

School Breakfast Program

2014 Evaluation Report (Overall)

Prepared for Foodbank WA by

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Executive Summary

As part of its commitment to providing a community focused, relevant and high quality program, Foodbank WA evaluates its School Breakfast Program annually through an extensive and comprehensive survey. The survey examines operational aspects of the program as well as its impact upon students and schools. In 2014, Foodbank WA had a response rate of 92% to the survey instrument with staff from 387 out of 419 schools returning data. The 2014 findings are outlined below.

School Breakfast Program Demographics

- State-wide, on average, 18.1% of students in schools operating School Breakfast Programs accessed the program.
- State-wide, on average, 62 students per school accessed the School Breakfast Program.
- State-wide, of the students in schools accessing the School Breakfast Program, 41% were from Aboriginal or Torres Strait Islander backgrounds.

School Breakfast Program Product

- Most schools in all RD (Regional Development) districts provided all core products (canned fruit in natural juice, wheat biscuits, vegemite, canned spaghetti, baked beans, oats, and UHT milk) to students.
- Schools in all districts provided core products to students, and remote districts had the highest proportions of schools that provided core products to students.
- Higher proportions of schools in districts closer to Perth provided perishable products than schools in districts further from Perth, with the exception of fresh fruit and vegetables and 100% unsweetened UHT juice. All districts were relatively low providers of vegetables, but particularly schools in remote districts, who were also low providers of fresh fruit. Schools in remote districts were the highest providers of 100% unsweetened UHT juice.

School Breakfast Program Mode of Operation

- 93% of schools operated a weekly School Breakfast Program.
- 60.5% of schools that operated weekly programs functioned five days per week (this represents 56% of all schools surveyed).
- State-wide, approximately 43 500 breakfasts were provided by schools each week and approximately 8 700 breakfasts were provided each day.
- State-wide, on average, 31 breakfasts were provided by each school per day.
- 83% of schools provided emergency lunches or other meals using School Breakfast Program products.
- State-wide, approximately 8 200 emergency meals were provided by schools each week
- Statewide, an average of 26 emergency lunches or other meals were provided by each school each week.

Impact of School Breakfast Program

- With respect to educational factors, School Breakfast Programs were perceived to contribute positively to the following:
 - Student punctuality by 81% of schools

- Student attendance by 83% of schools
- Student behaviour by 90% of schools
- Student academic outcomes by 76% of schools
- Student concentration by 95% of schools
- Students' social skills by 89% of schools
- Student engagement with class activities by 81% of schools.
- With respect to wellbeing factors, School Breakfast Programs were perceived to contribute positively to the following:
 - Students' physical health by 97% of schools
 - Students' mental health by 91% of schools
 - Harmful lifestyle behaviours by 46% of schools.
- With respect to nutrition factors, School Breakfast Programs were perceived to contribute positively to the following:
 - Students' awareness of healthy eating by 90% of schools
 - Student food selection and food preparation skills by 75% of schools
 - Student eating behaviours generally by 86% of schools.
- With respect to social and environmental factors, School Breakfast Programs were perceived to contribute positively to the following:
 - The health promoting environment of the school by 93% of schools
 - Social relations between students and school staff by 91% of schools
 - Social relations between students and community members by 74% of schools.
- The School Breakfast Program is strongly valued by all participating schools.

School Breakfast Program Participation, Quality and Delivery

- Approximately 96% of schools planned to continue their School Breakfast Programs in 2014.
- 97% of schools strongly agreed or agreed that the products provided by the School Breakfast Program were of a high quality.
- 96% of schools strongly agreed or agreed that the selection of products provided by the School Breakfast Program was appropriate.
- Of the schools that had products delivered to the school site, 93% strongly agreed or agreed that their orders were delivered in a timely manner.

School Breakfast Program and Healthy Eating

- 95% of school respondents were aware that the School Breakfast Program provided schools with access to free fruit and vegetables, but only 65% of schools actually accessed free fruit and vegetables.
- 49% of respondent schools are registered Crunch&Sip® schools and, of those, 52% utilised free fresh fruit and vegetables from Foodbank WA for their Crunch&Sip® programs.

School Breakfast Program Volunteers

- State-wide, approximately 1 800 volunteers assist schools with their School Breakfast Programs.
- State-wide, approximately 34% of all volunteers are parents/carers.
- State-wide, there were approximately 13 students per volunteer in each school.

School Breakfast Program Communication

- Only 34% of respondent schools accessed the Healthy Food for All® website but, of those schools, 91% found the website to be useful.
- Most schools that accessed the Healthy Food for All® website did so on more than one occasion.
- State-wide, 66% of respondent schools received the Toolkit folder or an update pack and 92% of those schools found the information useful.
- State-wide, 72% of respondent schools read all or part of 'The Morning Toast' quarterly newsletter and 94% who did so found the communication useful.
- State-wide:
 - 93% of respondent schools strongly agreed or agreed they were happy with the frequency of communication from Foodbank WA
 - 94% of respondent schools strongly agreed or agreed they were happy with the quality of communication from Foodbank WA
 - 97% of respondent schools strongly agreed or agreed they were happy with the level of support they received from Foodbank WA.

Further Comments

- State-wide, 52% of respondent schools offered positive comments about the School Breakfast Program, predominantly indicating the value of the program to schools and families, to improving attendance, behaviour, health and wellbeing of students, and to enhancing positive relationships between participants of the program.
- State-wide, 20% of respondent schools identified problems regarding the School Breakfast Program including: insufficient volunteers; inability to access products during available hours; spoilage of perishable items in transit; insufficient variety of available products; and school-related issues.
- State-wide, 18% of respondent schools offered suggestions for improvement of the School Breakfast Program including: the provision of a broader selection of products; the more regular provision of fresh fruit particularly in regional areas; providing more flexible opening hours at the depot; providing a distribution centre in the northern suburbs; and various operations-related matters.
- Schools throughout the state sourced additional products to supplement products provided by Foodbank WA and covered the costs generally through school funds or donations.

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Introduction

The School Breakfast Program (SBP) is one of the most important and unique programs conducted by Foodbank WA. In response to a growing awareness that many students were attending schools most days without eating breakfast, Foodbank WA commenced its School Breakfast Program in 2001 servicing 17 schools. Since then, the program has expanded and now involves over 430 schools throughout the state stretching from Kalumburu and Kununurra in the north, to Esperance and Albany in the south, and to schools in the east along the South Australia/Northern Territory borders. The Program directly reaches over 17 000 children, serving over 55 700 breakfasts and 22 800 'emergency' meals each week.

As part of its commitment to providing a community focused, relevant and high quality program, Foodbank WA evaluates the SBP annually. The aim of the evaluation is to assess the impact of the program on schools and students, as well as to identify aspects of the program that are working effectively and those that may require improvement.

Methodology

The 2014 survey was adapted from previous School Breakfast Program evaluations. The survey contained 45 main questions and was administered online. If schools were unable to complete an online survey they were sent a paper based survey. Schools were required to submit their responses by 5pm on Friday 26 September 2014.

In each school, the survey was to the SBP Coordinator and the school principal and a minimum of one response per school was requested. In some cases, the principal's delegate completed the survey. SAVANT Surveys and Strategies was commissioned by Foodbank WA to administer the survey and collect the data. The data were analysed by research and evaluation staff at Edith Cowan University School of Education.

To ensure validity of data, where multiple responses from schools were received, these were noted, and then only the SBP coordinator's data were used in the analysis. In cases, where multiple responses from schools were received that did not include data from the SBP coordinator, then the principal's responses were used in the analysis.

The analysis was conducted on a district and a state level. Where the data was considered on a district level, Regional Development (RD) districts have been used. These are: Southwest; Great Southern; Kimberley; Pilbara; Wheatbelt; Midwest; Gascoyne; Goldfields-Esperance; Peel; and Perth.

Quantitative data was manipulated through Excel. Qualitative data was managed by coding and categorising into themes so that conclusions could be drawn.

Part A: Survey Response Demographics

This section of the report addresses survey questions A1, A2, A3.

The school response rate to the survey instrument was 92%, with 387 out of 419 schools returning data. Table 1 shows the number of school responses from each district, and figure 1 that follows shows the district responses as proportions of the total amount returned. It is notable that approximately 40% of survey responses were received from Perth metropolitan schools and approximately 60% of responses were received from schools outside of the metropolitan area.

Table 1: Number of survey responses per district

School District	Number of schools providing survey responses
Southwest	37
Great Southern	16
Kimberley	35
Pilbara	26
Wheatbelt	31
Midwest	29
Gascoyne	6
Goldfields-Esperance	33
Peel	19
Perth	155
TOTAL	387

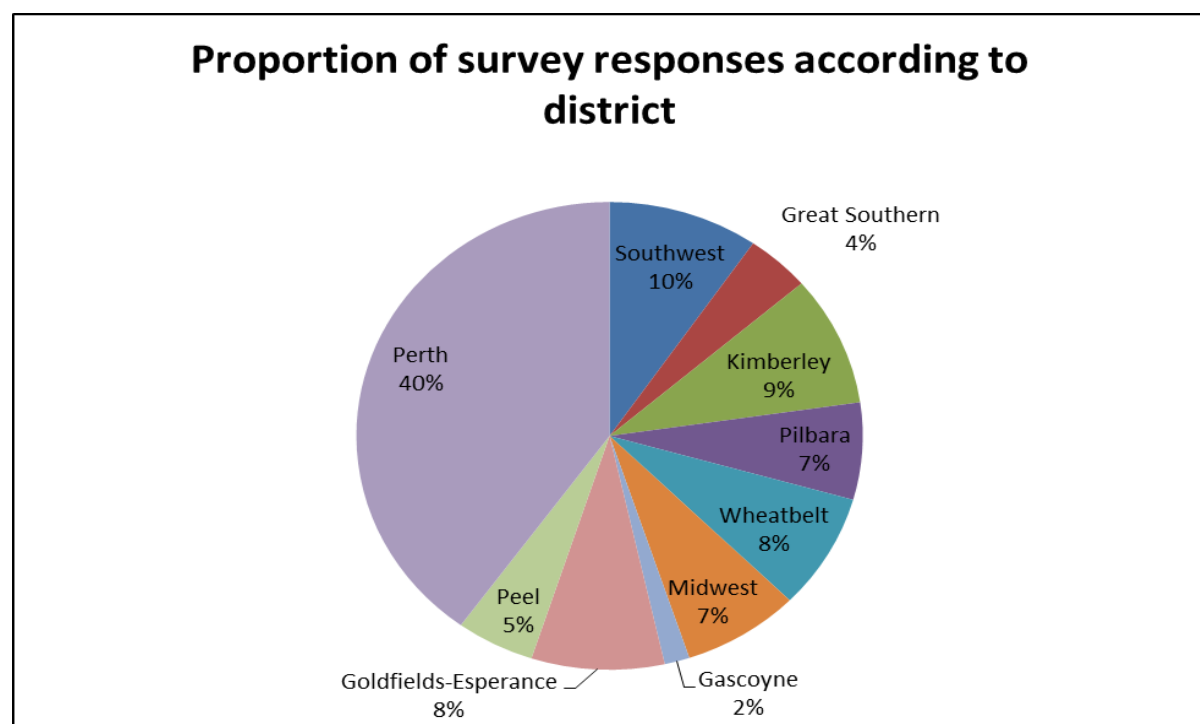


Figure 1: Proportion of survey responses according to district

A total of 516 survey responses from school staff were received: 259 schools submitted survey responses from one member of staff; 127 schools submitted responses from two members of staff; and one school submitted responses from three members of staff. Figure 2 shows the range of school roles of survey respondents. Figure 2 indicates that most responses received were from a school's SBP coordinator, or the principal or deputy who had the SBP coordinator as part of their portfolio.

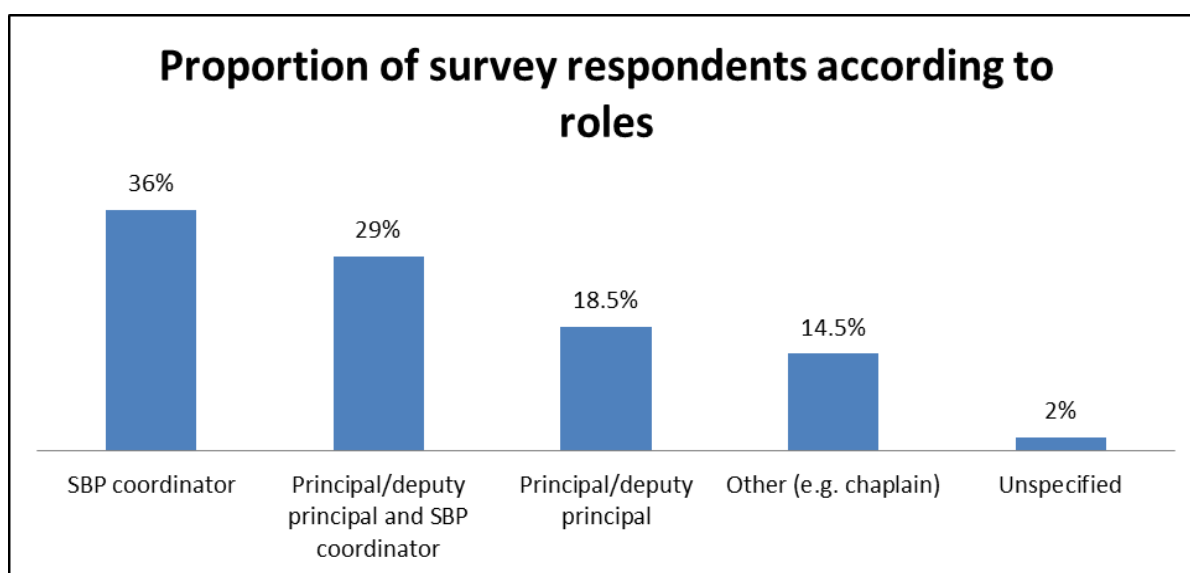


Figure 2: Roles of survey respondents

Schools returning survey responses had a wide range of student populations. From the 387 schools returning survey responses, the smallest enrolment was 9 students and the largest enrolment was 1650 students. The average size of school responding was 335 students.

Part B: School Breakfast Program Overview

This section of the report addresses survey questions B1, B2, B3, B4, B5, B6, B7, B8, B9, B10.

Children accessing the School Breakfast Program

On average, across the state, 62 students per school accessed the School Breakfast Program in 2014. This is comparable with the figure of 61 students per school that accessed the School Breakfast Program in 2013. Figure 3 shows the average number of students per school in each district that accessed the School Breakfast Program.

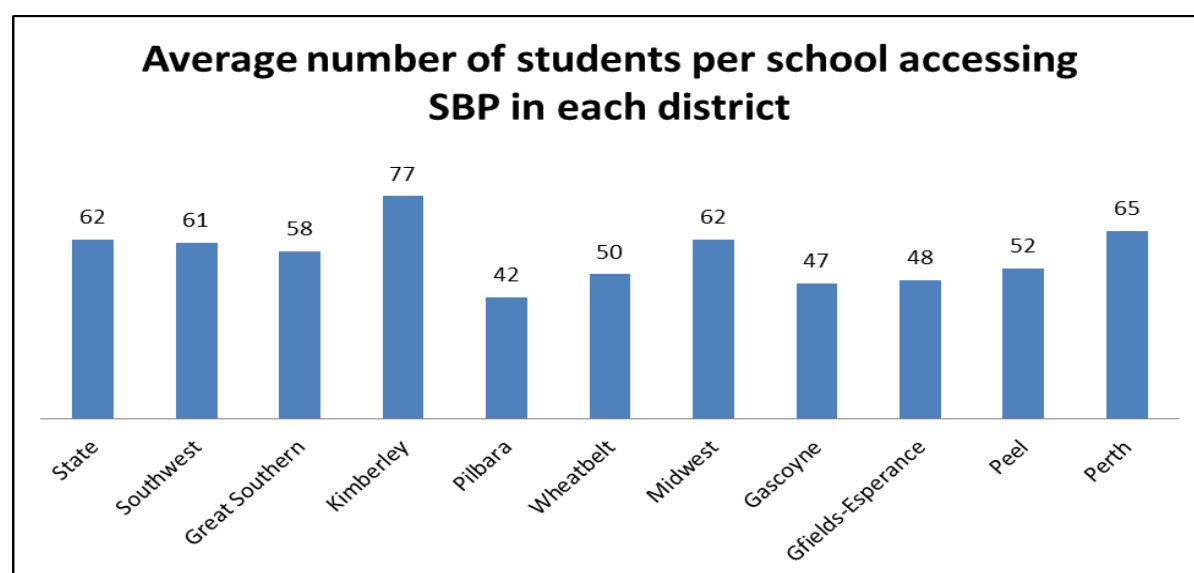


Figure 3: Average number of students per school accessing School Breakfast Programs in each district

In 2014, across the state, 18.1% of students in the respondent schools accessed the School Breakfast Program. This is comparable to the rate of 18.2% that accessed the School Breakfast Program in 2013. Figure 4 shows the proportions of students in schools in each district accessing the School Breakfast Program compared to the state proportion.

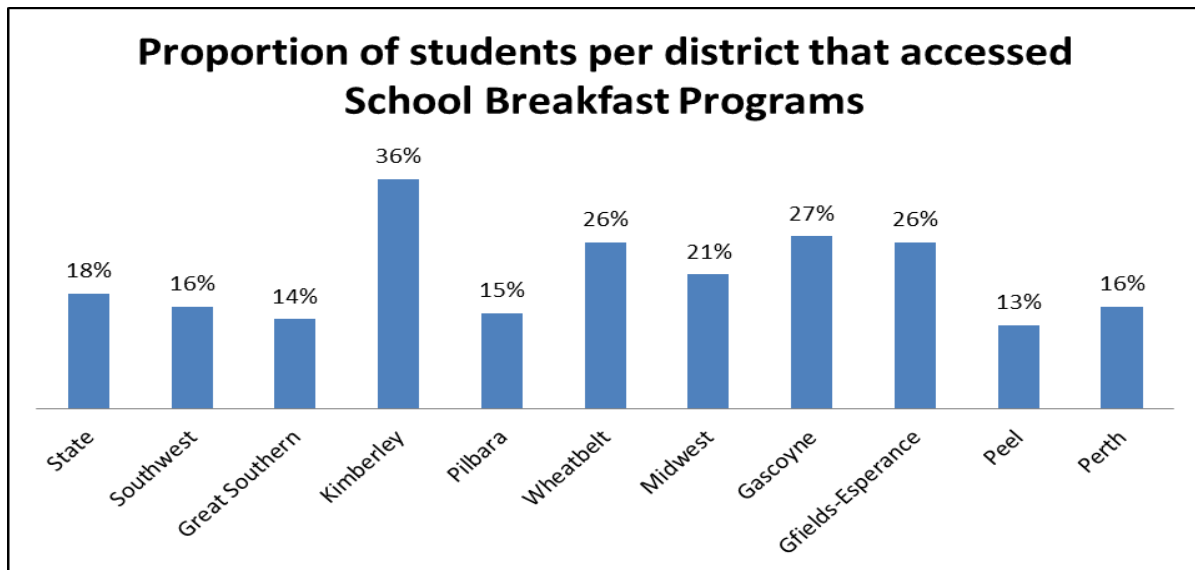


Figure 4: Proportion of students per district that accessed School Breakfast Programs

Children accessing the School Breakfast Program from Aboriginal and Torres Strait Islander backgrounds

Across the state, of the students accessing the School Breakfast Program in the respondent schools in 2014, 41% were of Aboriginal or Torres Strait Islander backgrounds.

Figure 5 shows the proportion of School Breakfast Program students in each district who were from Aboriginal or Torres Strait Islander backgrounds. It is noted that four districts have a proportion of students from Aboriginal or Torres Strait Islander backgrounds that is higher than 75%.

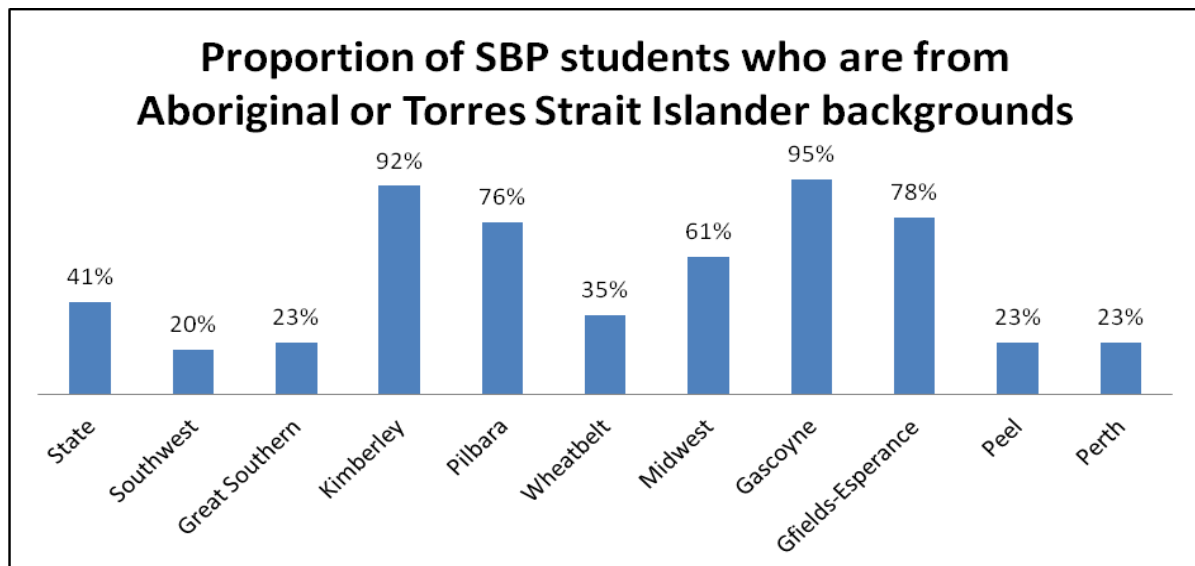


Figure 5: Proportion of School Breakfast Program students in each district who are from Aboriginal or Torres Strait Islander backgrounds

School Breakfast Program Product

Two categories of product are available to schools through the School Breakfast Program: core products; and perishable products. Core products include canned fruit in natural juice, wheat biscuits, vegemite, canned spaghetti, baked beans, oats and UHT milk. Perishable products include fresh bread, fresh milk, yoghurt, fresh fruit and fresh vegetables. 100% unsweetened UHT juice is available to remote schools only.

Provision of core products

The following figures, 6 to 12, show the proportion of schools in each school district providing core products to students.

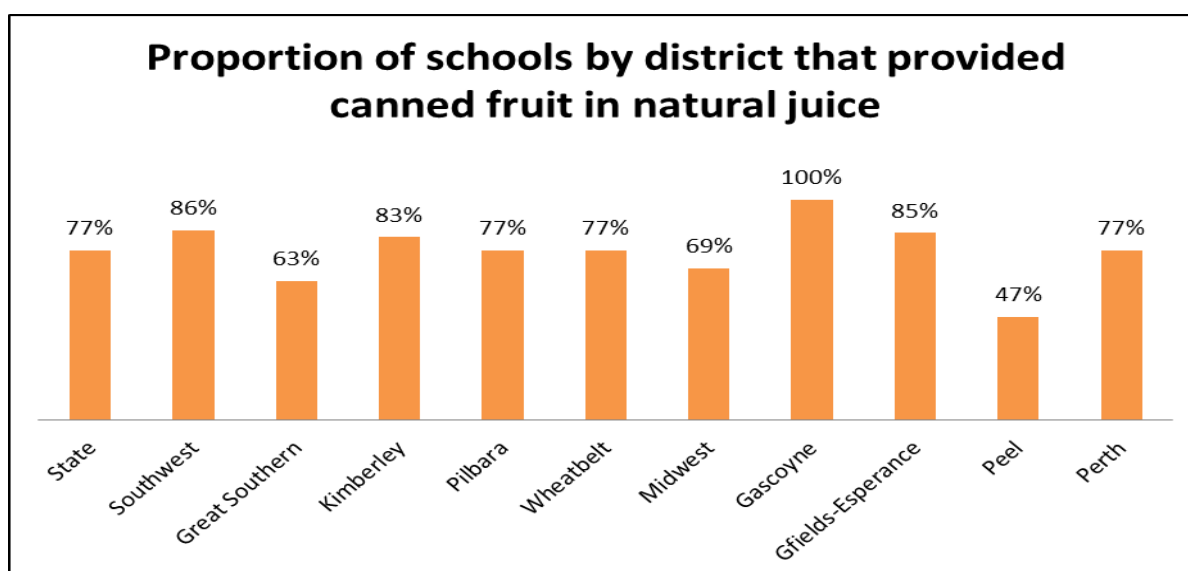


Figure 6: Proportion of schools that provided canned fruit in natural juice per district

