co., limited = ltd, for example (*exempli gratia*) = e.g. Abbreviations that end with the same letter as the full word are not followed by a full stop (e.g., Dr, ltd) ; those that do not end with the same letter as the full word must be followed by a full stop (e.g., no., co., e.g.).

Acronyms are letters used to represent a phrase or name of two or more words, usually comprising the first letter of each word in phrase or name. For example, United States = US, Attorney-General’s Department = AGD. Acronyms do not use full stops at all.

States and territories

Within text, acronyms are used for the ACT, NSW, NT, SA and WA. Abbreviations are used for Qld, Tas. and Vic. (note the full stops after Tas. and Vic.).

However, within postal addresses, always use uppercase with no full stops, as this is the preferred form recommended by Australia Post. When run on in one line, each address element should be separated from the next by a comma (except for: City/town STATE postcode). When split over several lines, there are no commas at the end of each line. For example:

Australian Institute of Family Studies, Level 20, 485 La Trobe Street, Melbourne VIC
3078

Australian Institute of Family Studies
Level 20, 485 La Trobe Street
Melbourne VIC 3078

Institute vs AIFS

The Australian Institute of Family Studies can be shortened to “the Institute” or “AIFS”. It is often useful to use “AIFS” to avoid confusion with other institutes such as AIHW.

Using “the” with acronyms

When using abbreviations of organisations, precede the abbreviation with “the” when it is read as individual letters rather than as a “word”, e.g., OECD, NIH, AIHW, NHMRC all take “the” before them, while AIFS, FaHCSIA, DFAT, WHO all do *not* take “the” before them.

“That is” and “for example”

Only use the shortened forms for “that is” (i.e.) and “for example” (e.g.) within parentheses and in tables, figures and other places where space is a premium. Otherwise, within normal text, spell these out.

When using “i.e.” and “e.g.”, always use full stops after each letter followed by a comma. For example:

When abbreviating “for example”, use full stops and commas (e.g., like this).

Formatting and layout of text, tables and figures

Italics and bold

Italics

Italics should be used sparingly and only in instances as outlined in this style manual; that is:

- for foreign words that aren’t in the dictionary;
- for emphasis; and
- for titles of books and journals.

Do not use italics for names of programs, projects, etc. See “Programs, surveys, studies and projects” on page 7.

Bold

Do not use bold within any text except for headings and run-in headings (see “Lists” on page 12 below). For example:

In-kind transfers are either the transfer of ownership of a good or asset other than cash, or the provision of a service.

Cash transfers are ...

Lists

Lists can be run-in the main text or the points can be separated into bullet lists or numbered lists.

Run-in lists should be introduced by a colon and separated by a comma if it is a simple list and by a semi-colon if it is more complicated (semi-colons must be used if there are internal commas). If the list items are lengthy or complicated, it may be easier to read if they are separated out into a bullet or numbered list.

Bullet lists are the most common lists. If the items are sentence fragments that follow on from the lead-in, insert a semi-colon at the end of each point. The second last point ends with a semi-colon followed by “and”. The initial letter of each item is lower case. For example, there might be:

- a sentence fragment;
- followed by another sentence fragment; and
- finished by a third.

If each item is a complete sentence, then insert a full stop at the end of each point and use sentence case. For example:

- This is a complete sentence.
- This is another complete sentence.
- This is the last complete sentence.

Numbered lists should only be used when expressing a hierarchical list or steps in a process. Prefer Arabic numerals over letters or roman numerals.

Run-in numbered lists should use lowercase letters in round brackets because: (a) they are easier to read; (b) do not require complicated roman numerals; and (c) cannot be confused with other numbers that might appear in the discussion.

Tables

Table captions

Captions for tables appear above the table. All table captions should be numbered sequentially and include a single tab after the number. Do not include a final full stop at the end of the caption.

Caption titles should be short and descriptive of the main focus of the data. If relevant, the date(s) and comparative variable(s) should also be included.

Table notes

Notes, if any, follow immediately after the table. They should begin with “Note:” (or “Notes:” if there is more than one note) followed by a single tab. Each note ends with a full stop and runs on from the previous one (i.e., do not use separate lines for each note).

Notes that relate to specific parts of a table should be indicated by superscript “a”, “b”, “c” etc. The use of asterisks in tables and their notes should be limited to showing probabilities.

All tables where percentages should add to 100% but do not due to rounding should include a note to that effect.

