

Evaluation of Foodbank WA's School Breakfast and Nutrition Education Program: Annual Progress Report 2015

7 June 2016

**Edith Cowan University
Telethon Kids Institute**

Evaluation of Foodbank WA's School Breakfast and Nutrition Education Program: Annual Progress Report 2015

**Report presented to
Foodbank WA
Department of Education
Department of Health
Department of Regional Development**

7 June 2016

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Contents

List of Figures	v
List of Tables	vii
Abbreviations	viii
EXECUTIVE SUMMARY	ix
Overall Progress of the Evaluation	x
2015 School Breakfast Program Survey: Key Findings	xiv
2015 SCHOOL BREAKFAST PROGRAM SURVEY: RESULTS AND FINDINGS	1
1. Introduction	2
1.1 Background	2
1.2 Approach and Method	3
1.3 Survey Analysis	5
1.4 Survey Response Rate	5
2. Survey Sample Characteristics	7
2.1 Demographics	7
2.2 Representativeness of the 2015 Survey Sample	12
2.3 Role of the Survey Respondents	12
3. SBP Operational Characteristics	16
3.1 Frequency of SBP Operation	16
3.2 Number of Breakfasts Provided (Weekly-Basis)	17
3.3 Non-Weekly SBPs	19
3.4 Emergency and Other Meals	20
3.5 School-Based Changes/Improvements to SBP	21
4. School Breakfast Program Product	25
4.1 Product Types	25
4.2 Products Provided by Schools	25
4.3 Selection and Overall Quality of SBP Products	32
4.4 Provision of Additional Products by Schools	40
4.5 Crunch&Sip® program	41
4.6 Superhero Foods Resources	45
4.7 Integration of SBP with Other Classroom Activities/Programs	46
4.8 Participation in Other Food Programs	48
5. Impact of SBPs on Students' Capacity for Learning	49
5.1 Schooling	49
5.2 Personal and Social Capability	52
5.3 Social and Environmental Factors	54
5.4 Comments About Impact on Students' Capacity for Learning	56
6. Impact on Students' Knowledge, Skills and Attitudes Towards Healthy Eating	60
6.1 Ratings of Impact	60
6.2 Impact of SBP Changes on Students' Knowledge/Skills/Attitudes Towards Healthy Eating	63
7. Impact of SBP on the Functioning of the School	65
7.1 Impact at the Whole School Level	65
7.2 Impact at Classroom Level	70
7.3 Negative Effects of SBP	74
8. School Partnerships and Collaboration	79
8.1 Volunteer Support	79
8.2 Partnerships with Local Food/Produce Suppliers	86
8.3 Other Community Partnerships	87

9. Sustainability and Improvement.....	89
9.1 Sustainability of the SBP within Schools.....	89
9.2 Perceived Strengths of SBPs.....	93
9.3 Improvements Needed.....	95
9.4 Delivery of Products by Foodbank.....	99
9.5 Ways in which Foodbank Could Assist Schools	100
10. Further Comments	102
11. Key Findings and Conclusions	106
11.1 Key Findings	106
11.2 Refinement of the SBP Survey Instrument	110
11.3 Conclusions.....	111
APPENDICES.....	113
Appendix A: 2015 SBP Survey Instrument.....	114
Appendix B: Food Sensations Survey Instruments	132
Appendix C: Representativeness of SBP Survey Sample	151
Appendix D: Volunteer Support for SBPs	159

List of Figures

Figure 2.1: Distribution of SBP sample schools by total student population	9
Figure 2.2: Distribution of SBP sample by ICSEA score	10
Figure 2.3: Distribution of SBP sample by ICSEA decile rank	10
Figure 2.4: Average percentage of student population that accessed the SBP in 2015, by geolocation and DRD region	11
Figure 2.5: Mean percentage (rounded) of SBP students from Aboriginal or Torres Strait Islander (ATSI) backgrounds by geolocation and DRD region (SBP sample only)	12
Figure 2.6: School role/position of respondents, by SBP Coordinator status	13
Figure 2.7: School role/position ¹ of respondents by geolocation (per cent).....	14
Figure 3.1: Weekly-basis SBPs: Distribution of schools by number of breakfasts provided per week.....	19
Figure 3.2: Changes or improvements made by schools to their School Breakfast Program during 2015, per cent (where n = 70)	22
Figure 4.1: Number of schools that provided Foodbank core products, by geolocation	25
Figure 4.2: Percentage of schools that provided Foodbank core products, by geolocation	26
Figure 4.3: Percentage of schools that provided Foodbank core products (UHT milk, vegemite, canned spaghetti, canned fruit in natural juice), by DRD region	27
Figure 4.4: Percentage of schools that provided Foodbank core products (baked beans wheat biscuits, oats, 100% unsweetened UHT juice), by DRD region	28
Figure 4.5: Number of schools that provided Foodbank perishable products, by geolocation	29
Figure 4.6: Percentage of schools that provided Foodbank perishable products, by geolocation	30
Figure 4.7: Percentage of schools that provided Foodbank perishable products, by DRD region	31
Figure 4.8: Schools' ratings of the selection and overall quality of Foodbank SBP products (per cent)	32
Figure 4.9: Schools' rating of the selection of Foodbank SBP products, by geolocation (per cent)	33
Figure 4.10: Schools' ratings of the selection of Foodbank SBP products, by DRD region (per cent)	33
Figure 4.11: Comments about the selection of Foodbank products, per cent (where n = 112)	34
Figure 4.12: Schools' ratings of the overall quality of Foodbank SBP products, by geolocation (per cent)....	36
Figure 4.13: Schools' ratings of the overall quality of Foodbank products, by DRD region (per cent).....	37
Figure 4.14: Comments on the quality of Foodbank products, per cent (where n = 132)	38
Figure 4.15: Percentage of schools that provide additional food products for the SBP, by geolocation.....	40
Figure 4.16: Percentage of SBP schools registered as <i>Crunch&Sip</i> school	42
Figure 4.17: Percentage of Crunch&Sip schools that used Foodbank-supplied fruit and vegetables for their program, by geolocation (n = 80).....	42
Figure 4.18: Percentage of schools that integrate the SBP, or its associated food products, into other school or classroom activities/programs, by geolocation.....	47
Figure 5.1: Schools' perceptions of the proportions of SBP students positively impacted by the program in terms of schooling factors (per cent).....	50
Figure 5.2: Percentage of schools that indicated 'All' of 'Most' of their SBP students were positively impacted by the program in terms of schooling factors	51
Figure 5.3: Schools' ratings of the proportion of SBP students positively impacted by the program in terms of personal and social capability (per cent)	52

Figure 5.4: Percentage of schools that indicated ‘All’ or ‘Most’ SBP students were positively impacted by the program in terms of personal and social capability	53
Figure 5.5: Schools’ ratings of the proportion of SBP students who benefited from social and environmental aspects of the program (per cent)	54
Figure 5.6: Percentage of schools that indicated ‘All’ or ‘Most’ SBP students benefited from social and environmental aspects of the program	55
Figure 6.1: Schools’ ratings of the proportion of students positively impacted by the program in terms of their knowledge, skills and attitudes towards healthy eating (per cent)	61
Figure 6.2: Percentage of schools that indicated ‘All’ or ‘Most’ SBP students benefited from the program in terms of knowledge, attitudes and skills in relation to healthy eating	62
Figure 7.1: Schools’ perceptions of whether the SBP has impacted on the functioning of the school at the whole school level , by geolocation (per cent)	65
Figure 7.2: Schools’ perceptions of whether or not the SBP has impacted on the functioning of the school at the whole school level , by DRD region (per cent).....	66
Figure 7.3: Respondents’ comments about impact of SBP on the overall functioning of the school at the whole school level (per cent of responses, n = 120).....	67
Figure 7.4: Schools’ perceptions of whether or not the SBP has impacted on the functioning of the school at the classroom level , by geolocation (per cent)	71
Figure 7.5: Schools’ perceptions of whether or not the SBP has impacted on the functioning of the school at the classroom level , by DRD region (per cent).....	71
Figure 7.6: Respondents’ comments about impact of SBP on the overall functioning of the school at the classroom level (per cent of responses, n = 111)	72
Figure 7.7: Schools’ perceptions of whether there are any negative effects of the SBP on students or the school environment/community, by geolocation (per cent).....	75
Figure 7.8: Schools’ perceptions of whether there are any negative effects of the SBP on students or the school environment/community, by DRD region (per cent)	75
Figure 8.1: Distribution of schools according to number of volunteers that assisted with the SBP in 2015 (numbers).....	79
Figure 8.2: Distribution of schools according to percentage of SBP volunteers that are parents/carers of students at the school.....	80
Figure 8.3: Distribution of schools according to number of volunteers on duty at the SBP on a typical day.....	81
Figure 8.4: Schools’ perceptions of whether the number of volunteers/helpers for the SBP were sufficient in 2015, by geolocation (per cent)	82
Figure 8.5: Percentage of schools that have partnerships with local food/produce suppliers, by geolocation (per cent).....	86
Figure 8.6: Percentage of schools that have formed other community partnerships through participation in the SBP, by geolocation	87
Figure 9.1: Schools’ responses to “Is the current operation of the SBP at your school sustainable?”, by geolocation (per cent).....	89
Figure 9.2: Percentage of schools that indicated Foodbank could assist them to improve the operation of their SBP, by geolocation	100
Figure 10.1: Additional comments provided by SBP survey respondents (per cent of responses).....	102

List of Tables

Table 2.1:	Distribution of SBP sample schools.....	7
Table 3.1:	Weekly-basis SBPs ¹ : Distribution of schools providing breakfasts from 1-5 days per week, by geolocation and DRD region	16
Table 3.2:	Weekly-basis SBPs: Days on which school breakfasts are provided.....	17
Table 3.3:	Weekly basis SBPs ¹ : Number of breakfasts provided, by geolocation and DRD region	18
Table 3.4:	Provision of emergency or other meals using SBP products	20

Abbreviations

ATSI	Aboriginal or Torres Strait Islander
DoE	Department of Education, Western Australia
DoH	Department of Health, Western Australia
DRD	Department of Regional Development, Western Australia
ECU	Edith Cowan University
FS	Food Sensations®
HFFA	Healthy Food for All®
HREC	Human Research Ethics Committee
ICSEA	Index of Community Socio-Educational Advantage
RfR	Royalties for Regions
SAER	Students at educational risk
SBNEP	School Breakfast and Nutrition Education Program
SBP	School Breakfast Program
SES	Socio-economic status
TKI	Telethon Kids Institute
WA	Western Australia

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

This is the first annual progress report prepared by Edith Cowan University (ECU) and the Telethon Kids Institute (TKI) as part of the comprehensive evaluation of the *School Breakfast and Nutrition Education Program* (SBNEP) delivered by Foodbank WA to schools across Western Australia.

This Executive Summary comprises two key sections:

- A brief report on the overall progress of the SBNEP evaluation (pp. x-xiii); and
- Key findings of the first major data collection for the SBNEP evaluation – a survey of schools that participated in the School Breakfast Program during 2015 (pp. xiv-xix).

The main body of the report (pp. 1-111) presents the results and findings of the 2015 School Breakfast Program survey.

Overall Progress of the Evaluation

Purpose of Evaluation

The key aim of the SBNEP is to improve the nutrition and wellbeing of children who are vulnerable to poor diet and health by improving access to a variety of healthy foods in schools. The SBNEP is part of a suite of initiatives managed and delivered by Foodbank WA known as *Healthy Food for All*®, and has two key components:

- the *School Breakfast Program* which provides products for schools to deliver healthy breakfasts and emergency meals to students in need; and
- the *Food Sensations*® nutrition education and cooking initiative.

Funding for Foodbank WA to deliver the SBNEP is provided by the Department of Education (DoE), Department of Health (DoH) and Royalties for Regions (RfR) as part of a Service Agreement managed by DoE. The SBNEP specifically targets schools that have a low Index of Community Socio Education Advantage (ICSEA) and/or a significant subset of students at risk of disadvantage. More than 400 schools and 17,000 students access the School Breakfast Program (SBP) each year. Schools registered with the SBP receive breakfast food products free of charge and are eligible to access the Food Sensations (FS) nutrition education lessons and resources. The participating schools are distributed across metropolitan, provincial, remote and very remote geolocations of WA.

The independent evaluation of the SBNEP program seeks to determine the extent to which it has delivered the intended outcomes and impacts and provided value for money. The results of the evaluation will be used by the funding bodies to guide decision-making about future directions of the program.

The evaluation is underpinned by the following key questions (1-7) and subsidiary questions (8-12):

1. Has there been an improvement in the nutrition and wellbeing of vulnerable children?
2. Has children's capacity for learning increased?
3. Have children's attitudes towards healthy food and nutrition improved?
4. Have children's knowledge and skills in relation to healthy food and nutrition increased?
5. Has there been any impact on the longer term sustainability of the program that better meets the needs of schools?
6. Has there been increased human capacity and community cohesiveness in targeted schools and communities?
7. Is the program good value for money?

Subsidiary Questions

8. What factors (both positive and negative) impacted on the implementation?
9. Have program participants (staff, community organisations, community members) been satisfied with the program?
10. Have levels of partnership and collaboration increased?
11. How can the operation of the program be improved in the future? (lessons learned)
12. What performance monitoring and continuous quality improvement arrangements should exist into the future?

The evaluation formally commenced on 24 September 2015. Timelines contained in the original tender submission assumed that the evaluation would start in early June 2015. Hence, the proposed timelines have been extended by almost four months.

The evaluation is being conducted in three broad, overlapping phases:

- Phase 1: Preparation and planning (2015-16)
- Phase 2: Data collection and analysis (2015-17)
- Phase 3: Reporting and dissemination (2017-18)

Progress to date relating to Phases 1 and 2 is summarised below.

Phase 1: Preparation and Planning**Literature Review**

An initial review of the national and international literature on school breakfast and nutrition education programs was conducted to inform the evaluation methodology. This is currently being refined and will continue to be updated throughout the evaluation.

Repurposing of Program Monitoring Instruments

As part of its SBNEP Service Agreement, Foodbank WA collects data for program monitoring and annual reporting purposes. Three key sources of data are:

- SBP Coordinator Survey: an annual survey conducted with all schools registered for the School Breakfast Program;
- FS Student Surveys (pre and post): conducted with all students before and after their participation in a Food Sensations nutrition education session; and
- FS Teacher Survey (post only): conducted with classroom teachers after their students have participated in a Food Sensations session.

In order to capitalise on the established school-based data collection protocols and minimise the burden on schools, the SBP and FS survey instruments were repurposed to better meet the greater depth of inquiry and stronger focus on outcomes and impact needed for the SBNEP evaluation. Substantial changes were made to the instruments as a result of multiple evaluation team meetings and close consultation with staff from Foodbank WA and members of the SBNEP Reference Group during the period September 2015-January 2016. Further details are provided below in 'Development of Instruments'.

Ethics Approval and DoE Approval

An application for ethics approval was submitted to the ECU Human Research Ethics Committee (HREC) on 11 November 2015. The application covered protocols and processes for all four stages of the proposed data collection, namely:

- Stage A: SBP Coordinator Survey
- Stage B: Food Sensations Surveys
- Stage C: SBP Student Survey
- Stage D: SBP Case Studies

Ethics approval was initially only sought for Stages A and B so that the 2015 SBP survey could be administered and the FS Surveys piloted with schools before the end of the 2015 school year. Notification of ethics approval from HREC for Stages A and B was received on 16 November 2015. Approval to conduct Stages A and B of the data collection on WA Government school sites was received from the Department of Education (DoE) on 26 November, 2016.

ECU HREC and DoE approvals are now being sought for Stage D so that data collection can commence in the case study schools. This is expected to be finalised by end of May/early June. Approvals for Stage C (from HREC and DoE) will be sought by the end of June.

Development of Instruments

Stage A: SBP Coordinator Survey: The 2015 survey instrument was finalised in late November 2015 and administered to all SBP schools on 3 December 2015 in online form using the Qualtrics Research Suite web-based survey platform. A paper-based copy of the survey instrument is provided in Appendix A. (Please note, the paper version necessarily contains survey flow instructions that are not visible to the reader in the online version.)

Stage B: Food Sensations Surveys: New paper-based survey instruments were developed for students from years 4-6 and years 7-12 to be completed before (pre) and after (post) participating in a Food Sensations session. The pre and post surveys aim to determine what students have learned about healthy eating from their participation in the FS session.

Foodbank's FS teacher survey instrument (post-test only) was modified to include a four-point rating scale rather than 'yes/no' format. Several survey items were also modified in order to better target teacher feedback about the appropriateness of the FS content and activities, impact on teachers' knowledge and motivation in relation to nutrition education, impact on students' knowledge and attitudes towards healthy eating, and students' enjoyment of the FS session.

The student and teacher survey instruments were trialled in schools in December 2015, then further modified in January 2016. Copies of the final FS Student Survey and FS Teacher Survey instruments are provided in Appendix B.

Stage C: SBP Student Survey: This instrument is still under development in consultation with the SBNEP Reference Group and is expected to be finalised during June 2016. The main purpose of the SBP Student Survey is to ensure students who participate in the SBP are given a more substantial voice. The student survey data will provide an important means of triangulating the 'adult-perspective' data collected via the SBP Coordinator Survey and school-based case studies, and will supplement the student focus groups conducted as part of the case studies.

It was initially intended to administer the SBP Student Survey to a stratified sample of SBP schools. However, in the interests of fairness, all SBP schools will now be invited to participate in the survey in order to maximise the student voice.

Stage D: SBP Case Studies: Selection of the case study schools is being finalised with the SBNEP Reference Group. Data collection instruments, including a stakeholder survey and indicative focus group questions for school staff and students, are in the final stages of development.

Important criteria for case study school selection have included: location, school type, ICSEA, number of students involved in the SBP, days of operation, number of breakfasts served, length of time in SBP, school support level, available travel budget and potential to elicit quality data that reflects the contrasting models and contexts of SBPs in WA schools.

Phase 2 Data Collection/Analysis and Reporting on Progress

Stage A: SBP Coordinator Survey

All 414 SBP schools covered under the terms of the SBNEP Service Agreement were invited to participate in the 2015 SBP Coordinator Survey. In accordance with ethics approval requirements, the survey was administered to schools on 3 December 2015 via an email to the Principal.

Schools were initially asked to complete the survey by 24 December 2015. Due to the short timeframe and relatively low response rate from schools, the survey deadline was extended to 8 February 2016, with reminders sent to Principals on 30 January 2016. Useable responses were received from 157 schools or 37.9% of the SBP population. The distribution of the sample in terms of geolocation, DRD location, and funding source (plus other factors) was very similar to the overall SBP school population and was hence deemed to be an adequate representation of the larger group.

Results of the survey are presented in Section B of the Executive Summary and in the main body of this report. A separate report has also been prepared which presents the findings from the sub-sample of schools funded by *Royalties for Regions* (known as the Regional Project).

Stage B: Food Sensations Surveys

Since the start of Term 1, 2016, FS student and teacher surveys have been administered to participating schools by Foodbank's metropolitan and regional Food Sensations teams. The completed survey data will be progressively fed back to the ECU/TKI evaluation team throughout the year. To date, no completed surveys have been received, however, it is anticipated that some FS data will be included in the 2016 Interim report.

Stage C (SBP Student Survey) and Stage D (SBP Case Studies)

Instrument development is in progress for Stages C and D. Selection criteria for the case study schools are being developed in consultation with the SBNEP Reference Group. Data collection will commence as soon as the ECU HREC and DoE approvals have been obtained – most likely in early June 2016.

2015 School Breakfast Program Survey: Key Findings

The following sections present the key findings and conclusions from the analysis of responses to the 2015 School Breakfast Program (SBP) Coordinator Survey. Findings are organised according to the major themes covered in the main body of the report.

School Breakfast Program Product

Schools can access two categories of breakfast foods from Foodbank WA for their SBP: core (non-perishable) products and perishable products. *Core products* include canned fruit in natural juice, wheat biscuits (cereal), vegemite, canned spaghetti, baked beans, oats and UHT milk. Remote schools can also access 100% unsweetened UHT juice. Supply of core products to schools is guaranteed. *Perishable products* include fresh bread, fresh milk, yoghurt, fresh fruit and fresh vegetables, but are subject to availability

In general, schools are satisfied with the overall quality of breakfast food products. Somewhat less satisfaction is evident with the quality of fruit, but there is understanding and acceptance of the inherent difficulties of seasonal availability, storage, refrigeration, transport and shelf life.

The selection (range) of Foodbank WA's breakfast products is mostly seen as good or adequate. Though greater variety and availability would be appreciated for perishable and non-perishable products, schools generally realise and accept the limitations of the program with reference to the supply of products.

The majority of schools supplement the products provided by Foodbank for their SBP. Additional foods sourced include: spreads and condiments; bread and cereals; fruit; eggs, meat & other protein foods; Milo and other discretionary foods and drinks.

*Crunch&Sip*¹ is a school-based program¹ aimed at increasing awareness of the importance of eating fruit and vegetables and drinking water every day. Participating schools commit to providing a set break each day during class time to eat fruit or salad vegetables and drink water. SBP schools report using Foodbank-supplied products to support their Crunch&Sip program and maximise student participation.

Superhero Foods are a nutrition education resource developed by Foodbank WA for primary school aged children. SBP schools noted that *Superhero Foods* characters and resources play an important role in stimulating SBP students' interest and generating discussion about healthy foods and healthy eating.

Many schools integrate the SBP into other school or classroom activities, including lessons relating to the Health and Physical Education learning area, cooking classes, school-based health programs, and school garden programs.

¹ Crunch&Sip is funded under the auspices of the National Partnership Agreement on Preventive Health.

Impact on Students' Capacity for Learning

Schools report that the SBP has a positive impact on their students' capacity for learning across all three domains, namely: schooling; personal and social capability; and social and environmental factors.

Schooling

In rating aspects of *schooling*, schools indicated participation in the SBP has greatest impact on students' readiness for learning, punctuality to school at the start of the day and punctuality to classes during the school day.

Schools also report that the SBP has a positive impact on students' readiness for learning, on-task concentration, productivity in classwork, attendance, behaviour, and social skills.

Personal and Social Capability

Although slightly lower than the ratings for schooling, the SBP is seen to have positive impact on students' *personal and social* capability. In order of importance, the areas impacted were: physical health, level of physical activity, social management, calmness, self-management, self-awareness, and social awareness.

Social and Environmental Factors

Social and environmental factors received the highest overall ratings in relation to impact of the SBP. Social relations with school staff were seen as most significant, followed by overall school tone or climate, social relations with other SBP students, health promoting environment of the school, and social relations with SBP volunteers.

Interrelation of Social and Academic Learning

In commenting on the SBP's impact on their students' overall capacity for learning, schools noted benefits such as: increased engagement, focus and readiness for learning; increased concentration; improved socialisation, building of relationships and development of social skills; more settled and calm demeanour; reduced behaviour problems and disruptiveness; and improved attendance and punctuality.

It is notable that schools see a clear link between the social-emotional learning opportunities afforded by participation in the SBP (in particular, the strengthening of relationships and friendships between students and staff) and increased eagerness to attend school, improved punctuality, and greater readiness for learning.

Impact on Students' Knowledge, Skills and Attitudes Towards Healthy Eating

The SBP is seen to have a positive impact on students' knowledge, skills and attitudes towards healthy eating. Items relating to food hygiene awareness, positive attitude towards healthy food, awareness of kitchen safety, healthy eating awareness, ability to handle food safety, and ability to prepare healthy breakfasts received the highest ratings.

In commenting on the impact of the SBP, schools made particular note of improvements in students' choice of and access to healthy foods, their greater knowledge/awareness of healthy eating and nutrition, and improved knowledge/skills in relation to food preparation and hygiene.

Impact on the Functioning of the School

Schools clearly indicate that the SBP has an important positive impact on the functioning of their school.

Whole School Level

At the whole school level there is a positive impact on students' sense of inclusion and belonging to the school community.

For many schools, the SBP helps foster the development of a warm and welcoming school environment in which students can develop social skills and build stronger relationships with staff and fellow students. This fostering of stronger relationships may also extend to parents/carers and other community members.

The SBP plays a strong part in developing children's social skills and helping to bring a sense of calm to the school. These social-emotional benefits for students then translate to improved readiness and capacity for learning.

The SBP also provides opportunities to increase students' health knowledge and promote healthy eating habits.

Classroom Level

Impact at the classroom level was not quite as strong, but this was mainly because some respondents who had little interaction with teachers and students at the classroom level (such as school chaplains) did not feel they were in a position to comment.

The benefits reported at the classroom level echo those seen for impact on students' capacity for learning. In particular, schools report that the SBP has a positive impact on students' concentration, focus and attention in class. Other benefits include: calmer, more settled mood; improved behaviour and fewer classroom disruptions; improved attendance and punctuality; improved health/wellbeing; greater readiness for learning; and improved engagement.