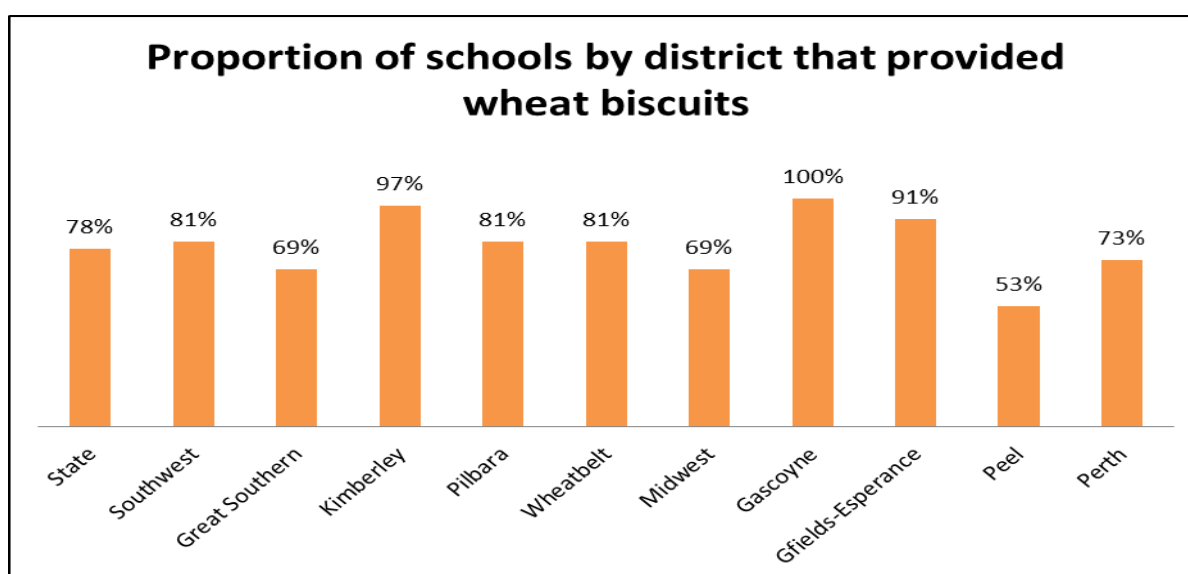


Figure 7: Proportion of schools that provided wheat biscuits per district

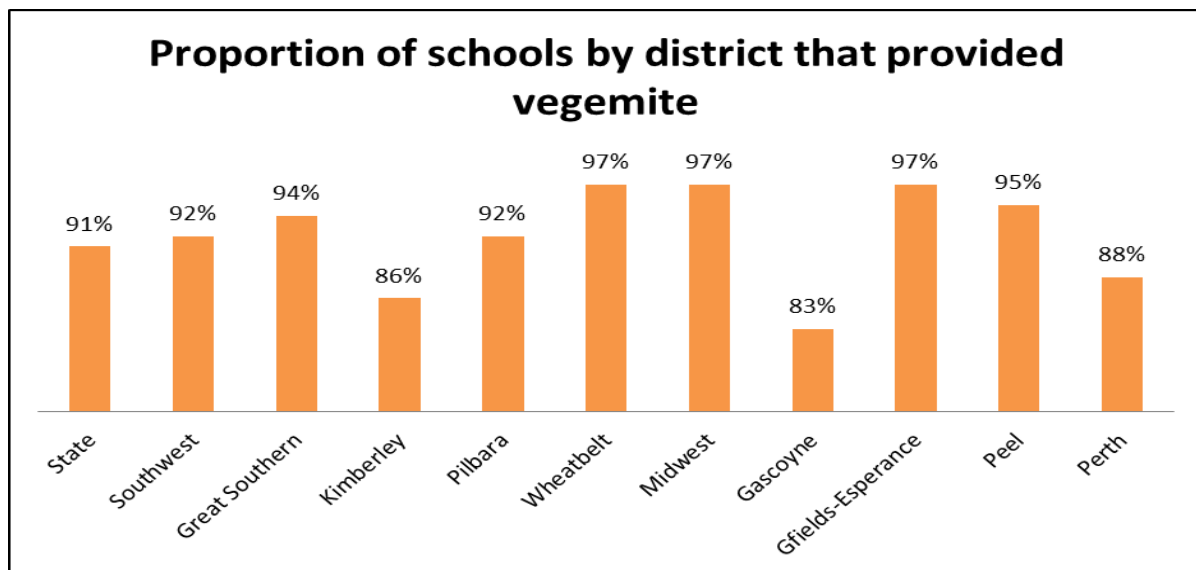


Figure 8: Proportion of schools that provided vegemite per district

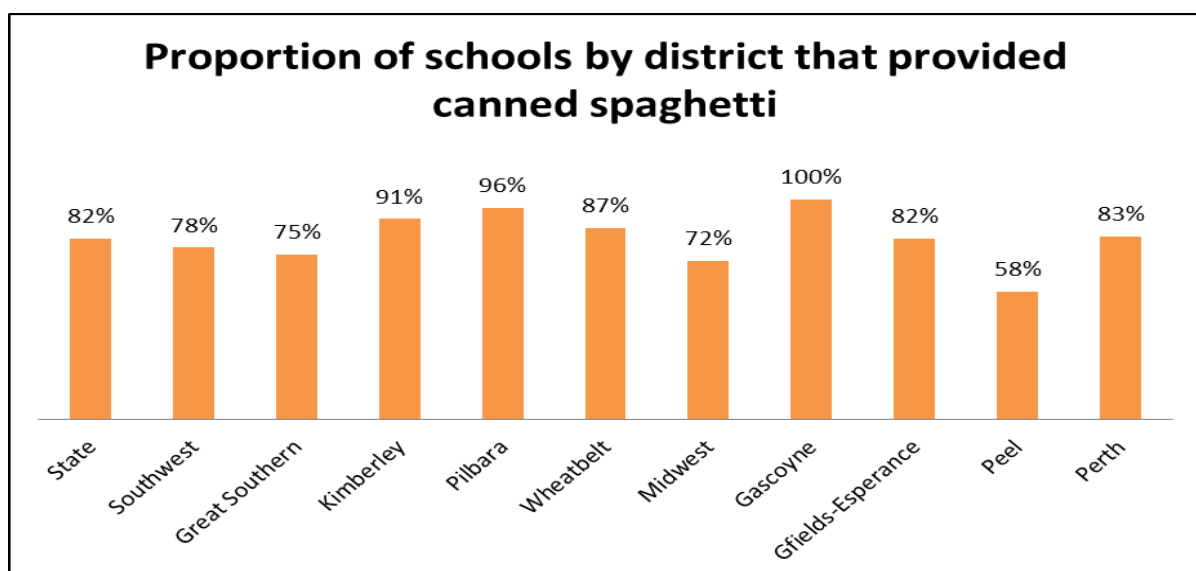


Figure 9: Proportion of schools that provided canned spaghetti per district

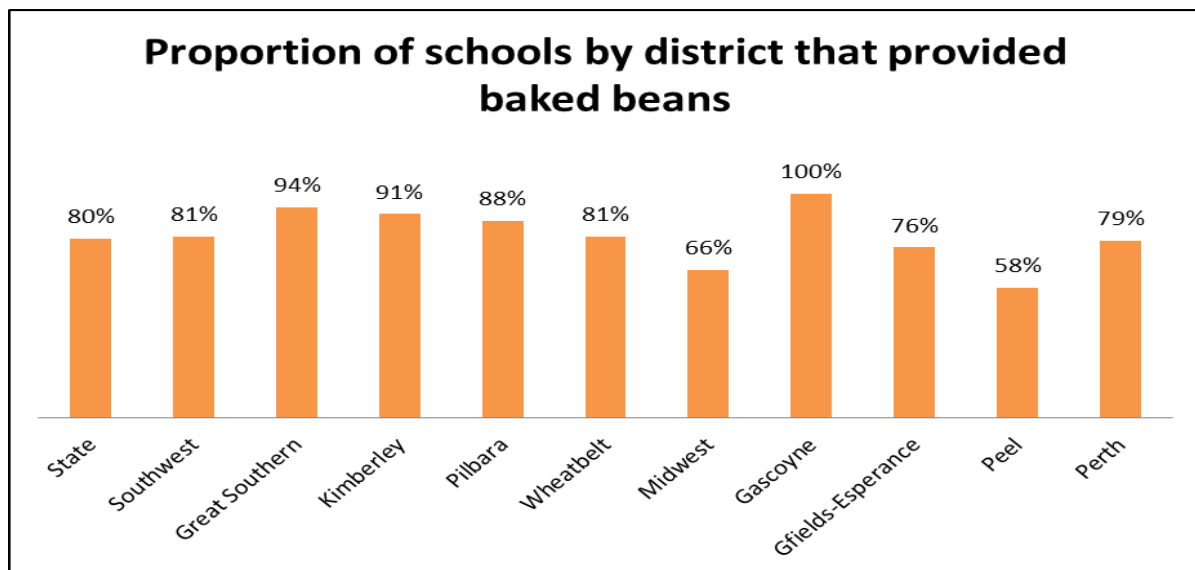


Figure 10: Proportion of schools that provided baked beans per district

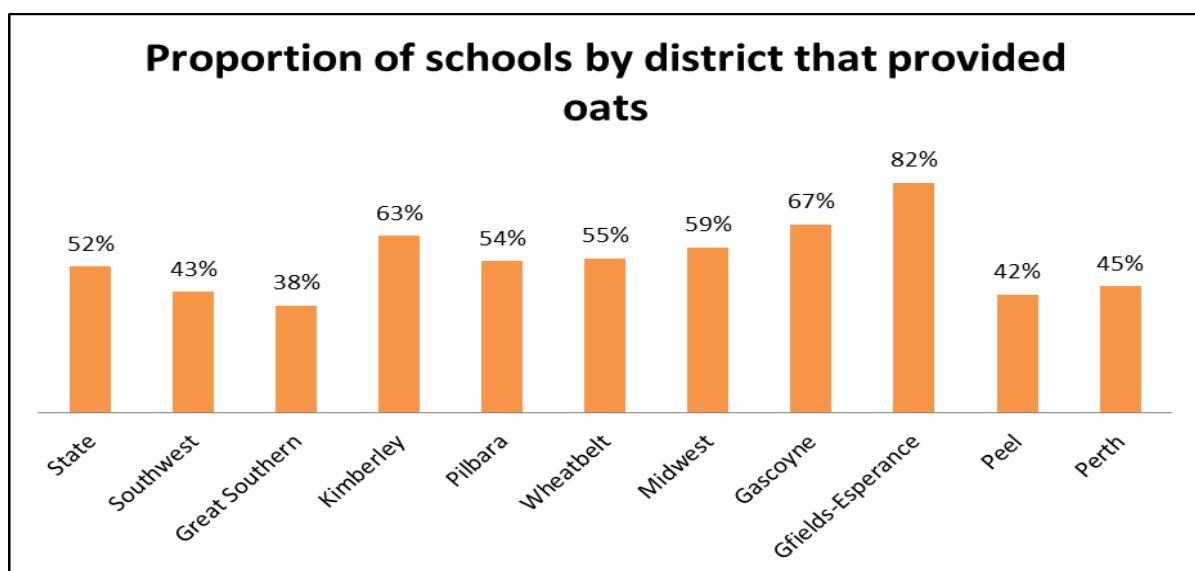


Figure 11: Proportion of schools that provided oats per district

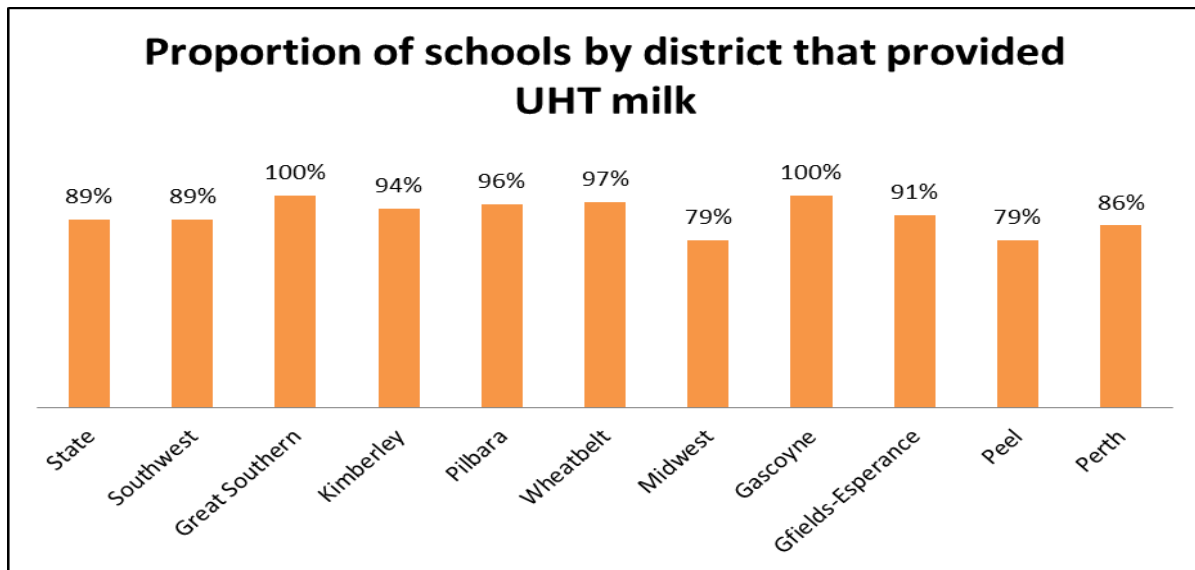


Figure 12: Proportion of schools that provided UHT milk per district

For most of the core products shown in figures 6 to 12, it is notable that the districts with the highest proportion of school providers were the remote districts.

- For canned fruit in natural juice, districts with the highest proportions of school providers were Gascoyne, Goldfields-Esperance, Southwest, and Kimberley.
- For wheat biscuits, districts with the highest proportions of school providers were Gascoyne, Kimberley, and Goldfields-Esperance.
- For vegemite, schools in all districts were high providers.
- For canned spaghetti, districts with the highest proportions of school providers were Gascoyne, Pilbara, Kimberley, and Wheatbelt.
- For baked beans, districts with the highest proportions of school providers were Gascoyne, Great Southern, Kimberley, and Pilbara.
- For oats, most districts were not high users, but Goldfields-Esperance had the highest proportion of school providers.
- For UHT milk, with the exception of Midwest and Peel, all districts were high providers.

Provision of perishable products

The following figures, 13 to 18, show the proportion of schools in each school district providing perishable products to students.

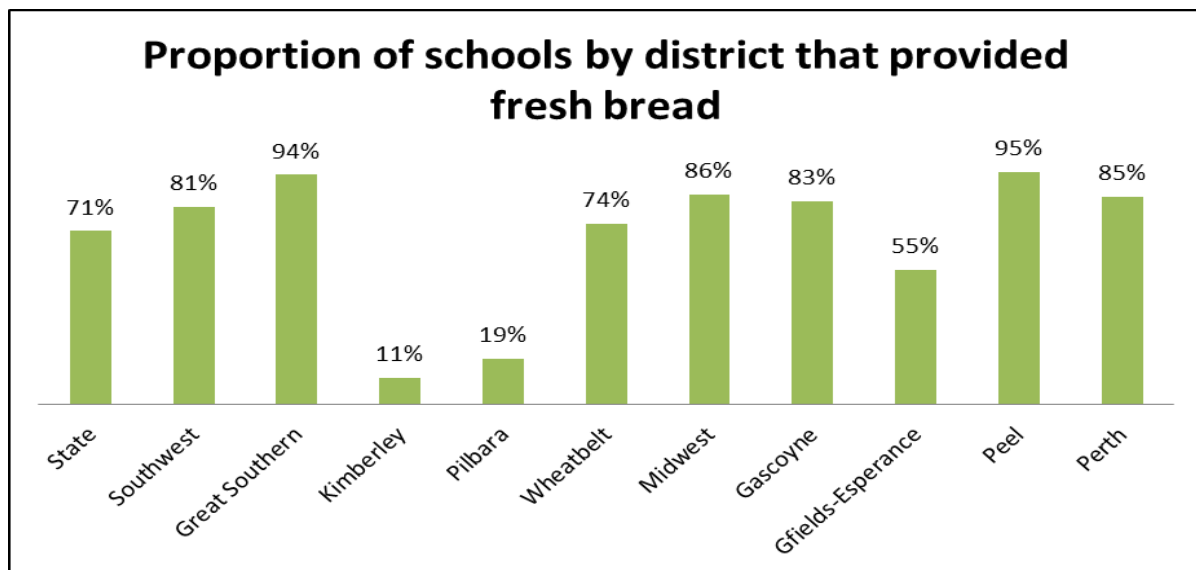


Figure 13: Proportion of schools that provided fresh bread per district

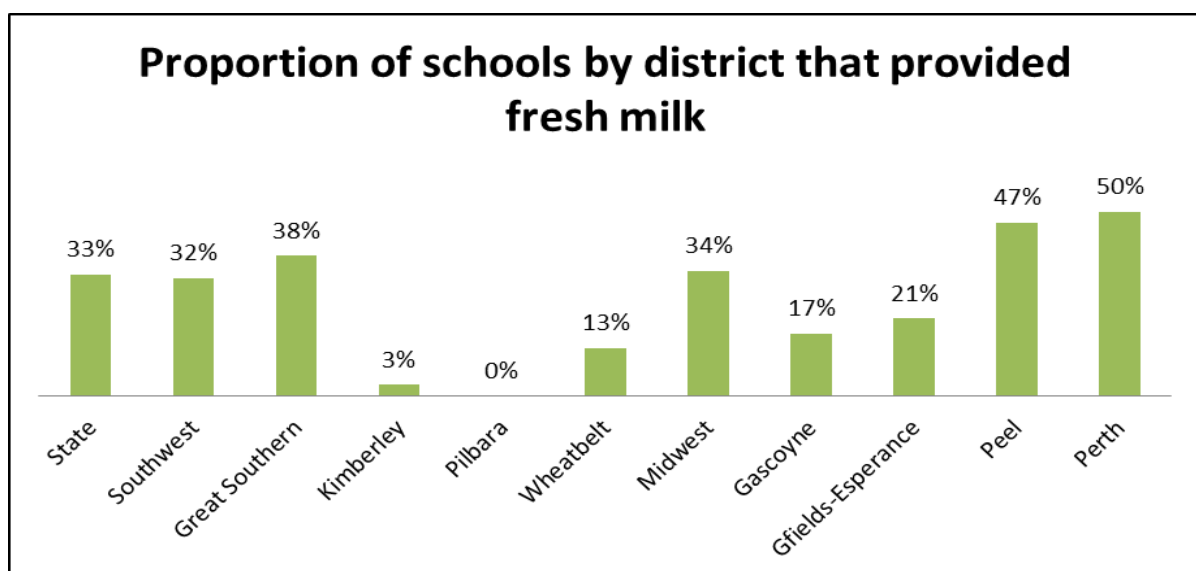


Figure 14: Proportion of schools that provided fresh milk per district

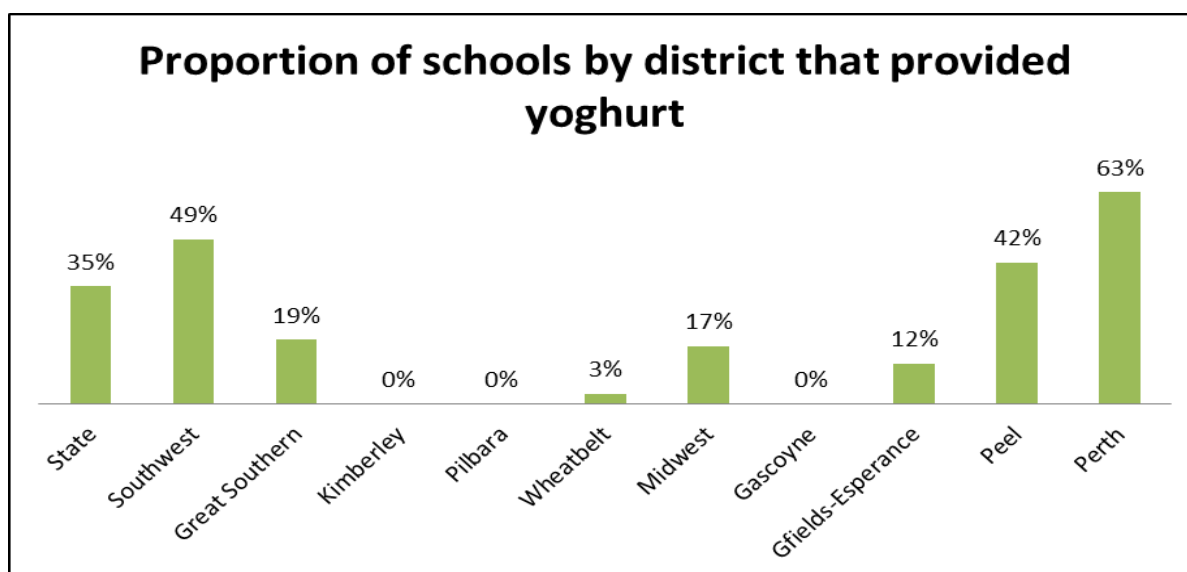


Figure 15: Proportion of schools that provided yoghurt per district

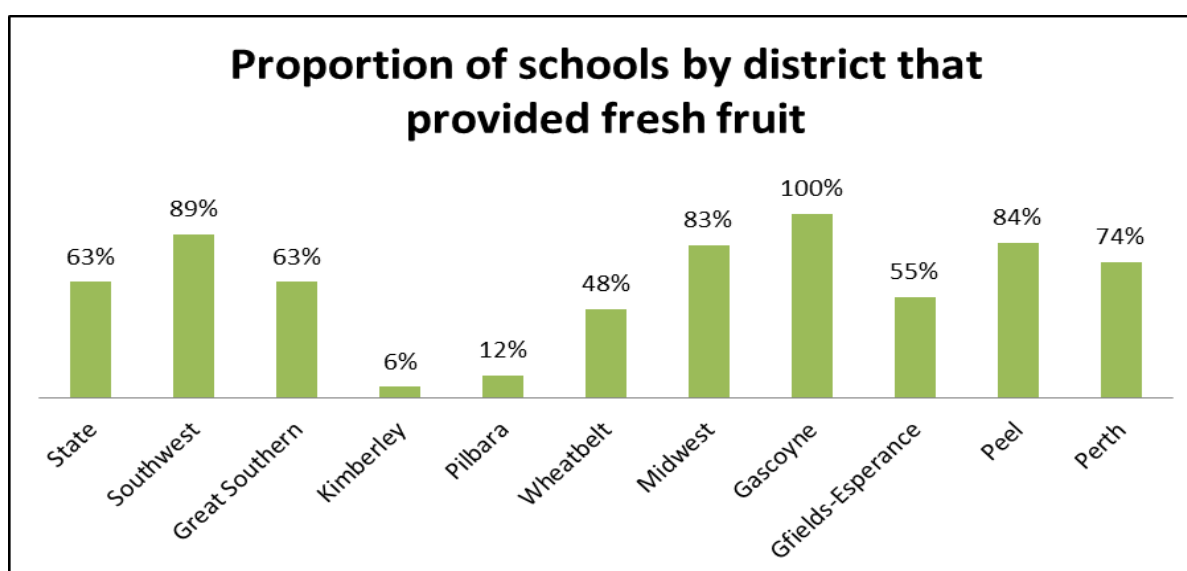


Figure 16: Proportion of schools that provided fresh fruit per district

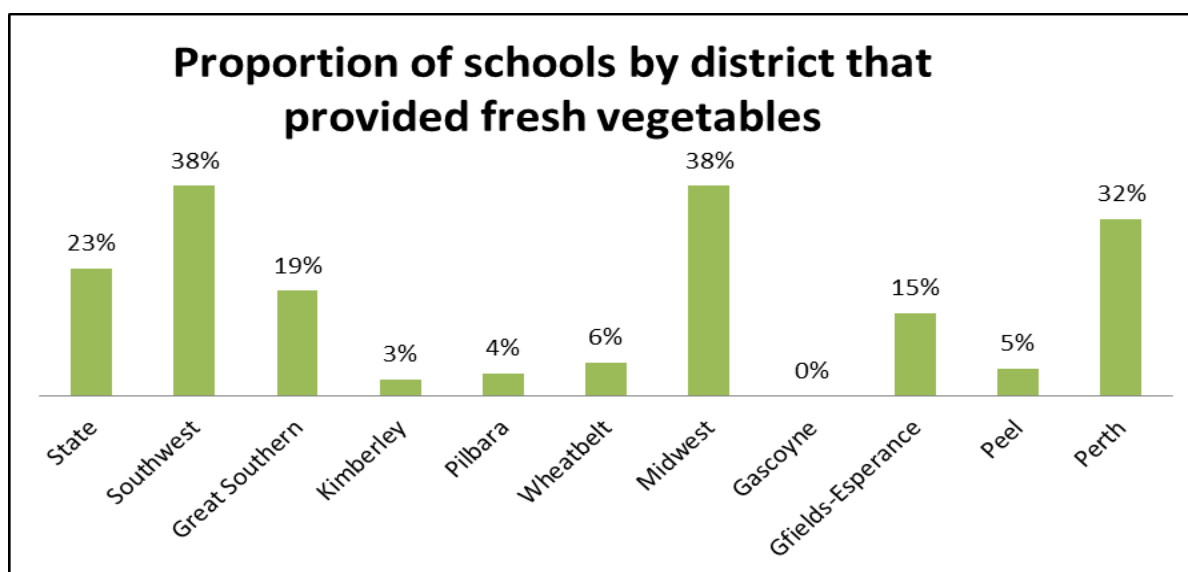


Figure 17: Proportion of schools that provided fresh vegetables per district

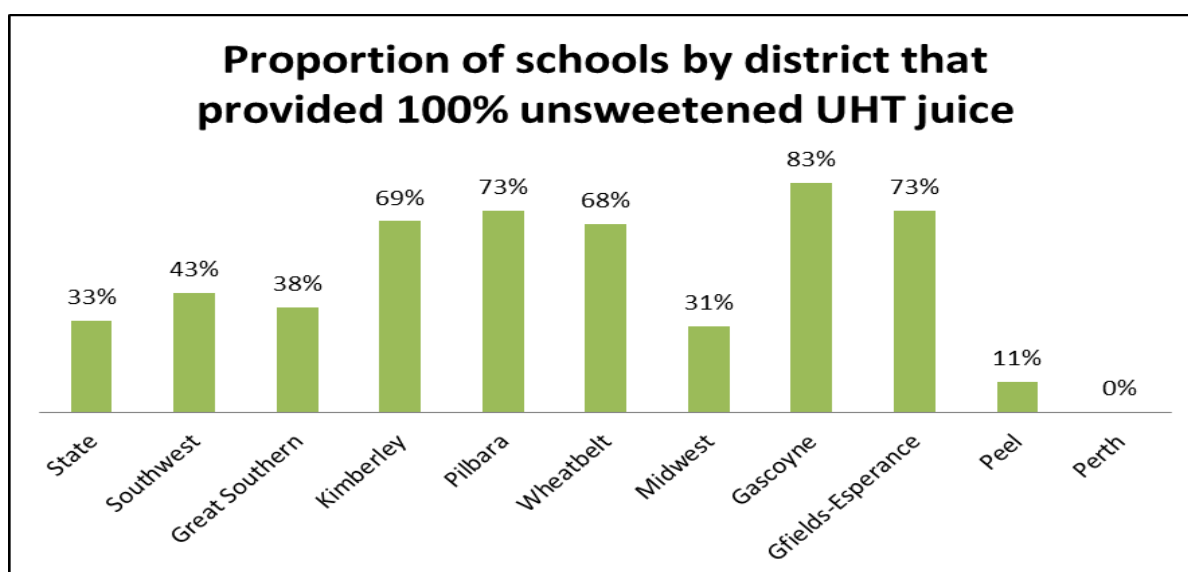


Figure 18: Proportion of schools that provided 100% unsweetened UHT juice per district

For most of the perishable products shown in figures 13 to 18, with the exception of the 100% unsweetened UHT juice, it is notable that the districts with the highest proportion of school providers were those in closer proximity to Perth.

- For fresh bread, districts with the highest proportions of school providers were Peel, Great Southern, Midwest, and Perth.

- For fresh milk, districts with the highest proportions of school providers were Perth and Peel.
- For yoghurt, all districts were relatively low providers, but districts with the highest proportions of school providers were Perth and Southwest.
- For fresh fruit, districts with the highest proportions of school providers were Gascoyne (although this district had a small number of schools), Southwest, Peel, and Midwest.
- For fresh vegetables, all districts were relatively low providers.
- For 100% unsweetened UHT juice, districts with the highest proportions of school providers were Gascoyne and Goldfields-Esperance.

Weekly Basis School Breakfast Program Provision

Overall, 93% of schools operated their SBPs on a weekly basis in 2014, with the majority operating their programs each day of the week. Table 2 shows the number of schools operating their programs according to frequency from five days per week to one day per week.

Table 2: Number of schools operating School Breakfast Programs from one day per week to five days per week

Frequency of SBP operation	Number of schools	Proportion of schools
Five days per week	219	60.5%
Four days per week	18	5%
Three days per week	35	9.75%
Two days per week	53	14.75%
One day per week	36	10%
Total	361	100%

Table 3 shows the number of schools, and proportion of schools, in each district that provided a weekly breakfast program in 2014.

Table 3: Number and proportion of district schools that provided weekly breakfast programs

District	Number of schools in district that provided weekly programs	Proportion of district that provided weekly programs
Southwest	35	95%
Great Southern	16	100%
Kimberley	35	100%
Pilbara	24	92%
Wheatbelt	30	97%
Midwest	25	86%
Gascoyne	5	83%
Goldfields-Esperance	32	97%
Peel	17	89%
Perth	142	92%
State	361	93%

Most notable are the Great Southern and Kimberley districts in which all schools operated a weekly SBP, and Wheatbelt, Goldfields-Esperance, Southwest, Pilbara and Perth districts which also had high proportions of schools that operated a weekly SBP.