Table source

Source(s), if any, appear below the notes, or if there are no notes, immediately after the table. They should begin with “Source:” (or “Sources:” if there is more than one source) followed by a single tab, but should *not* end with a full stop.

If the source is a cited reference, use APA style to cite the source. The full reference for the source should then appear in the reference list.

If the source is unpublished data, then cite the relevant survey or study and include the relevant year or wave number after a comma. Separate two or more sources with a semi-colon.

Table content

Minimal punctuation should be used in tables (e.g., no full stops should be used except for abbreviations).

Measures (e.g., % or \$) should not be included in the individual data cells of a table. Rather, add a column heading that shows the measure used.

Example table layout

Table 1 Use of care before or after school, by gender of child

	Male	Female
	%	
Before school ^a	31*	70
After school	55	45

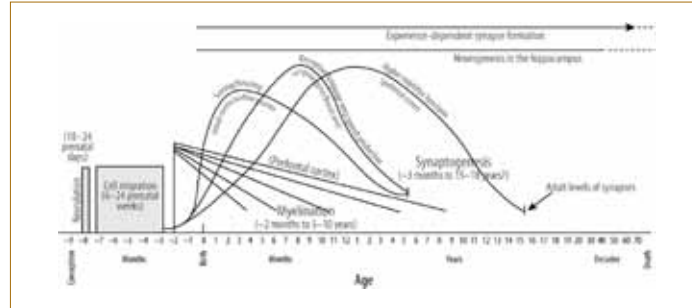
Note: ^a This is a note. * $p > .01$. Percentages may not total 100% due to rounding.

Sources: HILDA, 2005; LSAC, Wave 3; Smith (2007)

Figures

Figure captions, notes and sources

Captions, notes and sources for figures are treated in exactly the same way as for tables except that the caption appears below the figure, notes (if any) and source (if any). For example:



Note: Note
Source: Source

Figure 1 Women employed during pregnancy who used leave, by duration of leave

Graphs

In general, graphs need to be redrawn for publication. It is therefore essential that the original data for the graphs is supplied, but not necessary for authors to spend too much time formatting them.

The data could be supplied in a number of ways:

- provided in a separate Excel file (preferred for complex graphs and charts);
- embedded in a Word document using Word's Graph function (for relatively simple graphs and charts); or
- included in the graph as labels (for simple graphs and charts).

If the figure data is supplied in a separate Excel file (the preferred method), the author should also embed an image of the graph in the Word document so that the figure can be matched correctly to its data.

Illustrations

In general, illustrations need to be redrawn for publication. Authors often draw illustrations in Word using Word's drawing functions. In that case, care must be taken to ensure that the parts of the illustrations (boxes, lines etc.) are grouped together and locked so that the illustration remains intact even if the text reflows (as can happen when opening the file on a different computer). Hand drawings are acceptable providing all labels are clearly readable.

If there is a professionally drawn version of the illustration available, authors should provide that version, preferably in vector format (e.g., EPS or Illustrator [AI] formats). If only a bitmapped version is available, it should preferably be provided as a TIFF (although a maximum-quality JPEG is also acceptable) at 300 dpi at the desired size for reproduction.

Photographs

Photographs should be well lit and in focus, preferably showing a close-up view of the desired subject. They should preferably be provided as TIFFs (although maximum-quality JPEGs are also acceptable) at 300 dpi at the desired size for reproduction.

Citations and references

The Institute uses the APA's referencing style in all its publications. Please see "[Appendix A—APA style cheat sheet](#)" on page 19 for examples of the most commonly used types of citations and references, both in the text and in the reference list. More detail is available in the *APA Publication Manual* (5th edition).

Note that “et al.” is not italicised and takes just one full stop after the “al” and is not preceded by a comma. For example:

Hayes et al. (2000)

Exceptions to APA style

1. When the publisher is the same as the author, APA style is to replace the publisher’s name with the word “Author”. However, AIFS style is to simply re-use the author’s name. It is acceptable in this case to use an acronym for the publisher’s name, if the publisher is commonly known by that acronym (such as ABS, AIHW and AIFS). For example:

Australian Bureau of Statistics. (2004). *Disability, ageing and carers, Australia: Summary of findings, 2003*. (Cat. No. 4430.0). Canberra: ABS. [not “Canberra: Author” or “Canberra: Australian Bureau of Statistics”]

Productivity Commission. (2005). *Economic implications of an aging society: Productivity Commission research report*. Melbourne: Productivity Commission. [not “Melbourne: Author” or “Melbourne: PC”]

2. For website addresses that appear in reference lists, follow AIFS style. See “Internet addresses” on page 15 for more details.