Negative Effects

Overall, the SBP is seen to have very few negative effects. However, some schools had lingering concerns about the potential shifting of parental responsibility onto schools and unintended outcome of creating a sense of expectation and dependency within their local community.

School Partnerships and Collaboration

The SBP has helped to facilitate partnerships between schools and local community groups and food/produce suppliers.

Volunteer Support

Assistance from volunteers to run the SBP is vital for many, but not all the SBP schools. A small proportion (less than 20%) have created paid staff positions to operate their SBP, while others recruit parents/carers of students at the school, use a rotating staff roster, draw on community groups for assistance, and/or use a combination of these methods.

Some schools draw on only a small pool of volunteers (< 5 people) to run their program, while others cast a wider net of as many as 60 volunteers over the course of the year.

Many schools are resourceful in drawing on a range of methods and sources to recruit volunteer support. While some schools make direct appeals to staff, parents/carers, local community groups, church groups and charitable organisations such as the Red Cross, others are fortunate to be approached directly by parents, citizens or staff wanting to run or assist with the program.

Most schools indicated that their current level of volunteer support is sufficient to run the SBP. However, availability of staff/volunteer support is a key factor in limiting the scope and number of days on which schools can offer their SBP.

Partnerships with Local Food/Produce Suppliers

In operating their SBP, almost a quarter of schools have formed partnerships with local food or produce suppliers, such as supermarkets, bakeries and fruit/vegetable growers, from which they receive additional food on a regular basis (e.g. bread, rolls), or when supplies from Foodbank run out.

Other Community Partnerships

About one-quarter of schools reported forming partnerships with other community groups to assist in running their SBP. Such support included sourcing and donation of additional food, funding for equipment, and volunteers to prepare and serve breakfasts. The types of community groups included: local councils; church groups; local branches of clubs and associations such as Red Cross, Lions, Rotary and CWA; local youth groups, and high schools.

Sustainability and Improvement of the SBP within Schools

Sustainability of SBP

Most schools (85%) indicated the current operation of their SBP is sustainable. A very small proportion (3%) said it is not sustainable, while a somewhat larger proportion (12%) are uncertain about the ongoing sustainability of their SBP. These schools' concerns about sustainability mostly relate to the availability of volunteer/community support and financial and budgetary limitations.

Strategies to Ensure Ongoing Operation

The key strategies or measures used by schools to ensure the ongoing operation of their SBP include: provision of adequate staffing and volunteers to run the program; provision of available space, equipment, food and hygiene standards; inclusion of the SBP in school planning and funding documents; assimilation into the school's ethos; fostering of partnerships with Foodbank and other community groups; and promotion of the benefits of the SBP within the school community.

Perceived Strengths of SBPs

The role of SBPs in promoting social interaction and building relationships is seen as a key strength by many schools. Other strong points of schools' SBPs included: students can access food; impacts positively on attendance and readiness to learn, promotes a sense of community, influences student health, provides support for disadvantaged students and families, and is consistently accessible/available to students.

School-Based Operational Changes

Changes that schools made to improve the delivery and impact of their SBP during 2015 included: improving facilities and equipment, increasing the number of days it is offered, widening access/food provision, empowering students to cook/prepare their own food, and increasing the level of staffing and community volunteers involved with the program.

School-Based Improvements Needed

Relatively few schools identified the need for further improvements to their SBP. Of the 30% that did, key areas that were highlighted (in order of importance) included: additional volunteers or staff needed to run the SBP, expansion of breakfast menus/food options, changes to operational procedures, improvement to equipment or facilities, greater promotion of the SBP and buy-in from staff or community, and measures for continuous improvement.

Factors Limiting Schools' Ability to Improve/Expand their SBP

Insufficient staff/volunteers to run the SBP was the most commonly identified factor limiting schools' ability to improve or expand their SBP. Other factors, in order of importance, included: inadequate space and/or facilities, insufficient funding for improvements, lack of time to organize the SBP, and demographic or external factors. A small number had concerns about negative attitudes from some parts of the community, or potential negative effects of parents becoming more reliant on the school to feed their children.

Delivery of Products by Foodbank

The majority of schools (remote areas only) eligible for product delivery by Foodbank were satisfied with the service. While some would prefer more frequent deliveries and greater access to fresh produce (particularly fruit), there is an appreciation and acceptance of the inherent difficulties and high cost associated with transporting food products to the remote schools.

Ways in Which Foodbank Could Assist Schools

Relatively few schools (25%) indicated there were ways in which Foodbank could assist them to improve the operation of their SBP. The most common, albeit unrealistic, request from metropolitan schools was for a free delivery service to be provided. Others called for on-line ordering and product reserve facilities, or the provision of additional educational support materials (e.g. posters, stickers, DVDs).

Further Comments

Additional comments provided by schools indicate high levels of gratitude and satisfaction with the SBP. Respondents stated their appreciation of the support provided by Foodbank staff and reiterated the overall positive impact of the SBP for students and the wider school community. Specific references were made to the benefits that the SBP affords for students' education, health, social skills and relationship building, and the importance of the program for remote and low SES communities.

Continues over

Conclusions

Based on the data from the 2015 SBP Coordinator Survey, there is strong evidence that the School Breakfast Program is highly valued by schools. It is clearly meeting schools' needs in alleviating hunger and helping to redress some of the effects of disadvantage among students and their families.

In providing students with regular access to a healthy breakfast, schools see they are having a positive impact on those students' capacity for learning through improved levels of punctuality, attendance, focus and concentration in class, fewer behavioural problems and overall greater readiness for learning.

As the School Breakfast Program offers a great deal of flexibility, schools run their programs differently in accordance with the particular needs of their community and their own capacity to deliver the service. Operational approaches therefore span a continuum from the small-scale, 'needs-basis' provision of food for individual students, to comprehensive and inclusive breakfast programs that seek to involve a wide cross-section of the school community.

Many schools' breakfast programs provide conducive settings in which students can develop their social skills, build closer relationships with staff and fellow students, and gain a stronger sense of inclusion and belonging to their school community. These schools recognise the importance of the social-emotional learning opportunities that the SBP affords their students, and acknowledge the positive flow-on effects for classroom productivity and overall tone and functioning of their school.

Schools also use their breakfast programs to educate students about healthy eating, hygiene standards, cooking and cleaning skills, and manners and behaviour when dining with others. A range of opportunities are used to integrate the breakfast program with other school and classroom activities that promote and develop health, wellbeing and skills for independent living.

In providing a mechanism through which schools can influence student health and wellbeing outcomes and foster a positive school culture and sense of community, there is clear evidence that the value and reach of the School Breakfast Program extends well beyond the immediate humanitarian imperative of ensuring children do not go hungry.

2015 SCHOOL BREAKFAST PROGRAM SURVEY: RESULTS AND FINDINGS

1. Introduction

1.1 Background

SBNEP Evaluation

In September 2015, Edith Cowan University (ECU), in partnership with Telethon Kids Institute (TKI), was contracted by Foodbank WA to conduct a comprehensive, independent evaluation of the *School Breakfast and Nutrition Education Program (SBNEP)*. The SBNEP is jointly funded by the Department of Education (DoE), Department of Health (DoH) and Royalties for Regions (RfR)² and is delivered by Foodbank WA under a contracted Service Agreement. The results of the SBNEP evaluation will be used by the three funding agencies to guide decision-making about future directions of the program.

Aim and Components of the SBNEP

The overarching aim of the SBNEP is to improve the nutrition and wellbeing of children who are vulnerable to poor diet and health by improving access to a variety of nutritious foods in schools. It has two components:

- the *School Breakfast Program* - which provides products for schools to deliver healthy breakfasts and emergency meals to disadvantaged students; and
- the *Food Sensations* nutrition education and cooking program.

The SBNEP is part of a suite of initiatives delivered by Foodbank WA under the auspices of its *Healthy Food for All*[®] strategy.

Scope of the 2015 Progress Report

The reporting requirements of the SBNEP evaluation include annual progress reports. For 2015, the progress report is necessarily limited to aspects of the School Breakfast Program (SBP) as it was not possible to collect data on the Food Sensations (FS) program before the end of the 2015 school year. However, FS surveys are now being distributed to participating schools and it is expected that FS data will be available for inclusion in the 2016 mid-year interim report.

It is important to note that this report is based solely on data obtained via an online survey administered in December 2015 to schools registered for the SBP. The data and findings presented here will inform and complement qualitative and quantitative data collected throughout 2016 and 2017 that is representative of a wider range of stakeholder groups – including students, parents/caregivers, classroom teachers and community representatives.

About Foodbank WA³

Foodbank is the largest hunger relief organisation in Australia. It is a non-denominational, not-for-profit organisation that collects edible but surplus food and groceries from various growers, farmers, manufacturers, distributors and retailers, and redistributes this to people in need. First established in 1992 in NSW, Foodbank is a federated organisation with its national body based in Sydney and representation in every State plus the Northern Territory.

² Royalties for Regions is administered by the Department of Regional Development.

³ Source: Foodbank WA website (www.foodbankwa.org.au/)

Foodbank WA was established in 1993 and is part of the overarching national body. In addition to donations of food and other services, Foodbank WA receives financial support from public and corporate sector organisations to help cover the cost of items that cannot be obtained through donations, or to fund specific initiatives such as the SBNEP.

The head office for **Foodbank WA** and the **Foodbank Perth** distribution centre are both located in the Perth Airport locality. Foodbank WA regional branches and food distribution centres are based in Albany, Bunbury, Geraldton, Kalgoorlie-Boulder, and Peel (Mandurah). The Foodbank Perth distribution centre provides food to local agencies and also distributes food to its regional branches and directly to schools in remote areas.

Purpose and Scope of the School Breakfast Program

The SBP was initiated in 2001 in response to growing awareness that many students go to school hungry not having had access to food for breakfast. Foodbank WA supplies breakfast food products free of charge to schools registered with the SBP “to ensure that all students have an equal opportunity to receive a wholesome, nutritious breakfast on a regular basis”⁴.

Starting with 17 schools in 2001, the SBP has grown to as many as 430 schools per year and directly reaches more than 17,000 students. SBP schools are distributed across WA, including the far north (Kununurra), far south (Esperance and Albany) and the eastern desert regions bordering South Australia and Northern Territory.

1.2 Approach and Method

Design and Distribution of the SBP Survey Instrument

As part of the program monitoring and reporting requirements of the SBNEP Service Agreement, Foodbank WA conducts an annual survey of registered SBP schools. While the Foodbank WA survey instrument elicits very useful information, its depth and scope were insufficient for the purposes of the independent evaluation. The ECU/TKI team therefore developed a more comprehensive SBP survey instrument in consultation with representatives from Foodbank WA and the SBNEP Reference Group. This new survey instrument was delivered to schools in place of Foodbank’s annual survey in order to avoid placing any additional burden on schools.

The 2015 SBP survey instrument incorporated elements of the Foodbank survey instrument, plus new or modified items to address areas of particular interest for the SBNEP evaluation, including:

- impact on students’ capacity for learning
- impact on students’ knowledge, skills and attitudes in relation to healthy eating and nutrition
- impact of the SBP on the functioning of the schools;
- contribution of the SBP in building sense of community and school-community partnerships;
- sustainability and improvement of the SBP.

The SBP survey instrument was administered in online form using *Qualtrics Research Suite* – a web-based survey platform. The survey instrument was suitable for completion on both computers/laptops and mobile

⁴ Source: www.healthyfoodforall.com.au/school-breakfast-program/

devices (smartphones, tablets). As the Qualtrics platform allows for sophisticated control of survey flow and content, respondents were only presented with survey items relevant to their identified context.

A print version of the survey instrument was also created should schools be unable to access the online version, but this was not used. The print version of the survey instrument, which displays all survey items and the 'skip logic' instructions, is provided in **Appendix A**. As the skip logic is embedded in the online version, respondents would not necessarily have been presented with all questions.

Merging of Foodbank's SBP Registration Database

A database of all schools registered for the SBP is maintained by Foodbank. This includes useful demographic data that supplements information obtained from schools via the online survey. Using the Qualtrics 'Panels' and 'Embedded Data' facilities, it was possible to append each school's registration data to their survey responses thus enabling more comprehensive analysis.

Research Ethics and DoE Approvals

Notification of ethics approval for the initial phases of the evaluation, including the 2015 SBP survey, was received from the ECU Human Research Ethics Committee on 16 November 2015. Approval to conduct research on Department of Education sites was received on 26 November 2015.

The conditions of ethics approval required active informed consent from all SBP survey participants. The process for obtaining consent is described in the following section.

Survey Administration

On 30 November 2015, Foodbank emailed all registered SBP schools regarding the external evaluation. School principals were informed that they would receive an email from ECU on 3 December inviting their school's participation in the 2015 SBP survey.

The ECU email sent to Principals on 3 December 2015 contained information about the evaluation plus a PDF attachment consisting of a formal information letter and ethics approval documentation. The email also contained a secure, individualised link to the online Qualtrics survey. Principals were asked to forward the email to their school's nominated School Breakfast Program Coordinator if they approve their school's participation, or to complete the online survey themselves if they were the nominated SBP Coordinator.

The opening screen of the online survey provided similar information to the email and information letter. The second screen contained a *Statement of Informed Consent* and required respondents to click 'I consent' to proceed with the survey, or 'I do not consent' which immediately terminated the survey.⁵

Schools were initially asked to complete the survey by 24 December 2015. Due to the short timeframe and relatively low response rate from schools, the survey deadline was extended to 8 February 2016, with reminders sent to Principals on 30 January 2016. More than 20 'email undeliverable' bounce backs were received – mainly due to school principals' Department of Education mail accounts being full. Hence, these were individually followed up within a few days to allow time for mail boxes to be cleared.

Some schools experienced difficulty with their online survey link (possibly due to more than one person from the same school attempting to access the unique link). A new secure link was therefore generated and forwarded to the nominated survey respondent.

⁵ Qualtrics records showed two respondents selected 'I do not consent'. These are not counted in the final SBP sample.

1.3 Survey Analysis

The survey responses, plus corresponding data from Foodbank's SBP registration database, were exported from Qualtrics in a format compatible with the SPSS Statistics V22 software. The SPSS database was then 'cleaned' to ensure all variables were set at the correct level (string, scale, nominal, ordinal) and variable and value labels assigned to aid analysis and reporting of results.

Quantitative survey items were initially analysed using SPSS to produce contingency tables, descriptive statistics and, where appropriate, tests of statistical significance. To aid understanding and interpretation, the results have been displayed in graphical form wherever possible. Due to its greater flexibility, Microsoft Excel was used to create most of the graphs, but these were generated from contingency tables produced within SPSS. **Throughout the report, when interpreting bar and column graphs that present results as percentages, readers should be mindful of the upper bound of the relevant axis.** That is, if percentages are all relatively low, the scale may be reduced to ensure the data bars/columns are sufficiently large to interpret easily.

Using SPSS 'crosstabs' and Excel 'concatenate' functions, all responses to open-ended survey questions were labelled with the school's geolocation (metropolitan, provincial, remote or very remote) and source of SBP funding (i.e. RfR or DoE/DoH) then exported for separate qualitative analysis. These qualitative data have been analysed in terms of overarching themes and key issues/benefits/concerns and, where appropriate, cross-tabulated with demographic and contextual data to present a more nuanced understanding of the different ways that schools are using the SBP to support their students and the wider school community.

1.4 Survey Response Rate

Survey Population

In 2015, 414 schools/education institutions qualified for inclusion in the SBP survey. The criteria for inclusion included:

- formally registered with Foodbank and received free food products during 2015;
- funded by the DoE, DoH or RfR; and
- registered with the SBP for more than one term, and thus able to provide feedback.

Those 414 schools are henceforth referred to as the 2015 **SBP population** since this is the full set of schools about which inferences will be made from the 2015 survey data.

Survey Sample Size

Survey responses were received from **157 schools** or **37.9%** of the SBP population. These respondents are henceforth referred to as the **SBP sample**. The relatively low response rate compared to previous annual surveys administered by Foodbank (which received response rates of up to 96%) can be attributed to the following factors:

- *Timing of the survey*: schools are typically very busy at the end of term 4 and start of term 1;
- *Ethics approval requirements* for the SBNEP evaluation stipulate that participation is entirely voluntary. Hence, the evaluation team could not assert, or imply, that completion of the 2015 SBP survey was a condition of schools' registration in the Program. Schools were therefore more likely to exercise their right not to participate;
- *Participation requested via Principal only*: Previously, SBP survey invitations were sent to both the Principal and nominated SBP Coordinator of each participating school. Ethics requirements for the SBNEP evaluation precluded this option, and an email invitation (containing a unique survey link) was sent only to the Principal. If the email was not forwarded, SBP Coordinators (if not also the school Principal) would not have been aware of, nor had access to, the online survey.

The following section provides information about the location and other characteristics of the 2015 SBP survey sample.

2. Survey Sample Characteristics

2.1 Demographics

Table 2.1 below provides a breakdown of the survey sample in terms of geolocation, funding source, DRD region, DoE region, Foodbank branch, type of school and year commenced SBP.

Table 2.1: Distribution of SBP sample schools

GEOLOCATION	n¹	%
Metropolitan	65	41.4
Provincial	55	35.0
Remote	16	10.2
Very Remote	21	13.4
FUNDING SOURCE	n¹	%
DOE Metropolitan	67	42.7
DOE Regional	56	35.7
Royalties for Regions	34	21.7
REGION (DoE)	n¹	%
North Metropolitan	31	19.7
South Metropolitan	44	28.0
Goldfields	15	9.6
Kimberley	14	8.9
Midwest	13	8.3
Pilbara	5	3.2
Southwest	20	12.7
Wheatbelt	15	9.6
REGION (DRD)	n¹	%
Perth	67	42.7
Gascoyne	1	.6
Goldfields-Esperance	15	9.6
Great Southern	5	3.2
Kimberley	14	8.9
Mid West	10	6.4
Peel	7	4.5
Pilbara	5	3.2
South West	15	9.6
Wheatbelt	18	11.5

¹ Total n = 157

FOODBANK BRANCH	n¹	%
Perth	105	66.9
Albany	4	2.5
Bunbury	16	10.2
Geraldton	9	5.7
Kalgoorlie	11	7.0
Mandurah	12	7.6
TYPE OF SCHOOL	n¹	%
Junior Primary/Primary	79	50.3
Remote Community Sch.	17	10.8
Junior High	1	.6
District High	19	12.1
Senior High	27	17.2
Senior College	2	1.3
Education Support Centre	9	5.7
Other Education Facility	3	1.9
YEAR COMMENCED SBP	n¹	%
2004	-	-
2005	30	19.1
2006	14	8.9
2007	5	3.2
2008	26	16.6
2009	7	4.5
2010	16	10.2
2011	17	10.8
2012	12	7.6
2013	11	7.0
2014	13	8.3
2015	6	3.8

¹ Total n = 157

Key features of the SBP sample that are evident from Table 2.1 include the following:

- *Geolocation:* The majority of schools (41%) were based in the metropolitan area. Remote and very remote schools made up almost a quarter (24%) of the sample.
- *Funding Source:* Approximately one-fifth (21.7%) of schools were funded via Royalties for Regions. As described in section 2.4, this is similar to the proportion of RfR-funded schools for the SBP population (23.2%).
- *DoE Regions:* According to the DoE's regional demarcations, more than a quarter (28%) of the SBP schools were located in the South Metropolitan education region. Of the non-metropolitan regions, Southwest had the highest percentage of SBP schools (12.7%), followed by Goldfields and Wheatbelt (both 9.6%). The DoE Pilbara region had only 5 schools or 3.2% of the SBP sample.
- *DRD Regions:* in terms of the geographical regions defined by the DRD, the Wheatbelt, South West, Goldfields-Esperance and Kimberley regions had the highest representations (8.9 -11.5%.) of SBP schools.

Only one school was from the Gascoyne region. As there was only a single case for Gascoyne, it has been combined with the Mid West region for the remainder of the analysis.

When considering the location of SBP sample schools, it is important to note that several of the DRD regions (i.e. Goldfields-Esperance, Kimberley, Mid West/Gascoyne, Perth, and Wheatbelt) encompass two or more geolocations. For example, of the 15 Goldfields-Esperance schools, 6 are classified as provincial, 4 as remote, and 5 as very remote.

- *School Type:* Primary or junior primary schools made up 50% of the SBP sample. This has implications for the age profile of students accessing the SBP in that more than half of the survey sample cohort were very likely of primary school age. Schools were not asked to provide details of students' year or age, but the total student numbers reported as accessing the SBP were over 4,289 for primary schools versus 3,323 for junior/district/senior highs and senior colleges. Given district high schools include primary years, the relative proportion of primary students to secondary students was probably higher than indicated.
- *Foodbank Branch:* Two-thirds (66.9%) of schools receive their SBP food products via the Perth branch. This is partly an artefact of the way Foodbank operates. Schools based in the metropolitan area or in Albany, Bunbury, Geraldton, Kalgoorlie-Boulder or Peel (Mandurah) collect their SBP products directly from their local Foodbank branch. For schools located too far from a branch, SBP products are delivered direct to the school by truck. Factors such as transport company truck routes, the higher costs associated with low frequency transport routes, and lesser storage facilities in regional branches mean it is more cost-effective for Foodbank to manage food distribution to some regional and remote areas (e.g. the Kimberley) from its Perth branch.
- *Year of Commencement:* The majority (62.5%) of schools in the SBP sample had participated in the SBP for more than 5 years. Only 6 schools (3.8%) had newly joined the program in 2015.

Figure 2.1 provides a frequency distribution of the SBP sample according to size of total student population. The average size was 323 (rounded), but 40 schools (25%) had fewer than 100 students and 5 schools had over 1,000 students.

Within DRD regions, Peel and Pilbara had the largest average student populations of around 470, while Goldfields-Esperance and Kimberley had the smallest averages (170 and 111, respectively).

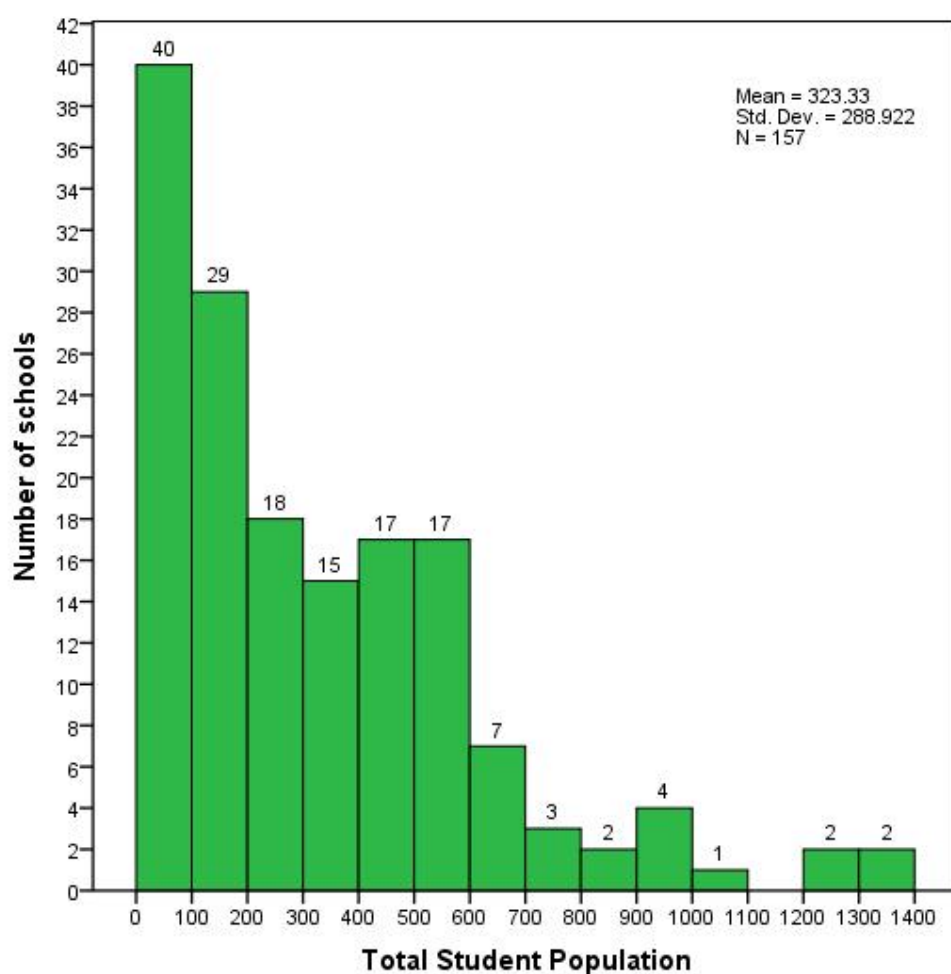


Figure 2.1: Distribution of SBP sample schools by total student population

Figures 2.2 and 2.3 (p. 10) show the distribution of the SBP sample according to their score and decile rank, respectively, on the Index of Community Socio-Educational Advantage (ICSEA). Please note that schools or institutions which draw from diverse locations and communities (such as education support centres) may not have an assigned ICSEA value or decile rank.