Table 4 shows the total number of breakfasts provided in each district per week, the average number of breakfasts provided in each district per day, and the average number of breakfasts provided in each school in each district per day.

Table 4: Total number of breakfasts provided per week, average number of breakfasts provided per day, and average number of breakfasts provided daily per school per district

School District	Total number of breakfasts provided per week	Average Number of Breakfasts provided per day	Average Number of Breakfasts provided per day per school of operation
Southwest	3 425	685	28
Great Southern	1 351	270	23
Kimberley	5 544	1 109	32
Pilbara	2 084	417	18
Wheatbelt	3 251	650	30
Midwest	3 282	656	29
Gascoyne	700	140	28
Goldfields-Esperance	3 621	724	27
Peel	2 384	477	36
Perth	17 907	3 581	36
State	43 549	8 710	31

Products provided to schools operating on a weekly basis

Core products

Shown in the following figures are the proportions of schools in districts that provided each core and perishable product in School Breakfast Programs that operated weekly.

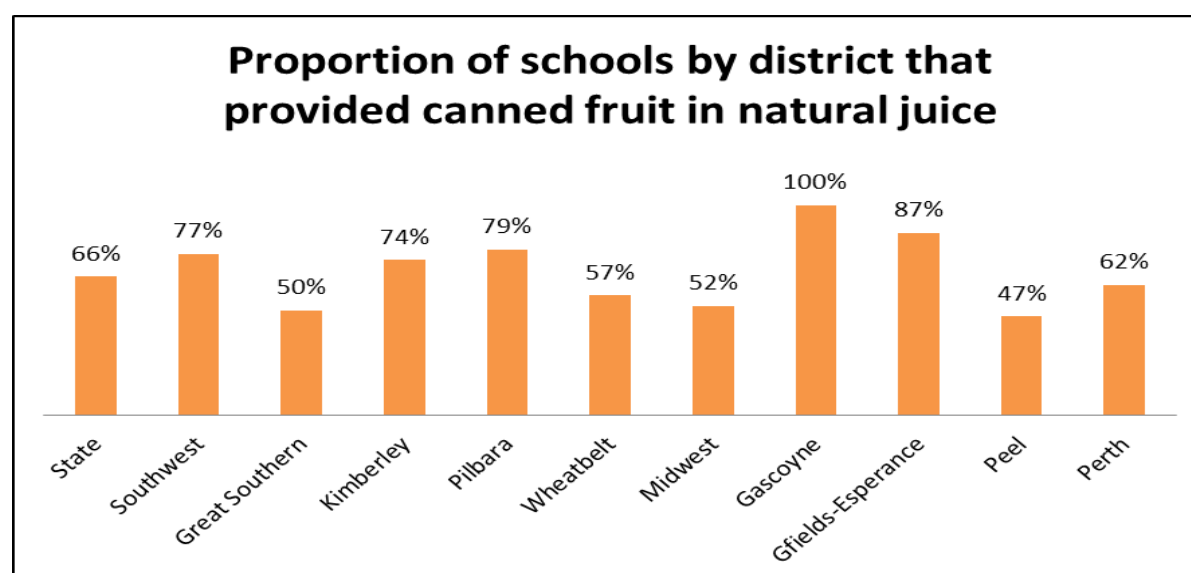


Figure 19: Proportion of district schools that provided canned fruit in natural juice in weekly breakfast programs

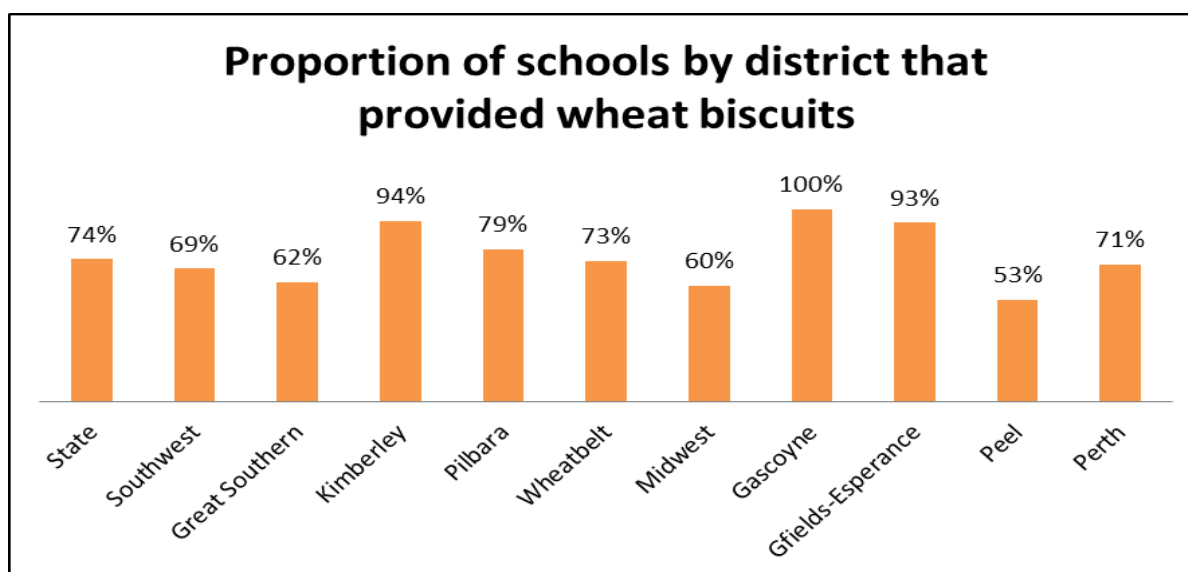


Figure 20: Proportion of district schools that provided wheat biscuits in weekly breakfast programs

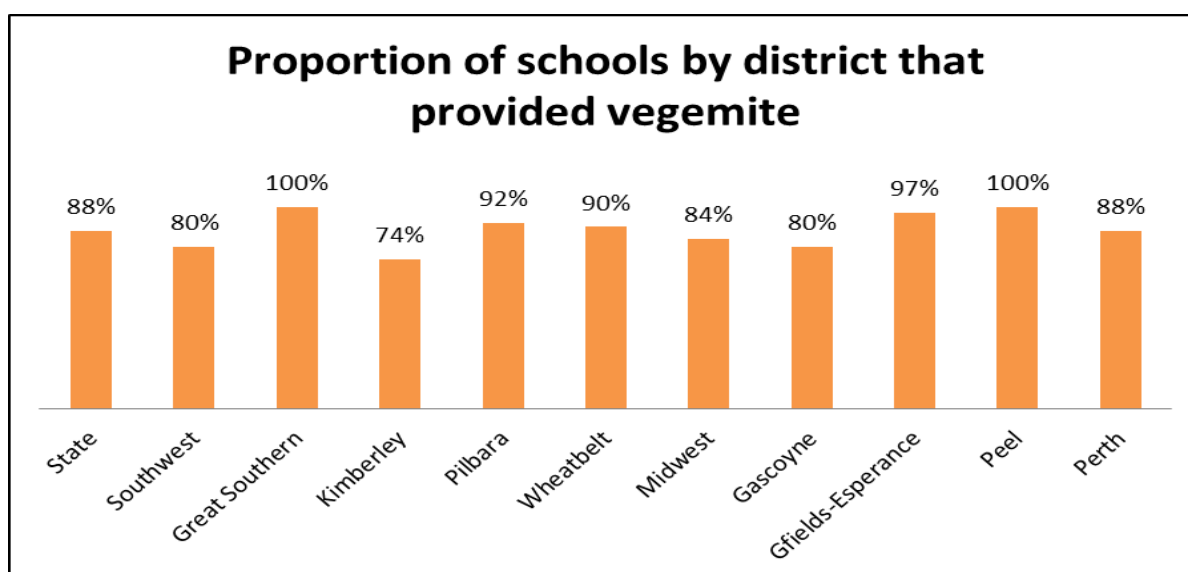


Figure 21: Proportion of district schools that provided vegemite in weekly breakfast programs

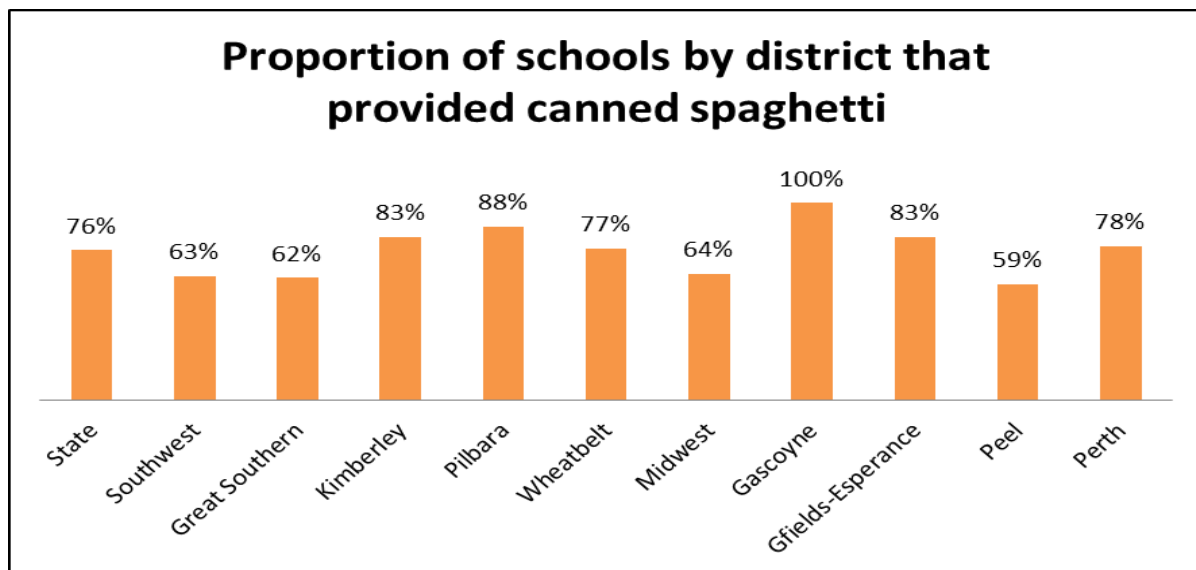


Figure 22: Proportion of district schools that provided canned spaghetti in weekly breakfast programs

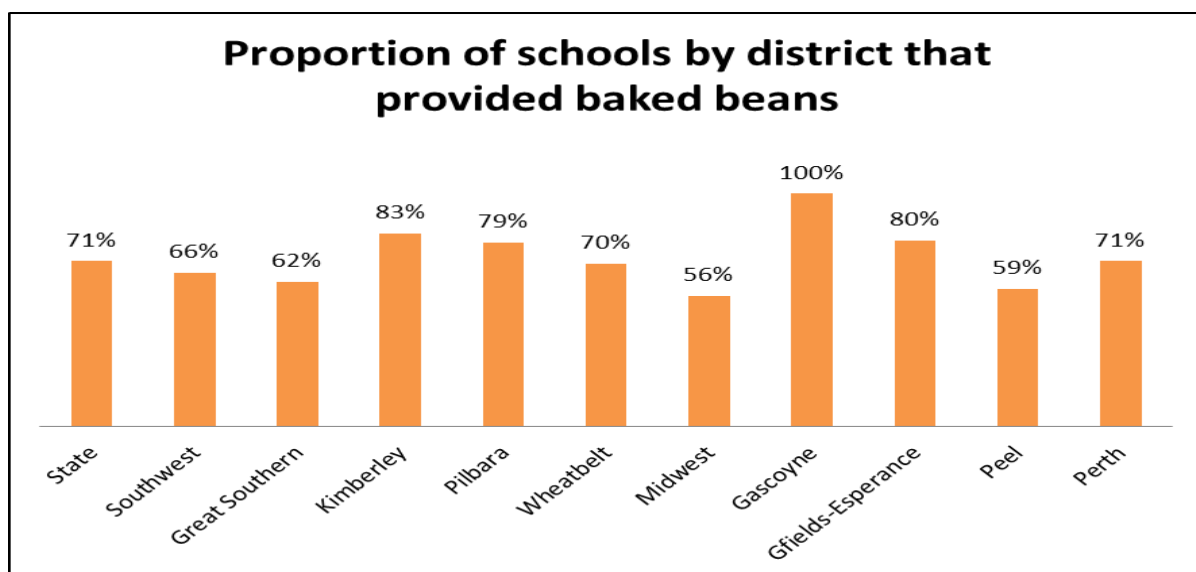


Figure 23: Proportion of district schools that provided baked beans in weekly breakfast programs

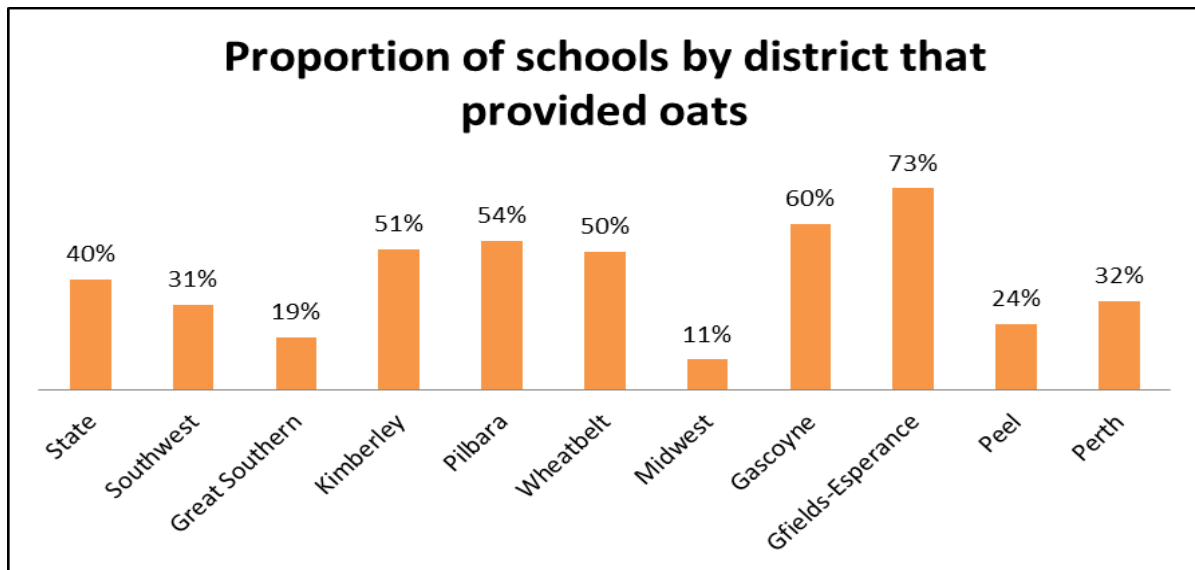


Figure 24: Proportion of district schools that provided oats in weekly breakfast programs

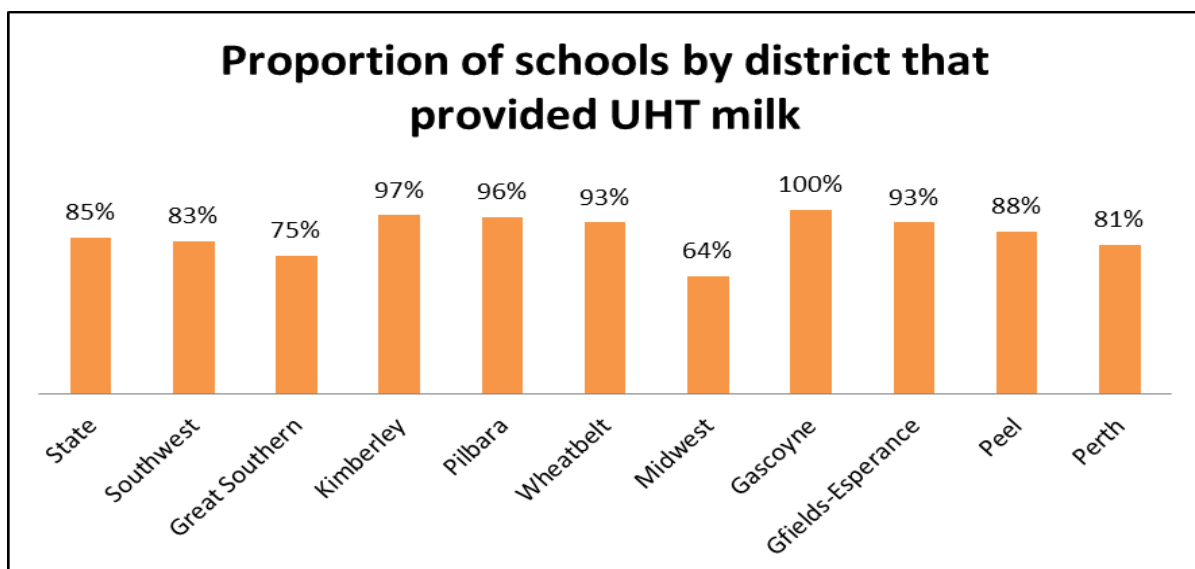


Figure 25: Proportion of district schools that provided UHT milk in weekly breakfast programs

The observations about core product provision to schools operating breakfast programs on a weekly basis (shown above in figures 19 to 25) are the same as for the provision of products shown in figures 6 to 12 and outlined previously. That is, for most of the core products provided to schools that operated programs on a weekly basis, it is notable that the districts with the highest proportion of school users were the remote districts.

- For canned fruit in natural juice, districts with the highest proportions of school providers were Gascoyne and Goldfields-Esperance.
- For wheat biscuits, districts with the highest proportions of school providers were Gascoyne, Kimberley, and Goldfields-Esperance.

- For vegemite, with the exception of the Kimberley, schools in all districts were high providers.
- For canned spaghetti, districts with the highest proportions of school providers were Gascoyne, Pilbara, Kimberley, and Goldfields-Esperance.
- For baked beans, districts with the highest proportions of school providers were Gascoyne and the Kimberley.
- For oats, no districts had schools with high providers, however Goldfields-Esperance and Gascoyne had the highest providers.
- For UHT milk, with the exception of Midwest and Great Southern, all districts were high providers.

These observations between figures 6 to 12 and figures 19 to 25 are explained by the data presented in table 3. That is, that most of the schools in districts operated their school breakfast programs on a weekly basis.

Perishable products

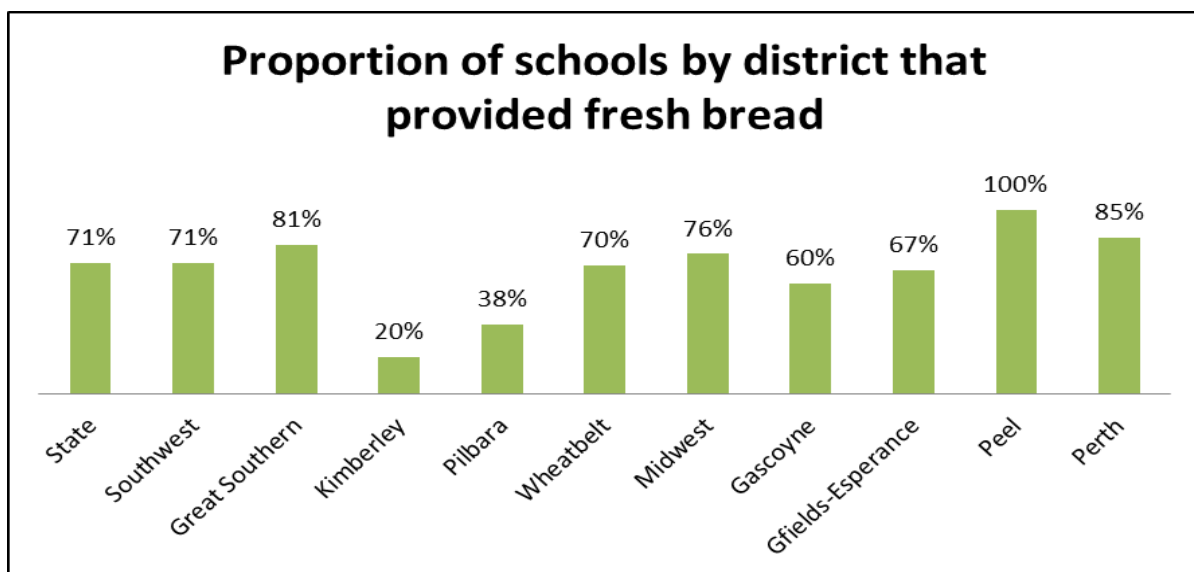


Figure 26: Proportion of district schools that provided fresh bread in weekly breakfast programs

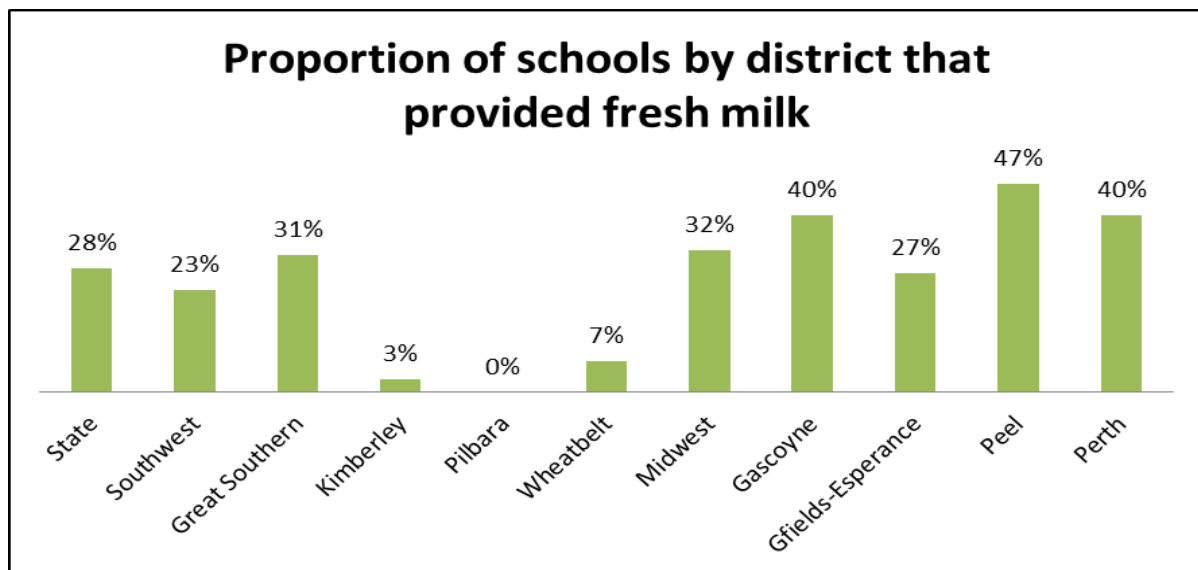


Figure 27: Proportion of district schools that provided fresh milk in weekly breakfast programs

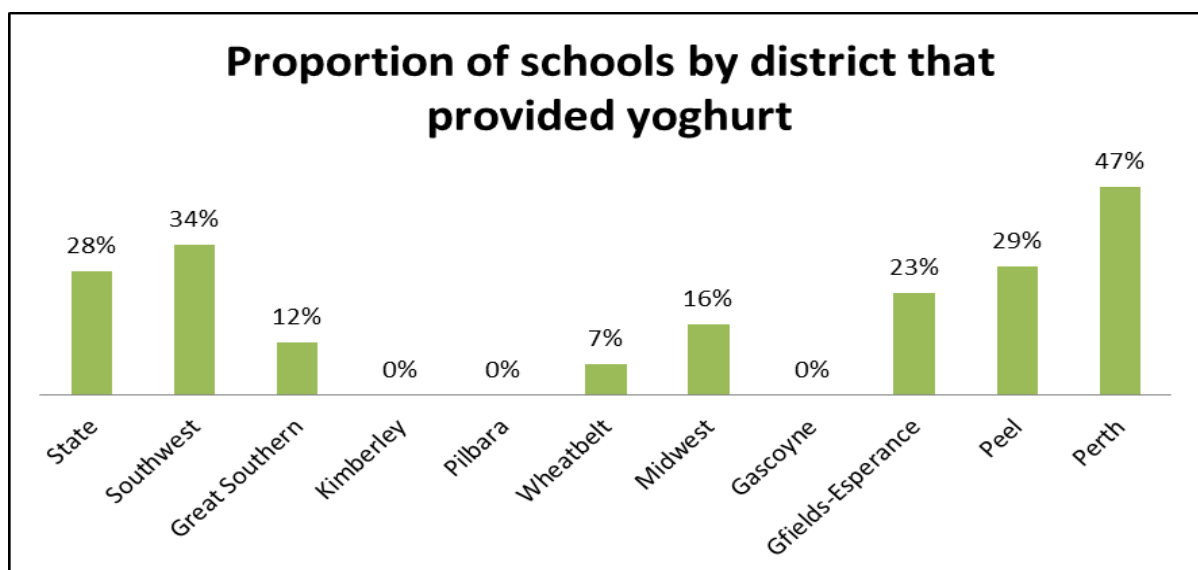


Figure 28: Proportion of district schools that provided yoghurt in weekly breakfast programs

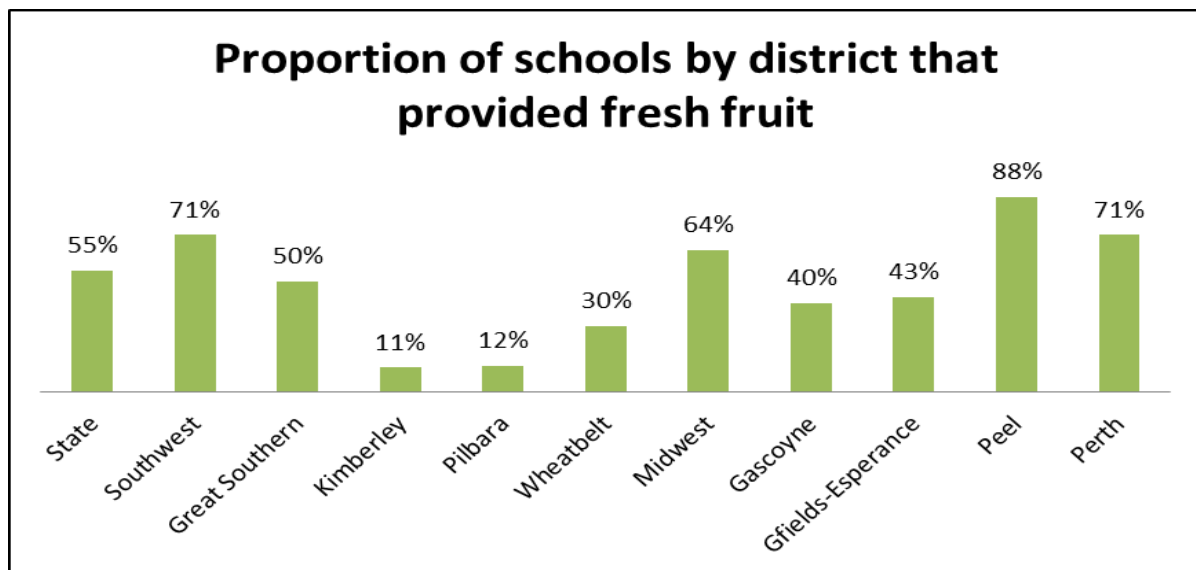


Figure 29: Proportion of district schools that provided fresh fruit in weekly breakfast programs