Internet addresses

Website and email addresses that are cited in the text should be surrounded by angled brackets to distinguish them from the rest of the text. The angled brackets may then be followed by punctuation if required. Website addresses (URLs) should *not* include the “http://” at the beginning, or a “/” at the end (if the URL has one). If the URL uses a different protocol from HTTP (such as HTTPS or FTP), then the protocol identifier should be included. For example:

For more information, visit the AIFS website: <www.aifs.gov.au>. Alternatively, send an email to <publications@aifs.gov.au> or download a fact sheet from <ftp://www.ftpsite.org/filename.pdf>.

These rules also apply to URLs mentioned in reference lists. This is a departure from APA style.

Productivity Commission. (2005). *Economic implications of an aging society: Productivity Commission research report*. Melbourne: Productivity Commission. Retrieved 11 January 2008, from <www.pc.gov.au/_data/assets/pdf_file/0020/69401/ageing.pdf>.

When a URL is very long (more than about 200 characters), it is more useful for readers if the URL is converted to a shorter version using the service provided at <www.tinyurl.com>. For example:

<tinyurl.com/6rbvlr>

instead of:

<www.ag.gov.au/www/agd/rwpattach.nsf/VAP/(3A6790B96C927794AF1031D9395C5C20)~Report+on+future+governance+of+federal+family+courts+in+Australia++November+2008.pdf/\$file/Report+on+future+governance+of+federal+family+courts+in+Australia++November+2008.pdf>

This should be done sparingly though, as there is no guarantee that the Tiny URL service will continue indefinitely.

Sort order

When sorting lists and references, sort items alphabetically, letter by letter, and numerically, by the whole number:

Brown, A. R. (2007) ...

Brown, A. R. (2008) ...

Brown, J. P. ...

However, note that this rule applies per word, rather than running on all letters in the item:

Brown, J. P.

Browning, A. R.

Disregard grammatical articles (“the”, “a”, “an”) that appear at the beginning of a list item:

The Age

Brown’s cows

A country life

Preparing material for the AIFS website and intranet

Material that is uploaded to the AIFS website includes:

- PDFs of all publications
- HTML versions of most publications
- Bibliographies
- Conference information
- Various resources such as statistical information, profiles
- Media releases

The AIFS intranet includes information, forms, policies and procedures that are required for internal functioning.

All material that is uploaded to the website and intranet should conform to the AIFS style recorded in this document, with a few exceptions:

- All smart (“curly”) quotes should be converted to straight quotes (“”).
- All en dashes should be converted to hyphens.
- All em dashes should be converted to spaced hyphens (hyphens with one space before and after).
- Very long passages of text may be broken up or (rarely) cut back in order to improve readability on the screen.

Appendices

Appendix A—APA style cheat sheet

In-text citations

Author citations

First citation

A recent study (Surname1, Surname2, & Surname3[up to 5 authors], year) showed that ...

Surname1, Surname2, and Surname3[up to 5 authors] (year) showed that ...

Surname1 et al.[for 6 or more authors] (year) showed that ...

Subsequent citations

Surname1 and Surname2 (year) showed that ...

Surname1 et al.[for 3 or more authors] (year) showed that ...

Title citations

Journal articles and chapters in an edited book

In an article titled “Title of Article in Title Case: Subtitle (If Required) in Title Case”, Smith wrote ...

Books, reports, conference papers, unpublished theses

In a conference paper titled *Title of Book/Report/Paper/Thesis in Title Case and Italics: Subtitle (If Required) in Title Case*, Smith reported ...

Reference list citations

Journal articles

Surname1, A. B., Surname2, A. B., & Surname3, A. B. (year). Title of article in sentence case: Subtitle of article in sentence case. *Journal Name in Title Case*, Vol.(No.), page–page

Marks, N. F., Lambert, J. D., & Choi, H. (2002). Transitions to caregiving, gender, and psychological well-being: A prospective US national study. *Journal of Marriage and Family*, 64(3), 657–667.

Books

Surname1, A. B., & Surname2, A. B. (Eds.). (year). *Title of book in sentence case: Subtitle of book in sentence case*. Place: Publisher.