More than 40% of the SBP sample have ICSEA scores of between 950 and 1050 - just above or below the ICSEA average of 1000. A further 25% had scores between 900 and 950. One school was severely disadvantaged with an ICSEA value of less than 450.

Decile ranks (where 10 represents the lowest 10% of the population) are a more important indicator for the purposes of the SBP. Schools with an ICSEA decile of 6-10 automatically qualify for access to SBP funding and participation. Schools with ICSEA decile ranks of 1-5 are required to provide more substantial reasons or evidence of the need for the SBP in their school.

Figure 2.3 clearly shows that the majority (82%) of schools are within the 6-10 decile range. Based on comments provided in response to particular survey questions, it is evident that schools with higher decile ranks still have small but significant groups of disadvantaged students, including those affected by family breakdown, family violence, or where parents/carers are struggling financially due to unemployment.

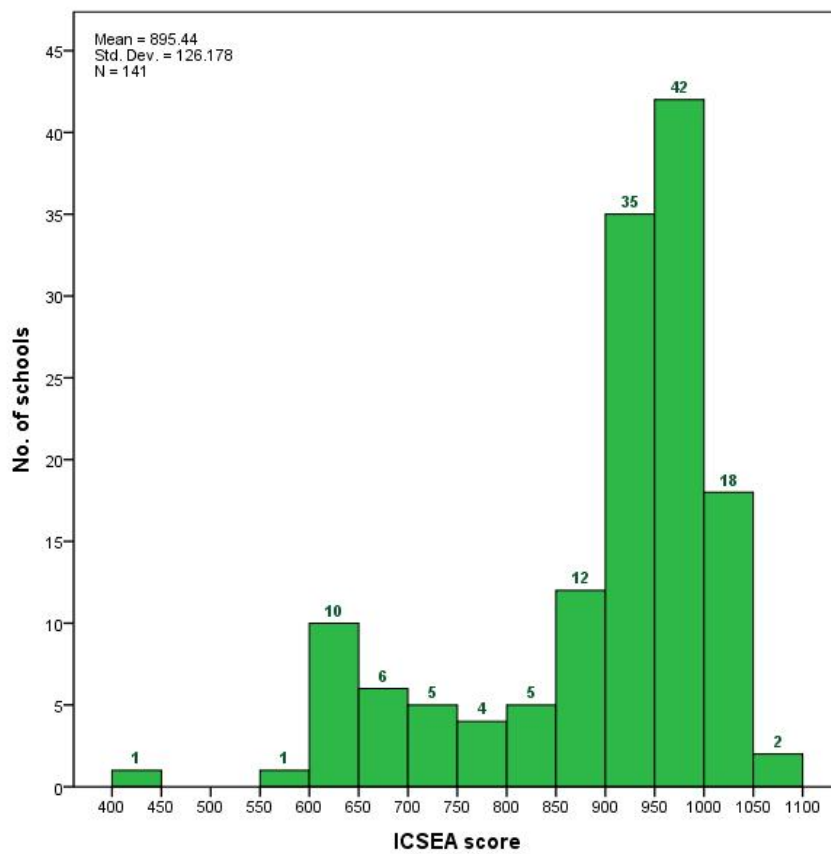


Figure 2.2: Distribution of SBP sample by ICSEA score

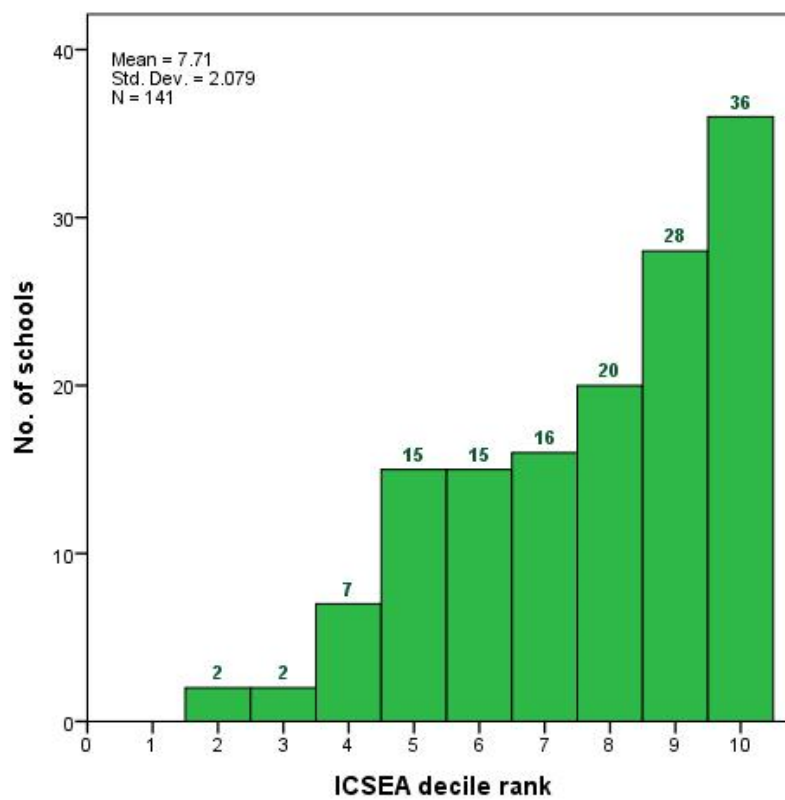


Figure 2.3: Distribution of SBP sample by ICSEA decile rank

Within the SBP sample, the level of disadvantage progressively increased for schools based further away from metropolitan or regional hubs. One-way analysis of variance (ANOVA) performed on decile ranks showed a significant effect for geolocation ($F(3, 137) = 17.218, p < .005$), where the mean for each group was as follows: metropolitan = 6.9, provincial = 7.4; remote = 8.6; very remote = 10. In regional areas, Kimberley had the lowest average decile (10), followed by Mid West (9.4), Goldfields-Esperance (8.6), Pilbara (8.2), Wheatbelt (7.9), Peel (7.3), and Great Southern (7.0). South West and Perth both had average decile ranks of 6.9.

Proportion of Students Accessing the SBP

Schools were asked to provide details about the total number of students that access the SBP. This, together with total student enrolments, enabled us to calculate the proportions of students that access the SBP. Figure 2.4 shows the average percentage of students accessing the SBP according to geolocation and DRD region. (The column labels show rounded percentages.) In light of the relative levels of advantage/disadvantage previously reported in terms of ICSEA decile ranks, it is interesting that the average proportion of students accessing the SBP in remote geolocation schools was lower than for provincial schools. This is most likely because, as the smallest group, it is more sensitive to extreme scores. For example, all five Pilbara schools are classified as remote, yet the average percentage of students accessing the SBP was only 6% (as shown in Figure 2.4), with individual percentages ranging from only 2.9-8.2%

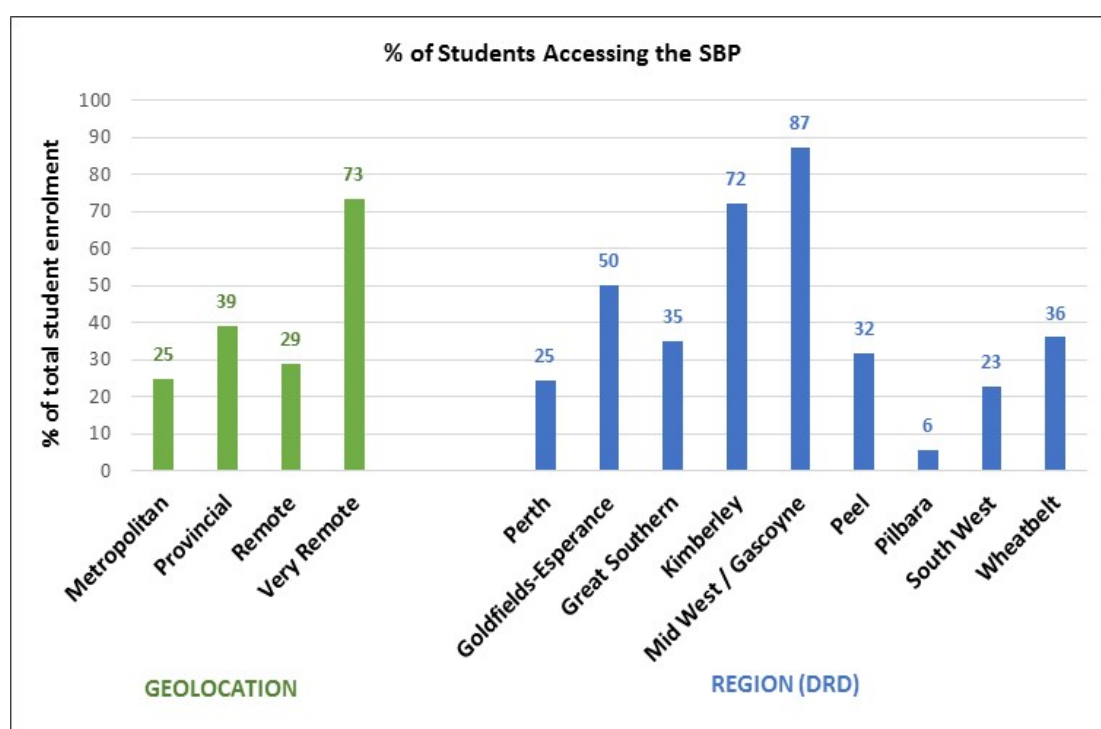


Figure 2.4: Average percentage of student population that accessed the SBP in 2015, by geolocation and DRD region

Representation of ATSI Students in SBPs

Schools were also asked to report the number of Aboriginal and Torres Strait Islander (ATSI) students that access their SBP. Figure 2.5 shows the average percentage of ATSI SBP students according to geolocation and DRD region. As would be expected, high proportions of SBP students in remote and very remote regions

are of ATSI background (71% and 97%, respectively), with the Kimberley region having the highest representation (99%).

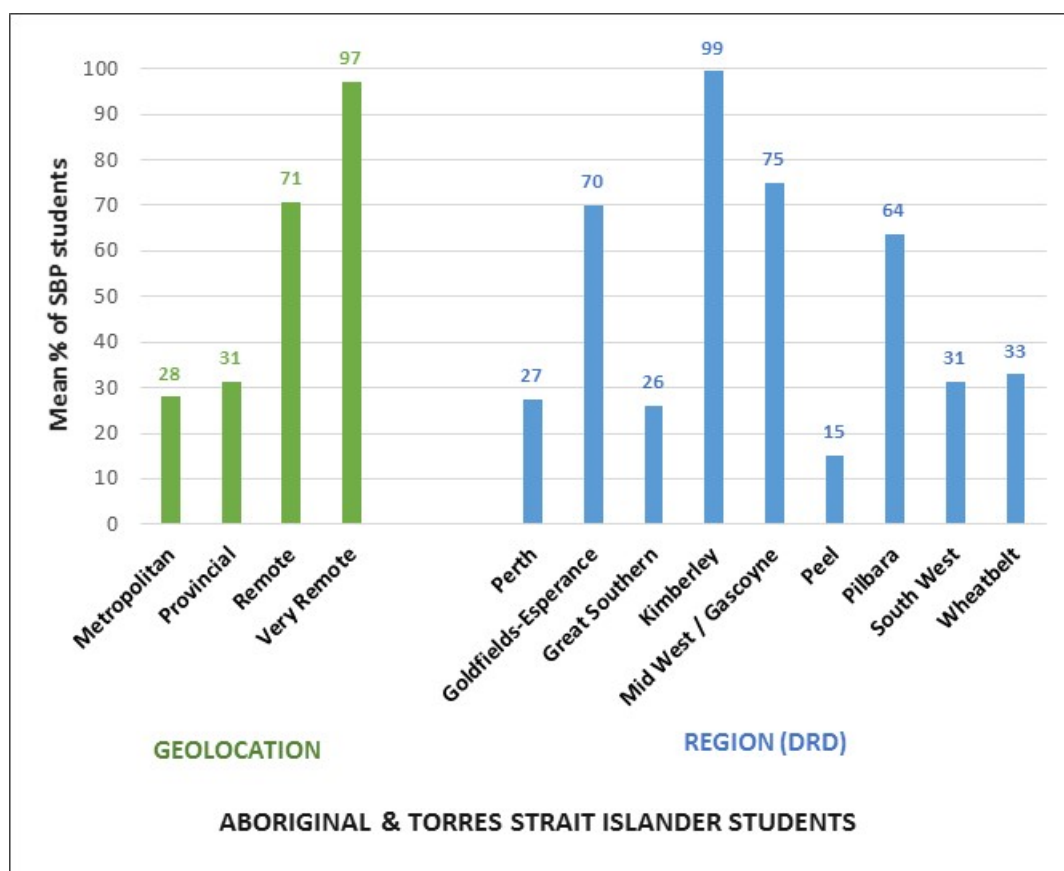


Figure 2.5: Mean percentage (rounded) of SBP students from Aboriginal or Torres Strait Islander (ATSI) backgrounds by geolocation and DRD region (SBP sample only)

2.2 Representativeness of the 2015 Survey Sample

Given that only 38% of SBP schools responded to the survey, there were legitimate concerns that the survey sample may not be representative of the SBP population. Hence, the distribution of the SBP sample was compared to the SBP population on several key characteristics, including .geolocation, DRD region, funding source, ICSEA, student population, and numbers and proportions of students accessing the SBP. Graphical representations of the SBP sample and SBP population distributions showed close similarity. The results of statistical tests (Chi square goodness of fit test and one-sample t-test) confirmed there were no significant differences between the two distributions. We are therefore confident that the SBP sample is an adequate representation of the SBP population. (The graphs and statistical test results are provided in Appendix C.)

2.3 Role of the Survey Respondents

The position or role of the individuals who complete the SBP survey on behalf of their school is of some significance – both in terms of who schools appoint to run or oversee their SBP and the respondents' depth and breadth of level of knowledge about the SBP. Survey respondents were therefore asked to indicate their

role or position within their school or institution, and whether or not they were the nominated SBP Coordinator for their school.

More than two-thirds (69%) of respondents were the nominated SBP Coordinator. Of these, almost a third were also the Principal of the school. Other school roles/positions that were prevalent among the nominated SBP Coordinators were Deputy Principal, School Chaplain and Program Coordinator. The latter included titles such as 'Wellbeing Coordinator', 'Healthy School Coordinator', 'SAER Coordinator'. As shown in Figure 2.6, respondents who were *not* the nominated SBP Coordinator (blue columns) were mainly Principals.

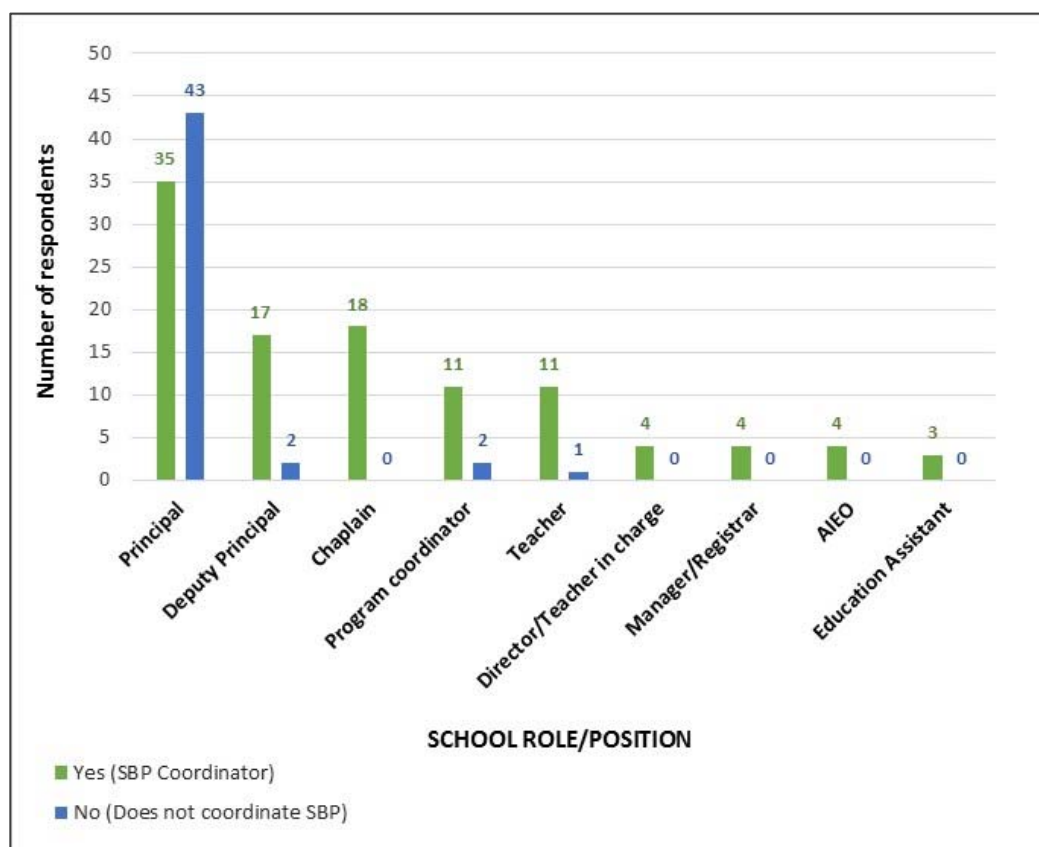


Figure 2.6: School role/position of respondents, by SBP Coordinator status

Some differences in survey respondents' roles were evident in terms of the geolocation of schools. As might be expected, in very remote schools (which are typically smaller) the Principal was more likely to hold the dual role of SBP Coordinator as compared to remote, provincial or metropolitan schools (i.e. 67% of SBP Coordinators vs. 33%, 35% and 16%, respectively). This is also reflected in Figure 2.7 which provides a breakdown of all survey respondents' school role/position by geolocation.

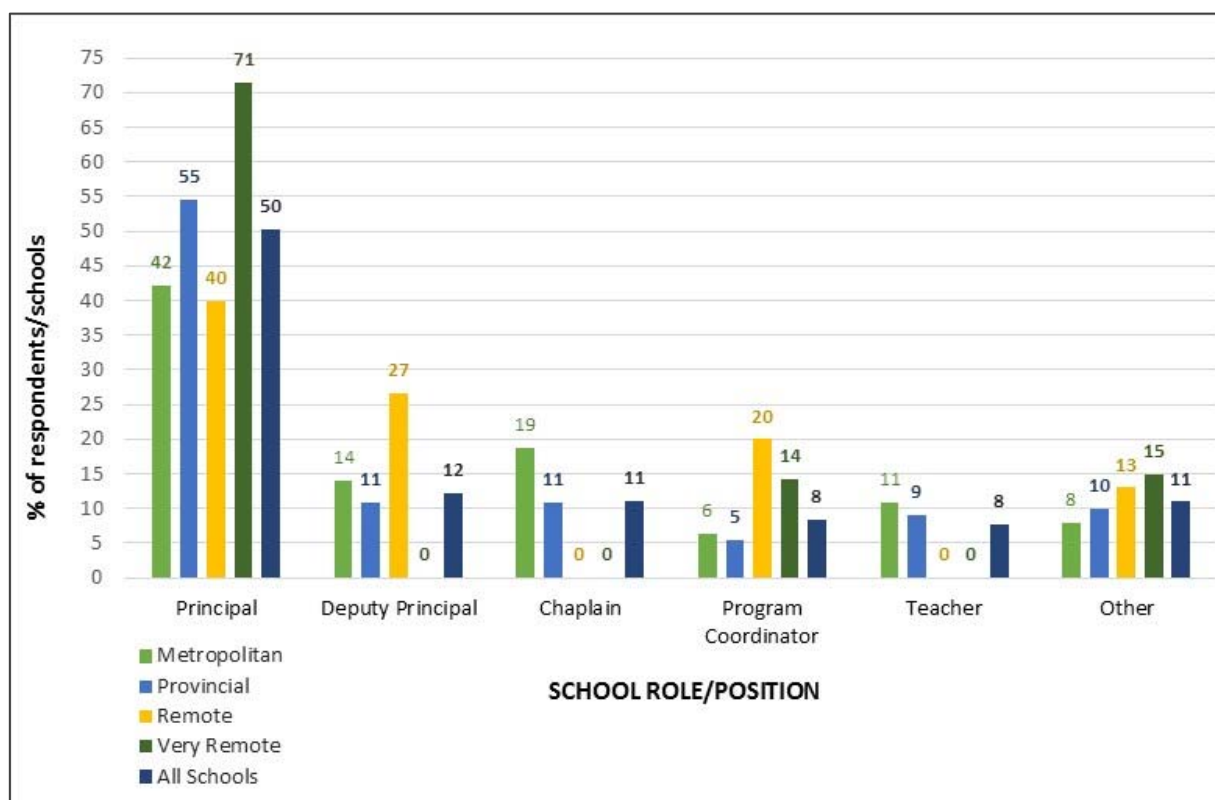


Figure 2.7: School role/position¹ of respondents by geolocation (per cent)

¹ The four smallest categories ('Director/Teacher in Charge', 'Manager/Registrar', 'AIEO', and 'Education Assistant') have been combined into 'Other'.

Non-SBP Coordinators' description of their involvement with the SBP

Respondents who were *not* the nominated SBP Coordinator for their school were asked to describe their involvement with the program. Many, especially Principals, were line managers for the SBP Coordinator or provided other support for the operation of the SBP. For example:

Principals

Overview, induction of new chaplain coordinators, and PR in relation to the weekly volunteers. High level overview of the social, and interpersonal/welfare risks exhibited by students and how these are both monitored and managed. (DoE/DoH, Metropolitan)

Provide support to our school chaplain, who coordinates the program, visit students and provide additional support when required. (DoE/DoH, Metropolitan)

Lead school participation and work collaboratively with coordinators for effective use of program (DoE/DoH, Metropolitan)

Making the community aware that we have this program (RfR, Provincial)

Promoter within the community; encourager within the school; and a regular visitor to the program venue when in operation. (DoE/DoH, Provincial)

I liaise with staff including the registrar who is the coordinator to man and deliver breakfast and additional food supplies as needed to the students. (RfR, Remote)

As Principal of the school, I oversee the program and its operation within our context. (DoE/DoH, Very Remote)

Other Roles (DP, Teacher, Coordinator)

Pastoral care manager (Deputy Principal - DoE/DoH, Metropolitan)

Helping serve students breakfast approximately 4 times per term on a Monday morning. (Teacher, RfR, Provincial)

Line Manager for the School Chaplain who is the School Breakfast Coordinator. Our School Chaplain is currently on leave. (Program Coordinator, DoE/DoH, Remote)

Training Director for two campuses facilities. Responsible for the overall programming and delivery of training including support services (breakfast program, crèche, student services). (Program Coordinator, DoE/DoH, Remote)

The following section presents information about the scope and frequency of breakfast provision in schools.

3. SBP Operational Characteristics

3.1 Frequency of SBP Operation

Weekly-Basis SBPs

Schools were asked to report how often they operate their SBP – whether it is on a weekly basis and on which days of the week it operates. Overall, 95% of the sample schools operated their SBPs on a weekly basis, with the majority operating them every day of the week.

A breakdown of the weekly basis SBP schools is provided in Table 3.1. Given the increased levels of disadvantage among remote and very remote schools, it is not surprising they were more likely to operate their SBPs five days per week (73% and 100%, respectively). Notably, sample schools from DRD regions with the lowest average decile ranks were more likely to operate their SBP every day (67-100%), with all schools in Kimberley and Pilbara regions reporting they did so.

Table 3.1: Weekly-basis SBPs¹: Distribution of schools providing breakfasts from 1-5 days per week, by geolocation and DRD region

	Percentage of schools providing breakfast					TOTAL	
	5 days	4 days	3 days	2 days	1 day	n	% ²
GEOLOCATION							
Metropolitan	46	10	15	18	12	61	95
Provincial	39	8	12	29	12	51	93
Remote	73	-	7	7	13	15	100
Very Remote	100	-	-	-	-	20	95
DRD REGION							
Perth	45	10	14	18	13	62	94
Goldfields-Esperance	69	-	-	23	8	13	93
Great Southern	20	20	-	20	40	5	100
Kimberley	100	-	-	-	-	14	100
Mid West / Gascoyne	67	11		22	-	9	82
Peel	29	-	29	43	-	7	100
Pilbara	100	-	-	-	-	5	100
South West	40	13	13	27	7	15	100
Wheatbelt	47	-	18	18	18	17	94

¹ Weekly basis: n = 147

² Total n = 155

Days on which Weekly-Basis SBPs Operate

As shown in Table 3.2, for schools that operate their SBP 4 days per week, Friday was the least popular day. Schools that operated 3 days per week favoured Monday, Wednesday and Friday, while Tuesday and Thursday were the most popular days for SBPs that operated on 1 or 2 days per week.