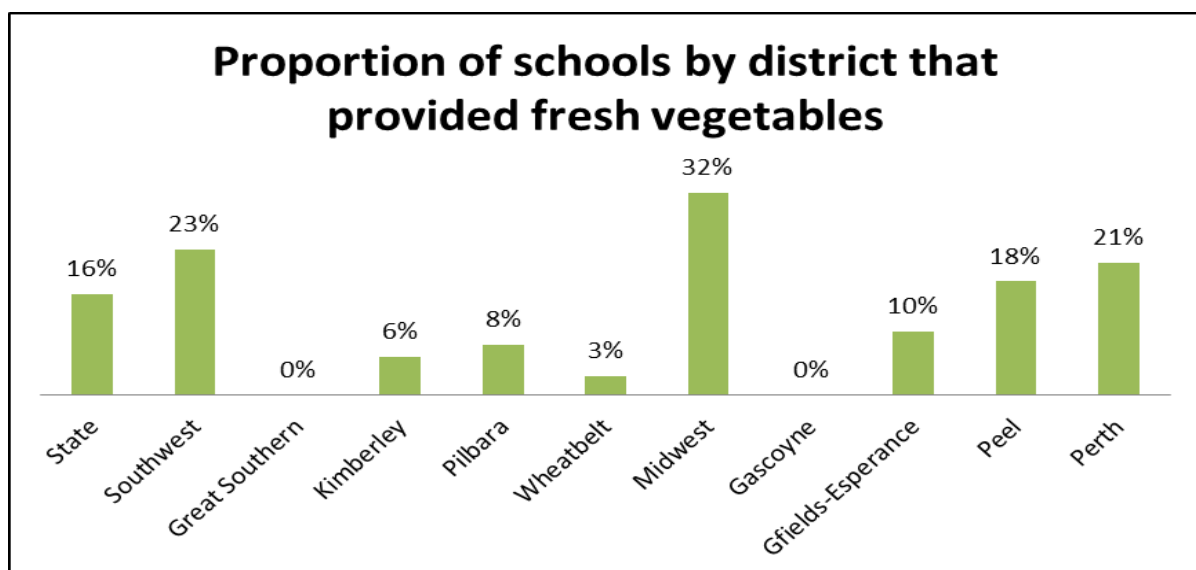


Figure 30: Proportion of district schools that provided fresh vegetables in weekly breakfast programs

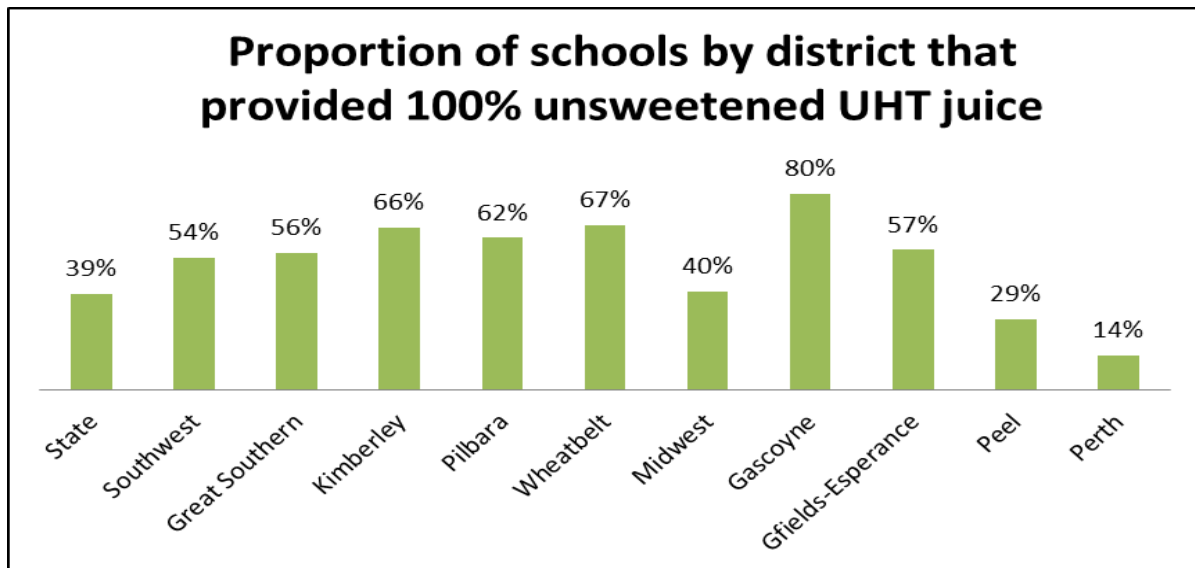


Figure 31: Proportion of district schools that provided 100% unsweetened UHT juice in weekly breakfast programs

The observations about perishable product provision to schools operating breakfast programs on a weekly basis are the same as for the provision of products shown in figures 13 to 18 and outlined previously. That is in general, for most of the perishable products provided to schools that operated programs on a weekly basis, with the exception of the 100% unsweetened UHT juice, it is notable that the districts with the highest proportion of school providers were those in closer proximity to Perth.

- For fresh bread, districts with the highest proportions of school providers were Peel and Perth.
- For fresh milk, all districts were low users, however Peel, Perth and Gascoyne were the highest users.
- For yoghurt, all districts were low users, however Perth was the highest user.
- For fresh fruit, districts with the highest proportions of school providers were Peel, Perth, and the Southwest.
- For fresh vegetables, all districts were relatively low users, with schools in Great Southern and the Gascoyne not using any fresh vegetables
- For 100% unsweetened UHT juice, Gascoyne was the highest user.

These observations between figures 13 to 18 and figures 26 to 31 are explained by the data presented in table 3. That is, that most of the schools in districts operated their school breakfast programs on a weekly basis.

More specific data related to the provision of core and perishable products to schools in each district operating weekly breakfast programs are shown in tables 5 to 14 and, in table 15, data are presented on a state wide basis.

Southwest District

Table 5: Average number of Southwest schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	18
Wheat biscuits	19
Vegemite	21
Canned spaghetti	14
Baked beans	15
Oats	7
UHT milk	23
Perishable Products	
Fresh bread	19
Fresh milk	5
Yoghurt	7
Fresh fruit	18
Fresh vegetables	5
100% unsweetened UHT juice	9

Great Southern District

Table 6: Average number of Great Southern schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	6
Wheat biscuits	8
Vegemite	11
Canned spaghetti	7
Baked beans	6
Oats	2
UHT milk	9
Perishable Products	
Fresh bread	8
Fresh milk	3
Yoghurt	1
Fresh fruit	5
Fresh vegetables	0
100% unsweetened UHT juice	4

Kimberley District

Table 7: Average number of Kimberley schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	21
Wheat biscuits	31
Vegemite	22
Canned spaghetti	19
Baked beans	18
Oats	13
UHT milk	33
Perishable Products	
Fresh bread	6
Fresh milk	1
Yoghurt	0
Fresh fruit	3
Fresh vegetables	2
100% unsweetened UHT juice	21

Pilbara District

Table 8: Average number of Pilbara schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	15
Wheat biscuits	18
Vegemite	19
Canned spaghetti	14
Baked beans	13
Oats	9
UHT milk	22
Perishable Products	
Fresh bread	8
Fresh milk	0
Yoghurt	0
Fresh fruit	3
Fresh vegetables	2
100% unsweetened UHT juice	14

Wheatbelt District

Table 9: Average number of Wheatbelt schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	13
Wheat biscuits	15
Vegemite	20
Canned spaghetti	13
Baked beans	13
Oats	8
UHT milk	20
Perishable Products	
Fresh bread	15
Fresh milk	1
Yoghurt	1
Fresh fruit	6
Fresh vegetables	0
100% unsweetened UHT juice	15

Midwest District

Table 10: Average number of Midwest schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	9
Wheat biscuits	12
Vegemite	19
Canned spaghetti	11
Baked beans	10
Oats	8
UHT milk	14
Perishable Products	
Fresh bread	16
Fresh milk	7
Yoghurt	3
Fresh fruit	13
Fresh vegetables	6
100% unsweetened UHT juice	6

Gascoyne District

Table 11: Average number of Gascoyne schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	4
Wheat biscuits	5
Vegemite	4
Canned spaghetti	3
Baked beans	3
Oats	1
UHT milk	5
Perishable Products	
Fresh bread	3
Fresh milk	2
Yoghurt	0
Fresh fruit	2
Fresh vegetables	0
100% unsweetened UHT juice	4

Goldfields-Esperance District

Table 12: Average number of Goldfields-Esperance schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	18
Wheat biscuits	25
Vegemite	24
Canned spaghetti	22
Baked beans	21
Oats	16
UHT milk	24
Perishable Products	
Fresh bread	17
Fresh milk	8
Yoghurt	5
Fresh fruit	12
Fresh vegetables	2
100% unsweetened UHT juice	12

Peel District

Table 13: Average number of Peel schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	4
Wheat biscuits	6
Vegemite	13
Canned spaghetti	6
Baked beans	6
Oats	3
UHT milk	9
Perishable Products	
Fresh bread	13
Fresh milk	6
Yoghurt	4
Fresh fruit	10
Fresh vegetables	1
100% unsweetened UHT juice	1

Perth District

Table 14: Average number of Perth schools providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	58
Wheat biscuits	65
Vegemite	84
Canned spaghetti	66
Baked beans	59
Oats	29
UHT milk	83
Perishable Products	
Fresh bread	81
Fresh milk	36
Yoghurt	37
Fresh fruit	66
Fresh vegetables	15
100% unsweetened UHT juice	0

State wide

Table 15: Average number of schools state wide providing core and perishable products per day in weekly programs

Product	Average number of schools providing product per day
Core Products	
Canned fruit in natural juice	165
Wheat biscuits	202
Vegemite	237
Canned spaghetti	175
Baked beans	162
Oats	96
UHT milk	241
Perishable Products	
Fresh bread	187
Fresh milk	68
Yoghurt	57
Fresh fruit	137
Fresh vegetables	34
100% unsweetened UHT juice	107

Number of schools providing products in programs other than weekly

As indicated earlier, 93% of schools operated their breakfast programs weekly in 2014 and, as such, only 7% of schools operated their programs in a mode that was other than weekly. Eight schools operated fortnightly programs providing an average of 9 breakfasts. One school operated monthly providing an average of 30 breakfasts, and 6 schools operated on a term by term basis providing an average of 193 breakfasts. In addition, 4 schools operated single breakfast events during the year and provided an average of 185 breakfasts. (NB. One school that operated a SBP on an annual basis indicated they used some products on a fortnightly, monthly, and term-by-term basis.)

The type of core and perishable products provided by the schools that operated their programs other than on a weekly basis and the frequency in which they operated is shown in table 16.

Table 16: Type of products provided and frequency of program operation by schools that operated programs other than on a weekly basis

Product	Fortnight	Month	Term	Semester	Year
Core Products					
Canned fruit in natural juice	2	4	6	0	1
Wheat biscuits	3	4	4	0	2
Vegemite	8	5	6	1	2
Canned spaghetti	4	3	5	0	1
Baked beans	4	3	5	1	1
Oats	2	2	2	0	0
UHT milk	5	5	6	0	0
Perishable Products					
Fresh bread	5	3	3	1	2
Fresh milk	1	1	1	0	1
Yoghurt	2	1	1	0	1
Fresh fruit	4	4	4	0	1
Fresh vegetables	1	3	2	0	1
100% unsweetened UHT juice	2	3	3	0	0

Provision of emergency lunches or other meals using School Breakfast Program products

83% of schools state wide (320 out of 386) indicated that they provided emergency lunches or other emergency meals using School Breakfast Program products in 2014.

Total number of emergency meals provided each week

Table 17 shows the average number of emergency meals provided by each district each week. The table also shows the average number of emergency meals per week provided by schools in each district that provided emergency meals.

Table 17: Average number of emergency meals provided in each district each week and average number of emergency meals provided by each school that provided emergency meals in each district per week

District	Average number of emergency meals provided by district each week	Average number of emergency meals provided by each school per week
Southwest	377	11
Great Southern	290	22
Kimberley	1 335	56
Pilbara	420	20
Wheatbelt	325	12
Midwest	522	21
Gascoyne	296	49
Goldfields-Esperance	1 822	63
Peel	214	15
Perth	2 620	21
State	8 217	26

Data in table 17 indicates that schools in the Goldfields-Esperance, Kimberley and Gascoyne districts provided the greatest number of emergency meals each week.

Table 18 shows the number of schools that provided various types of emergency meals.

Table 18: Number of schools that provided types of emergency meals

Types of meals provided	Number of schools providing meals
Recess/morning tea	256
Lunch	284
Dinner	11
School camps	49
Food parcels	87
Other purposes (eg. Special events)	19

Data in table 18 shows that, where needed, schools provided emergency meals mostly at lunch times and recess or morning tea times.

Impact of School Breakfast Program

Schools indicated whether or not their School Breakfast Programs contributed to a range of educational, wellbeing, nutrition, and social and environmental factors. Figures 32 to 47 show the extent to which schools in each district believed their school breakfast programs had a positive impact on each factor.

Education Factor: Student Punctuality

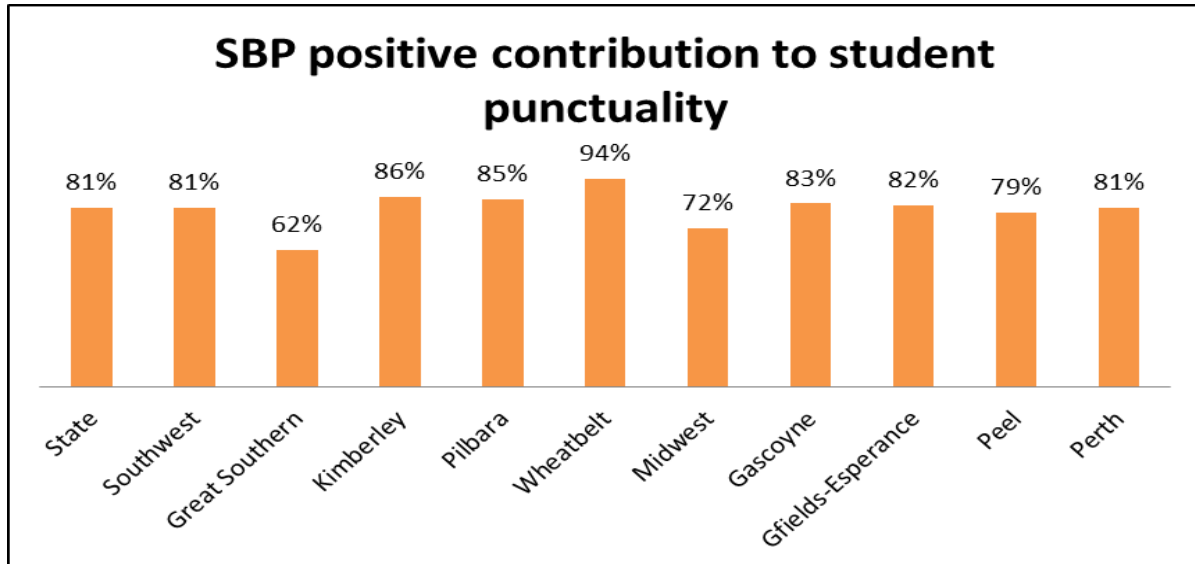


Figure 32: School Breakfast Programs' positive contribution to student punctuality according to district

With the exception of the Great Southern, Midwest and Peel, more than 80% of schools in all other districts believed that their breakfast programs had a positive impact upon the punctuality of students.

Educational Factor: Student Attendance

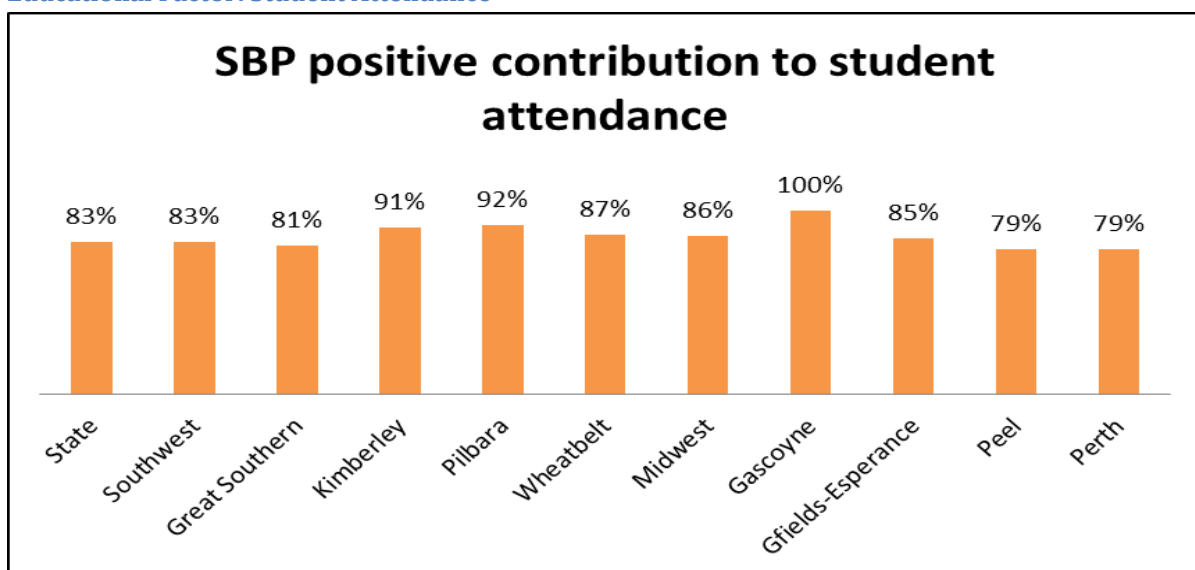


Figure 33: School Breakfast Programs' positive contribution to student attendance according to district

With the exception of the Perth and Peel districts, more than 80% of schools in all other districts believed that their breakfast programs contributed positively to addressing and enhancing student attendance.

Educational Factor: Student Behaviour

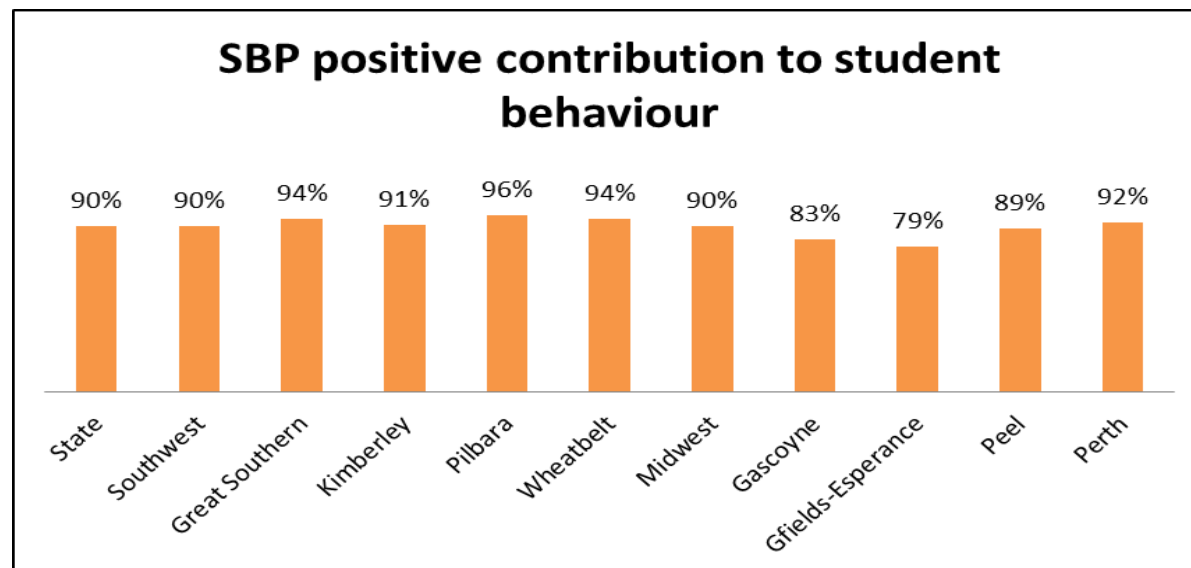


Figure 34: School Breakfast Programs' positive contribution to student behaviour according to district

With the exception of Goldfields-Esperance, more than 80% of schools in all districts believed that their breakfast programs had a positive impact on student behaviour. State-wide, on average, 90% of schools believed that their breakfast programs made a positive contribution to student behaviour.

Educational Factor: Student Academic Outcomes

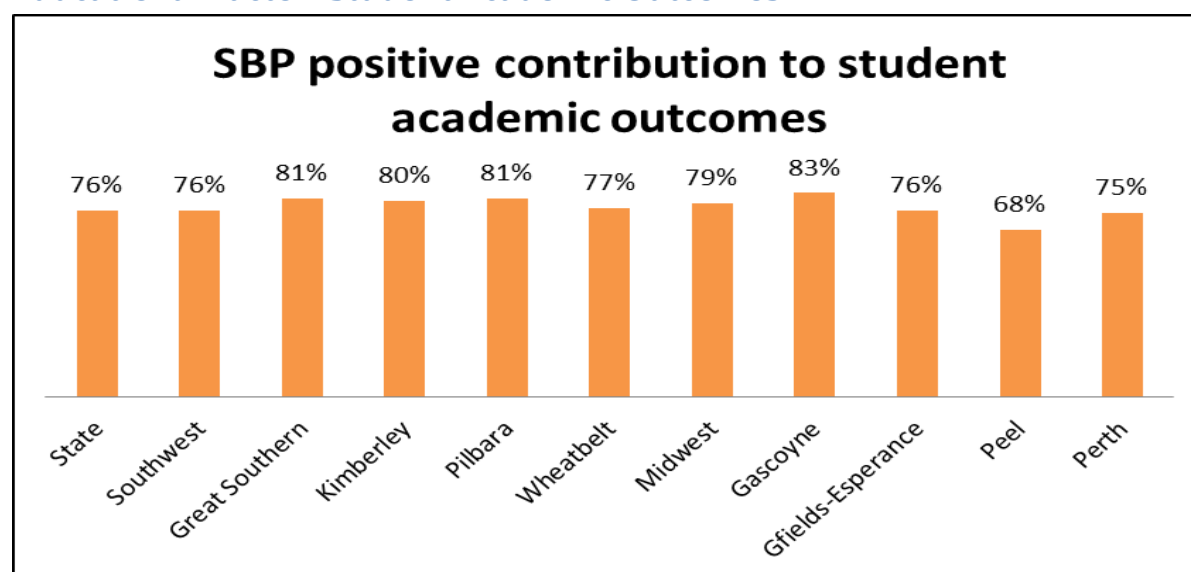


Figure 35: School Breakfast Programs' positive contribution to student academic outcomes according to district

More than 80% of schools in the Great Southern, Kimberley, Pilbara, and Gascoyne districts believed that their breakfast programs contributed positively to enhancing student academic outcomes.

Educational Factor: Student Concentration

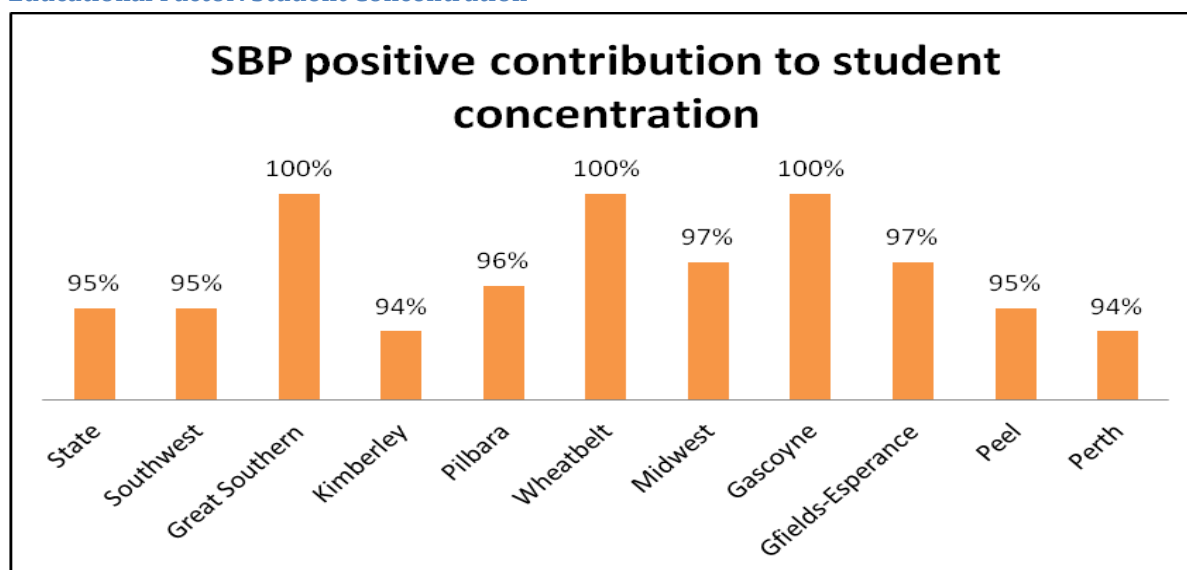


Figure 36: School Breakfast Programs' positive contribution to student concentration according to district

More than 90% of schools in all districts believed that their breakfast programs contributed positively to enhancing student concentration. Significantly 95% of schools in the state and all schools in the Great Southern, Wheatbelt, and Gascoyne districts believed their breakfast programs had a positive impact on student concentration.

Educational Factor: Student Social Skills

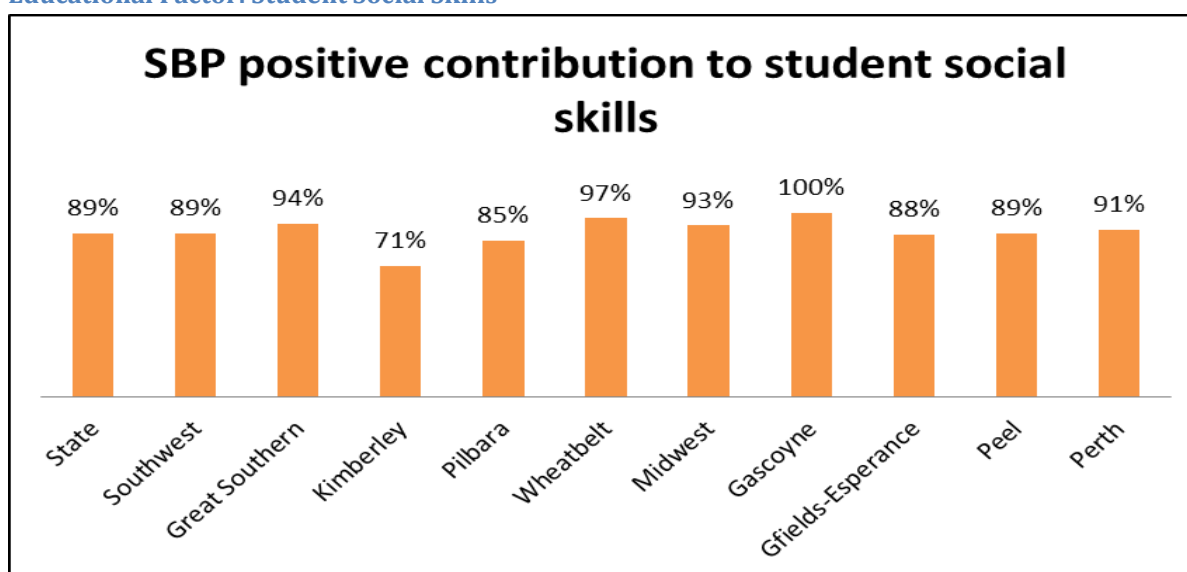


Figure 37: School Breakfast Programs' positive contribution to student social skills according to district

With the exception of the Kimberley, more than 85% of schools in all districts believed their breakfast programs contributed positively to enhancing student social skills. Significantly, 89% of all schools in the state believed their breakfast programs had a positive impact on students' social skills.