Heady, B., Warren, D., & Harding, G. (2006). *Families, incomes and jobs: A statistical report of the HILDA survey*. Melbourne: Melbourne Institute of Applied Economic and Social Research.

Haas, L., Hwang, P., & Russell, G. (Eds.). (2000). *Organizational change and gender equity*. London: Sage.

Chapter in an edited book or report

Surname1, A. B., & Surname2, A. B. (year). Title of chapter in sentence case: Subtitle of chapter in sentence case. In A. B. Surname3 & A. B. Surname4 (Eds.), *Title of book using sentence case: Subtitle of book using sentence case* (pp. page–page). Place: Publisher.

Bittman, M. (2004). Parenting and employment: What time use surveys show. In N. Folbre & M. Bittman (Eds.), *Family time: The social organisation of care* (pp. 69–89). London: Routledge.

Reports/monographs in series

These are reports that belong to a (usually) numbered series, but have individual titles.

Surname1, A. B., & Surname2, A. B. (year). *Title of report using sentence case: Subtitle of report using sentence case* (Report Name in Title Case No. Number). Place: Publisher.

Australian Bureau of Statistics. (2004). *Disability, ageing and carers, Australia: Summary of findings, 2003*. (Cat. No. 4430.0). Canberra: ABS.

Weston, R., Qu, L., Parker, R., & Alexander, M. (2004). *It's not for lack of wanting kids: A report on the Fertility Decision Making Project* (Research Report No. 11). Melbourne: Australian Institute of Family Studies.

Conference papers

Surname1, A. B., & Surname2, A. B. (year, month). *Title of paper using sentence case: Subtitle of paper using sentence case*. Paper presented at the name of conference, location of conference.

McDonald, P., & Kippen, R. (2000, March). *The implications of below replacement fertility for labour supply and international migration, 2000–2050*. Paper presented to the Annual Meeting of the Population Association of America, Los Angeles, California.

Unpublished dissertations and theses

Surname1, A. B. (year). *Title of thesis using sentence case: Subtitle of thesis using sentence case*. Unpublished doctoral dissertation/master's thesis, university name, university city.

Smith, J. F. (2005). *A really interesting doctoral dissertation: Really, you should read this*. Unpublished doctoral dissertation, University of Nowhere, Nowhere.

Works available on the Internet

For both Internet only and print/Internet references, add the URL at the end of the citation:

Retrieved day month year, from <url>.

Productivity Commission. (2005). *Economic implications of an aging society: Productivity Commission research report*. Melbourne: Productivity Commission. Retrieved 11 January 2008, from <www.pc.gov.au/__data/assets/pdf_file/0020/69401/ageing.pdf>.

Notes

- Sentence case is all in lower case except for the first letter of the sentence and first letter of proper nouns. Title case uses upper case for the first letter of all significant words (i.e., not conjunctions, articles and short prepositions), words longer than 4 letters, and both words in hyphenated compounds (e.g., Step-Parents).
- In reference lists, always spell out the names of organisations, e.g., Australian Bureau of Statistics (not ABS), except when the publisher is the same as the author, in which case it is acceptable to use the shortened form (if there is one) for the publisher. For in-text citations, spell out the name in full at first mention, with the abbreviation in parentheses following, and use the abbreviation for subsequent mentions (both in the text and for in-text citations).

Appendix B—AIFS word list

<p>A ageing am & pm among (not amongst) antisocial appendices Australian government</p>	<p>B</p>	<p>C caregiver, caregiving check-up child care (noun & adj.) child rearing coordinate cross-cultural</p>	<p>D database day care (noun & adj.) decision-makers decision-making the department</p>
<p>E et al. extracurricular</p>	<p>F focused, focusing frontline</p>	<p>G</p>	<p>H help desk (unless it's a name)</p>
<p>I inquiry (not enquiry) the Institute inter-related</p>	<p>J jobseeker judgement</p>	<p>K</p>	<p>L life course longstanding</p>
<p>M mailout multidimensional</p>	<p>N non-English speaking background (NESB) no one</p>	<p>O ongoing over-represent</p>	<p>P pm & am policy-makers policy-making post-traumatic stress disorder premarital preschool</p>
<p>Q</p>	<p>R</p>	<p>S socio-cultural socio-economic states and territories step-children, step-father subgroup subpopulation subsample</p>	<p>T time frame time-sharing trialled, trialling two-thirds, three-quarters</p>
<p>U under-represent underway</p>	<p>V</p>	<p>W Wave 2 (but “second wave” or “2nd wave”) wellbeing while (not whilst) workforce</p>	<p>XYZ Year 12</p>