Table 3.2: Weekly-basis SBPs: Days on which school breakfasts are provided

SBP Day	Number of days per week SBP offered					TOTAL SCHOOLS (n)
	5 days %	4 days %	3 days %	2 days %	1 day %	
Monday	100	90	88	22	0	(108)
Tuesday	100	90	19	56	33	(111)
Wednesday	100	100	100	30	7	(114)
Thursday	100	100	13	67	33	(114)
Friday	100	20	81	26	27	(105)
TOTAL SCHOOLS (n)	(79)	(10)	(16)	(27)	(15)	(147)

3.2 Number of Breakfasts Provided (Weekly-Basis)

When schools register for the SBP at the beginning of the year (or end of previous year), they are asked to 'predict' how many days per week they expect to provide breakfasts and for how many students. This data has been accessed from the Foodbank's SBP registration databank and compared with the numbers of breakfasts that schools actually reported delivering to students during 2015.

Table 3.3 sets out the 'predicted' versus 'actual' breakfasts provided by the SBP sample schools (that operated on a weekly-basis). It shows the total number of breakfasts provided by all schools in each geolocation and DRD region, along with the average number provided per week per school, and the average number provided per day per school. In total, the SBP sample schools reported providing close to 16,000 breakfasts per week. This was substantially lower than the predicted number of well over 18,000 breakfasts. (Paired samples *t*-test showed a significance difference between predicted and actual: $t(144) = 2.1, p = .037$). No significant difference was found between the number of days the SBP was operated ($t(144) = 1.35, p = .178$).

Of the DRD regions (excluding Perth), schools in the Wheatbelt provided the most breakfasts, followed by South West and Kimberley. This partly reflects the number of sample schools located in these regions, but also the proportion of student populations accessing the SBP.

Table 3.3: Weekly basis SBPs¹: Number of breakfasts provided, by geolocation and DRD region

	Breakfasts Provided					
	Total no. per week (all schools)		Average no. per week per school ²		Average no. per day per school ²	
	Predicted ³ n	Actual ⁴ n	Predicted X	Actual \bar{X}	Predicted \bar{X}	Actual \bar{X}
GEOLOCATION						
Metropolitan	7,386	6,777	125	115	25	23
Provincial	7,220	5,839	142	114	28	23
Remote	1,407	1,074	94	72	19	14
Very Remote	2,601	2,158	130	108	26	22
DRD REGION						
Perth	7,436	6,802	124	113	25	23
Goldfields-Esperance	1,613	1,311	124	101	25	20
Great Southern	350	549	70	110	14	22
Kimberley	1,951	1,605	139	115	28	23
Mid West / Gascoyne	933	913	187	183	21	20
Peel	1,620	904	231	129	46	26
Pilbara	635	392	127	78	25	16
South West	2,014	1,606	134	107	27	21
Wheatbelt	2,062	1,766	121	104	24	21
ALL SCHOOLS	18,614	15,848	128	109	26	22

¹ n = 145² Rounded to whole number³ Data derived from Foodbank WA database⁴ Data derived directly from survey responses

Figure 3.1 shows the distribution of schools according to the number of breakfasts provided per week. The greatest number of schools provide 25-49 breakfasts (27 schools, 18%) or 50-74 breakfasts (25 schools, 17%) per week. At the extreme end, 4 schools reported serving 425 or more breakfasts per week.

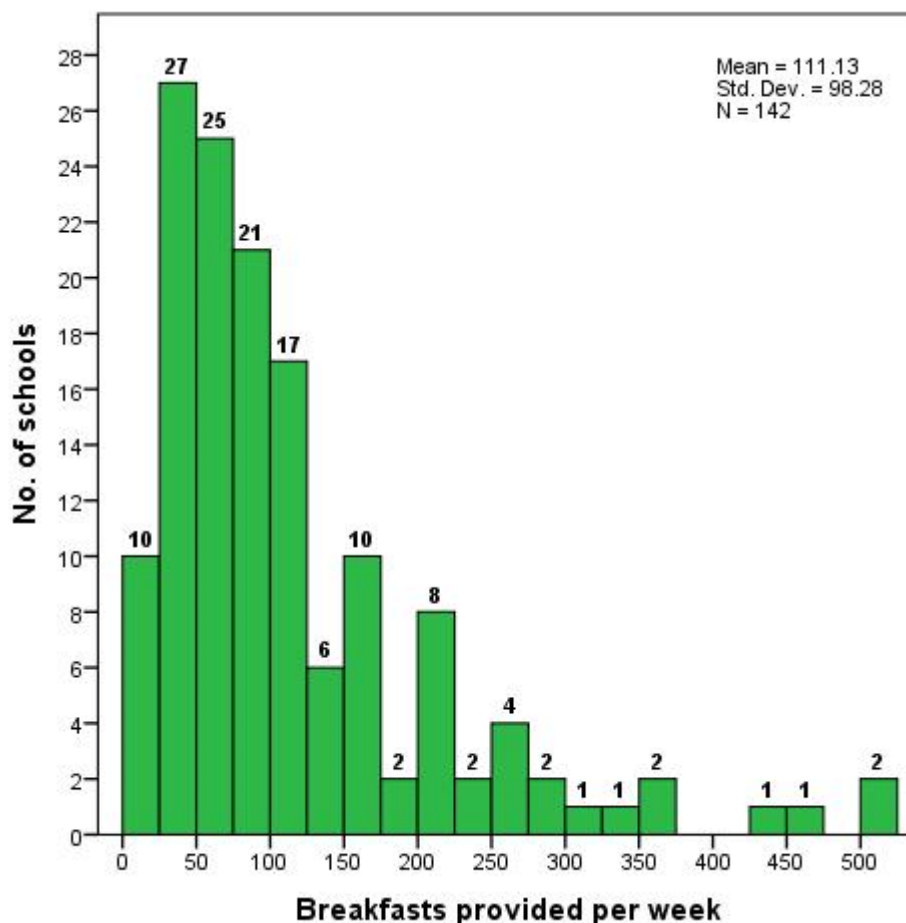


Figure 3.1: Weekly-basis SBPs: Distribution of schools by number of breakfasts provided per week

3.3 Non-Weekly SBPs

Only 8 of the sample schools reported they ran their SBP on other than a weekly basis. Of these, one metropolitan school ran the program one day per month (Wednesday), with an average of 80 breakfasts provided, while a provincial school ran their program every Thursday during Term 3 only with an average of 70 breakfasts provided. The remaining 6 schools (2 metropolitan, 3 provincial and 1 very remote) operated on an 'as needed' basis. For example:

Operates as available breakfast option for those students in need. Also operates emergency recesses and lunches. (DoE/DoH, Metropolitan)

When children come to school without breakfast or lunch and whole school healthy eating events. (DoE/DoH, Metropolitan)

On a needs basis. If children come with having had breakfast or have not brought their lunch we are always ready to provide it. (DoE/DoH, Provincial)

As required - very small school - feed students as the need arises (DoE/DoH, Very Remote)

3.4 Emergency and Other Meals

A very high proportion of the SBP sample (90%, 140 schools) reported providing emergency lunches or other meals using SBP products during 2015. As shown in Table 3.4, lunch or recess/morning tea for students were most commonly provided, but food parcels and take home snacks for students and their families were also common (50 schools).

Table 3.4: Provision of emergency or other meals using SBP products

Type of Meal	n	% ¹
Recess/morning tea	103	65.6
Lunch	128	81.5
Food parcels/take home snacks	50	29.3
Fruit (inc. Crunch & Sip)	8	5.1
Breakfast (non SBP days)	3	1.3
Breakfast for AIEOs/school helpers	2	1.3
Other ²	2	1.3

¹ Per cent of total SBP sample, where n = 157

² Dinner with At Risk families; Special whole school healthy eating days

All but one of the schools described the reasons for providing emergency or other meals. It is clear from these responses that SBP schools see the importance of supporting students, and their families, beyond the provision of breakfast. Several provide lunch as a matter of course, rather than just for emergency purposes. The benefit of providing food beyond assuaging hunger was flagged by one metropolitan school who saw it as a way of “engaging community and parents. Food is a good way to bring everyone together”.

Schools’ responses regarding provision of emergency meals were analysed and categorised according to the key issues that were specifically noted, rather than just implied. These are presented below with indicative examples.

Hunger / students attend school with no food (55%)

Students had not eaten at home or had not brought food with them (DoE/DoH, Metropolitan)

Parents don't send food with their children (DoE/DoH, Metropolitan)

Children did not have these provided for. (DoE/DoH, Provincial)

Generally students who attend with no food or have no food at home. (DoE/DoH, Provincial)

Families have no food in the home and students are hungry - often only having food provided at school by the school. In order for students to learn they need to be fed first. (DoE/DoH, Provincial)

Students attend school with no access to food in their homes. Combined with the food bank ingredients plus the school funds and \$10 per week (parents send in not very regular though) we provide students with a cooked lunch each day as well breakfast and morning tea. (RfR, Very Remote)

Family circumstances: Disadvantage or family dysfunction (e.g. substance abuse, domestic violence, homelessness, overcrowded housing) (25%)

Conversations in Student Services reveal that the student hasn't eaten or has no food available. Housing insecurity & couch surfing. (DoE/DoH, Metropolitan)

Lack of family funds, homeless due to incidents at home, sensitive family situations circumventing students asking parents, such as violence in the home (DoE/DoH, Metropolitan)

Financial hardship, parent mental illness, resulting in no food available for meals (DoE/DoH, Provincial)

Low socio economic families, student homelessness, students coming to school with no food or money, trying to provide healthier options for students. (DoE/DoH, Provincial)

...Family in crisis e.g. drugs, domestic violence. (DoE/DoH, Provincial)

...we provide lunch to every child who has attended school. The community still believe that breakfast should be the responsibility of the parent so our breakfast program is optional and for emergency purposes. We have also sent home breakfast packs to support the parents of the community, especially when there is a lot of children under one roof. (DoE/DoH, Very Remote)

Family circumstances: Financial hardship / budgeting / next pay day (27%)

Students were not provided with food as their families were not in a position to supply food to their children at certain times due to lack of or mismanagement of funds. (DoE/DoH, Metropolitan)

Family financially vulnerable (DoE/DoH, Metropolitan)

Finances or refugee background (DoE/DoH, Metropolitan)

No food at home, Payday is later in the week so students have no money to buy lunch (RfR, Provincial)

Families low on food, waiting for next pay day. Older siblings got in first. Low income, sometimes they do forget. (RfR, Provincial)

Parents not providing lunches due to lack of money or food in the house. Student not have enough food provided and eating it all for recess. (RfR, Provincial)

Poverty and food insecurity (RfR, Remote)

...Extreme costs in shopping at store in Aboriginal community. Family poverty. Crisis assistance. Seasonal difficulties in the Wet. Family breakdown (DoE/DoH, Very Remote)

They do not have enough to eat - they do not work, they never have enough money - they have lots of relatives visit - kids come and go from different communities and need feeding when they are here - kids come to stay with relatives and their parents don't leave money for them to be fed (RfR, Very Remote)

3.5 School-Based Changes/Improvements to SBP

70 schools or 44.6% of the sample indicated they had made changes/improvements to their SBP during 2015, and all but one provided some details. The types of changes identified fell into three broad categories: food products, operational changes, and staffing/voluntary support. As shown in Figure 3.2, the most cited change was improvement to the range or quantity of food products provided.

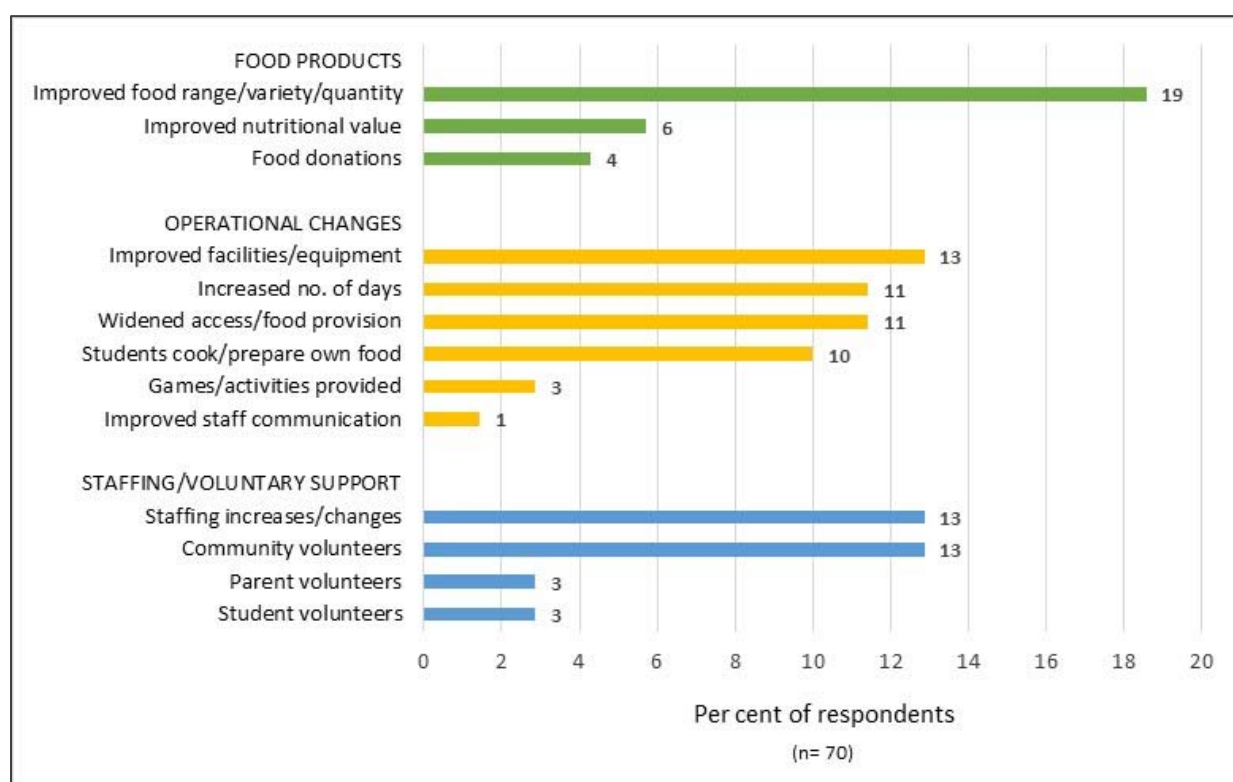


Figure 3.2: Changes or improvements made by schools to their School Breakfast Program during 2015, per cent (where n = 70)

Some indicative examples of changes/improvements reported by schools are provided below according to the broad and specific categories shown in Figure 3.2.

FOOD PRODUCTS

Improved range/variety/quantity

The variety of food provided. We are trialling the incorporation of healthy foods other than toast and fruit. E.g. Smoothies, eggy bread, beans in toast pockets. (DoE/DoH, Metropolitan)

We have increased the amount of food available to the students. We are currently in the planning stages of offering a larger variety of foods to the students (DoE/DoH, Metropolitan)

Additional fresh fruit; bread for toast; home-made jam; Vegemite; margarine (DoE/DoH, Provincial)

Offer toasted sandwiches, juice and milo as an addition to last year. Exposure to different types of fruits when able to source. (RfR, Provincial)

Added choice of hot breakfast - spaghetti or baked beans and warm weetbix (DoE/DoH, Remote)

Breakfast and lunch menus changed daily according to needs. Introduction of carbohydrate from breakfast included in morning tea as well as fruit and drink to stimulate activity. Focused attention on menu for Mondays as children 'top up' after weekend when food supply may have been scarce. (DoE/DoH, Very Remote)

Improved nutritional value

The school has begun to purchase more legume/lentils, eggs and meat/chicken to try and move away from giving students meals full in carbs. (RfR, Very Remote)

... We have bought food out of the school budget so they learn to eat salads, open sandwiches with salad, vegetables - raw and cooked. I want the kids to be able to recognise and name a wide variety of fruit and vegetables and to know how to cook them/serve them. Diabetes is rife here so we want to get away from bread/sandwiches all the time. Also, the kids have had the same food provided by Foodbank for years so they need a change. (RfR, Very Remote)

OPERATIONAL CHANGES

Improved facilities/equipment

Specific storage area for food and microwave provided plus specific room to use. (DoE/DoH, Metropolitan)

Newer facilities for students to eat their meals. (DoE/DoH, Metropolitan)

Change in location to the centre area of school with some new equipment also. (RfR, Provincial)

New venue for preparing the breakfast program (DoE/DoH, Provincial)

Increased number of days

Open for two additional days. (DoE/DoH, Metropolitan)

Increased the number of days breakfast is provided especially if we know students have not had anything even on a 'non' breakfast club day. (RfR, Remote)

Operation went from 1 day a week to 5 days a week. (RfR, Remote)

Widened access/food provision

As a new Principal (arrived August 2014) in this School I have begun moving the emphasis of the program from feeding the children of families who cannot to providing food for children who are hungry. I call this "The Second Breakfast Club" and have been focusing on our bus students, many of whom spent up to 90 mins on a school bus and so will have eaten at 6:00 am. We now discuss the impact being hungry has on a student's ability to engage with the lessons and collectively we look at the role food plays for all students, not the historically 'needy' child. The demographic has now changed to be much more representative of our community. (DoE/DoH, Provincial)

Students cook/prepare own food

Invite the whole school to model healthy breakfast options and to develop basic life skills (food preparation, cleaning, set-up) for senior students. (DoE/DoH, Metropolitan)

...more students are allowed to access food by making their own meals. A skill they need to be self-sufficient. (DoE/DoH, Metropolitan)

We are making the students become more involved and responsible for the preparation of their meal so they are learning some skills as well. (DoE/DoH, Metropolitan)

Use the program to promote healthy lifestyle i.e. washing hands, washing dishes and also teaching how to use a knife and fork in preparation for boarding school. (RfR, Very Remote)

STAFFING/VOLUNTARY SUPPORT**Staffing increases/changes**

In the second half of the year we have used ROSLA [raising of school leaving age] money to employ a person to cook and serve. In the past school EAs and Youth workers had been responsible. (DoE/DoH, Metropolitan)

New chaplain. It is envisaged that the new chaplain will re-establish the sense of communal breakfast and social gathering within the Breakfast club. (DoE/DoH, Metropolitan)

Staff involved through a roster system. (RfR, Remote)

Community volunteers

Extra support from Curtin University students/staff members and other volunteers who have been committed to the program. (DoE/DoH, Metropolitan).

Support from local community groups to help prepare, cook and serve. (DoE/DoH, Metropolitan)

School Breakfast program has through good fortune secured a volunteer who is consistent and enthusiastic. (DoE/DoH, Remote)

The following section provides information about the products schools provide for their breakfast programs, their level of satisfaction with the quality and selection of products offered by Foodbank WA, and the extent to which schools integrate Foodbank products and resources with other school programs or classroom activities.

4. School Breakfast Program Product

4.1 Product Types

Two categories of product are available to schools through the School Breakfast Program: core (non-perishable) products and perishable products. *Core products* include canned fruit in natural juice, wheat biscuits (cereal), vegemite, canned spaghetti, baked beans, oats and UHT milk. Remote schools can also access 100% unsweetened UHT juice. Supply of core products to schools is guaranteed. *Perishable products* include fresh bread, fresh milk, yoghurt, fresh fruit and fresh vegetables, but are subject to availability.

4.2 Products Provided by Schools

Core Products

Figure 4.1 shows the number of schools that provided core products according to geolocation. Totals for all schools combined are also provided. UHT milk is the most commonly provided core product, followed by vegemite and canned spaghetti. Oats were the least popular product, and some schools commented that they have stopped ordering it because their students don't like porridge. The number of schools that provided 100% unsweetened UHT juice was relatively low because it can only be ordered by those located in the outer regional or remote areas.

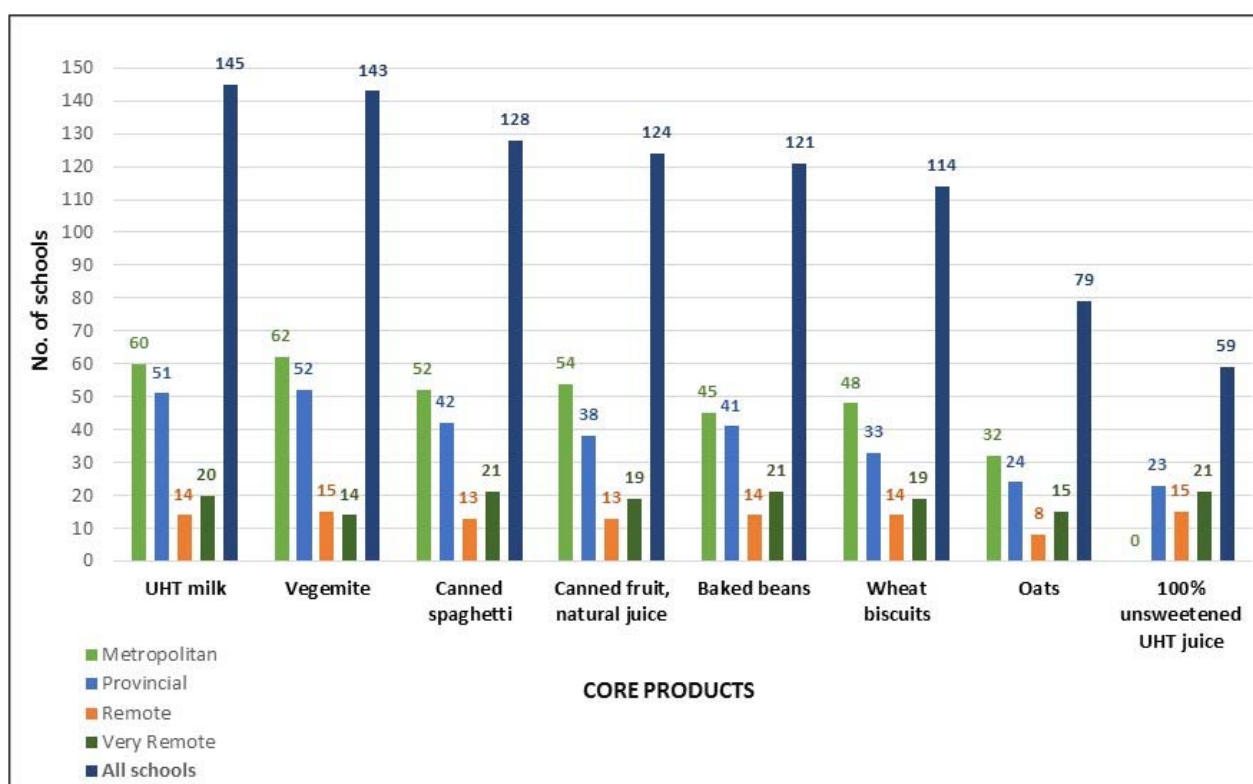


Figure 4.1: Number of schools that provided Foodbank core products, by geolocation

Figure 4.2 shows the proportion of schools in each geolocation that provided core products. Canned products (spaghetti, fruit, baked beans), wheat biscuits and oats were more popular in the very remote locations, but vegemite much less popular – perhaps because these schools have less access to regular or reliable supplies of bread. The more extreme variation in provision of 100% unsweetened UHT juice reflects the fact that Foodbank can only supply this to remote and very remote schools, and some of the more isolated provincial schools.