Educational Factor: Student Engagement with Class Activities

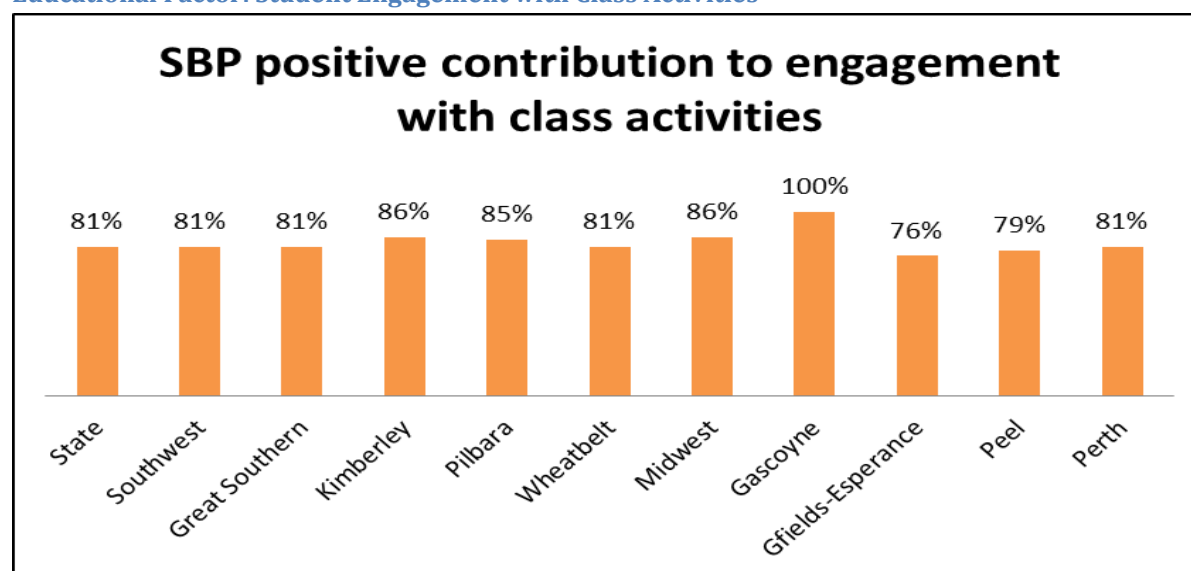


Figure 38: School Breakfast Programs' positive contribution to engagement with class activities according to district

With the exception of Goldfields-Esperance and Peel, more than 80% of schools in districts believed their programs impacted positively on students' engagement in class activities. State-wide, 81% of schools believed their programs had a positive impact on student engagement in classwork.

Wellbeing Factor: The Physical Health of Students

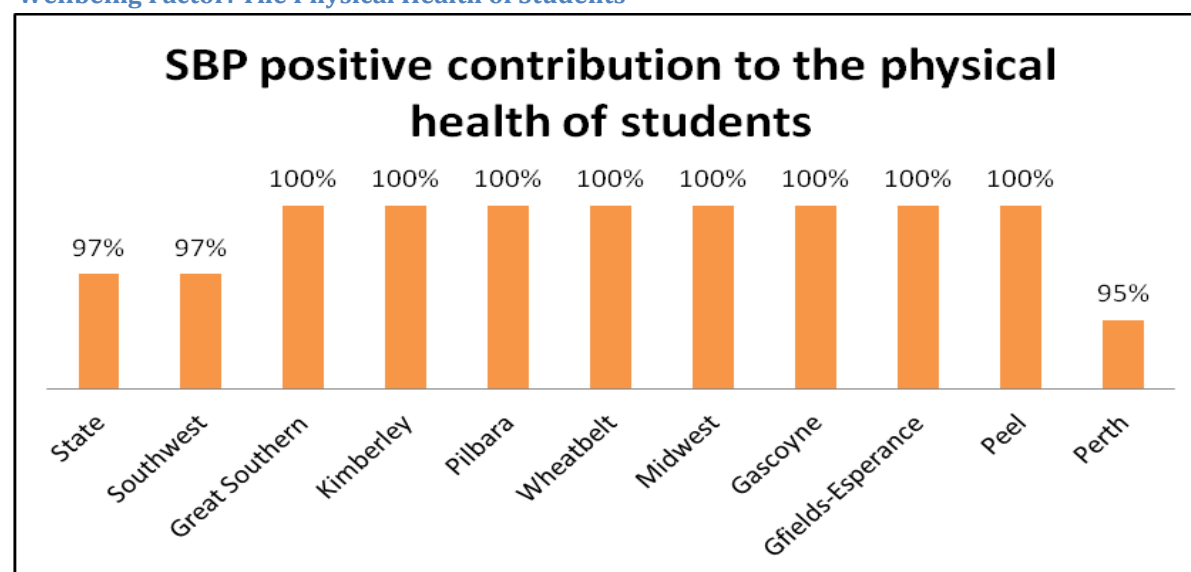


Figure 39: School Breakfast Programs' positive contribution to the physical health of students

State-wide, 97% of schools believed their breakfast programs contributed positively to the physical health of students. Significantly, with the exception of the Southwest and Perth districts, all schools in all other districts believed their breakfast programs contributed positively to students' physical health.

Wellbeing Factor: The Mental Health of Students

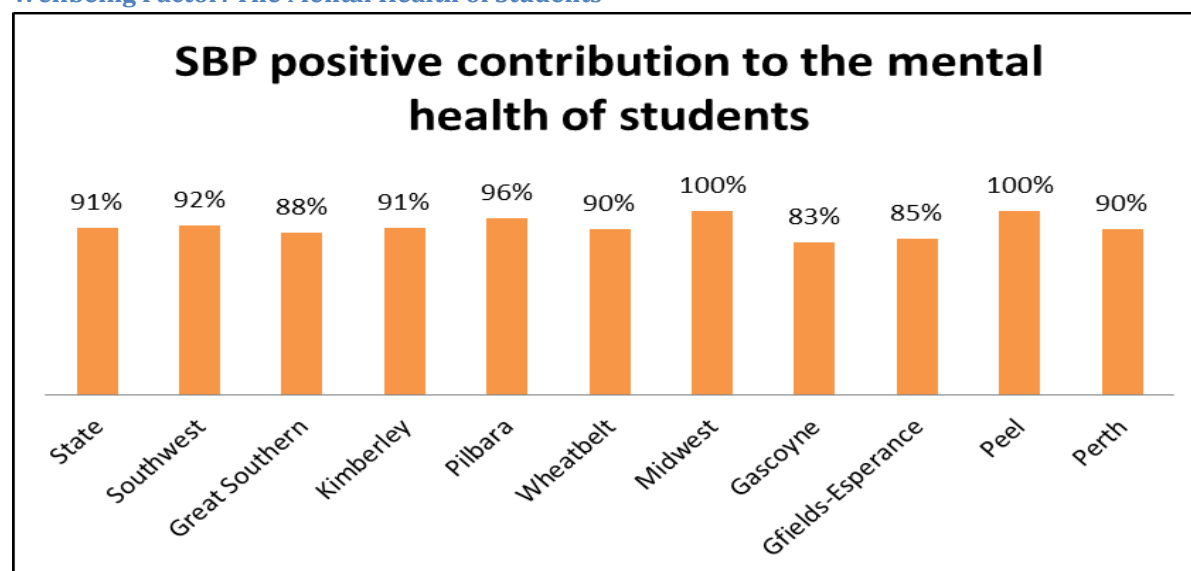


Figure 40: School Breakfast Programs' positive contribution to the mental health of students

With the exception of the Great Southern, Gascoyne, and Goldfields-Esperance, more than 90% of schools in all other districts believed their breakfast programs contributed positively to the mental health of students.

Wellbeing Factor: Harmful Lifestyle Behaviours (violence, anti-social behaviour, alcohol)

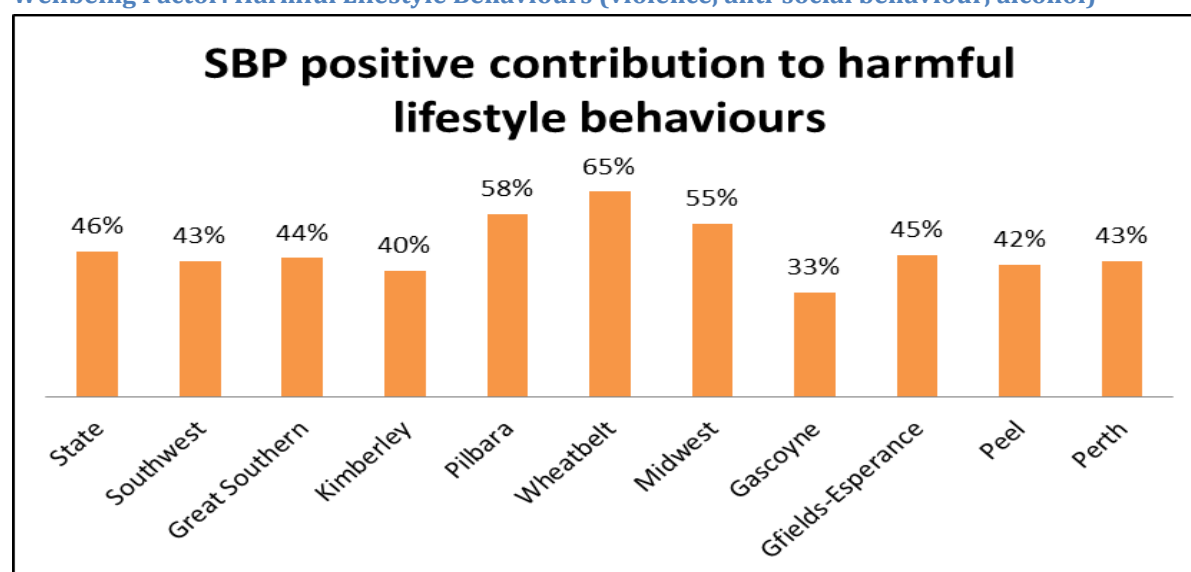


Figure 41: School Breakfast Programs' positive contribution to harmful lifestyle behaviours

Not all schools in all districts were of the belief that their breakfast programs had a significant impact on students' harmful lifestyle behaviours. Only 46% of schools state-wide believed their breakfast programs contributed positively to reducing harmful lifestyle behaviours and the Wheatbelt was the only district in which more than 60% of schools believed their breakfast programs had a positive impact on reducing harmful lifestyle behaviours.

Nutrition Factor: Awareness of healthy eating

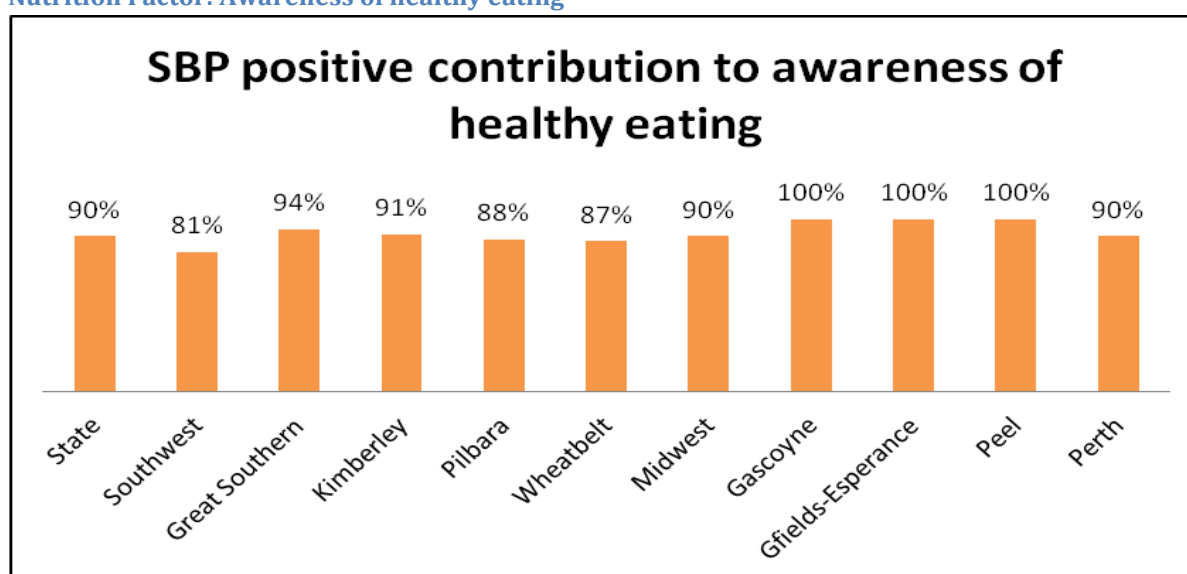


Figure 42: School Breakfast Programs' positive contribution to awareness of healthy eating

In all districts, more than 80% of schools believed their breakfast programs contributed positively to students' awareness of healthy eating. Significantly, 90% of schools state-wide believed their breakfast programs had a positive impact on students' awareness of healthy eating.

Nutrition Factor: Student food selection and food preparation skills

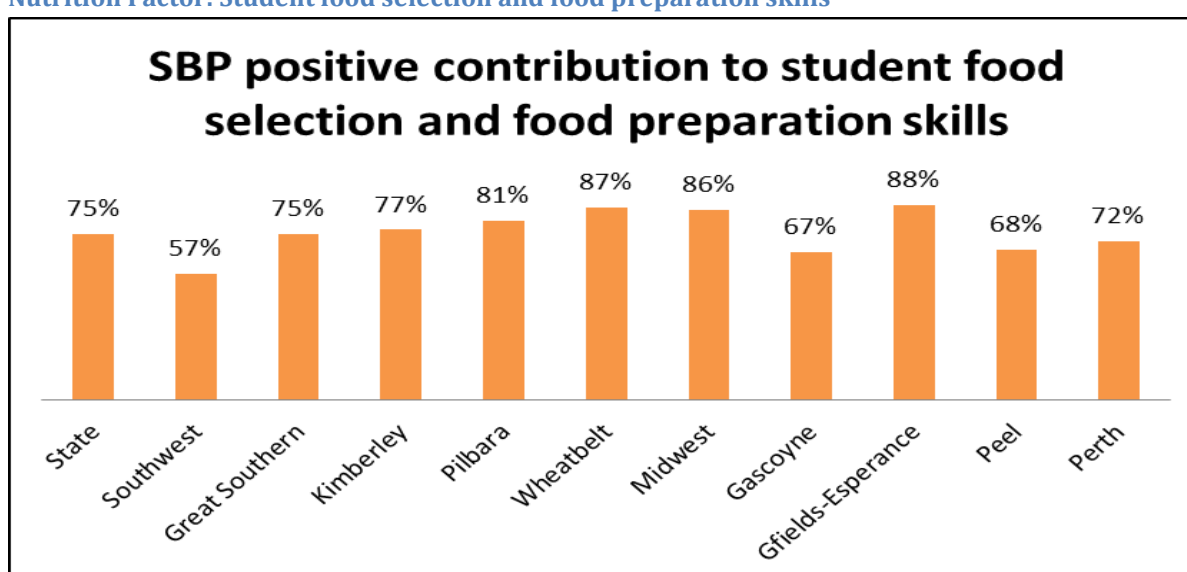


Figure 43: School Breakfast Programs' positive contribution to student food selection and food preparation skills

With the exception of the Southwest, Gascoyne, Peel and Perth districts, more than 75% of schools in all other districts believed their breakfast programs contributed positively to students' food selection and food preparation skills. Significantly, 75% of schools state-wide believed their programs had a positive impact.

Nutrition Factor: Student eating behaviours generally

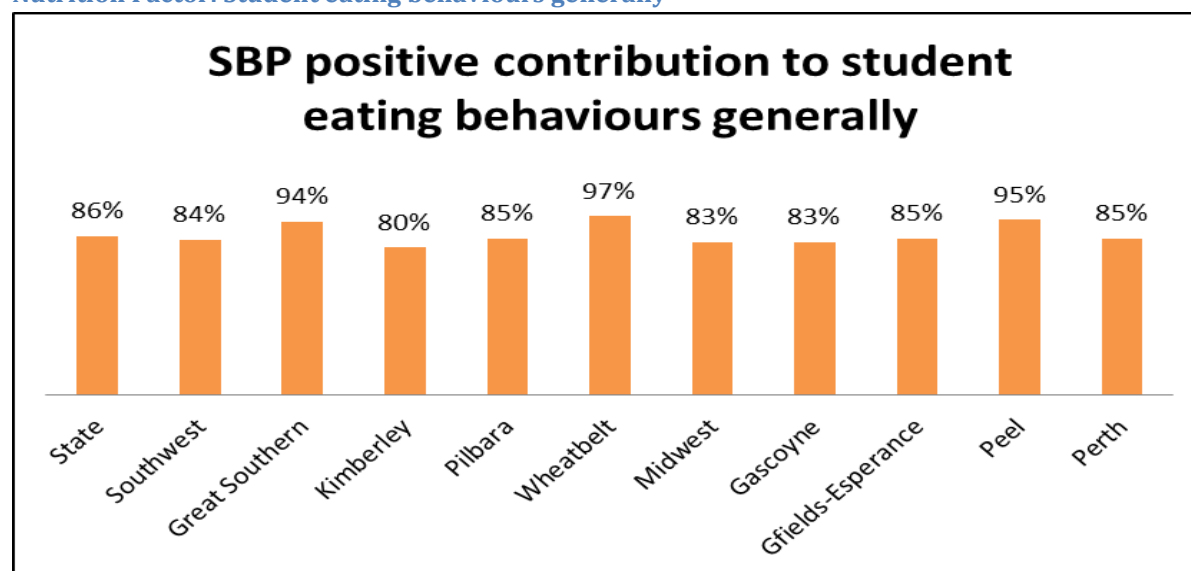


Figure 44: School Breakfast Programs' positive contribution to student eating behaviours generally

In all districts, more than 80% of schools believed their breakfast programs contributed positively to students' general eating behaviours. Significantly, 86% of schools state-wide believed their programs had a positive effect on the general eating behaviours of their students.

Social and Environmental Factor: Health promoting environment of the school

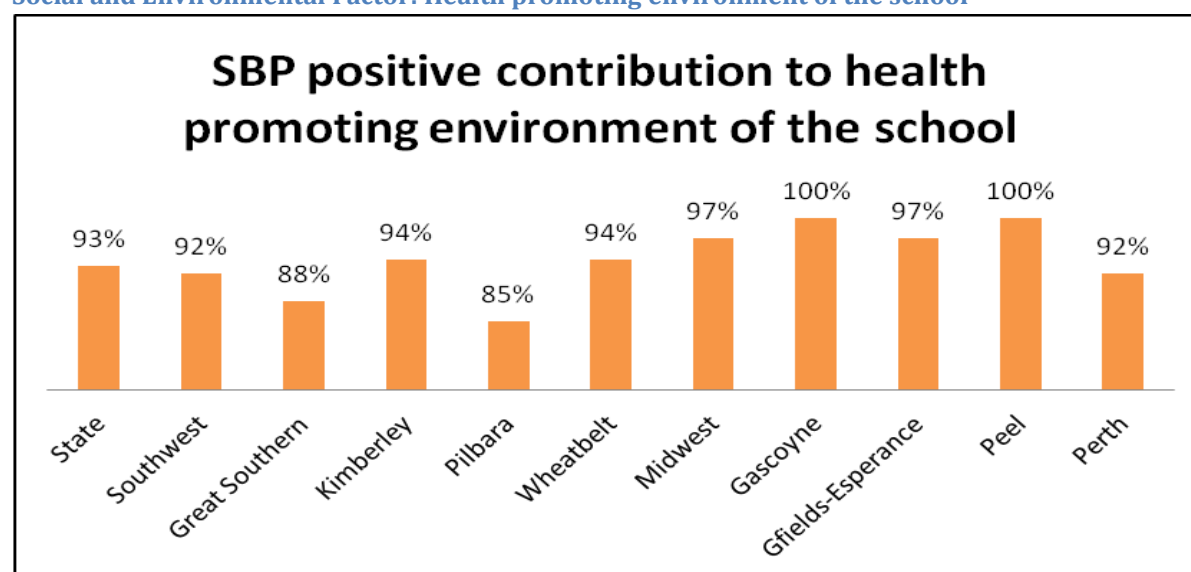


Figure 45: School Breakfast Programs' positive contribution to health promoting environment of the school

More than 80% of schools in all districts believed their breakfast programs contributed positively to their health promoting environments. Significantly, 93% of schools state-wide believed their breakfast programs had a positive impact on their health promoting environments.

Social and Environmental Factor: Social relations between students and school staff

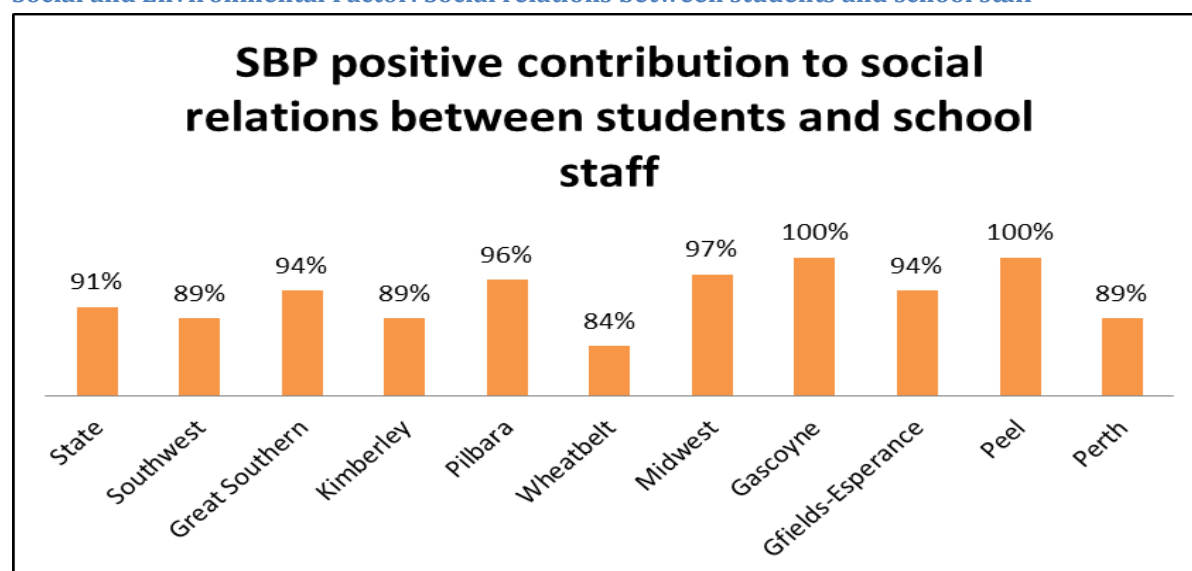


Figure 46: School Breakfast Programs' positive contribution to social relations between students and school staff

More than 84% of schools in all districts believed their breakfast programs contributed positively to enhancing social relations between students and staff members. Significantly, 91% of schools state-wide believed their breakfast programs had a positive impact on enhancing social relations between students and members of staff.

Social and Environmental Factor: Social relations between students and community members

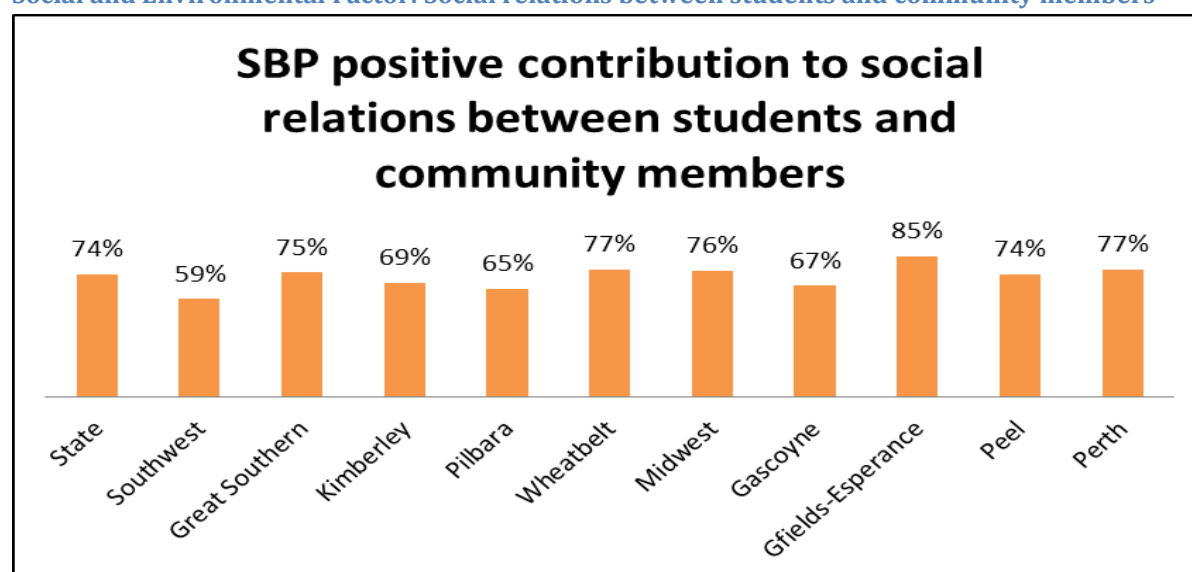


Figure 47: School Breakfast Programs' positive contribution to social relations between students and community members

Schools in all districts had a varied opinion on the extent to which their breakfast programs contributed positively to enhancing social relations between students and members of the community. State-wide, only 74% of schools believed their breakfast programs had a positive impact on social relations between students and community members, and the Goldfields-Esperance district was the only district in which 80% or more of their schools believed such a positive effect was evident.

Effects the School Breakfast Program has had on schools

89% of respondent schools (344 out of 387) provided additional comments regarding the impact that their School Breakfast Programs had upon their school in general. The comments provided were categorised according to 12 predominant themes and one theme that encapsulated a range of miscellaneous comments. Many schools provided multi-thematic comments and conveyed the depth of impact that breakfast provision had upon their students that, without Foodbank WA, would not be possible. The open-ended opportunity for schools to make additional comments provided for varied responses. The proportions of comments that related to each theme are shown in figure 48.