Appendix C—Standard copyright and disclaimer notice

All AIFS publications should include the following on the imprint page (or the relevant web page):

© Commonwealth of Australia [year]

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to the Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at www.ag.gov.au/cca

The Australian Institute of Family Studies is committed to the creation and dissemination of research-based information on family functioning and wellbeing. Views expressed in its publications are those of individual authors and may not reflect Australian Government or Institute policy, or the opinions of the editors or of the Director.

Appendix D—ISBNs and ISSNs

Almost all publications of the Institute are published either as a serial (e.g., *Family Matters*, clearinghouse newsletters, annual reports) or a monograph in series (e.g., Research Papers, Research Reports, clearinghouse Issues, Briefings and other series). As such, they have each been assigned an International Standard Series Number (ISSN) (usually for online and print versions) that is carried by them for the life of the series.

The current ISSNs are:

Serial/series	ISSN print	ISSN online
ACSSA Aware	1448-8140	1448-8167
ACSSA Issues*	1833-7856	1833-7864
ACSSA Wrap*	1833-1483	1834-0148
AFRC Briefing*		1834-2434
AFRC Issues*		1835-1158
AFRC Resource Sheet*		1835-1166
AIFS Annual Report	7726-9870	
AIFS Research Paper*	1446-9863	1446-9871
AIFS Research Report*	1447-1469	1477-1477
Child Abuse Prevention Newsletter	1447-0039	1447-0047
Family Matters	1030-2646	1832-8318
Family Relationships Quarterly		1833-9077
LSAC Annual Report	1836-4314	
NCPC Issues*	1446-9995	1447-0004
NCPC Practice Brief		1834-5484
NCPC Research Brief		1833-7074
NCPC Resource Sheet		1448-9112

In addition, monographs in series, which each have an individual title, are also each assigned an individual International Standard Book Number (ISBN) (marked with an asterisk in the list above). For example, every Research Paper has the same ISSN but a different ISBN for each title. The Publishing Team purchases blocks of ISBNs, assigns them to individual titles and maintains a list of assigned ISBNs.

Appendix E—AIFS senior staff position titles

Director

Deputy Director (Research)

Deputy Director (Corporate & Strategy)

General Manager (Research)

Chief Finance Officer

General Manager (Information and Operations)

General Manager (Government and External Relations)

Executive Manager (Accountability & Reporting)

Executive Manager (Human Resources)

Appendix F—Common character and symbol shortcuts

Symbol		Mac	Windows
Apple symbol	🍏	Shift + Opt + K	
Bullet	•	Opt + 8	Alt + 0149
Cent	¢	Opt + 4	Alt + 0162
Copyright	©	Opt + G	Alt + 0169
Dagger	†	Opt + T	Alt + 0134
Degree	°	Shift + Opt + 8	Alt + 0176
Double dagger	‡	Shift + Opt + 7	Alt + 0135
Ellipses	...	Opt + ;	Alt + 0133
Em dash	—	Shift + Opt + -	Alt + 0151
En dash	–	Opt + -	Alt + 0150
Euro	€	Shift + Opt + 2 (not in every font)	Alt + 0128
Less than or equal to	≤	Opt + <	
Middle dot	·	Shift + Opt + 9	Alt + 0183
More than or equal to	≥	Opt + >	
Not equal to	≠	Opt + =	
Paragraph symbol	¶	Opt + 7	Alt + 0182
Pound	£	Opt + 3	Alt + 0163
Registered trademark	®	Opt + R	Alt + 0174
Section symbol	§	Opt + 6	Alt + 0167
Sigma	Σ	Opt + W	Alt + 228
Trademark	™	Opt + 2	Alt + 0153
Accents			
Acute	á, é, í, ó, ú	Opt + E followed by the letter	
Circumflex	â, ê, î, ô, û	Opt + I followed by the letter	
Grave	à, è, ì, ò, ù	Opt + ` followed by the letter	
Tilde	ã, ñ, õ	Opt + N followed by the letter	
Umlaut	ä, ë, ï, ö, ü	Opt + U followed by the letter	