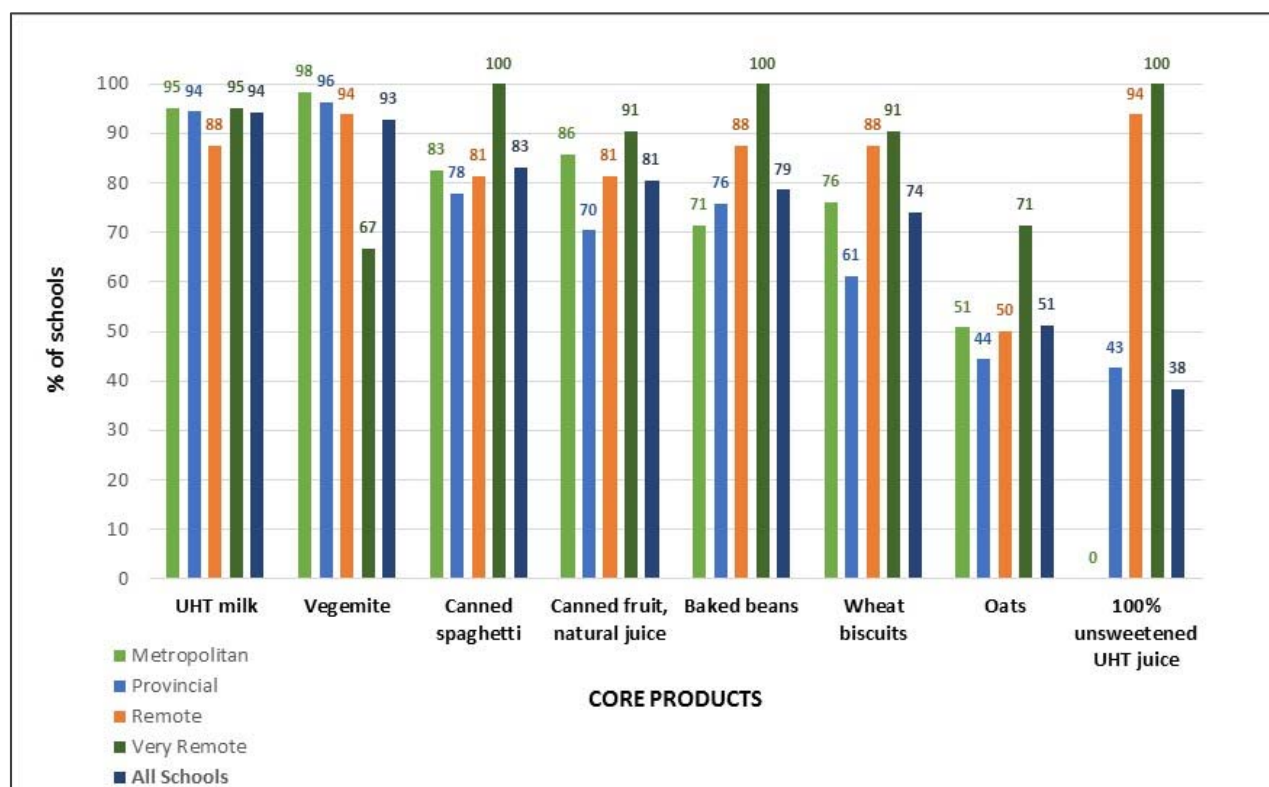


Figure 4.2: Percentage of schools that provided Foodbank core products, by geolocation

Differences in schools' provision of core product by DRD location are depicted in Figures 4.3 and 4.4. Since all Kimberley schools are classified as remote or very remote, it is not surprising that the proportion of products accessed by these schools are very similar to that shown for very remote schools in Figure 4.1. Other DRD regions show greater variability. From comments provided by survey respondents, it is clear that the way in which breakfast products are used does vary considerably. For example, some schools provide cooked breakfasts (and/or lunches) using Foodbank products and ingredients from other sources, while others merely provide cereal and/or toast and vegemite. Future surveys could include a question that elicits more consistent information about schools' breakfast 'menus'.

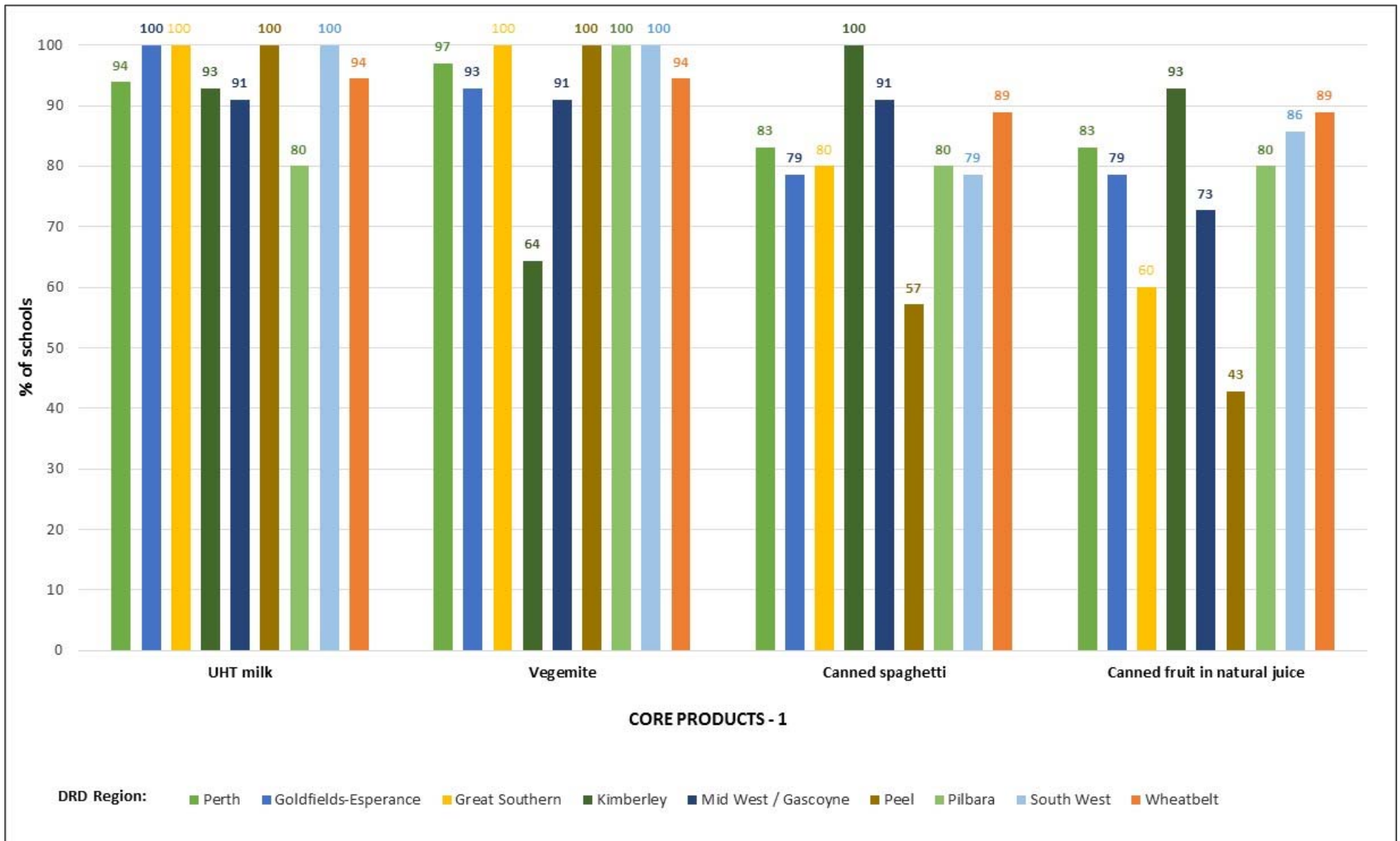


Figure 4.3: Percentage of schools that provided Foodbank core products (UHT milk, vegemite, canned spaghetti, canned fruit in natural juice), by DRD region

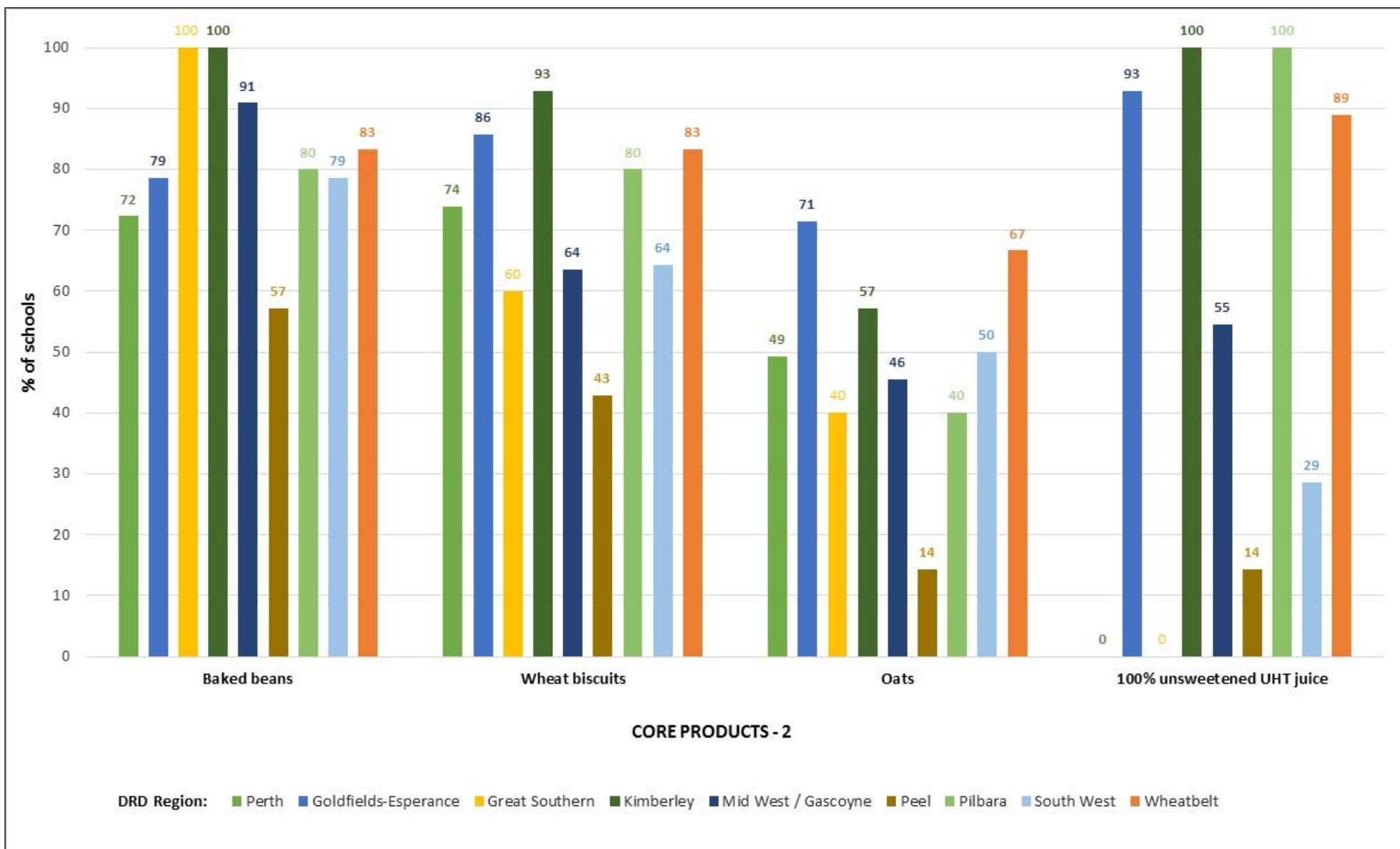


Figure 4.4: Percentage of schools that provided Foodbank core products (baked beans wheat biscuits, oats, 100% unsweetened UHT juice), by DRD region

Perishable Products

Figures 4.5 and 4.6 show the total numbers and proportions (respectively) of schools that provided perishable products, plus a breakdown by geolocation. Figure 4.7 shows the distribution of perishable products by DRD region.

The patterns of provision for perishable products clearly reflect the confounding factor of distance. Foodbank is generally not able to provide these to isolated schools due to storage and transport difficulties: the cost of refrigerated transport is prohibitive and donated perishable products are often relatively close to their use by date. As will be seen in latter sections, limited access to good quality fresh produce was perhaps the most common 'issue' or source of frustration raised by SBP schools. Even though metropolitan schools and those located near one of Foodbank's regional branches can access perishable products, the quality and availability of such products is subject to availability (through donations) and can be variable in quality or have a very limited shelf life.

Fresh bread and fresh fruit were the most commonly provided food items. Apart from their popularity with children, supplies of these foods tend to be more readily available and don't necessarily require refrigeration. In addition to availability issues, the provision of fresh vegetables partly reflects whether or not schools provide cooked breakfasts or lunches that draw on a wider range of ingredients. Also, as discussed in section 4.5 below, schools may use the vegetables (and fruit) for their *Crunch&Sip* program.

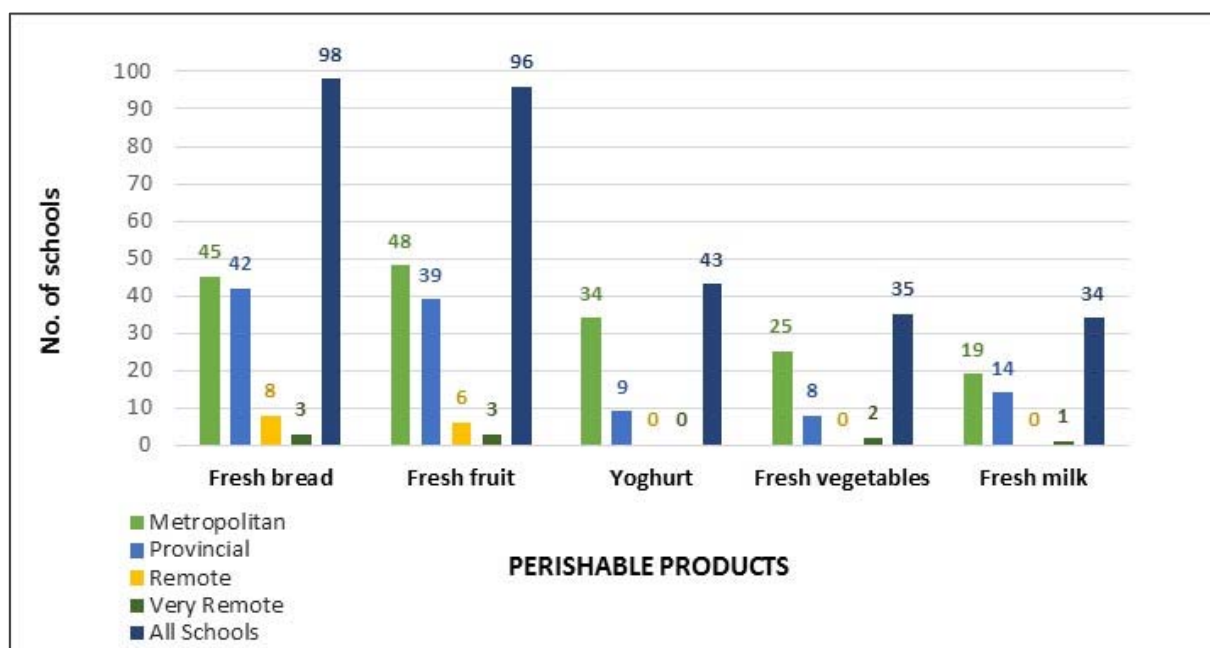


Figure 4.5: Number of schools that provided Foodbank perishable products, by geolocation

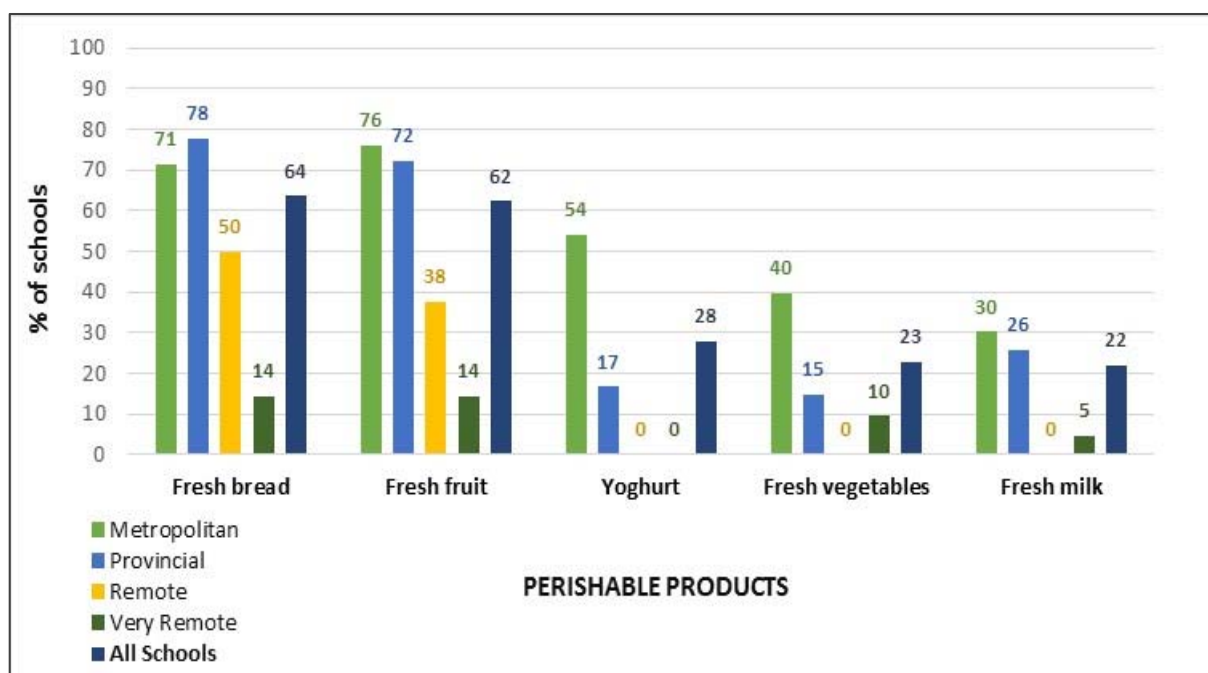


Figure 4.6: Percentage of schools that provided Foodbank perishable products, by geolocation

Figure 4.7 shows that, relative to most other regions, proportionately fewer Perth metropolitan schools accessed fresh bread from Foodbank. This is perhaps a reflection of the finding (reported in Section 8.4) that metropolitan schools have greater access to local bakeries (e.g. Baker's Delight, Brumby's) with whom they can form partnerships to access surplus product.

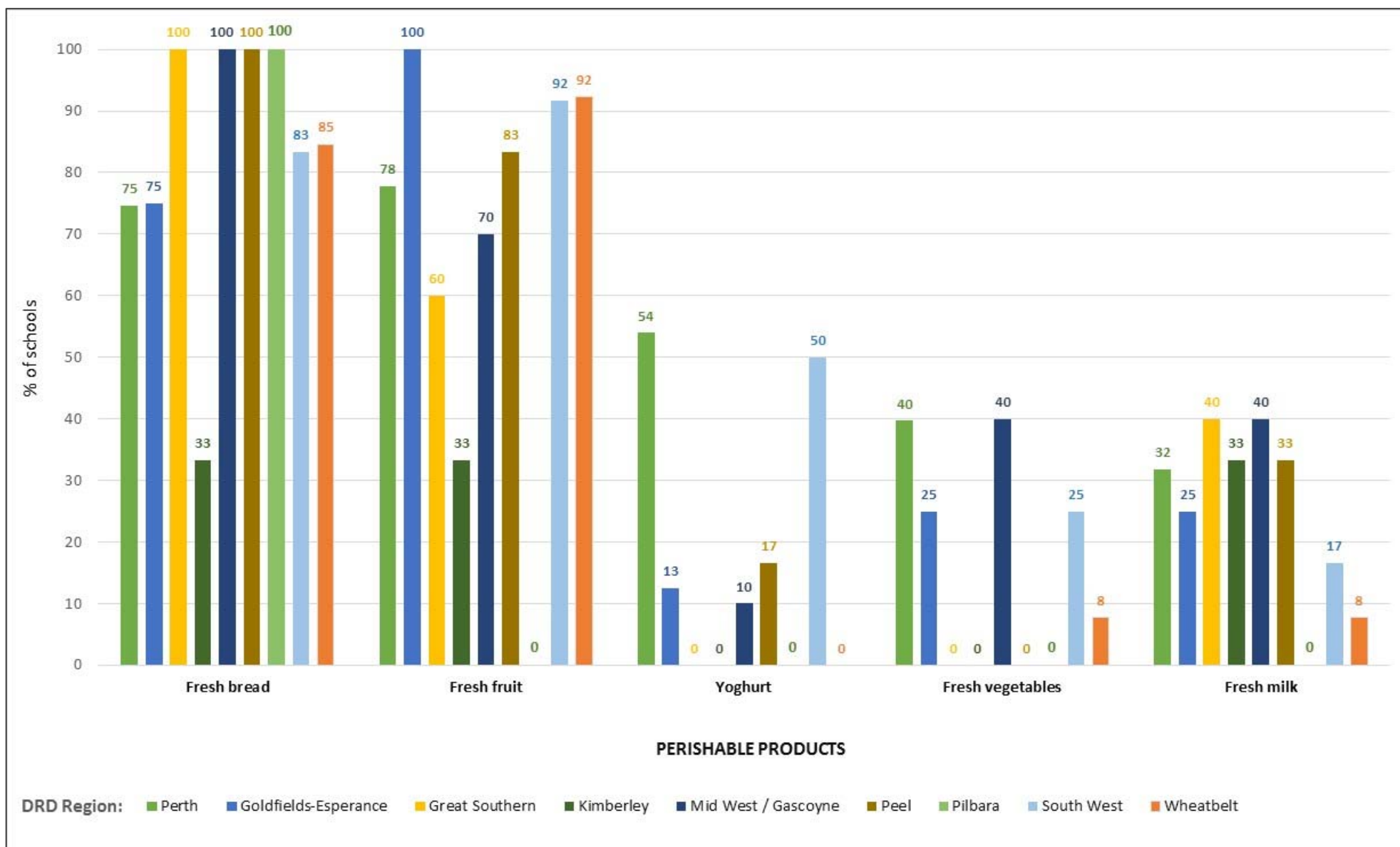


Figure 4.7: Percentage of schools that provided Foodbank perishable products, by DRD region

4.3 Selection and Overall Quality of SBP Products

Schools were asked to rate both the selection (range) and overall quality of Foodbank products using a five point Likert-type item ranging from 'very good' to 'very poor'. They were also invited to comment on the ratings given.

As shown in Figure 4.8, satisfaction levels were very high with more than 90% of schools rating the products as 'very good' or 'good' for both selection and quality. Quality was viewed very favourably with almost 60% of schools rating it as 'very good'.