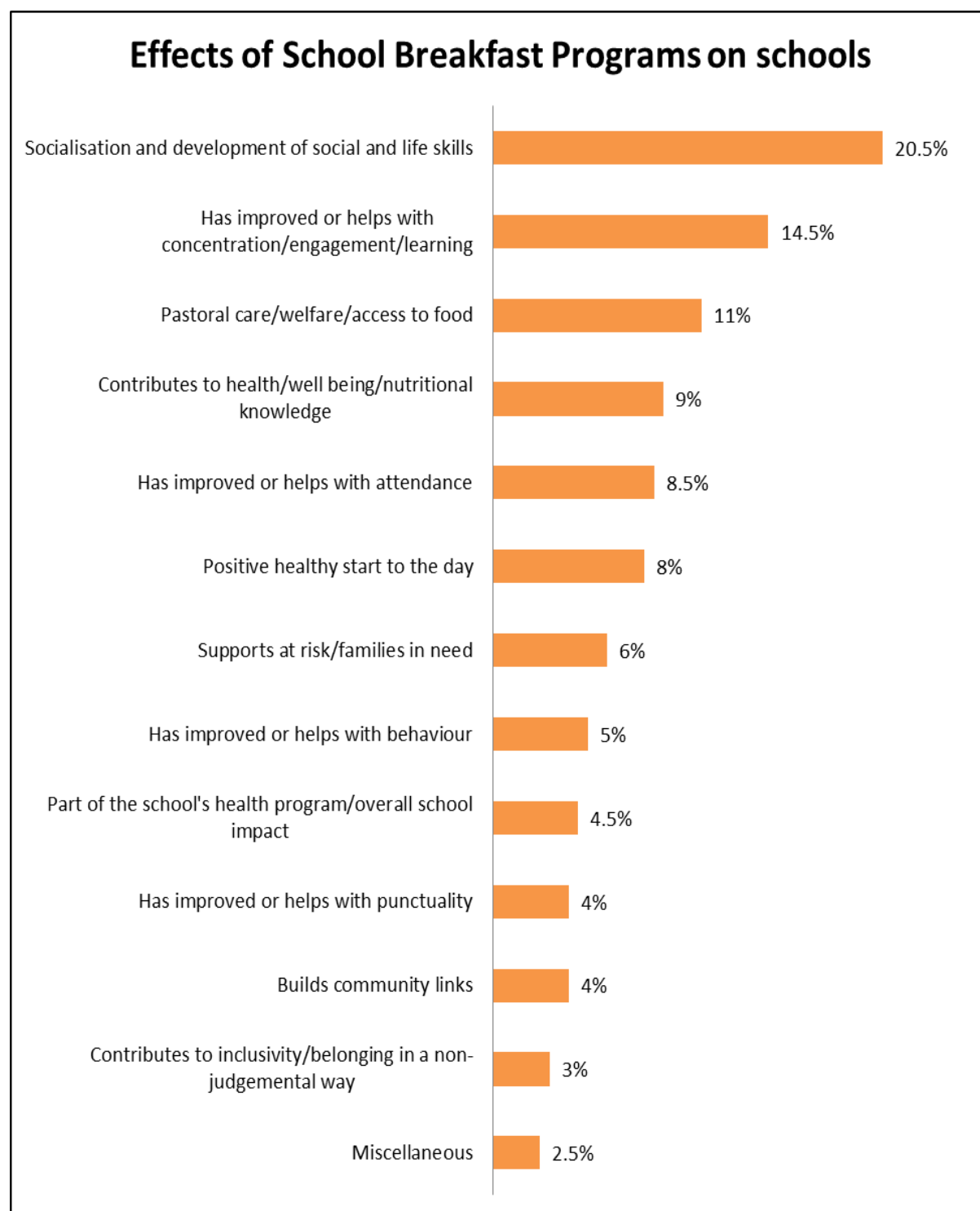


Figure 48: Effects of School Breakfast Programs on schools from additional comments

The additional comments provided by schools supported the findings from data presented in figures 32 to 47 and conveyed the strong pastoral care element that school breakfast programs provide. Selected school comments have been included in the following to exemplify the 12 themes. In some instances, comments address several themes.

- **Theme 1:** School Breakfast Programs provide opportunities for students, teachers and community members to socialise. In doing so, students have developed social skills and improved etiquette, as well as developing relationships with others.

The Breakfast Club has provided an excellent area where our students can socialise with each other and with staff. It provides for many of our students a healthy start to the day and the effects of this are very obvious in the classroom. We have also noticed that their social skills, ie manners, etc, and taking responsibility have greatly improved over the years that we have been having the club.

The School Breakfast Program provides a safe social environment where students interact with each other and the volunteers. Children are provided an opportunity to have something to eat and so be able to start the day in the class on a positive note. Healthy habits are encouraged and discussion on good and bad foods and how they affect wellbeing is of prime value.

It allows our high school and primary students to come together and build relationships. It also allows the staff to build relationships with different aged children they wouldn't usually work with.

- **Theme 2:** School Breakfast Programs have helped address issues of student concentration, engagement in classroom work, and improved learning because students have been well fed and are not focusing on issues of hunger in the classroom.

The program has become a key component to engaging and retaining students. As a mature age training facility, with a focus on aboriginal training and employment, the breakfast program provides an opportunity for staff and student engagement.

Thanks very much for the breakfast service. From a student point of view the food was most welcome. From a staff point of view the students became more productive and energetic with some glucose in their bodies and brains. We even scheduled assessments for the time after the food in order to get better results.

- **Theme 3:** School Breakfast Programs contribute to providing pastoral care to students and send messages that they are supported and cared for, and that they need never go hungry while they are at school.

The Breakfast program is a staple of our Academy. Often times, the food we provide is the only consistent meal the students have access to. Students often attend school with empty stomachs which makes it hard to learn and participate. The program provides a platform to feed the students but also to educate them on the value of eating a balanced meal.

- **Theme 4:** School Breakfast Programs have contributed to improved student's overall health and well being, and provided them with nutritional knowledge.

Students are more likely to go for a piece of fruit as a snack rather than chips or lollies.

The breakfast program allows us to make sure that every child has access to a healthy and nutritious breakfast. Addressing poor health and nutrition are key aspects of our school plan based on COAG targets.

- **Theme 5:** School Breakfast Programs have contributed to improving the attendance of some students at school.

Improved attendance. Students no longer avoid coming to school because they have nothing for breakfast or lunch.

Students are aware they can come to school for breakfast and lunch. This helps with attendance and creates a positive environment for our students to come in each day. It also promotes healthy eating.

- **Theme 6:** School Breakfast Programs provide a positive and healthy start to the school day for those participating, and ensures students are 'settled'.

The students are more settled, cooperative, happier and willing to learn.

The Breakfast Club has ensured a safe and welcoming area for students to congregate before the school day begins. It encourages children to sit down, eat, interact with each other and staff. A generally good start to the day.

It provides a positive start to the school day. The school is assured that students at school have been fed.

- **Theme 7:** School Breakfast Programs support at risk students and families in need by providing a food safety net and food security.

Parents are more willing to send children to school when they have no food in the house. They know the school has a safety net for their kids and they know the school is non-judgemental about the issue. Teaching staff report that children arrive from breakfast club to class happier and ready to learn. We can also see improved capacity, eg social interaction with some students.

Many of our students have no food at home so the only meals they get are from school.

- **Theme 8:** School Breakfast Programs have contributed to improved student behaviour and the decrease of inappropriate classroom behaviour, thus aiding improved engagement and learning.

Children that do not eat breakfast tend to play up from the minute they get to school. With the breakfast program we can ensure they have a full stomach before they go to class which helps to minimise some behaviour issues.

- **Theme 9:** School Breakfast Programs are part of schools' health programs, and support positive school environments.

The Breakfast Program supports the school and complements the School's Health curriculum through healthy eating choices, healthy habits and social interactions. The numbers of children who access the program vary from day to day but we average around 25 meals each day. The children know that if they are hungry there is always breakfast at school for them. This program enables our students to start each day well nourished and able to engage fully in the School's educational programs. The children also benefit from learning about what makes a healthy breakfast and the importance of having breakfast as part of a healthy diet. Each child has the opportunity to develop understandings and responsibility for healthy procedures such as washing hands before handling food and eating, washing their dishes and cleaning their breakfast areas.

- **Theme 10:** School Breakfast Programs have contributed to improving students' punctuality to school.

Attendance and punctuality have improved.

It has assisted with attendance and punctuality in particular. We have now set up cafe style seating and have had a focus on teaching table etiquette and social skills. More staff spend time in Breakfast Club before school and student-staff relationships continue to develop and improve.

- **Theme 11:** School Breakfast Programs help to build community engagement with parents, caregivers and others.

We have a few community members who volunteer weekly to serve breakfast and they work with some of our students who serve breakfast as well. It is a great way for generations to interact as well as learn from each other.

- **Theme 12:** School Breakfast Programs welcome all those participating, in a non-judgemental way, thus contributing to a sense of inclusivity and belonging in the school.

Breakfast Club is a warm, friendly environment where everybody is welcome and this gives a feeling of well being for students, increases attendance, improves their food handling skills and makes them feel safe and happy. This gives a feeling of belonging which we feel is important to a child.

School plans to continue with the School Breakfast Program in 2015

96.1% of schools planned to continue the SBP in 2015, and 3.9% were unsure about their continued involvement. There were two main reasons offered by schools who were undecided about their involvement or who had decided to discontinue their involvement in the SBP, and both were related to human resources. Some school coordinators indicated they would not be employed at the school in 2015 and were unsure whether another staff member would be prepared to coordinate and

organise the program at school level, and other schools said a shortage of volunteers would impact on the programs' viability.

Quality and selection of products

97% of respondent schools strongly agreed or agreed that the products provided by the School Breakfast Program were of a high quality and 96% strongly agreed or agreed that the selection of products provided by the program was appropriate. Schools also offered additional comments about the quality and selection of products.

44% of respondent schools (169 out of 387) offered additional comments about the quality of products, which were categorised according to four predominant themes. The proportions of comments that related to each theme are shown in figure 49.

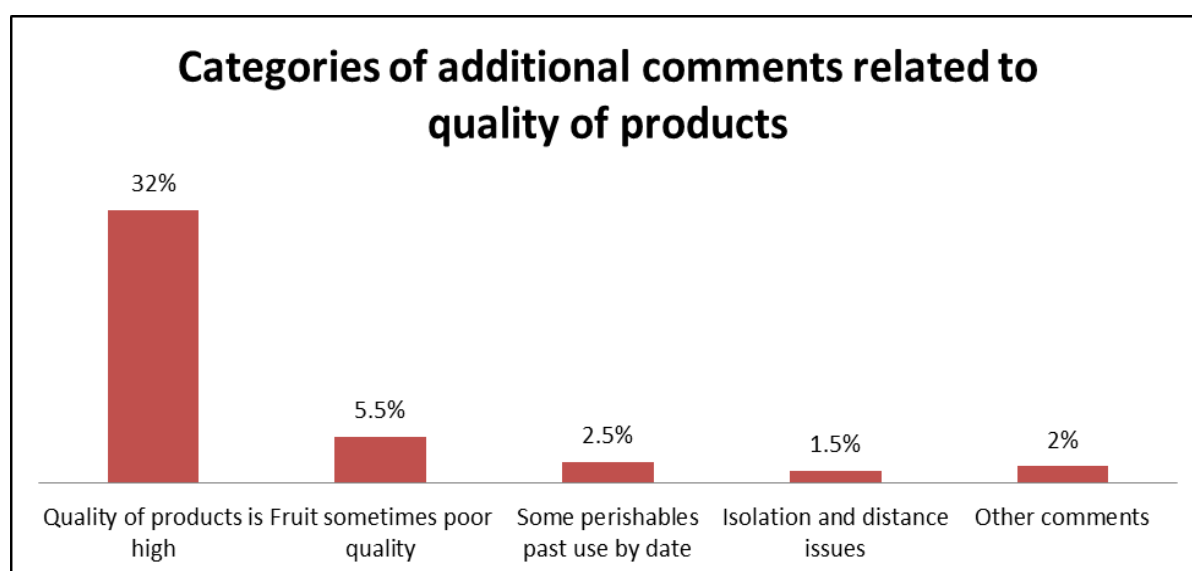


Figure 49: Categories of additional comments related to quality of products provided

The additional comments pertained to four major themes outlined below. Accompanying each theme are some comments from respondent schools to exemplify the themes.

- **Theme 1:** Schools were happy with the quality of products and believed the quality to be high, including that of fruit.

We are happy with what you supply us.

Our products are delivered to school each Thursday prior to our SBP. Food is always fresh.

- **Theme 2:** Schools believed the quality of fruit was sometimes poor, rotted quickly or was spoiled before delivery.

The quality of fruit we have received has sometimes not been adequate which is disappointing because I like the fact that children have the opportunity to have access to it.

Most products are fine but the fruit is usually of an inferior nature. Spotted and bad patches regularly.

- **Theme 3:** Some perishables, other than fruit, have been close to or past the use by dates, or have been stale or mouldy on arrival.

Sometimes the expiry date has been passed and the tin food is off.

One of the difficulties is that food is either very close to use by date or past use by date. Because we have to pick up the food on Thursday for Monday and Tuesday's breakfast the food is often out of date.

- **Theme 4:** Isolation and distance from supplier means that schools cannot receive fresh produce, or there is an impact upon quality of produce during transit.

Unfortunately due to our location, the perishable goods are not suitable.

We declined the perishable products because of the remoteness of our school. The two day delivery is not a good time frame. Food perishes when kept overnight in storage facility.

Being a very remote school, we only have one delivery per term and some of the food provided is rather short in date so stops us being able to "stock up" a little for when there may be more kids in the community. We are constantly running out.

- Other comments.

Occasionally I have collected bread that has been frozen by Foodbank (that's fine). However it had previously been frozen and thawed by the supermarket. By the time I drove the bread another 25 minutes to my school it was then thawed once more, and refrozen by me. By the time we tried to use it for toasting it was very hard to separate the slices. We really can't use bread that has been thawed by the supermarket. Fortunately a bakery has opened up in town and they kindly donate left over bread once a week, which means our bread is always fresh when I freeze it.

Canned produce has hidden sugars.

43% of respondent schools (168 out of 387) offered additional comments about the selection of products. There were six predominant themes that related to the selection of products. The proportions of comments that related to each theme are shown in figure 50.

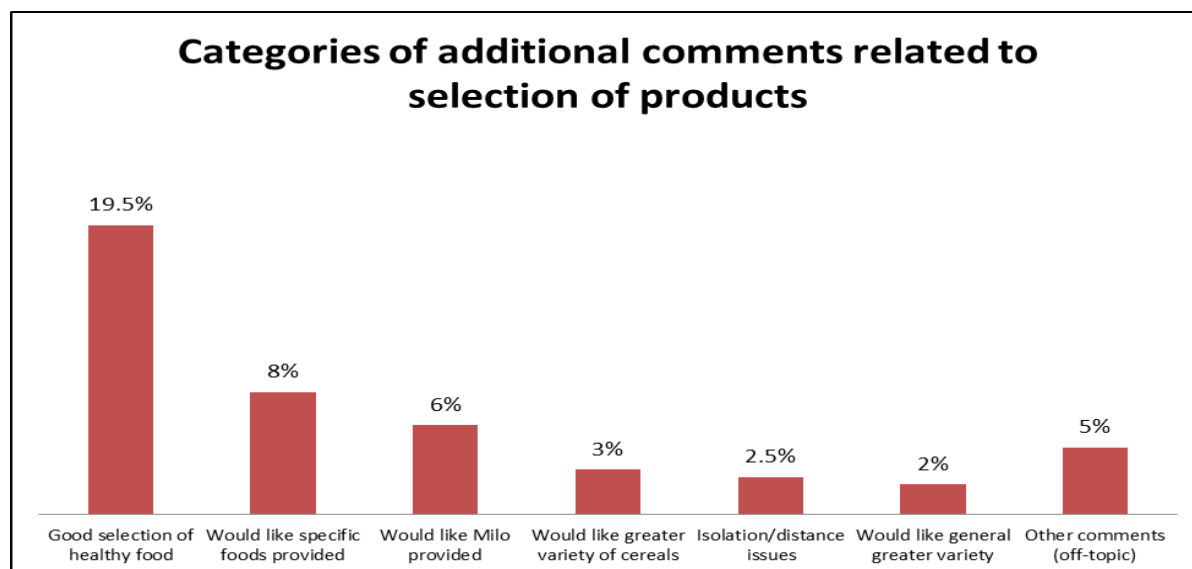


Figure 50: Categories of additional comments related to selection of products provided

The additional comments pertained to six major themes outlined below. Accompanying some of the themes are some comments from respondent schools to exemplify the themes.

- **Theme 1:** The available selection is very good and provides a range of healthy food.

There is a good variety of foods available that make it possible to change the menu from time to time.

The selection of products covers the requirements of good nutrition and practicality.

I think the selection, although limited, is meeting the needs of those who are in need of the service.

- **Theme 2:** Schools would like specific foods provided. These foods included: fruit juices; margarine or spreadable butter; gluten free products; flour; eggs; jams; dried fruit and nuts; UHT cheese; peanut butter; bread; fruit; cordial; honey; cream cheese; canned tuna; cheese; and sausages.

Spaghetti isn't a very healthy option. No gluten free products and we have students attending who are gluten intolerant.

Being in a high school the students prefer to access tinned food and sandwiches. To date the school is purchasing cheese and margarine for the sandwiches or from the Food Bank. Would be great if these were part of the Breakfast program.

- **Theme 3:** Schools would like Milo provided.

It would be wonderful if hot chocolate or Milo was supplied in the winter months.

Getting Milo would be of benefit as students love Milo smoothies or hot drinks during winter.

- **Theme 4:** Schools would like a wider variety of cereals provided.

We have had parents ask if we could get something other than Weetbix, as their child doesn't like Weetbix. If a child is hungry they will eat it and it is the best cereal for them to eat.

Because of our remote location we do not receive fresh produce from Foodbank. Maybe some more choice in cereals would be good.

An additional cereal choice (ie Weetbix or XX) would be good, as some of our students access the breakfast program every day of the year, for most years of their schooling, so a bit of variation would be great for them.

- **Theme 5:** Schools in isolated areas made comments related to food selection.

It would be a good thing if the Pilbara is able to receive the perishable items in good condition. The transport of these items is an issue. Is there a way that we can be allocated a voucher to use to purchase fresh items such as bread, fruit and vegetables? Or perhaps have your suppliers linked here to Karratha branches provide perishables?

The selection of food provided to less remote schools is fantastic. As we are so remote and only have four deliveries a year, we are unable to order any fresh produce. It is understandable but would be great if something was worked out in regards to this.

- **Theme 6:** Schools would like a greater variety of products available.

Would like a variety of tin fruit, not just one type.

I would like to see more products that contain low levels or no sugar and preservatives, and it would be great if SBP could provide more fruit and vegetables each term.

How schools access School Breakfast Program products

(This section only considers schools in the respondent sample listed with a code of WBREM. This included 132 schools.)

11 schools in the sample collected their School Breakfast Program products from a Foodbank Branch and 121 schools had their products delivered to the school site. Of those schools that had their products delivered to the school site, 93% strongly agreed or agreed that their orders were delivered in a timely manner. 14.5% of those schools strongly agreed or agree that some of the food products had been damaged on arrival.

40.5% of schools (49 out of 121) that have products delivered to the school site offered additional comments about the delivery of products. There were three predominant themes that related to the selection of products. The proportions of schools making comments that related to each theme are shown in figure 51.

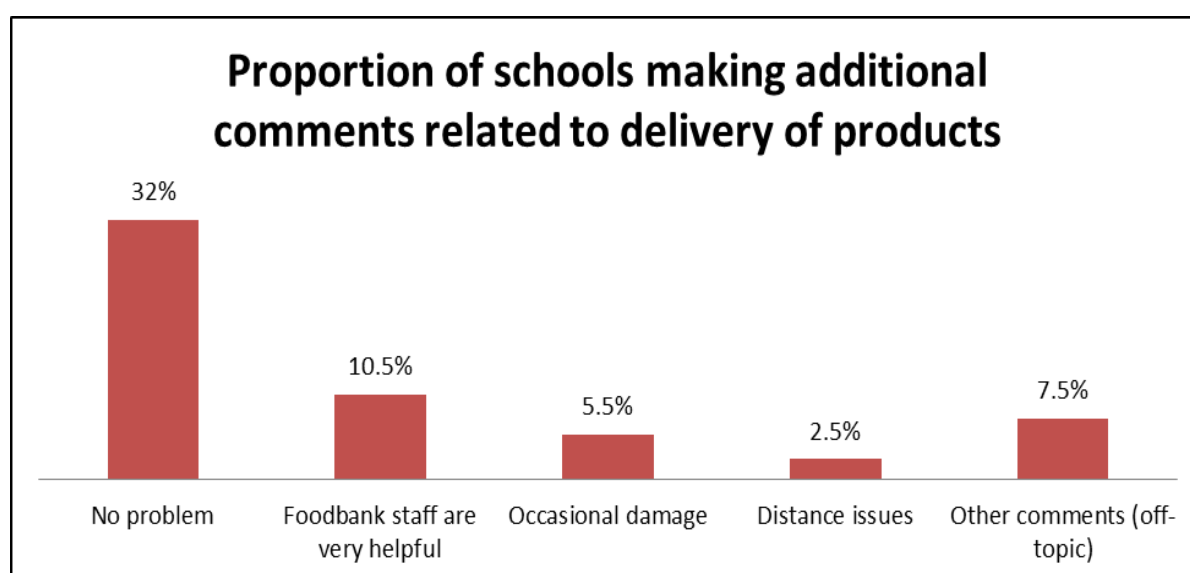


Figure 51: Proportions of schools making comments related to themes about the delivery of products

The additional comments pertained to four major themes outlined below. Accompanying some of the themes are some comments from respondent schools to exemplify the themes.

- **Theme 1:** Schools were satisfied with the level of delivery service, with deliveries being provided in a timely manner.

The food products are always delivered in a timely manner with a smile.

Our food has been delivered in a safe and prompt manner with no damages.

- **Theme 2:** Foodbank staff are helpful at all stages of the delivery process.

The food is always delivered when Miranda says it will be and always well wrapped and perfect.

Our coordinator at Bunbury, Ray, has been fantastic in making sure that our orders are in and letting us know when there are foods available that do not usually order.

- **Theme 3:** Schools have experienced occasional damage to deliveries.

Sometimes the milk has been received leaking.

Generally it is not too bad but we have had the odd damaged pallet = mess.

- **Theme 4:** Some schools have experienced problems as a result of distance factors.

Some damage to goods is probably unavoidable given that they have to travel by road for over 3000km and then by barge to our community.

Issue with non-refrigerated trucks transporting frozen food – often thawing on arrival and quality of fresh fruit negatively impacted in warmer weather.

Part C: School Breakfast Program: Healthy Eating

This section of the report addresses survey questions C1, C2, C3, C4.

95% of school respondents (365 out of 385) were aware that School Breakfast Program schools were provided with access to free fruit and vegetables through Foodbank WA but only 65% of schools state-wide actually accessed free fruit and vegetables. 81% of respondent schools were aware that schools are encouraged to use free fruit and vegetables for whole of school activities. Figure 52 shows the proportions of schools in each school district that accessed free fresh fruit and vegetables through Foodbank WA in 2014.

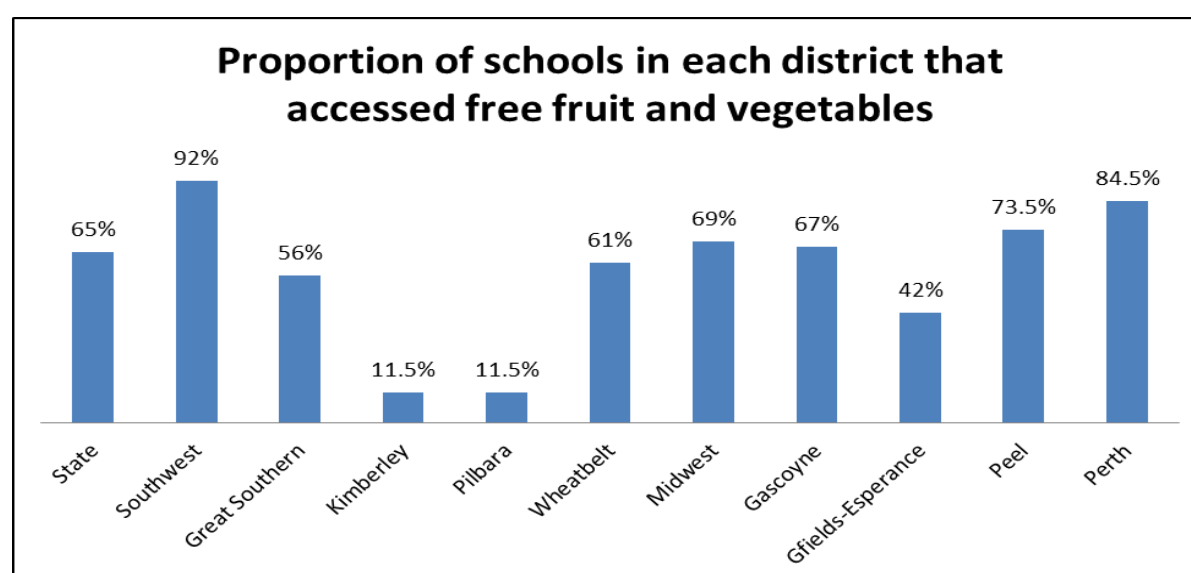


Figure 52: Proportion of schools per district that accessed free fruit and vegetables

122 schools indicated why they did not access free fresh fruit and vegetables through Foodbank WA. Their responses were categorised into 6 predominant categories as shown in table 19. Individual comments have been grouped into 'other comments'.

Table 19: Reasons why schools did not access free fresh fruit and vegetables

Reason given for not accessing free fresh fruit and vegetables	Proportion of responses
Remoteness and inability to deliver produce	44%
Issues related to quality (eg. Produce spoils during transit)	19%
No need to as school receives donations or sources produce locally	12%
Accessibility issues in travelling to Foodbank	7.5%
Limited supplies/no supplies available	7%
Lack of awareness that fresh produce was available to access	5%
Other comments	5.5%
Total	100%

Fresh fruit and vegetable donations from Foodbank WA were used at respondent schools in the following ways as shown in table 20.

Table 20: Ways in which schools use fresh fruit and vegetables

How fruit and vegetables are used in the school	Number of schools	Proportion of schools
Fruit and vegetables are available to School Breakfast Program students	198	51%
Extra fruit is given to students at breakfast to be consumed during the day	167	43%
Fruit and vegetables are available to all students at school	157	41%
Fruit and vegetables are freely available to students through the canteen or other point in the school	67	17%
Other (eg. Given out as needed, given to students at recess and homework classes, used for class cooking activities)	38	10%

Of the respondent schools, 49% are registered Crunch&Sip® schools and, of those, 52% of schools utilised the fresh fruit and vegetables from Foodbank WA for their Crunch&Sip® programs in 2014.

Part D: Volunteers

This section of the report addresses survey questions D1, D2, D3.

Across the state, a total of 1 804 volunteers assisted with the School Breakfast Program, approximately 34% of whom were parents/carers. The numbers of volunteers and parents/carers assisting in each school district is shown in table 21.