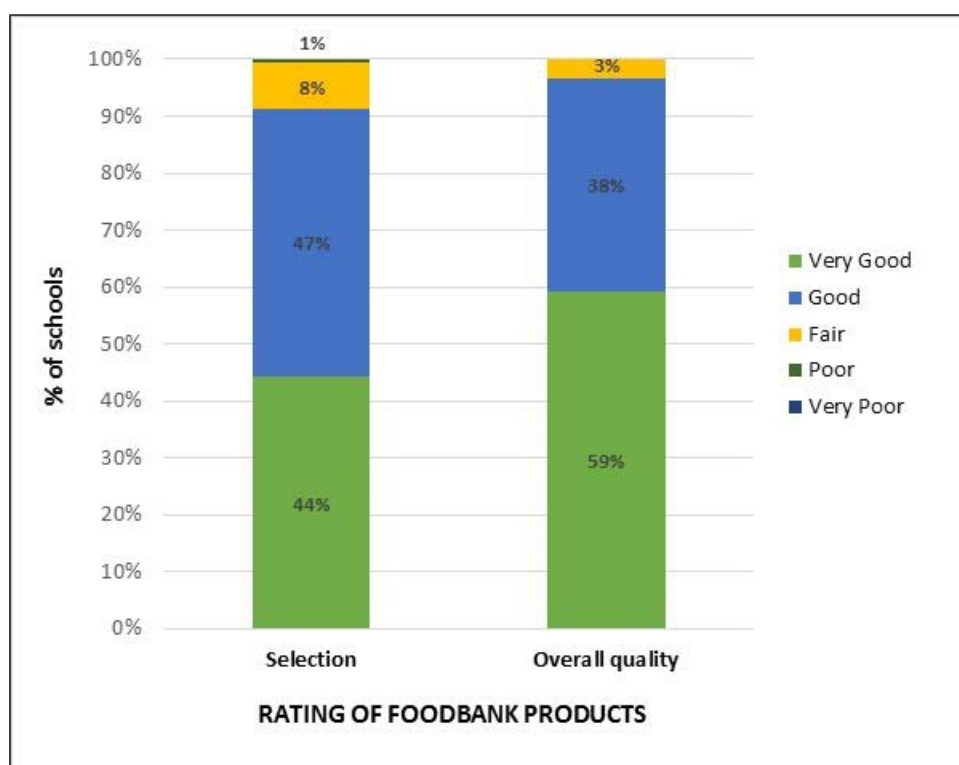


Figure 4.8: Schools' ratings of the selection and overall quality of Foodbank SBP products (per cent)

Regional Comparisons: Selection

Figures 4.9 and 4.10 provide breakdowns by geolocation and DRD region of schools' ratings of the selection of Foodbank products. Although it seems schools in the remote region were less satisfied with the selection (even as compared to very remote schools), the Pearson Chi-square test (appropriate for nominal variables) showed no significant effect of geolocation. The fact that remote and very remote schools have less access to Foodbank perishable product yet still gave relatively positive ratings for selection (with only a very small proportion giving a rating of 'poor') suggests these schools largely accept the realities of their isolation. This is reflected in comments such as:

We are in quite a remote area and appreciated the products that we received. Fresh items would cost far too much in freight. (DoE/DoH, Very Remote)

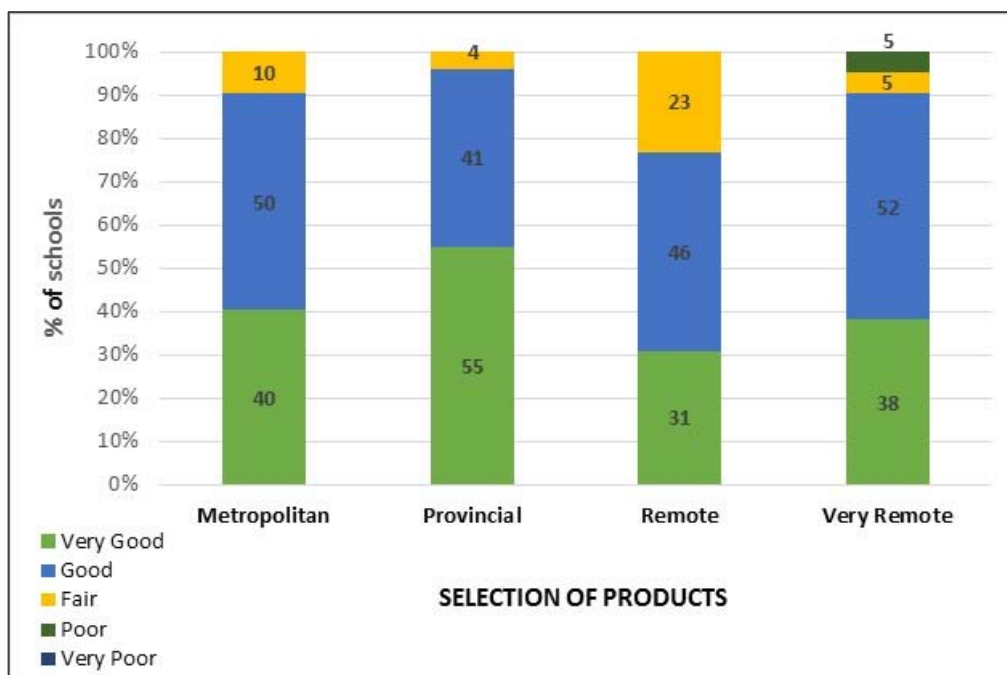


Figure 4.9: Schools' rating of the selection of Foodbank SBP products, by geolocation (per cent)

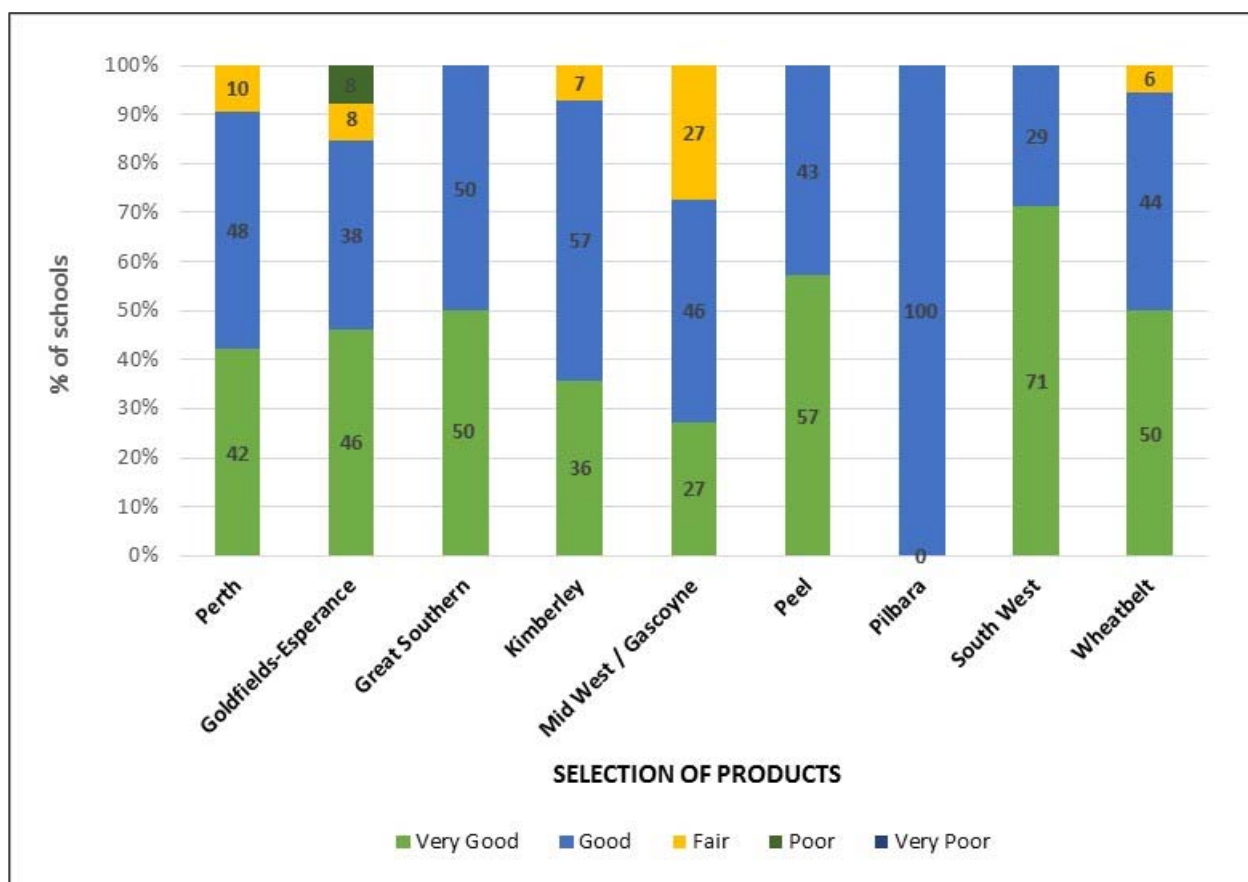


Figure 4.10: Schools' ratings of the selection of Foodbank SBP products, by DRD region (per cent)

Comments About Selection

Many respondents (71%) provided some clarification of their ratings. These responses were grouped into broad categories to indicate whether schools were generally 'satisfied', felt there was 'improvement needed' or were 'neutral'. As shown in Figure 4.11, these groupings have been further broken down to illustrate the main issues or 'wish list' items.

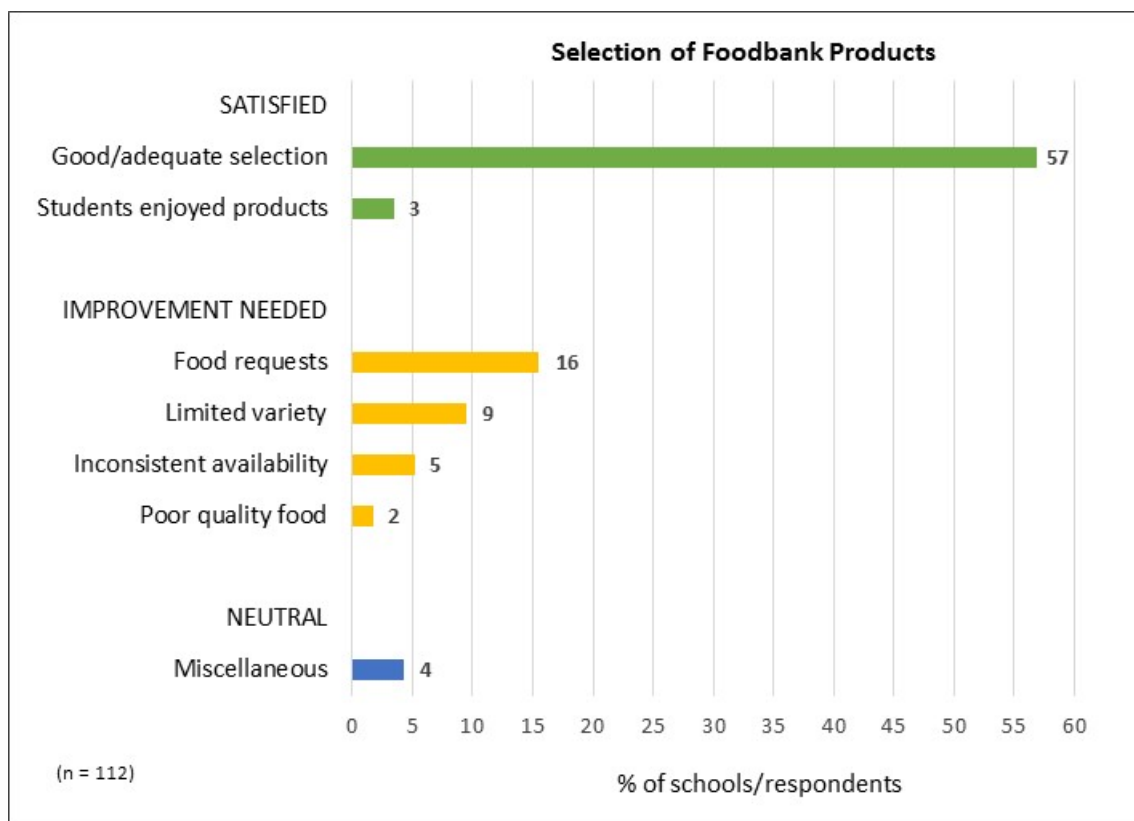


Figure 4.11: Comments about the selection of Foodbank products, per cent (where n = 112)

Reflecting the positive ratings given on the 5-point scale (very good to very poor), the majority of comments indicated satisfaction with the selection of products – with a small percentage specifically mentioning that their students enjoyed the products.

In terms of improvements to the selection of products, 16% noted particular foods that they would like included. Other comments referred to the limited variety, inconsistent availability, or poor quality of perishable items. Examples of comments are provided below.

SATISFIED

Good/Adequate Selection

Considering everything is provided free of charge I have no issue with the range of products available. What is provided is adequate for our needs. (DoE/DoH, Metropolitan)

Happy with the selection (DoE/DoH, Metropolitan)

Complies with our Red Light Food policy through the canteen and other food items presented to students. (DoE/DoH, Metropolitan)

All that is needed. Good choices for all students. (RfR, Provincial)

Great selection of basic wholesome food (RfR, Provincial)

A good range of healthy food provided. (RfR, Remote)

The products provided are perfect for our needs. (DoE/DoH, Very Remote)

As a remote community we are conservative in our tastes so the materials are well suited to our supply lines and tastes. (DoE/DoH, Very Remote)

We travel three hours to pick up and then freight our supplies back to school. Often this is a ten hour journey if we can get through in the Wet. We are looked after well. We ask that the pallets always be well wrapped up for freight purposes. (DoE/DoH, Very Remote)

IMPROVEMENT NEEDED

Specific Food Requests

I think more cereals would be better (DoE/DoH, Metropolitan)

Muesli bars and Up and Go's (DoE/DoH, Metropolitan)

More variety of perishables. E.g. Ham and cheese for toasties (DoE/DoH, Metropolitan)

Bread is not always available; I would like to have flour back on the list as we usually do pancakes on a Monday (DoE/DoH, Provincial)

Rice and pasta would be great inclusions (RfR, Very Remote)

Would really like bread and fresh fruit. (DoE/DoH, Very Remote)

The kids are sick of the same foods year in and year out. They don't eat Vegemite. They don't like canned fruit, so we use it in smoothies with Milo or add custard to it, or put it in a cake. They will certainly eat baked beans and spaghetti, but it would be nice to have some variety. They enjoy pasta in a tomato paste, so cans of diced tomatoes or any sort of tomato sauce would be great. (RfR, Very Remote)

Limited Variety

I would like to see more products available. I know we need to stick to health guidelines but at the end of the day students eating any breakfast is better than not eating at all. (DoE/DoH, Metropolitan)

It would be awesome to have a variety as the students love a treat of pancakes. (RfR, Provincial)

Would be great to be able to get more variety with fruit but we understand the supply and demand. More wholemeal bread would be suitable for the students for toast as seeded bread is not popular with many children. We use the seeded bread for our toasties and I buy our own wholemeal. (RfR, Provincial)

A larger scope of healthy choices would encourage greater engagement with the Breakfast Club. (RfR, Remote)

Perhaps more variety although we understand that transport time and damage are variables that have an impact. (DoE/DoH, Very Remote)

Inconsistent Availability

It would be good to be able to provide yoghurt but unfortunately, this is never available. (DoE/DoH, Metropolitan)

... difficult to get some products. (RfR, Provincial)

... Often you cannot get the fresh fruit requested, but we understand that this is seasonal. (RfR, Provincial)

Regional Comparisons: Overall Quality

As noted earlier, ratings of the overall quality of Foodbank products were very positive. Regional differences in terms of geolocation and DRD region are depicted in Figures 4.12 and 4.13, respectively. Metropolitan and provincial schools gave the most positive ratings, with 98% rating quality as 'very good' or 'good'. There were some interesting differences between the remote and very remote schools, with the latter more likely to rate quality as 'very good' (67%) than all other locations. Again, this perhaps reflects the very remote schools' acceptance of the inherent difficulties of their isolation.

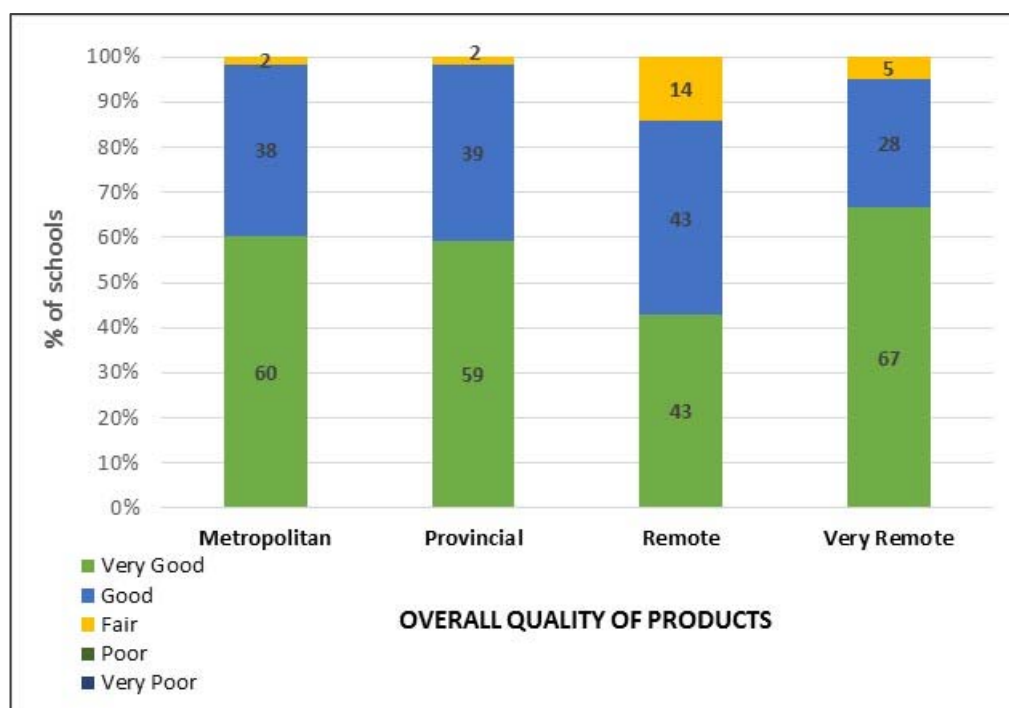


Figure 4.12: Schools' ratings of the overall quality of Foodbank SBP products, by geolocation (per cent)

Among the DRD regions (see Figure 4.13), the Mid West / Gascoyne schools were the most critical with only 36% giving a rating of 'very good'. Pilbara was the most positive, with 75% rating quality as 'very good'.

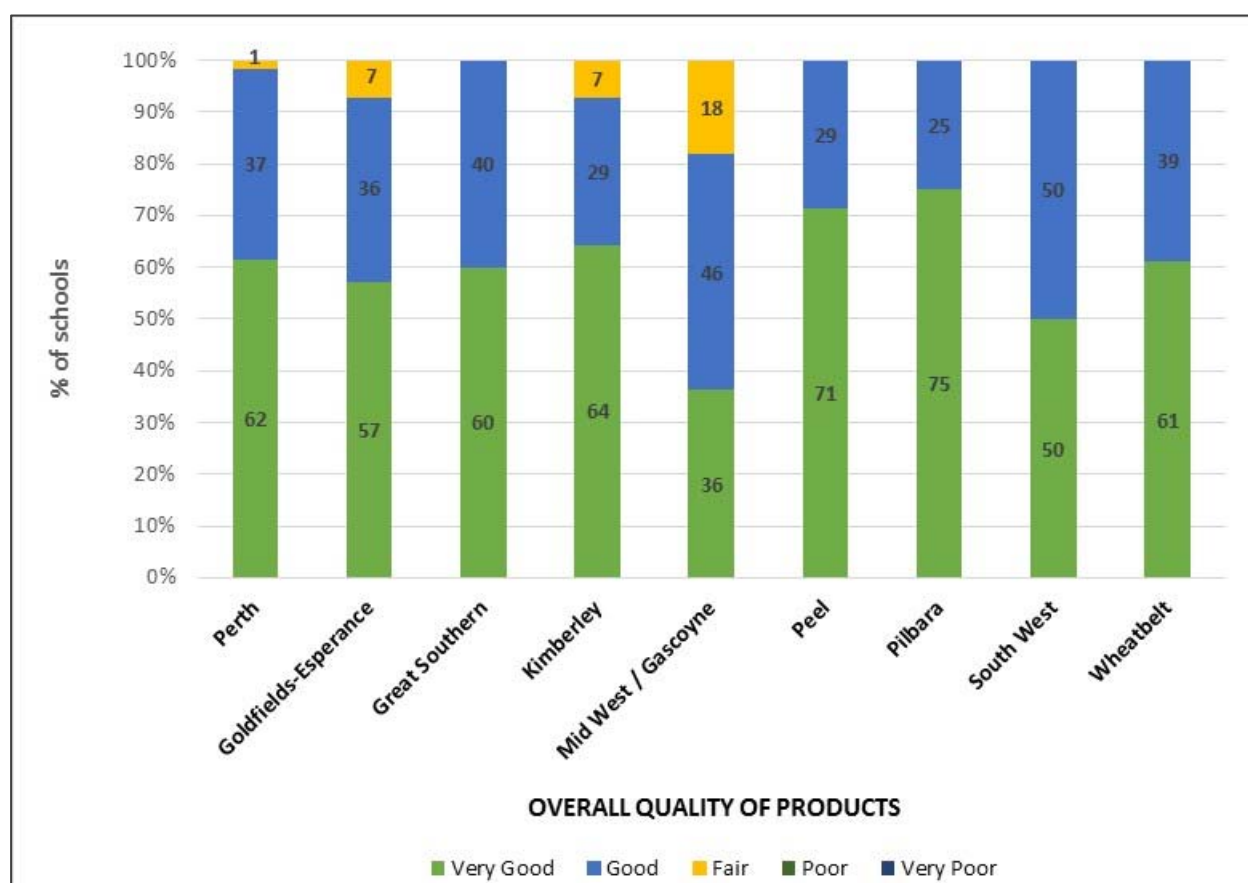


Figure 4.13: Schools' ratings of the overall quality of Foodbank products, by DRD region (per cent)

Comments About Quality

Comments about the quality of Foodbank products were received from 132 (84.1%) of the schools. Figure 4.14 provides a breakdown of these according to the broad categories of 'positive comments', 'criticism' or 'other'. Consistent with the high ratings given for 'quality', many respondents provided positive feedback about the products. These comments included specific mention of the freshness of product and expressions of gratitude about the SBP.

As flagged earlier, the main source of criticism was the quality of fresh fruit and vegetables. Other issues included the close expiry date of fresh products and difficulties accessing Foodbank distribution centres. Although offering criticism, respondents tended to acknowledge that they understand the limitations within which Foodbank is operating.

A graphical representation of the main categories of positive comments and criticisms is provided in Figure 4.14, followed by indicative examples of the respondents' comments.

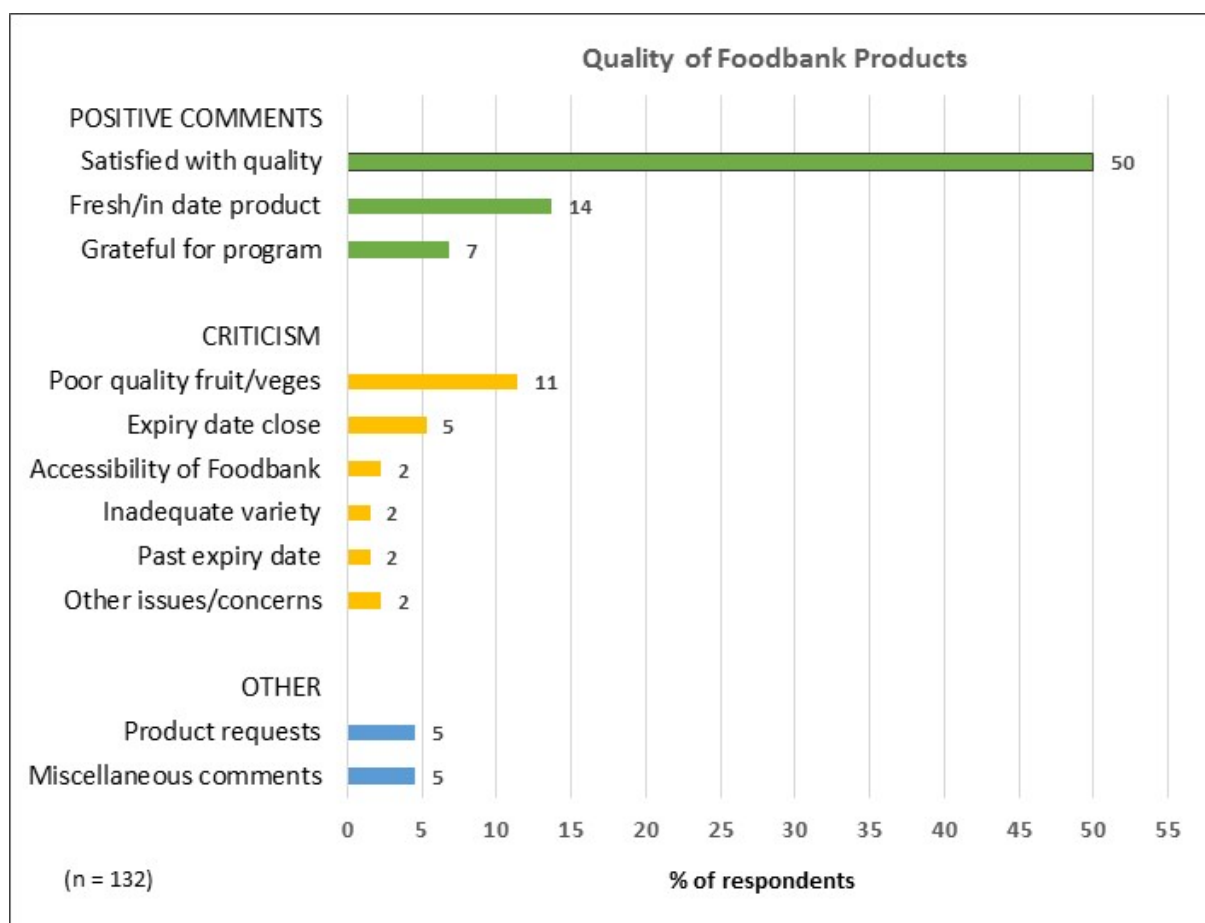


Figure 4.14: Comments on the quality of Foodbank products, per cent (where n = 132)

POSITIVE COMMENTS

Satisfied with quality

They are always edible and good quality (DoE/DoH, Metropolitan)

We have never had an issue with the quality of the products that have been provided free of charge to the school. (DoE/DoH, Metropolitan)

All edible, suitably packaged, healthy, and replenishable!! Allows students to build a sense of what could be done or had at home. (DoE/DoH, Metropolitan)

All products were of very high standard (DoE/DoH, Metropolitan)

Products all to good standard - kids don't feel like they're eating leftovers (DoE/DoH, Metropolitan)

Excellent as often the fruit is small and suits the students. Very good range and healthy. (RfR, Provincial)

Food is always fresh and the variety is great (DoE/DoH, Provincial)

Food is always in good condition when it arrives (RfR, Very Remote)

Due to our remoteness we only get non-perishable goods. There are of good quality. (DoE/DoH, Very Remote)

Excellent. We request double quantities of milk and juice. We cannot access perishables as very remote. (DoE/DoH, Very Remote)

We have never had any issue with the quality, I only serve what I would eat, the food is always good. (DoE/DoH, Metropolitan)

Fresh/in date product

The food has always been very fresh and up to date. (DoE/DoH, Metropolitan)

The food produce is always fresh. (DoE/DoH, Metropolitan)

Fruits are mostly fresh and ripe. (DoE/DoH, Metropolitan)

All products that I have picked up have a long shelf life enabling me to pick up enough supplies for a month at a time. This gives me more time at the school and less time picking up supplies. (DoE/DoH, Metropolitan)

Grateful for program

It is a great bonus to have and the things they supply are the staple of a good diet, fill their tummy and start the day off on a good note. Foodbank is very helpful when you phone and very accommodating when you visit their warehouse. (RfR, Provincial)

When available, we have been supplied with a selection of good quality produce. Foodbank Mandurah has been very supportive and helpful to our cause this year and we look forward to continuing the partnership in 2016 (DoE/DoH, Provincial)

Grateful for the assistance (DoE/DoH, Metropolitan)

We are very grateful for Foodbank WA without it our school would be unable to provide our breakfast club to our students... (DoE/DoH, Metropolitan)

CRITICISM**Poor quality fruit/veg**

Sometimes the fruit is not perfect quality.....but we understand and this is not an issue. (DoE/DoH, Metropolitan)

Some of the fruit delivered is often mouldy/rotten, but mostly good. (DoE/DoH, Metropolitan)

The quality of fruit and vegies can vary depending on the pickup day. (DoE/DoH, Metropolitan)

The fresh fruit is not as good when it arrives in Merredin so we no longer order. All other products supplied by Foodbank WA are high quality. (RfR, Provincial)

No variety of fresh fruit and fruit provided was not of a good quality. (DoE/DoH, Provincial)

Fruit sometimes poor quality (DoE/DoH, Very Remote)

The fruit got left in a depot and by the time we got it much had perished. (RfR, Remote)

Sometimes the fruit is over ripe and quick to spoil, but we are forever grateful for whatever Foodbank provide us with. (RfR, Provincial)

Expiry date close

..We are located over an hour travelling time to Foodbank and access it monthly, sometimes the food is close to its expiry date. The fruit sometimes lasts and sometimes turns very quickly! (DoE/DoH, Metropolitan)

Shelf life of food is normally close to expire and needs to be consumed quickly. Otherwise the services and the costing is very impressive and cheap. (DoE/DoH, Metropolitan)

Some of the milk we received was very close to the use by date and as we are working in a food area we used as much as we could but then had to dispose of a few cartons. No other problems have been experienced. (RfR, Provincial)

Occasionally food is out of date when we receive it, but because Foodbank deals with donated food I understand that food offered to us is likely to have a short shelf life and it is hard for them spot the occasional item that has already passed its use by date. Other than that, most food supplied is good quality, good brands, with good variety and enjoyed by the hungry children. (DoE/DoH, Provincial)

Occasionally food is very close to the use by date but I understand this is the nature of food supplied by Foodbank, with it being donated food. I am generally happy with the quality and just try to use foods quickly if the use by date is very close. (DoE/DoH, Provincial)

4.4 Provision of Additional Products by Schools

A large majority (80%) of schools supplement the products provided by Foodbank for the SBP. As shown in Figure 4.15, remote schools are least likely to use additional products – perhaps due to the increased difficulties associated with availability of produce, lack of funding, and/or reduced access to community groups, growers, or retailers who can assist with food donations.

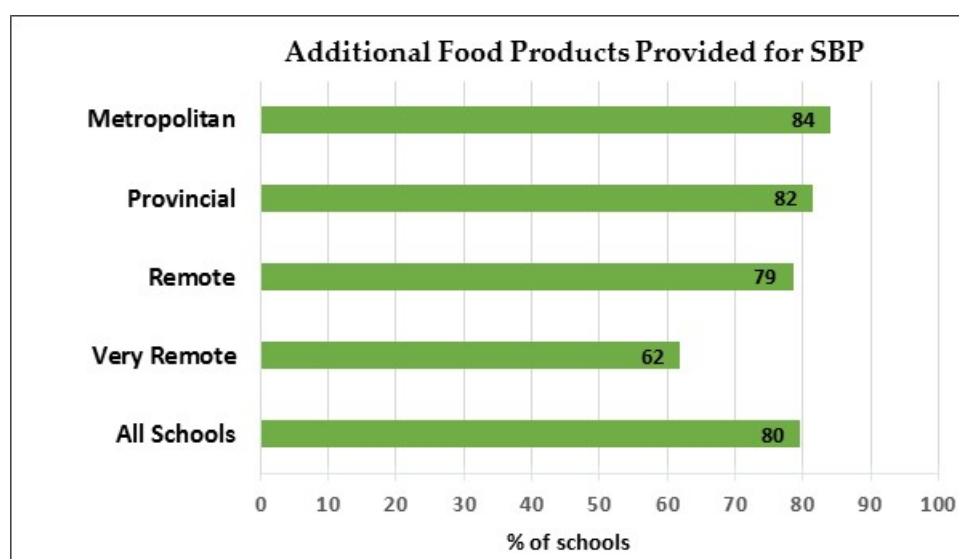


Figure 4.15: Percentage of schools that provide additional food products for the SBP, by geolocation

Types of Additional Food Products

Some detail about the additional food products sourced for the SBP were provided by 118 schools (75% of SBP sample). The responses were grouped in terms of the following types of products:

- Spreads and condiments (64% of respondents)
- Bread and cereals (58%)
- Fruit (32%)
- Eggs, meat & other protein foods (32%)
- Milk and dairy foods (23%)
- Vegetables (23%)
- Milo (20%)
- Other discretionary foods and drinks (20%)

Examples of responses that illustrate the various types of food are provided below.

Margarine and jam purchased by the school. Fresh fruit, bread, meat and cheese donated by parents or staff members. (DoE/DoH, Metropolitan)

Margarine and jam is donated by staff members. Milo is donated by families attending the school. Eggs are donated by local community member. Breakfast biscuits were donated once by a family of the school. P&C of school donated money for various supplies including pancake mix for a one-off special breakfast and an up n go morning. (DoE/DoH, Metropolitan)

Local IGA donations of bread, butter, fruit. Fruit and vegetables donated from local gardens. (DoE/DoH, Provincial)

The P&C provide a budget of 1000 for the purchasing of margarine, cheese and extra bread if needed. The school has a vegetable garden that is sourced seasonally to support the program. (R4R, Provincial)

Parents donate eggs, fruit, cheese, butter, fresh milk school vegetable garden: beans, peas, kale, garlic, tomatoes, carrots, potatoes (R4R, Provincial)

Margarine, cheese, milo - bought from our school funds which have allocated us a \$500 budget mince, tomatoes, onions- donations from parent (R4R, Provincial)

Bought items from supermarkets include bread, margarine, toppings, fruit, tomatoes. School kitchen garden supplies fresh eggs (DoE/DoH, Remote)

Bread, fruit, jam, butter, cheese, milk (at times), dishwashing liquid, washing powder, tea towels, sponges (R4R, Remote)

Margarine from IGA 3 - 5 hours away, eggs from same source, bread from same source, bush tucker bush tomatoes, sultanas, bush berries, watermelon and paddy melon from school community garden, herbs from school garden, fresh fruit trucked in from 3-5+ hours away. (DoE/DoH, Very Remote)

We purchase bacon, eggs, and bread from the local grocery store and we pay for it out of our own budget. (DoE/DoH, Very Remote)

Tomatoes, watermelon and meat purchased by the school from the local IGA. Fresh milk is sometimes purchased from IGA for the younger classes. (DoE/DoH, Very Remote)

School has to purchase additional supplies such as eggs, milo and other breakfast things to supplement the breakfast program. Fresh fruit, tinned vegetables, frozen vegies. (R4R, Very Remote)

4.5 Crunch&Sip® program

One of the new areas of focus in the SBP survey was the *Crunch&Sip* program. *Crunch&Sip* is a school-based program that aims to increase awareness among primary school students (and their families) about the importance of eating fruit or vegetables and drinking water every day. It has been available to all primary schools since 2005 and funding is provided under the National Partnership Agreement on Preventive Health. Schools that register as a *Crunch&Sip* school commit to providing a set break each day to eat fruit or salad vegetables and drink water in the classroom. As described on the *Crunch&Sip* website, “schools demonstrate their commitment to nutrition education in the classroom, by making links with the curriculum and creating a supportive school environment”.⁶

Eighty schools, or 51% of the SBP sample, indicated they were a registered *Crunch&Sip* school. A breakdown of the *Crunch&Sip*-registered schools by geolocation is shown in Figure 4.16. Not surprisingly given issues of access to fresh produce, the very remote schools were least likely to participate in the *Crunch&Sip* program.

⁶ <http://www.crunchandsip.com.au/program-info/about-crunchsip/>

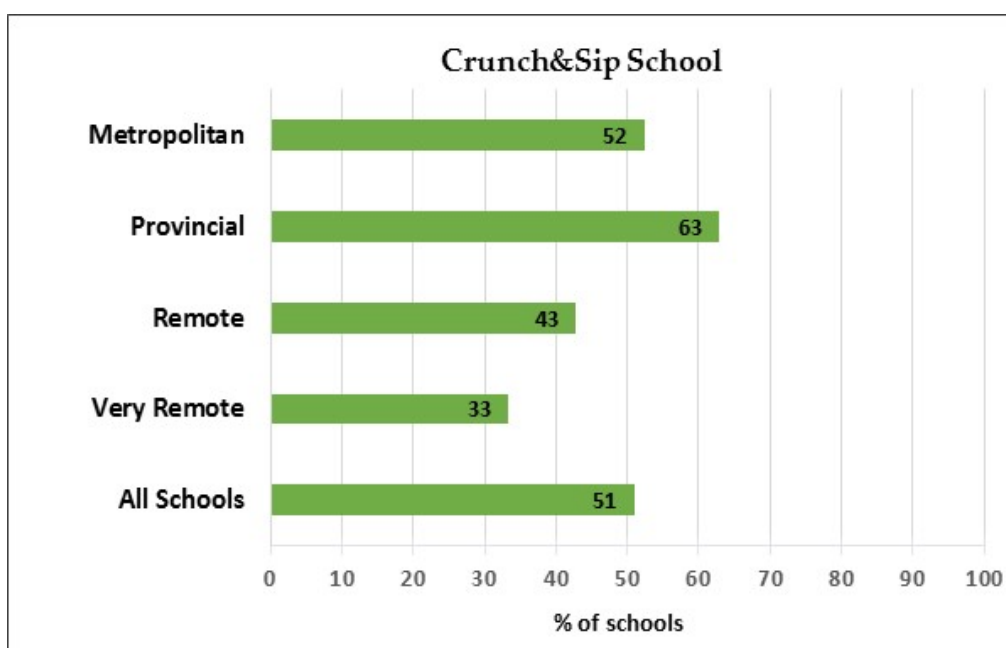


Figure 4.16: Percentage of SBP schools registered as *Crunch&Sip* school

The Crunch&Sip schools were also asked whether they utilised free fresh fruit and vegetables from Foodbank WA for their program. Of the 80 schools, 42 (or 53%) used Foodbank products with higher proportions in metropolitan and provincial regions (see Figure 4.17).

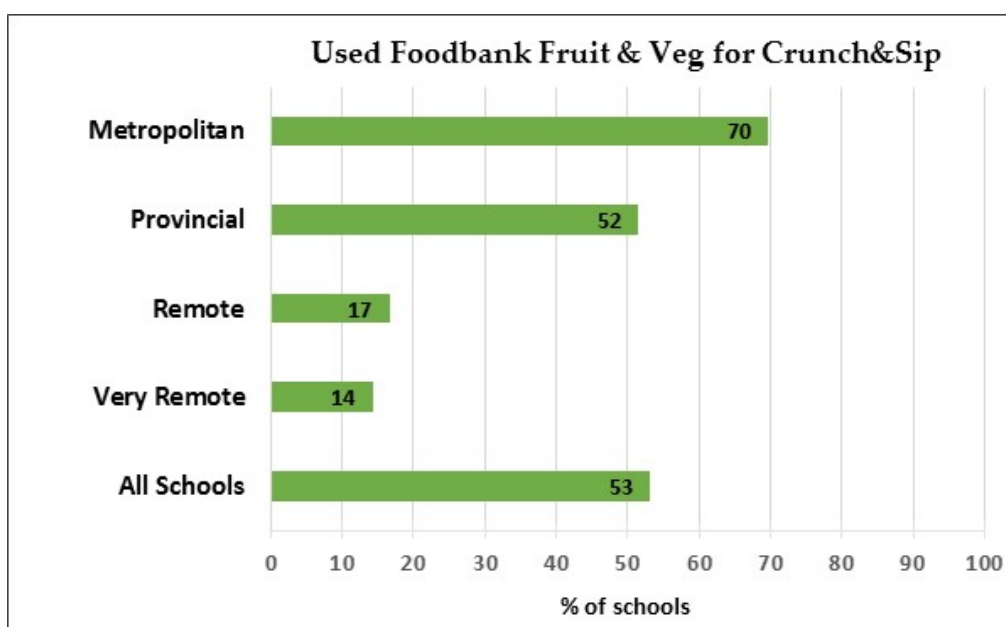


Figure 4.17: Percentage of Crunch&Sip schools that used Foodbank-supplied fruit and vegetables for their program, by geolocation (n = 80)

Schools that used Foodbank-supplied fruit and/or vegetables were asked to comment on what benefits, if any, the products had for the operation of the school's Crunch&Sip program. Forty schools (or 25.5% of SBP sample) provided responses. Of these, most respondents (88%) referred to the benefits of being able to provide fruit for their students and/or of ensuring that all students could participate in the program.

To allow students in Yr 2/3 (100 students) the chance to have a large platter of fresh fruit and vegetable daily. This has led to a better understanding of health foods, and has allowed the students to try many produce they would not normally try (DoE/DoH, Provincial)

Use of fruit for crunch and sip essential as parents tend to send processed food rather than fresh food (DoE/DoH, Provincial)

Children are eating at least 80% more fruit than before. (DoE/DoH, Metropolitan)

All the fruit is eagerly sought by students (DoE/DoH, Metropolitan)

More children can participate in crunch and sip when they are not provided with fruit from home. (DoE/DoH, Metropolitan)

Students are not left out and they are not embarrassed. (DoE/DoH, Metropolitan)

The school can implement a crunch and sip program as a whole school initiative, thus helping our students have a lived experience of healthy eating and snacking and improving academic focus and performance, without fear that some students will miss out on the experience or feel discriminated against because of their challenging home circumstances. (DoE/DoH, Metropolitan)

It is great for staff and students to access the fruit for the children who have not come with extra fruit for whatever reason. (DoE/DoH, Metropolitan)

Ensures all students participate with a quality food rather than missing out. (DoE/DoH, Metropolitan)

All students get to participate in Crunch & Sip. (RfR, Provincial)

Crunch and Sip can be offered without worrying that some students will not be able to participate. (DoE/DoH, Provincial)

Many children do not come with anything for Crunch&Sip so this way they can still be a part of the program (RfR, Provincial)

For students without fruit/snacks (RfR, Remote)

A few schools specifically referred to the cost saving and/or sustainability benefits afforded by the Foodbank products:

Enabled it to continue to run on a very limited budget (DoE/DoH, Metropolitan)

Saved cost to the school (DoE/DoH, Provincial)

It is invaluable for us in supporting this program. (DoE/DoH, Metropolitan)

The fresh fruit comes in bulk and often lasts for weeks and therefore we are able to sustain crunch and sip daily for all classes over a longer period. (DoE/DoH, Provincial)

Schools that used Foodbank products for their Crunch&Sip program were also asked to comment on the specific benefits that this had for their students (as distinct from the benefits to the operation of the program). Responses were received from 38 schools (24% of SBP sample). Once again, many responses concerned access to fruit and vegetables. For example:

Fruit can be provided to students whose families can't afford to or won't buy fruit for their child / children and the students feel included as they can participate during brain breaks, etc. (DoE/DoH, Provincial)

All students have access to fresh fruit and vegetables. (DoE/DoH, Metropolitan)

Widened the variety and quantity of F&V available (DoE/DoH, Metropolitan)

One provincial school described how they strive to create an environment in which students can develop a sense of community and build life skills:

Children sit down at a table and eat their breakfast as a school family. Staff sit with students. Children have real life experience of a café - get to experience ordering - real life experience. (RfR, Provincial)

Many respondents elaborated on the specific benefits to their students. These comments encompassed a three broad themes relating to:

- health and nutritional benefits (healthy options, development of healthy eating habits);
- mental health, participation/inclusion (sense of belonging); and
- increased capacity for learning (concentration, energy levels, focus, social skills/socialisation, behaviour).

Examples of such comments are provided below:

Health and Nutritional Benefits

A healthier approach to life which may not be introduced in their family home. (DoE/DoH, Metropolitan) widened the variety and quantity of F&V available (DoE/DoH, Metropolitan)

Teaching of nutrition and developing habits of healthy eating in line with school policy. (DoE/DoH, Metropolitan)

Provides student with a health alternative to some of the processed products brought to school and assists with health eating habits. (RfR, Provincial)

Awareness of Healthy food. Now a priority for 2016. (DoE/DoH, Provincial)

Obviously it allows them access to a healthy option. (RfR, Provincial)

Provides student with a health alternative to some of the processed products brought to school and assists with health eating habits. (RfR, Provincial)

More nutritious food on offer. Less consumption of processed foods. (RfR, Provincial)

...a healthy start to the day, widens outlook of produce available, education in the benefits of a healthy diet (DoE/DoH, Provincial)

Mental Health, Participation/Inclusion, Sense of Belonging

Mental Health - Students who have been able to access Foodbank's fresh fruit and vegetables feel a sense of belonging and equal to their peers. (DoE/DoH, Metropolitan)

It makes students feel included. (DoE/DoH, Metropolitan)

Fruit can be provided to students whose families can't afford to or won't buy fruit for their child / children and the students feel included as they can participate during brain breaks, etc. (DoE/DoH, Provincial)

Supported all students to participate in this program - very valuable. (DoE/DoH, Metropolitan)

They are all part of the group - not left out (DoE/DoH, Metropolitan)

Those who do not have [food for Crunch&Sip] do not feel left out as they access the food from Foodbank (RfR, Provincial)

Increased Capacity for Learning (concentration/focus, energy levels, behaviour)

...Physical Wellbeing - students who have been able to access fresh fruit and vegetables are better able to concentrate on their work and achieve better academic outcomes and class participation. (DoE/DoH, Metropolitan)

One of the effects is the habit that seems to have developed amongst groups of students looking for fruit between recess and lunch when they have a dedicated crunch and sip break. The teacher would report an increase in concentration amongst students as they crunch away while taking a break to listen to a story being read by the teacher. (DoE/DoH, Metropolitan)

Students are able to access appropriate food for in class which is beneficial to their learning. (DoE/DoH, Metropolitan)

The students benefit from being able to stay focused by snacking on healthy food and the overall effect is better participation and learning. (DoE/DoH, Metropolitan)

Better eating habits, greater class concentration (DoE/DoH, Provincial)

Better concentration, self-esteem, health and education. (DoE/DoH, Provincial)

...improved concentration and behaviour. socializing skills...(DoE/DoH, Provincial)

Sustained concentration and improved behavioural standards which, in turn, have affected academic performance in a positive way. (DoE/DoH, Provincial)

4.6 Superhero Foods Resources

Superhero Foods are a nutrition education resource developed by Foodbank WA for primary school aged children. Resources include lesson plans linked to the Health and Physical Education learning area of the Australian Curriculum, recipe booklets, breakfast placements for use in the classroom or SBP, cards, games, storybooks and clip art and printable posters. All schools can access these resources, but SBP schools in particular can access all resources for free and are not charged for postage. SBP schools also have access to the Food Sensations program in which students may be introduced to Superhero Foods during a Food Sensations workshop and cooking session.

SBP survey respondents were asked if their school includes Foodbank's Superhero Foods resources in their SBP and, if so, to describe how they are included and the impact of effect this has had. Only 16% of schools (25) said they incorporate Superhero Foods resources, with metropolitan and very remote schools (19% each) more likely to do so than the provincial (11%) or remote (14%) schools.

Twenty-two schools (14% of SBP sample) described their use of the Superhero Foods resources. Two schools (one metropolitan, one provincial) used the Superhero Foods *posters* for displays around their school and one metropolitan school incorporates the resources in their kitchen garden program with younger students. The most popular resource, however, was the *placemats* which 20 schools reported using for their SBP. For some schools, the placemats provide an important trigger for conversation among students about healthy food:

The placemats are used every morning with the students which creates conversation between the kids. (DoE/DoH, Metropolitan)

We used the place mats in the breakfast club, which in the beginning it was up for discussion about the food (DoE/DoH, Metropolitan)

We regularly have the placemats out on the tables for the children to peruse - comment on. Having healthy food also gives opportunity to consume and compare - gives more stimulation for healthier choices. This is what we are aiming to achieve- to bring a healthy outlook to the awareness of these children and their families. (DoE/DoH, Metropolitan)

We use the mats on the tables in the morning to help teach healthy habits (RfR, Provincial)

The kids...love the place mats - every day they sit down to eat they look at their place mats and talk about the characters to each other in language, sometimes asking me what a particular food/character is. (RfR, Very Remote)

The important role of the Superhero Foods resources in piquing students' interest and generating conversation and discussion about the characters and the identification of healthy foods and healthy eating was also clearly evident in schools' descriptions of their impact or effect.

This has enabled food to be a part of the children's conversation as it wasn't before. (DoE/DoH, Metropolitan)

Initially the students read them and talked about what they meant, what they like to eat, what healthy choices would be. (DoE/DoH, Metropolitan)

The children are able to recognise the characters and what are the superhero foods and zombie foods. This helps to supplement content taught in health lessons also. (DoE/DoH, Metropolitan)

The children engaged well with the material and enjoyed completing the puzzles/games on them. It also promoted a positive eating habit for children and was a good conversation starter for this topic. (DoE/DoH, Metropolitan)

The students sit and discuss what is on their placemat. Apart from teaching them about healthy food, it provides an excellent opportunity for conversation. A large majority of the students who attend breakfast club have social issues. (DoE/DoH, Metropolitan)

The kids discuss what they eat on a daily basis on what food groups their foods fall in to. (DoE/DoH, Metropolitan)

The students like talking about them. (DoE/DoH, Metropolitan)

The students love them. They like to talk about what they eat. (RfR, Provincial)

Kids have enquired about the characters. (DoE/DoH, Remote)

Wow factor for younger students. (RfR, Remote)

Children talking about the foods and the small children naming the foods is great. (RfR, Very Remote)

4.7 Integration of SBP with Other Classroom Activities/Programs

In addition to the Crunch&Sip program, schools were asked if they integrate the SBP, or its food products, into other school or classroom activities/programs. As shown in Figure 4.18, 43% of schools do integrate the SBP to some extent, with very remote schools (67%) more likely to do so than schools in other regions (37-50%). This is perhaps not surprising given that the remote community schools tend to offer a more comprehensive food program for their students in order to redress some of the wider effects of disadvantage and encourage attendance.

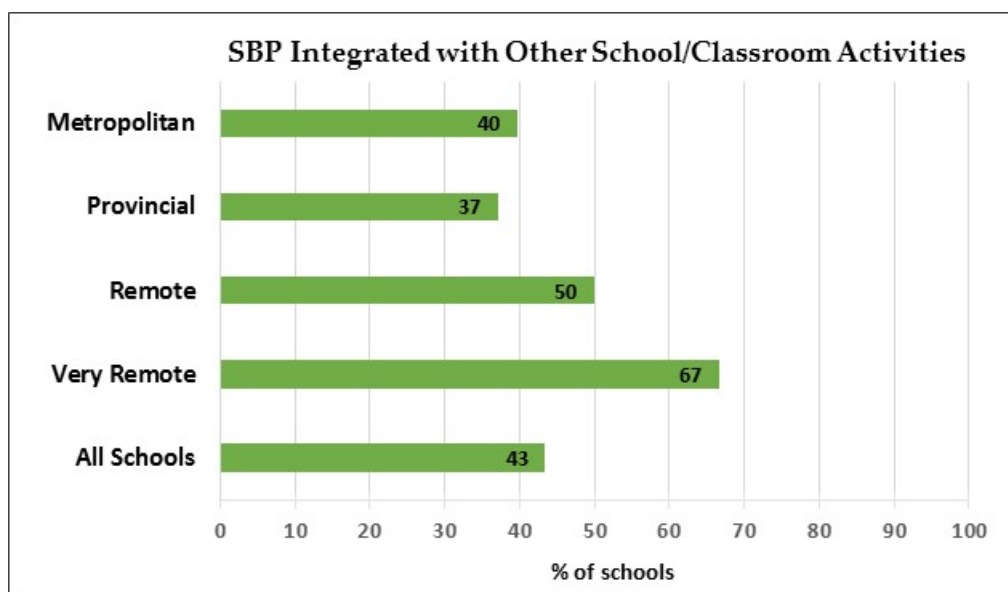


Figure 4.18: Percentage of schools that integrate the SBP, or its associated food products, into other school or classroom activities/programs, by geolocation

Comments about the integration of SBP into school/class activities were provided by 65 schools (41% of SBP sample). Schools indicated a variety of ways in which they link the SBP to other school or classroom activities/programs, thus highlighting the much wider reach that SBPs can have within schools. The responses were categorised according to the following types of activity:

- Integration into Health and Physical Education Learning Area (17 responses)
- Use of food for other eating occasions involving children (17)
- Used in cooking classes (16)
- Integration through life skills development and engagement programs (12)
- Integration into school based health programs (7)
- Integration with other Learning Areas and school based programs (7)
- Integration with school garden program (5)

Selected examples of comments that encompass these categories are provided below.