Table 21: Numbers of volunteers and parents/carers assisting School Breakfast Programs in each district

School District	Total number of volunteers assisting with the School Breakfast Program	Number of parents/carers who acted as volunteers
Southwest	122	41
Great Southern	71	17
Kimberley	101	41
Pilbara	70	29
Wheatbelt	175	81
Midwest	79	48
Gascoyne	8	5
Goldfields-Esperance	170	102
Peel	120	36
Perth	888	214
Total	1 804	614

The proportion of parents/carers assisting with the School Breakfast Program for each district is shown in figure 52.

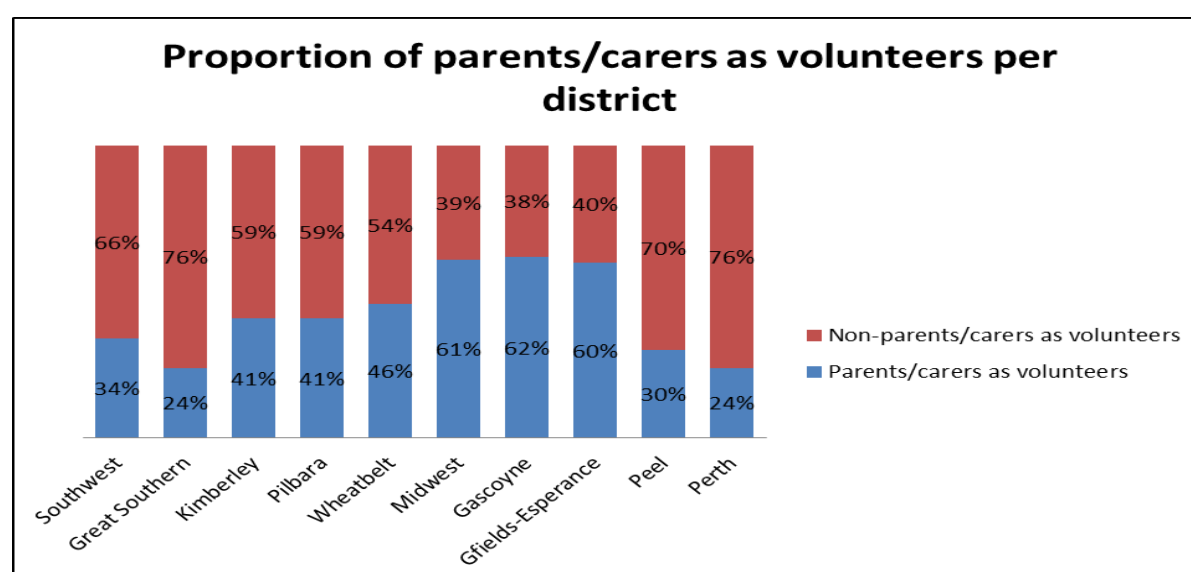


Figure 52: Proportions of parents/carers as volunteers in each district

Figure 53 shows the ratio of school Breakfast Program students per volunteer in each district.

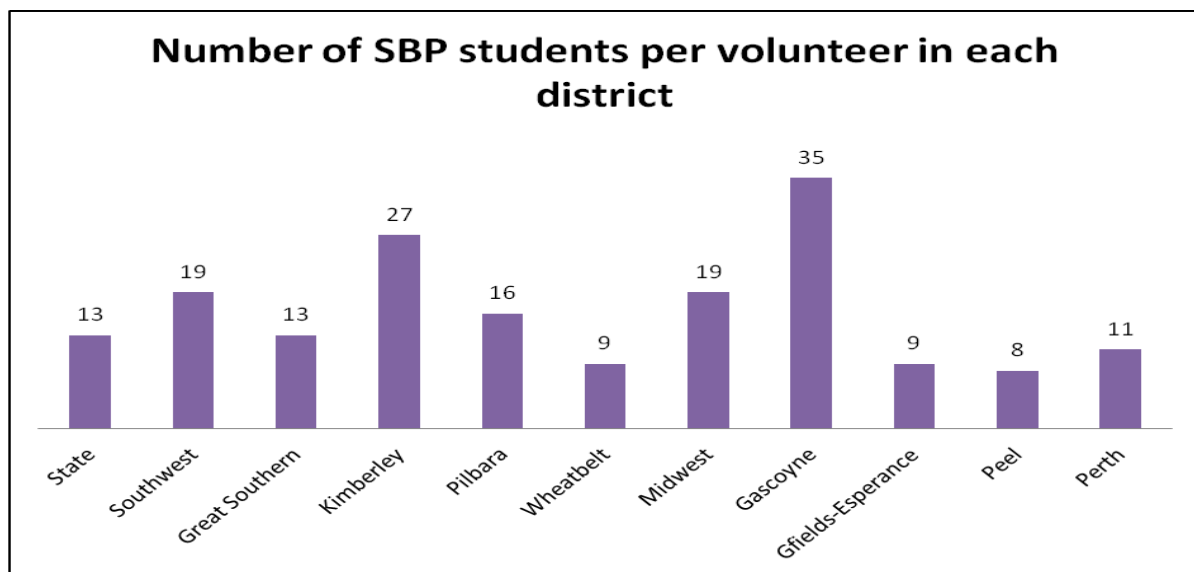


Figure 53: Number of School Breakfast Program students per volunteer in each district

Volunteers provided a range of feedback about the School Breakfast Program and comments about feedback from volunteers were received from 170 schools, representing 44% of the respondents. The feedback from volunteers was all positive, endorsing the value of the program and the value of the support provided by Foodbank WA.

School comments were categorised into nine themes:

- **Theme 1:** Volunteers recognise the value of the program to students and strongly support it.
- **Theme 2:** Volunteers are impressed by the service provided by Foodbank, especially with regard to the products provided and the efficiency of the service.
- **Theme 3:** Staff members, Education Assistants, AIEOs and school chaplains act as volunteers, otherwise the program in some schools would not be viable.
- **Theme 4:** Students act as volunteers, particularly in schools which conduct hospitality courses and independent living courses where the breakfast programs provide an avenue for students to use their skills.
- **Theme 5:** Some schools have a paid coordinator.
- **Theme 6:** Social interaction between students and adults, as well as between the students themselves, is facilitated during the School Breakfast Program. Some volunteers have noticed improvements in students' social skills.
- **Theme 7:** Volunteers enjoy being part of a group and interacting with students. They feel they are making a valuable contribution to the program, to students and to the school.
- **Theme 8:** Volunteers recognise observable benefits to children's behaviour at the beginning of the school day after they have eaten breakfast and acknowledge that the program is making a difference.
- **Theme 9:** Some schools identified the difficulty of procuring volunteers as a concern.

Part E: Communications

This section of the report addresses survey questions E1, E2, E3, E4.

Healthy Food for All® (HFFA) website

In 2014, 34% (132 of 387 schools) accessed the Healthy Food for All® website. Of those schools that accessed the website, most did so more than three times. Table 22 shows the number of schools accessing the website one, twice, three times and more than three times.

Table 22: Number of schools that accessed the Healthy Food for All website and their frequency

Number of times website was accessed	Number of schools accessing website
1	25
2	36
3	16
More than 3	55
Total	132

Figure 54 shows the proportion of schools in each school district that accessed the Healthy Food for All® website.

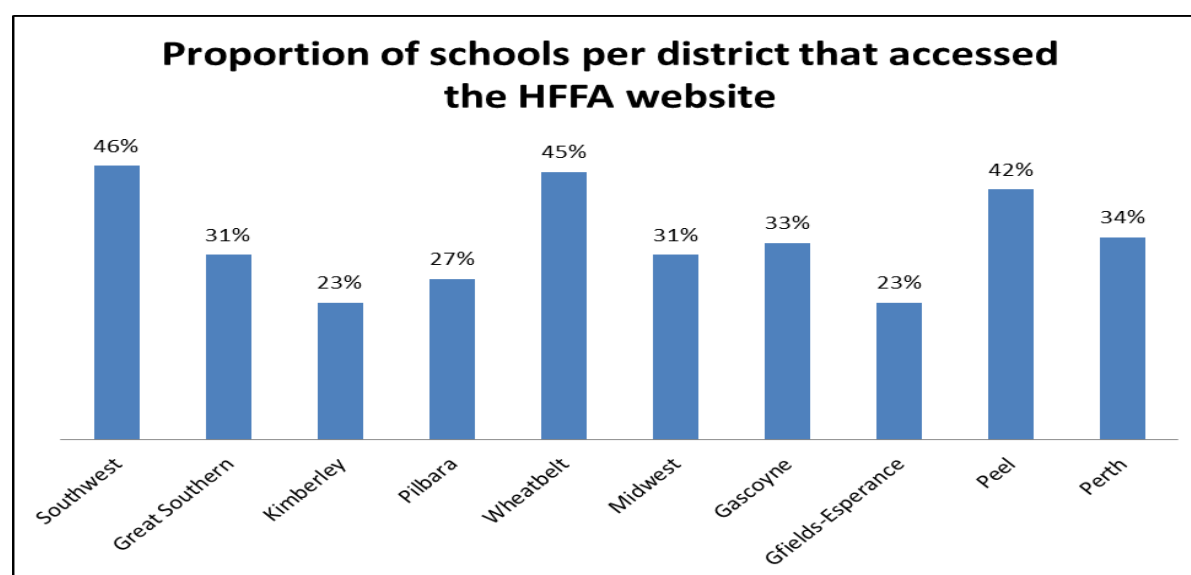


Figure 54: Proportion of schools per district that accessed the Healthy Food for All® website

91% of schools that accessed the Healthy Food for All® website found it useful.

School Breakfast Program Toolkit

The School Breakfast Program Toolkit is an A4 ring binder, containing information and resources about how to implement and maintain the School Breakfast Program. The Toolkit is supplied to each school as a 'once off', with updates (i.e. an envelope containing a School Breakfast Program certificate, order form and recipe books) supplied upon annual re-registration.

In 2014, 66% of schools received the Toolkit folder or a 2014 update pack and 92% of schools receiving the Toolkit found it useful.

Newsletter

'The Morning Toast' is Foodbank WA's Healthy Food for All® quarterly newsletter, sent via email, to update principals and School Breakfast Program coordinators about the School Breakfast Program, Food Sensations®, Choose to Move and the Regional Strategy. In 2014, 72% of schools read all or part of The Morning Toast newsletter, and 94% of schools who read the communication found it useful.

Communication Overall

With regard to overall communication from Foodbank WA to schools, schools were asked about the frequency, quality and level of support from Foodbank WA. Overall, 93% of schools strongly agreed or agreed they were happy with the frequency of communication, 94% of schools strongly agreed or agreed they were happy with the quality of communication, and 97% of schools strongly agreed or agreed they were happy with the level of support from Foodbank WA.

Part F: Further Comments

This section of the report addresses survey questions F1, F2, F3, F4.

Positive Comments

Positive comments about the School Breakfast Program were received from 202 respondent schools (52%). The comments were categorised into 6 predominant themes:

- **Theme 1:** General positive feedback about the program (eg. An excellent and worthwhile program)
- **Theme 2:** The program's value to the school and students as part of its suite of programs that could not be financially sustained by the school alone
- **Theme 3:** The program's help in improving the attendance, behaviour, health and wellbeing of students
- **Theme 4:** High quality of support and operational work provided by Foodbank staff
- **Theme 5:** The program's help in building positive relationships between teachers, students and parents.
- **Theme 6:** The program's value to families in need.

Many of the comments were multi-thematic and coded according to one or more themes, as appropriate. The proportion of positive comments according to the identified themes is shown in figure 55.

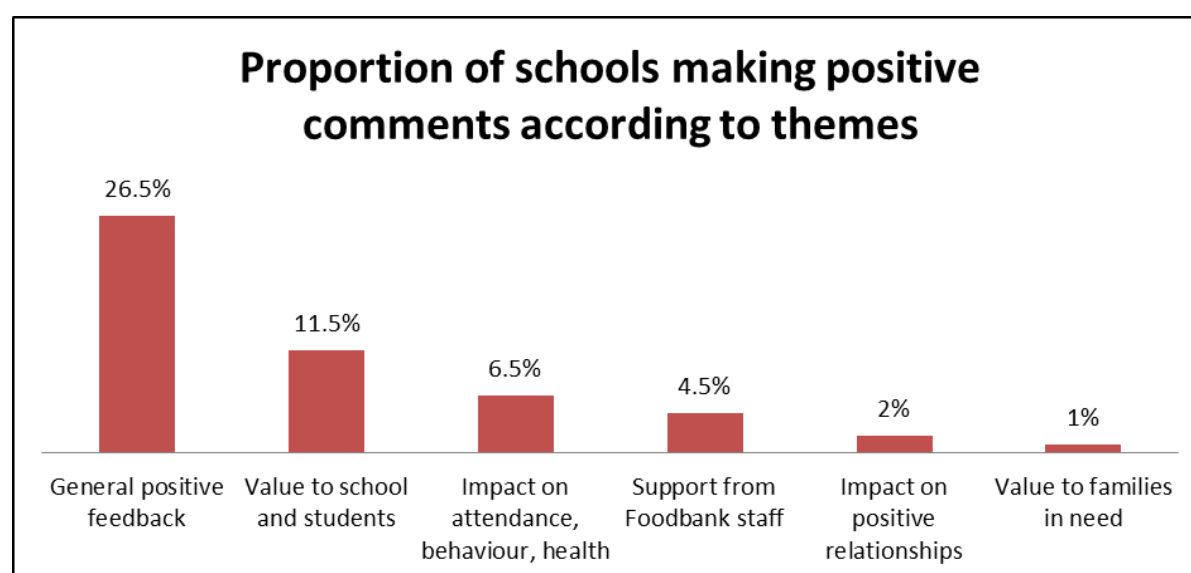


Figure 55: Proportion of schools making positive comments about the School Breakfast Program according to themes

Problems

Overall, 77 schools respondent schools (20%) identified problems with the operation of the School Breakfast Program. The problems were categorised into 7 predominant themes:

- **Theme 1:** Issues related to products, such as quality of fruit or no bread available
- **Theme 2:** Having insufficient volunteers and finding it difficult to recruit more volunteers
- **Theme 3:** Inability to access products at the Foodbank depot during available times/distance of school from depot and time required to drive there
- **Theme 4:** School-related issues
- **Theme 5:** General distance issues
- **Theme 6:** The inability to access perishable items due to the school's distance from the Foodbank depot
- **Theme 7:** Some occasional spoilage of perishable items in transit.

Some comments were multi-thematic and coded according to one or more themes, as appropriate. Some comments did not relate to problems and some comments were isolated problem responses. The proportion of comments regarding problems according to the identified themes is shown in figure 56.

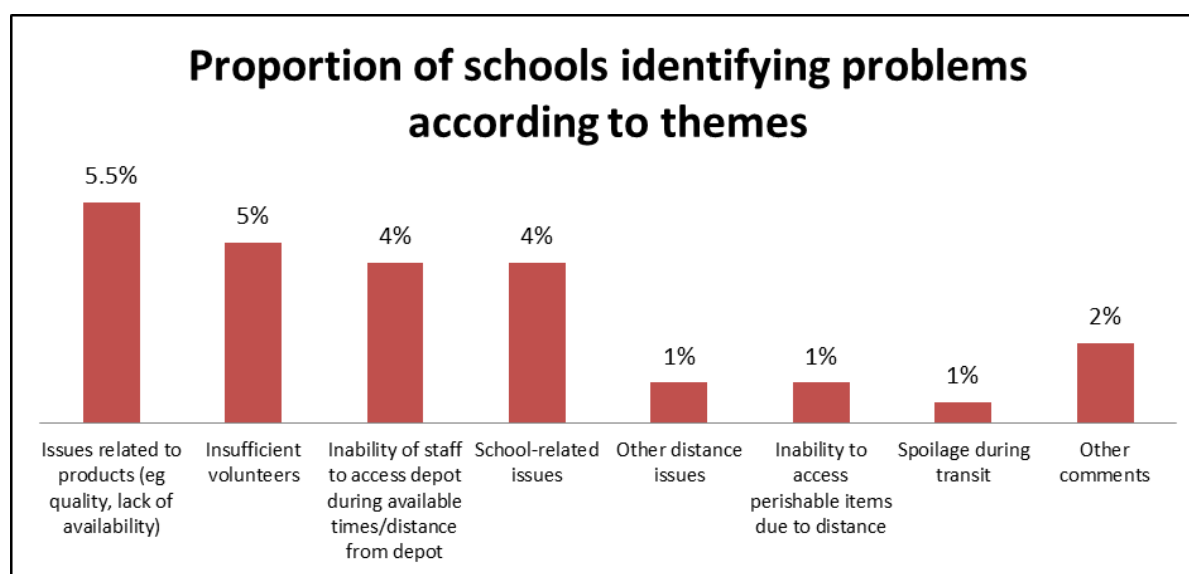


Figure 56: Proportion of schools identifying problems regarding the School Breakfast Program according to themes

Improvements

Suggestions for improvements were provided by 70 respondent schools (18%). The suggestions were categorised into 6 predominant themes:

- **Theme 1:** Broaden the list of products available to provide greater variety. Products suggested included: margarine; Milo; cereals; eggs; frozen bread; sugar and salt free products; apple juice; tin fruit; juice; flour; muesli bars; crumpets; cheese; more oats; and more baked beans

- **Theme 2:** Issues related to operational matters. This included matters such as: community education about the benefits of the program; fewer emails; being advised of substitutes when fruit is unavailable; having a nutritionist work with volunteers who select the products from Foodbank; signage at Foodbank about the procedure for collection of orders; and having an online inventory of available products
- **Theme 3:** Providing fresh fruit on a more regular basis
- **Theme 4:** Offering flexible or longer opening hours at the depot to provide schools with greater access
- **Theme 5:** Providing deliveries to schools
- **Theme 6:** Having more depots available, eg in Northam and Armadale

Some comments were not related to improvements and some comments were isolated responses. The proportion of schools offering suggestions for improvements according to the identified themes is shown in figure 57.

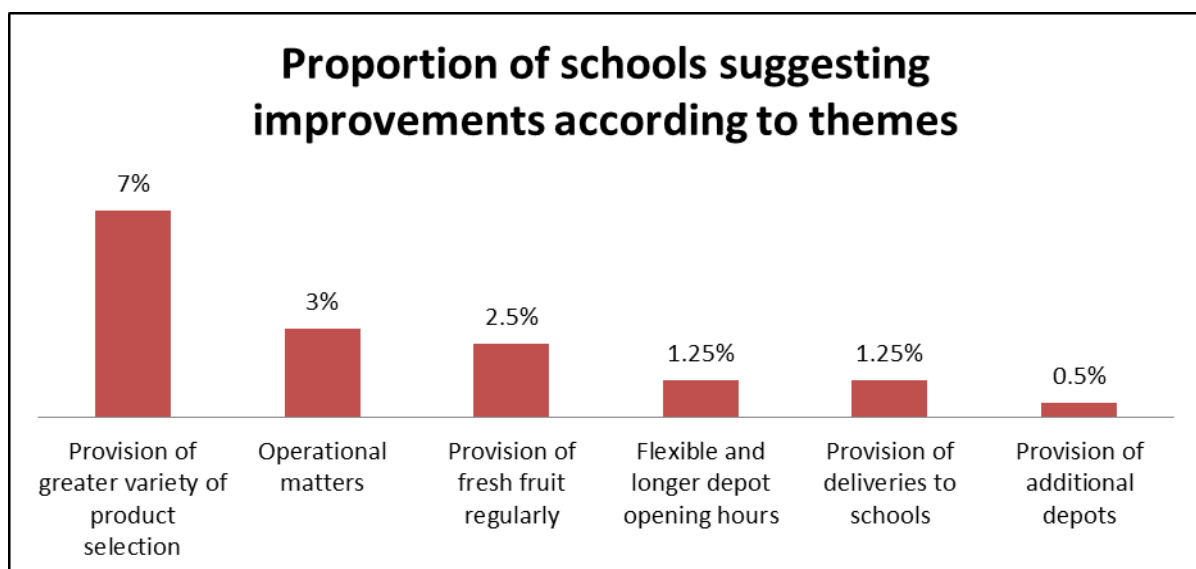


Figure 57: Proportion of schools suggesting improvements to the School Breakfast Program according to themes

Sourcing Additional Items

Schools across the state sourced food and drink products, not provided by Foodbank WA, for their School Breakfast Programs. Figures 55 to 64 show the proportions of schools in each district sourcing additional food and other items.

Southwest District

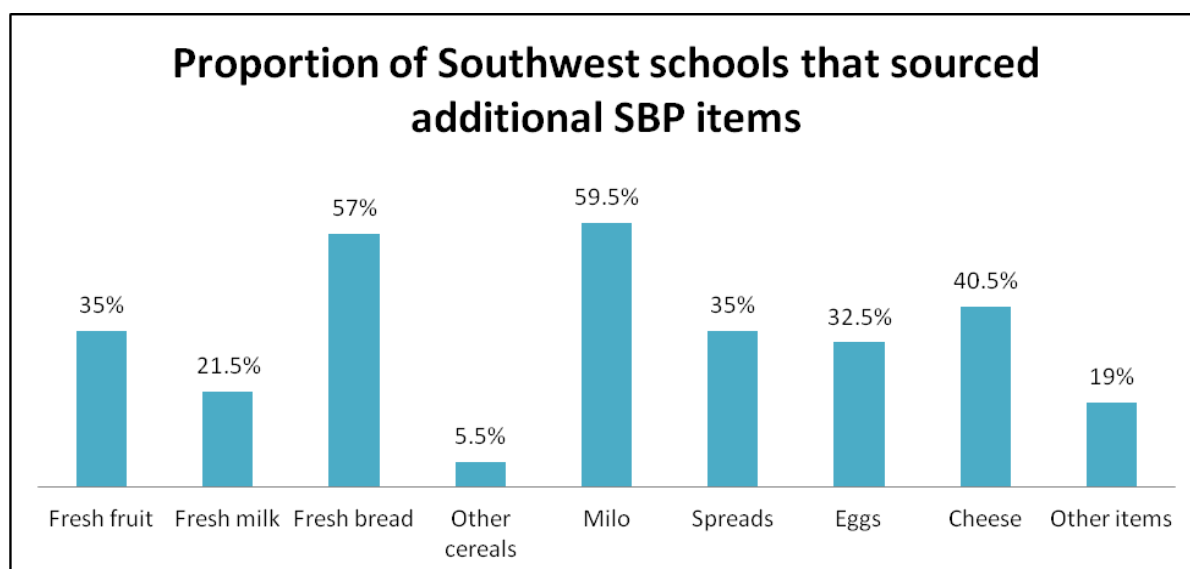


Figure 58: Proportion of Southwest schools that sourced additional School Breakfast Program items

Some schools in the Southwest district provided additional items:

- 2 schools provided cereals that included muesli bars, Corn Flakes, and Sultana Bran.
- 12 schools provided other spreads that included homemade jam, low sugar jam, honey, margarine, butter, and cheese spread.
- 7 schools provided other items that included muesli bars, snack products, noodle cups, homemade muffins, salt reduced margarine, bacon, and soup.

These additional items were sourced mostly from the supermarket, and donations from school staff or school volunteers.

Great Southern District

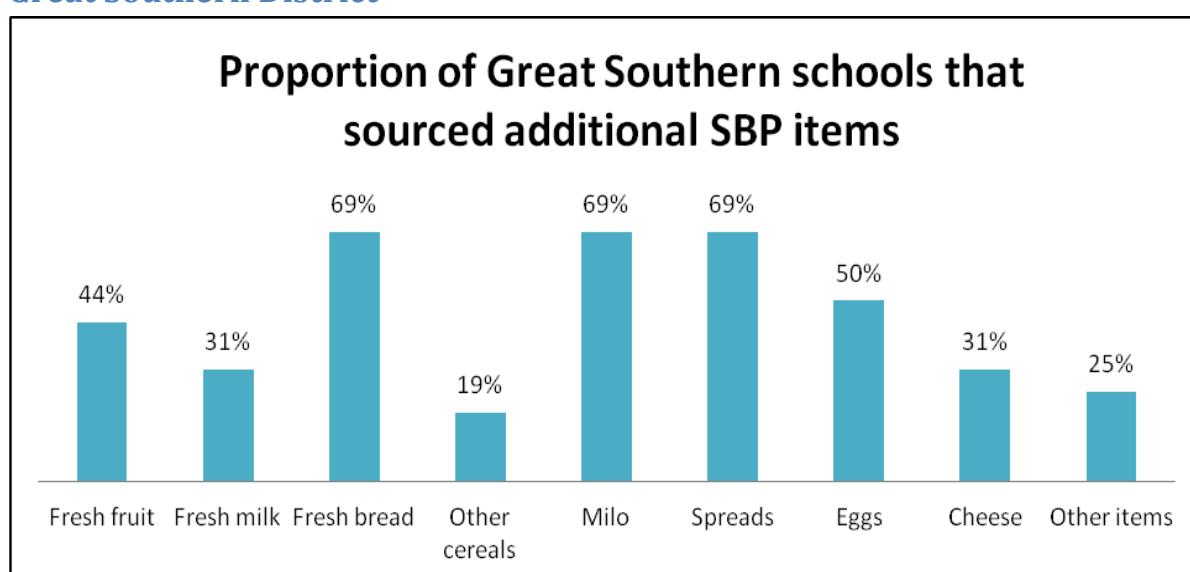


Figure 59: Proportion of Great Southern schools that sourced additional School Breakfast Program items

Some schools in the Great Southern district provided additional items:

- 3 schools provided cereals that included Nutrigrain, Rice Bubbles, Just Right, and Sultana Bran.
- 11 schools provided other spreads that included jam, homemade jam, honey, margarine, butter, vegemite, and ham spread.
- 4 schools provided other items that included bacon, sausages, flour, meat, margarine, eggs, tomato sauce, and barbecue sauce.

These additional items were sourced mostly from the supermarket, school budgets, and donations from school staff or school volunteers.

Kimberley District

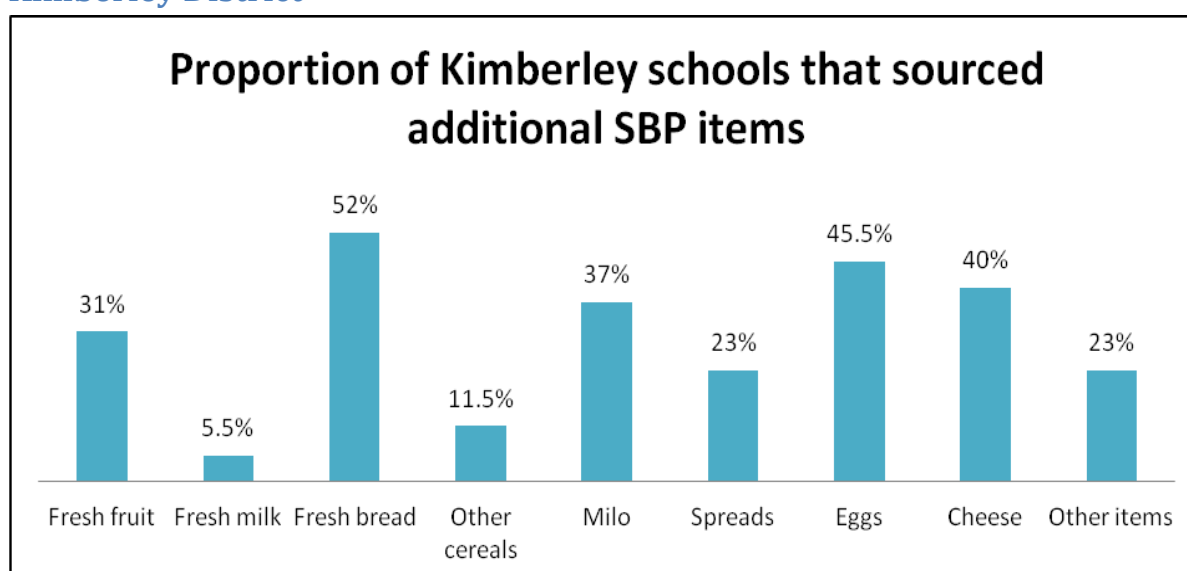


Figure 60: Proportion of Kimberley schools that sourced additional School Breakfast Program items

Some schools in the Kimberley district provided additional items:

- 3 schools provided cereals that included Corn Flakes, Rice Bubbles, and Sultana Bran.
- 7 schools provided other spreads that included jam, peanut butter, and golden syrup.
- 8 schools provided other items that included mince, sausages, frozen and tinned vegetables, margarine, ham, tuna, salad ingredients, and meat.

These additional items were sourced mostly from the supermarket and existing school budgets.

Pilbara District

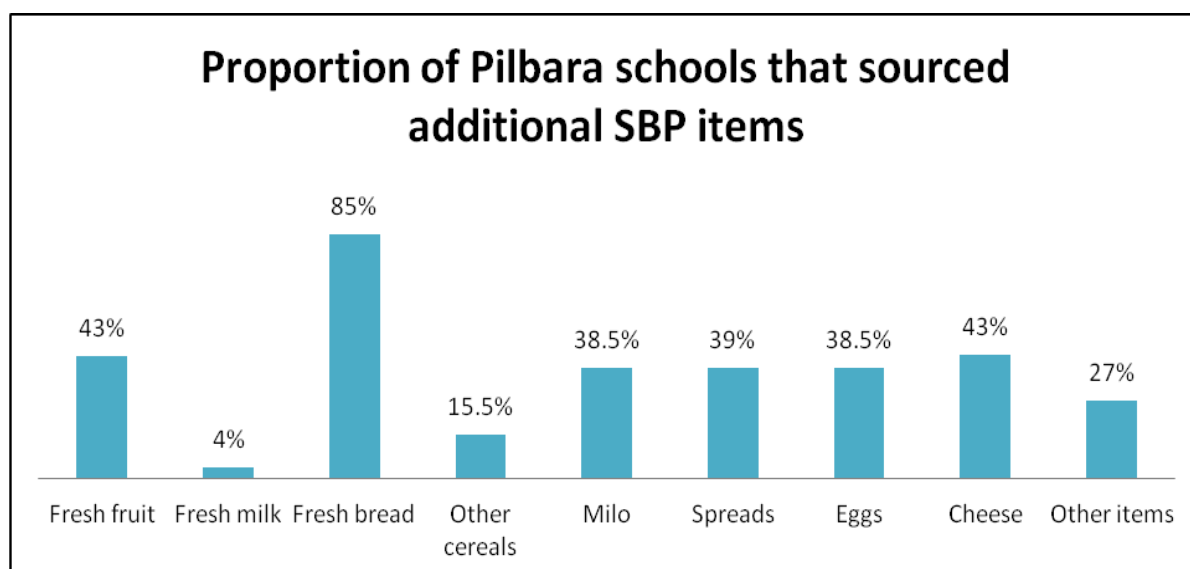


Figure 61: Proportion of Pilbara schools that sourced additional School Breakfast Program items

Some schools in the Pilbara district provided additional items:

- 4 schools provided cereals that included Corn Flakes, muesli, Rice Bubbles, and Weetbix.
- 10 schools provided other spreads that included jam, honey, margarine, butter, vegemite, promite, cream cheese, and cheese spread.
- 7 schools provided other items that included sausages, cold meats, minced meat, oil, strawberry and chocolate flavouring for milk, sugar, ham, coconut, golden syrup, fruit juice, vanilla essence, fresh vegetables, chicken, beef, rice, pasta, frozen vegetables, and leftover camp produce.

These additional items were sourced mostly from the supermarket and existing school budgets.

Wheatbelt District

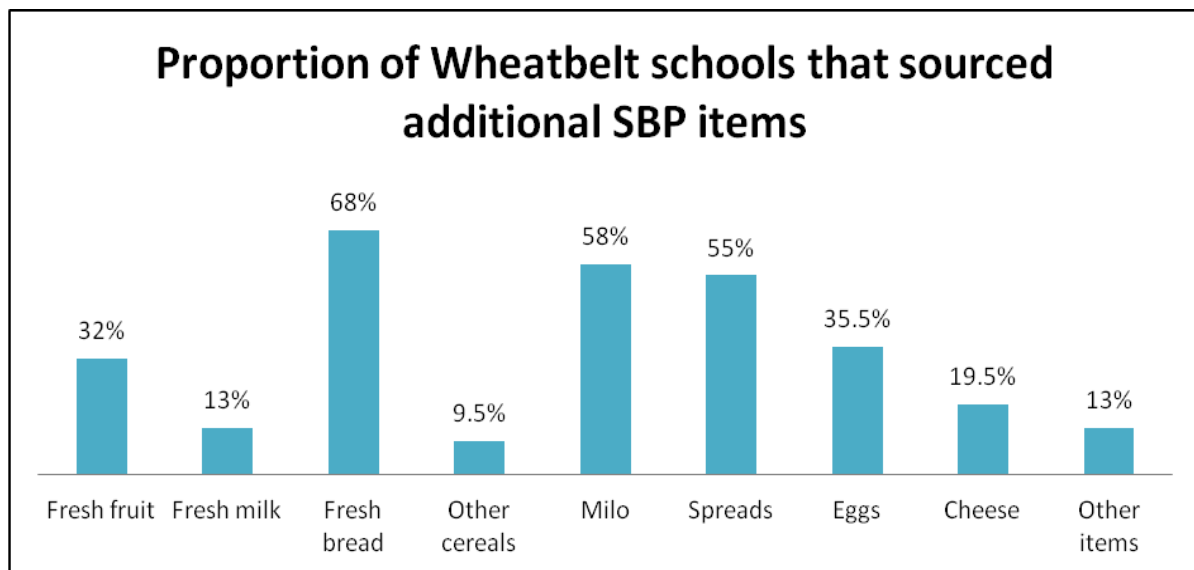


Figure 62: Proportion of Wheatbelt schools that sourced additional School Breakfast Program items

Some schools in the Wheatbelt district provided additional items:

- 3 schools provided cereals that included Corn Flakes, Weetbix, Sultana Bran, Rice Bubbles, and porridge.
- 17 schools provided other spreads that included jam, homemade jam, vegemite, honey, cheese, maple syrup, and golden syrup.
- 4 schools provided other items that included homemade jam, bacon, and butter.

These additional items were sourced mostly from the supermarket, existing school budgets, and donations by volunteers.

Midwest District

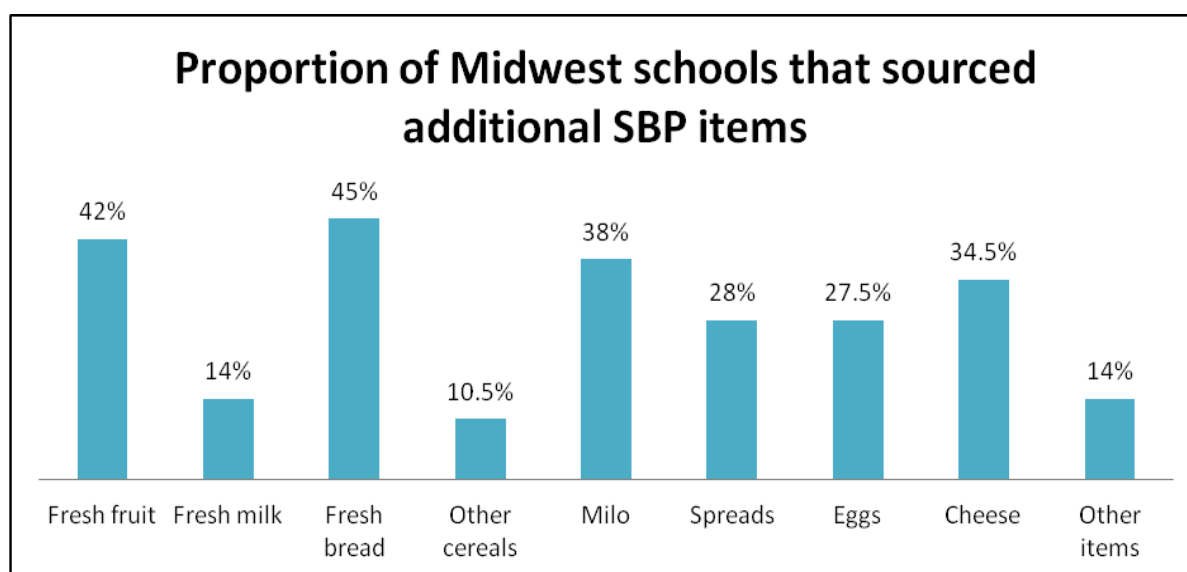


Figure 63: Proportion of Midwest schools that sourced additional School Breakfast Program items

Some schools in the Midwest district provided additional items:

- 2 schools provided cereals that included Weetbix, Corn Flakes, and Rice Bubbles.
- 7 schools provided other spreads that included jam, sugar free jam, honey, vegemite, cheese spread, and butter.
- 5 schools provided other items that included tinned foods, pasta, margarine, raw sugar, cold meat, bread, ham, tuna, vegemite, cheese, coffee, and tea.

These additional items were sourced mostly from the supermarket, and existing school budgets.

Gascoyne District

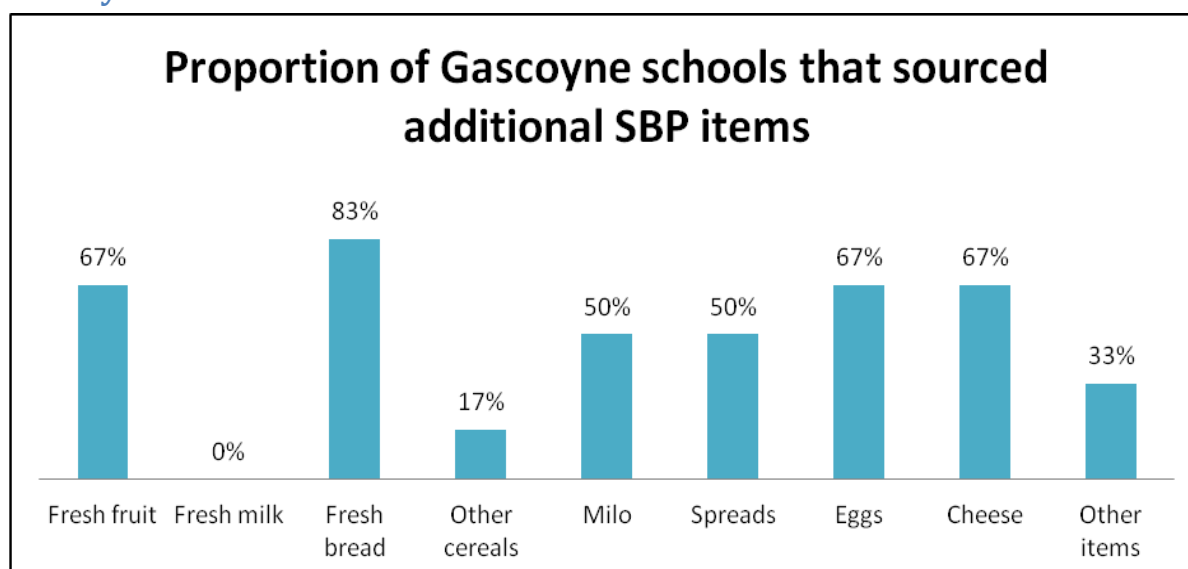


Figure 64: Proportion of Gascoyne schools that sourced additional School Breakfast Program items.

Some schools in the Gascoyne district provided additional items:

- 1 school provided cereals that involved Corn Flakes, Rice Bubbles, and Sultana Bran.
- 2 schools provided other spreads that included jam, Nutella, ham paste, and margarine.
- 2 schools provided other items that included ham, sausages, bacon, polony, and vegetables.

These additional items were sourced mostly from existing school budgets.

Goldfields-Esperance District

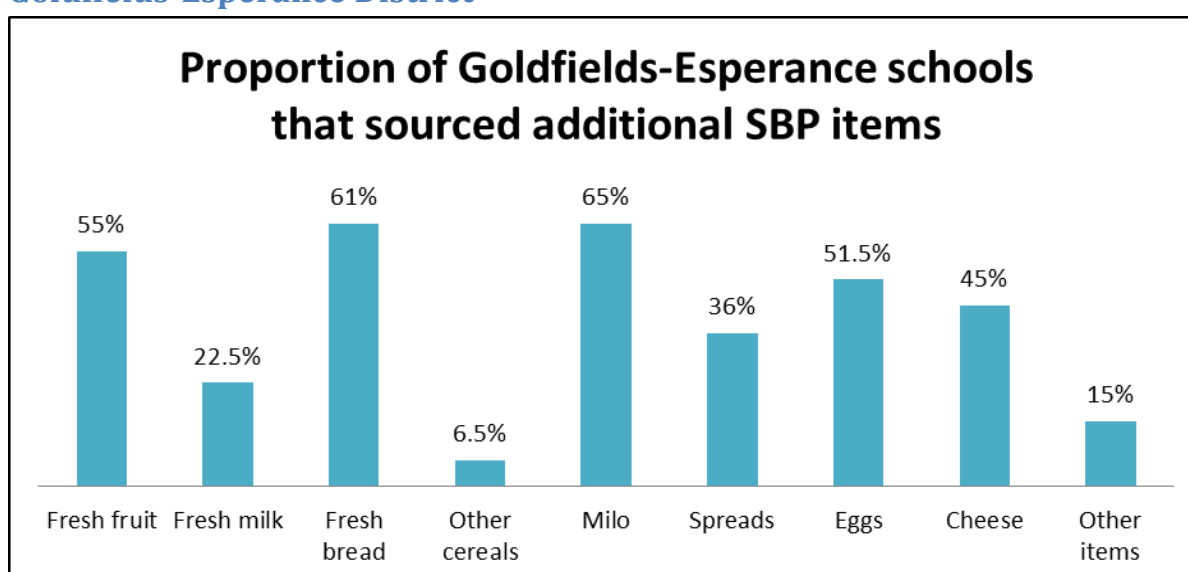


Figure 65: Proportion of Goldfields-Esperance schools that sourced additional School Breakfast Program items

Some schools in the Goldfields-Esperance district provided additional items:

- No schools provided additional cereals.
- 11 schools provided other spreads that included jam, honey, margarine, peanut butter, butter, cheese, and diabetic spreads.
- 4 schools provided other items that included sliced ham, bacon, and honey.

These additional items were sourced mostly from the supermarket and existing school budgets.

Peel District

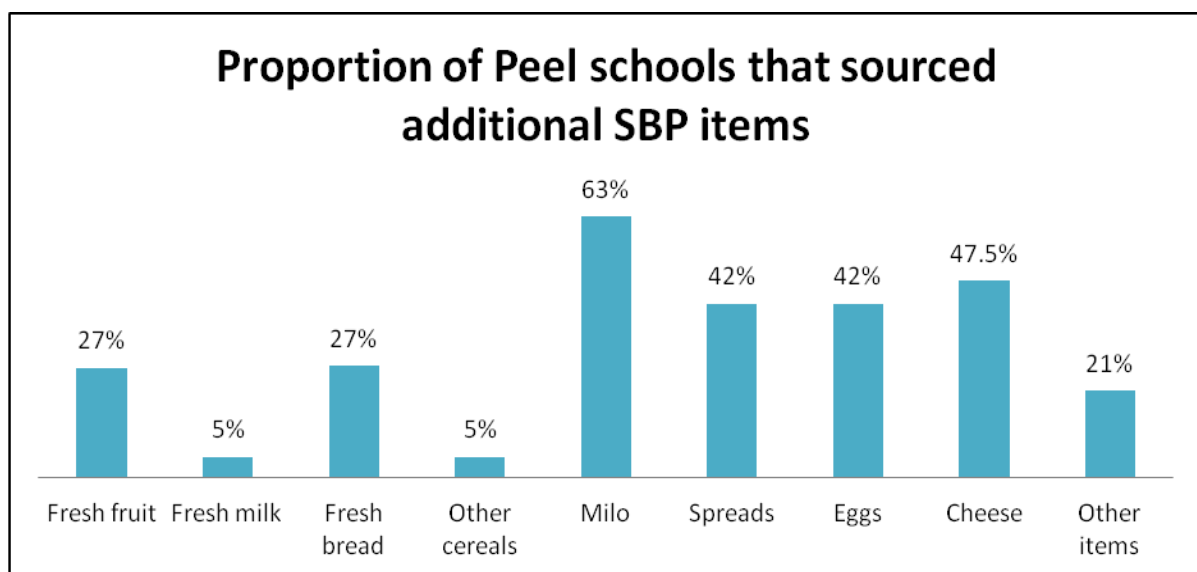


Figure 66: Proportion of Peel school that sourced additional School Breakfast Program items

Some schools in the Peel district provided additional items:

- 1 school provided cereals that included Rice Bubbles and Corn Flakes.
- 8 schools provided other spreads that included margarine, cream cheese, Nutella, jam, honey, and maple syrup.
- 4 schools provided other items that included margarine, jam, cordial, flour, bacon, juice, and wholemeal muffins.

These additional items were sourced mostly from the supermarket, existing school budgets, donations from community members, and donations from school staff or school volunteers.

Perth District

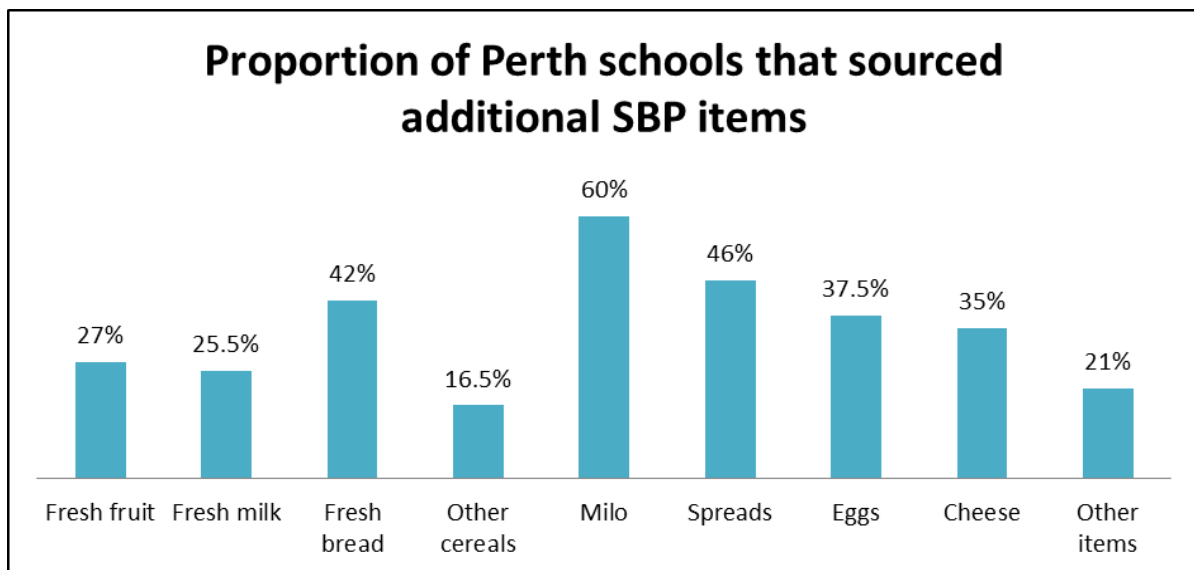


Figure 67: Proportion of Perth schools that sourced additional School Breakfast Program items

Some schools in the Perth district provided additional items:

- 24 schools provided cereals that included Corn Flakes, Rice Bubbles, All Bran, Sultana Bran, Weeties, Weetbix, Nutrigrain, Cheerios, and Milo.
- 60 schools provided other spreads that included jam, honey, cheese, vegemite, cheese spread, mayonnaise, margarine, chocolate spread, marmalade, cream cheese, nut free Nutella, fresh fruit, eggs, butter, olive oil, and peanut butter.
- 32 schools provided other items that included jam, flour, yoghurt, sausages, ham, wraps, Milo, muffins, muesli bars, bacon, mushrooms, soups, crackers, eggs, meats, pancakes, margarine, Nesquik, fruit juice, non sweetened jelly, cacao, natural maple syrup, snack foods, tinned tomatoes, oil, pasta, orange juice, 100% juice boxes, fruit in natural juice, tinned foods, noodles, plastic cups, detergent, tea towels, paper towels, Spray and Wipe, baking paper, dishwashing liquid, and Glad Wrap.

These additional items were sourced mostly from the supermarket, donations from school staff or school volunteers, and existing school budgets.

State

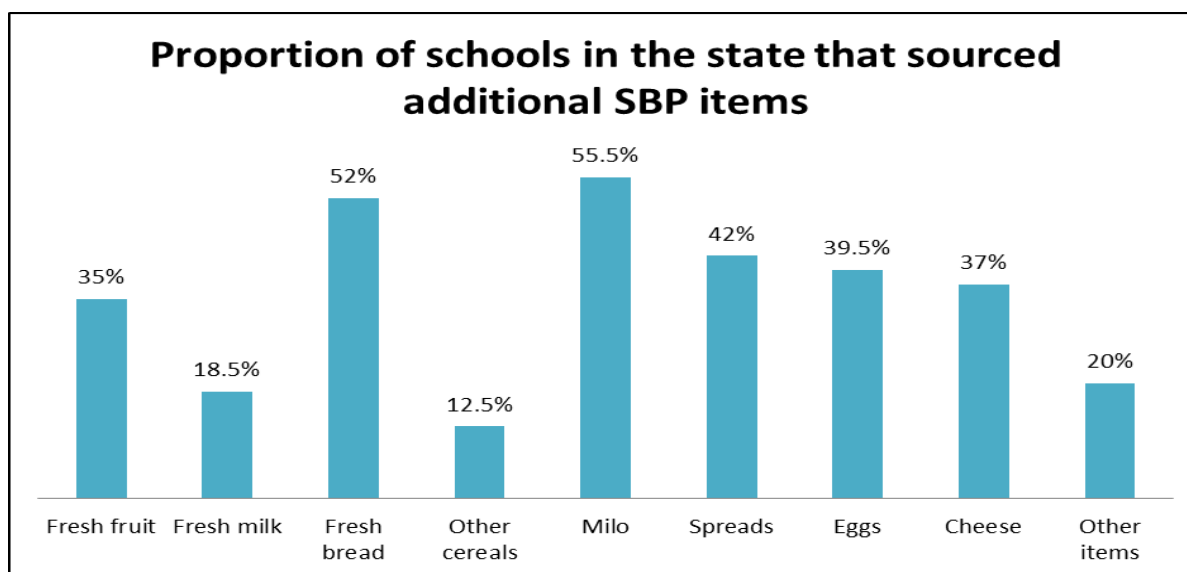


Figure 68: Proportion of schools in the state that sourced additional School Breakfast Program items

The following table shows a collation of additional items provided by schools in each district.

Table 23: Collation of additional items provided by schools in each district

Cereals	
Number of schools that provided additional cereals	Additional items provided
43	Muesli bars, Corn Flakes, Sultana Bran, Nutrigrain, Rice Bubbles, Just Right, Weetbix, porridge, All Bran, Weeties, Cheerios, and Milo
Additional spreads	
Number of schools that provided additional spreads	Additional spreads provided

145	Homemade jam, jam, sugar free jam, low sugar jam, honey, margarine, butter, cheese, cheese spread, vegemite, ham spread, peanut butter, golden syrup, promite, cream cheese, maple syrup, ham paste, Nutella, nut free Nutella, diabetic spreads, mayonnaise, chocolate spread, marmalade, fresh fruit, eggs, and olive oil
Additional items	
Number of school that provided other items	Additional items provided
77	Muesli bars, snack products, noodle cups, homemade muffins, salt reduced margarine, bacon, soup, sausages, flour, meat, eggs, tomato sauce, barbecue sauce, mince, frozen and tinned vegetables, ham, tuna, salad ingredients, cold meats, oil, strawberry and chocolate flavouring for milk, sugar, coconut, fruit juice, vanilla essence, fresh vegetables, chicken, beef, pasta, leftover camp produce, butter, tinned foods, raw sugar, bread, vegemite, cheese, coffee, tea, polony, jam, cordial, wholemeal muffins, yoghurt, wraps, Milo, mushrooms, crackers, pancakes, Nesquik, non sweetened jelly, cacao, natural maple syrup, tinned tomatoes, orange juice, 100% juice boxes, fruit in natural juice, tinned foods, noodles, plastic cups, detergent, tea towels, paper towels, Spray and Wipe, baking paper, dishwashing liquid, and Glad Wrap

Conclusion and Recommendations

In 2014, 387 schools out of 419 schools (92%) responded to the School Breakfast Program Evaluation Survey, with most surveys being completed by the School Breakfast Program Coordinator or the principal. Quantitative and qualitative data provided by the survey indicated that the School Breakfast Program is a highly valued program with strong outcomes that is meeting the needs of schools and students and addressing the occurrence of hunger.

Across the state in 2014, 18.1% of students in respondent schools accessed the School Breakfast Program, with 41% of those students having Aboriginal or Torres Strait Islander backgrounds. 93% of schools conducted weekly breakfast programs, with the majority operating each day of the week.

Schools had access to both core and perishable products, although schools in the more remote districts of the state provided more core products and less perishable products than schools in districts closer to Perth.

Across the state in 2014, approximately 43 500 breakfasts were provided by schools each week, with approximately 8 700 breakfasts provided each day. 83% of schools also provided emergency meals to students each week using School Breakfast Program products, and these were mostly provided at recess and lunch times.

State-wide, schools identified the strong impact that the provision of breakfast to students had upon a range of educational, wellbeing, nutrition, and social and environmental factors. In particular, almost all schools throughout the state perceived the School Breakfast Program contributed positively to students': punctuality; attendance; behaviour; academic outcomes; concentration; social skills; engagement with class activities; physical health; mental health; awareness of healthy eating; and eating behaviours generally. In addition, the program was perceived to contribute positively to the health promoting environments of schools, and social relations between students and school staff.

Qualitative data endorsed and supported the quantitative data and conveyed the depth of impact of breakfast provision to students in schools and their appreciation for the work of Foodbank WA in supporting the program. Data also indicated that schools value communication from Foodbank WA, and the general support offered by the staff and volunteers of the organisation.

Data indicated that 97% of schools believed that the products they received from Foodbank WA were of a high quality and 96% of schools believed that the selection of products was appropriate.

In 2014, Foodbank WA continued to expand its School Breakfast Program in schools throughout the state. In 2014 the program provided more breakfasts and emergency meals to students than in previous years and it continues to have a significant impact on students' learning, behavioural and health outcomes. It is strongly recommended that the School Breakfast Program continue and be supported by the community to grow further. This is essential in maintaining the strong impact the program has had upon participating schools and provide Foodbank WA with the opportunity and capacity to establish new School Breakfast Programs where the need arises.