All foods and healthy practice are reflected through curriculum inclusion and part of effecting Health and Physical Education lessons. (DoE/DoH, Metropolitan)

School's edible garden program and in Health lessons and for special events such "walk to school and Ride to School" days. (DoE/DoH, Metropolitan)

Our school conducts a whole school health expo as well as camps. We also include dinner with parents. Our Canteen is a green light one. (DoE/DoH, Metropolitan)

Life skill classes for our students are provided. Cooking is an essential part of this, using items from Foodbank gives the students the opportunity to learn useful skills in the kitchen (DoE/DoH, Metropolitan)

We have teachers use the resources to cook and used as mathematics lesson. (DoE/DoH, Metropolitan)

Health programs with individual teachers promoting wellbeing and healthy eating. Our healthy school committee will run a survey at recess to find out popular healthy breakfast foods. (R4R, Provincial)

Cooking, health, phys ed (DoE/DoH, Provincial)

At our off site engagement program we run Healthy Cooking sessions and often use the Foodbank provided food in the cooking. We use the milk and juice in our life skills programs. Certificate II units our students undertake include Prepare a Pre and Post event meal and Follow basic food safety principles so we are able to assess students on their competencies while they make meals using Foodbank supplies. (DoE/DoH, Provincial)

Student cooking healthy simple meals for independent living skills (DoE/DoH, Provincial)

Class healthy eating lessons and cooking classes. (RfR, Remote)

Some food products used in Stephanie Alexander Kitchen Garden project - healthy cooking using fresh produce from our garden - e.g. baked beans with herbs from garden (DoE/DoH, Remote)

Using the Alexander Garden program the children used to learn to cook with the pasta, rice and flour that was provided. It is no longer provided which is a shame. (RfR, Very Remote)

It is part of our Healthy Eating and Activity Policy. We involve hygiene activities and life skills activities into the breakfast club time. (R4R, Very Remote)

We provide healthy cooking to teach the students how to prepare low cost health food options and good hygiene (DoE/DoH, Very Remote)

Health and wellbeing. Take the Challenge Program and Diabetes Program. (DoE/DoH, Very Remote)

Healthy food choices are part of our learning in subject of Health and Well Being. The children help in cooking in The Homemaker. Lessons centre on the food pyramid. Differences between fruit sugars and processed sugars taught. [XXX] Cultural Heath Unit has diabetic sessions spoken in home language for children. (DoE/DoH, Very Remote)

4.8 Participation in Other Food Programs

Schools were asked if they receive food or meals from another food program. Although 10 schools (6% of SBP sample) indicated that they did, the descriptions they provided showed that these were donations from local groups or retailers rather than participation in a larger scale food program. For example:

Bread, fruit and vegetables given by a local church

Kellogg's, greater variety for cereal

Link to another school provides extra food as required and to supplement and reduce cost.

Local church comes in once a week and provides alternative breakfast

Only the previously mentioned donation of a crate of fruit every two weeks from the local Woolworths. They do it for the local schools in our area.

We have a partnership with a local service provider who provides help with the lunch program.

In Section 5 we report on respondents' perceptions of the impact of the SBP on students' capacity for learning.

5. Impact of SBPs on Students' Capacity for Learning

Capacity for learning was conceptualised in terms of three key domains, each comprising 5-8 items, namely: schooling, personal and social capability, and social and environmental factors. Respondents were asked to indicate the approximate proportion of SBP students who were positively impacted by the program using a five-point Likert-type (ordinal) scale that ranged from 'All' [students] to 'None'. To assist the survey participants, indicative percentages were also provided, as shown below. A separate 'Don't Know' category (not part of the ordinal scale) was also provided.

All (≈100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None(≈0%)
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5.1 Schooling

Eight items were used to elicit information about impact on students' schooling:

- *Punctuality to school at the start of the day*
- *Punctuality to classes during the school day*
- *Attendance*
- *Behaviour*
- *Readiness for learning*
- *On task concentration*
- *Social skills*
- *Productivity in classwork.*

Ratings for these items were provided by between 123 and 141 schools. *Punctuality to classes, during school day* received the least responses (123) while *Social Skills* and *Behaviour* received the most (140 and 141 responses, respectively). To aid comparison, Figure 5.1 shows the percentage of responses for each category on the 5-point scale.

For all eight items, over two-thirds of respondents indicated that 'All' or 'Most' of their SBP students had been positively impacted. *Punctuality to school, start of day* and *Punctuality to classes, during day* were highly rated with 25% and 26% of schools indicating 'All' SBP students had been positively impacted. These items also had combined 'All' or 'Most' ratings of 77% and 78%, respectively. Interestingly, they were also the only items for which small proportions (2% and 4%) of schools indicated 'None' of their SBP students had been positively impacted.

Readiness for learning and *On task concentration* were also rated highly with combined 'All+Most' scores of 80% and 77% respectively.

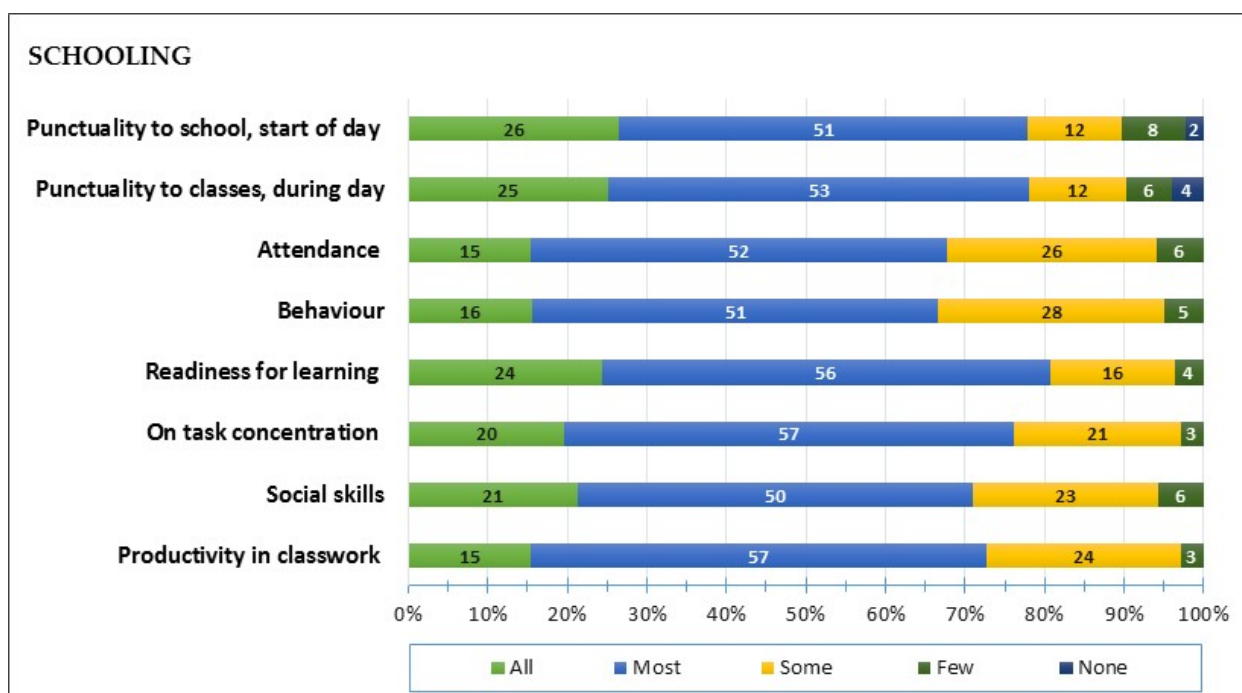


Figure 5.1: Schools' perceptions of the proportions of SBP students positively impacted by the program in terms of schooling factors (per cent)

To determine whether geolocation had any bearing on respondents' ratings, Pearson Chi-Square tests (appropriate for ordinal/nominal contingency tables) were performed for each item. No significant effect for geolocation was found.

A comparison of the combined 'All+Most' categories for each geolocation is provided in Figure 5.2. With the exception of *Punctuality to school, start of day* and *Punctuality to classes, during day*, it appears that schools in remote regions tended to give lower ratings. However, as noted, these differences were not statistically significant.

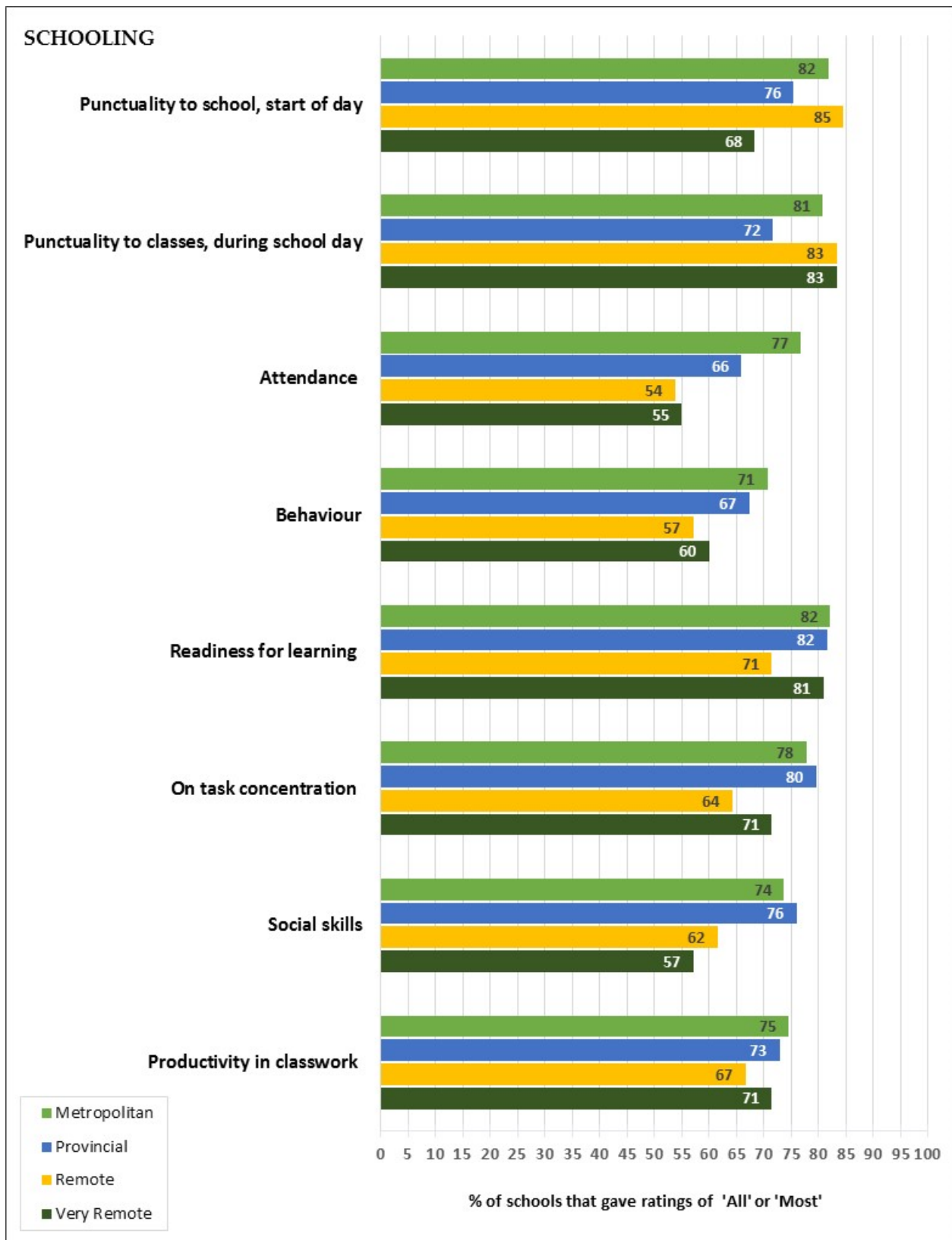


Figure 5.2: Percentage of schools that indicated 'All' of 'Most' of their SBP students were positively impacted by the program in terms of schooling factors

5.2 Personal and Social Capability

The impact of the SBP on students' personal and social capability was explored using seven items, as follows:

- *Self-awareness* (recognising one's own emotional states, needs and perspectives)
- *Self-management* (using particular strategies to manage themselves in a range of situations)
- *Social awareness* (recognising others' feelings and knowing how and when to assist others)
- *Social management* (interacting effectively and respectfully with a range of adults and peers)
- *Physical health*
- *Increased physical activity*
- *Calmness*

The response rates for these items ranged from 116 schools for *Increased physical activity* to 135 schools for *Physical health*. The percentage ratings for each item are shown in Figure 5.3.

Overall, the ratings for *Personal and Social Capability* were lower than those for *Schooling*. However, the ratings still reflect a very positive impact with more than half of the schools indicating that 'All' or 'Most' of their SBP students were positively impacted.

Throughout the survey, schools have commented on the importance of the SBP for alleviating students' hunger and improving physical wellbeing. Not surprisingly, then, the *Physical health* item was answered by the highest number of respondents and received the highest ratings (22% 'All' and 75% 'All+Most'). *Increased physical activity* was also rated highly (71% 'All+Most'), though, as noted earlier, fewer respondents felt they were in a position to provide a rating. *Social management* (66% 'All+Most') and *Calmness* (62% 'All+Most') featured somewhat more strongly than the remaining items.

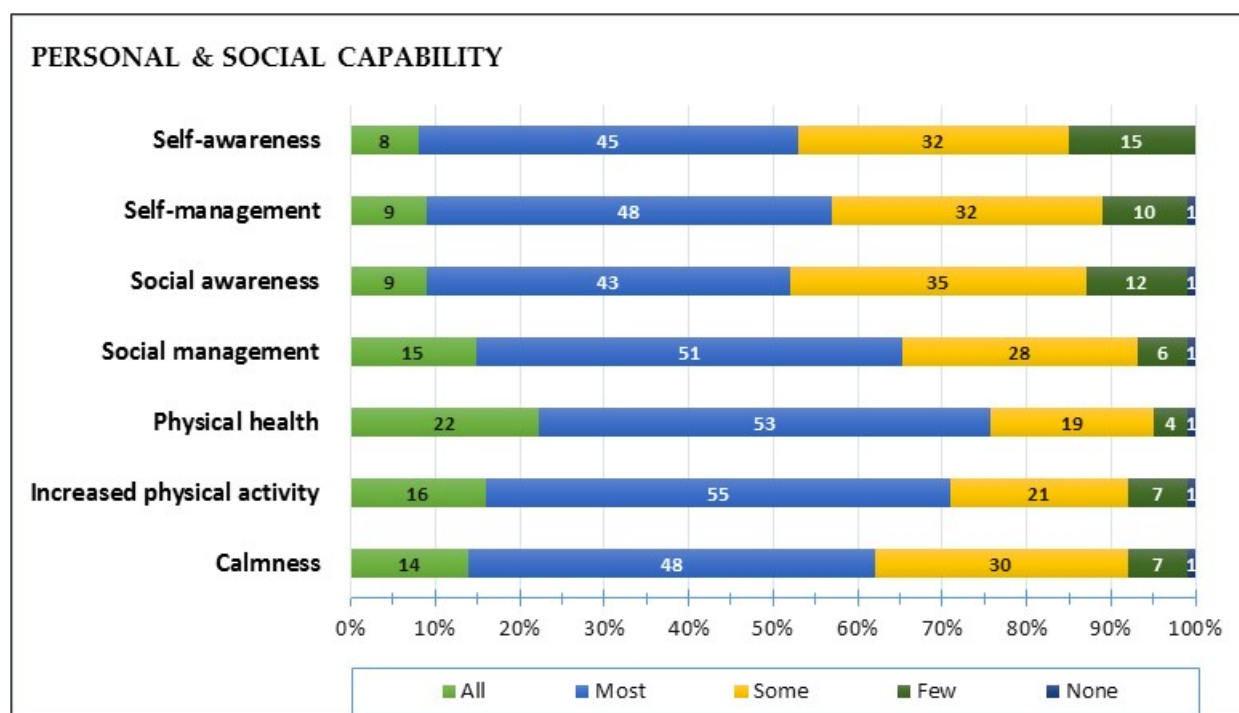


Figure 5.3: Schools' ratings of the proportion of SBP students positively impacted by the program in terms of personal and social capability (per cent)

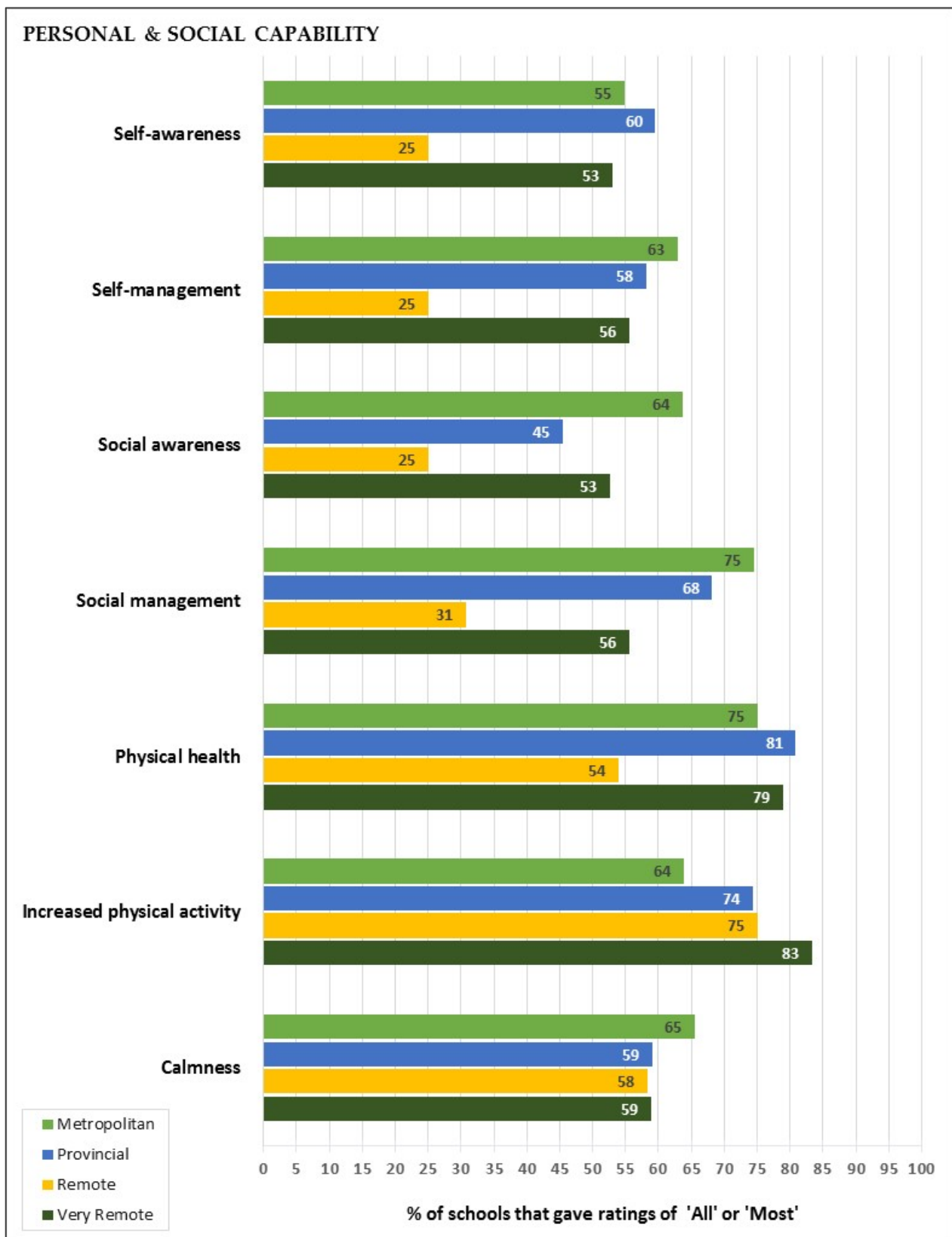


Figure 5.4: Percentage of schools that indicated 'All' or 'Most' SBP students were positively impacted by the program in terms of personal and social capability

Figure 5.4 (above) shows the percentage of schools that gave ratings of 'All or 'Most' by geolocation. Once again remote schools tended to give lower ratings than schools in other geolocations. These differences were not statistically significant – with one exception: there was significant disparity between the ratings given by remote and metropolitan schools for *Social management* ($X^2 = 22.10$, $df = 12$, $p = .036$). It is unclear why this might be the case and may reflect individual contextual factors within those schools.

The item *Increased physical activity*, which very remote schools rated more highly than other geolocations, approached but did not reach statistical significance (i.e. $X^2 = 22.831$, $df = 12$, $p = .053$). In the smaller, remote community schools, staff are much better placed to observe children's activity levels during the school day and, in some cases, outside of school hours as well.

5.3 Social and Environmental Factors

The *Social and Environmental* impact of the SBP was examined via five items:

- *Health promoting environment of the school*
- *Social relations with school staff involved in the Breakfast Program*
- *Social relations with volunteers/community members involved in the Breakfast Program*
- *Social relations with other students involved in the Breakfast Program*
- *Overall school tone (climate)*

These items received both higher response rates (130 – 142 schools) and higher ratings than all previous items relating to impact on capacity for learning. In particular, schools were more likely to indicate that 'All' SBP students were positively impacted.

As shown in Figure 5.5, *Social relations with SBP school staff* received the highest overall rating (85% 'All+Most'). This is borne out by many of the comments provided by respondents in other parts of the survey.

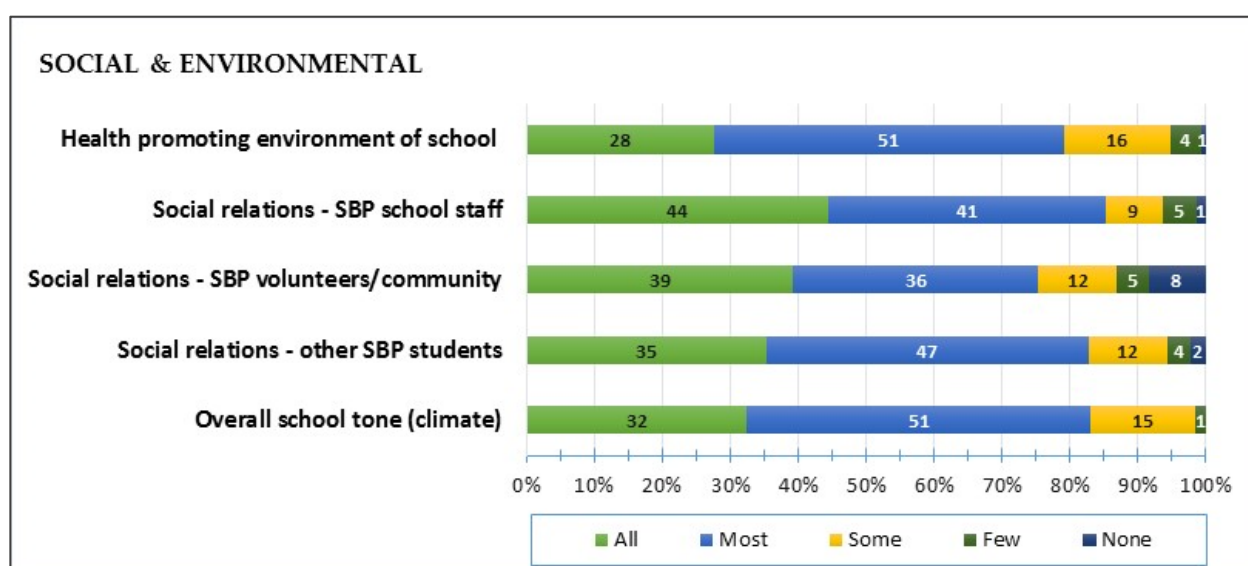


Figure 5.5: Schools' ratings of the proportion of SBP students who benefited from social and environmental aspects of the program (per cent)

Slightly lower ratings were given for *Social relations with volunteers/community* (75% 'All+Most'), with 8% of respondents indicating 'None' of their SBP students had been positively impacted. As reported in relation to other parts of the survey, some schools have found it difficult to engage volunteers for their SBP, and others rely solely on staff to run their program.

Figure 5.6 provides a breakdown by geolocation of schools' 'All+Most' ratings for each of the *Social and Environmental* items. Overall, there was less variability in these ratings than for other aspects of students' capacity for learning (i.e. maximum difference of 23 percentage points between geolocations as compared to 27 percentage points for *Schooling* items and 44 percentage points for *Personal and Social Capability* items).

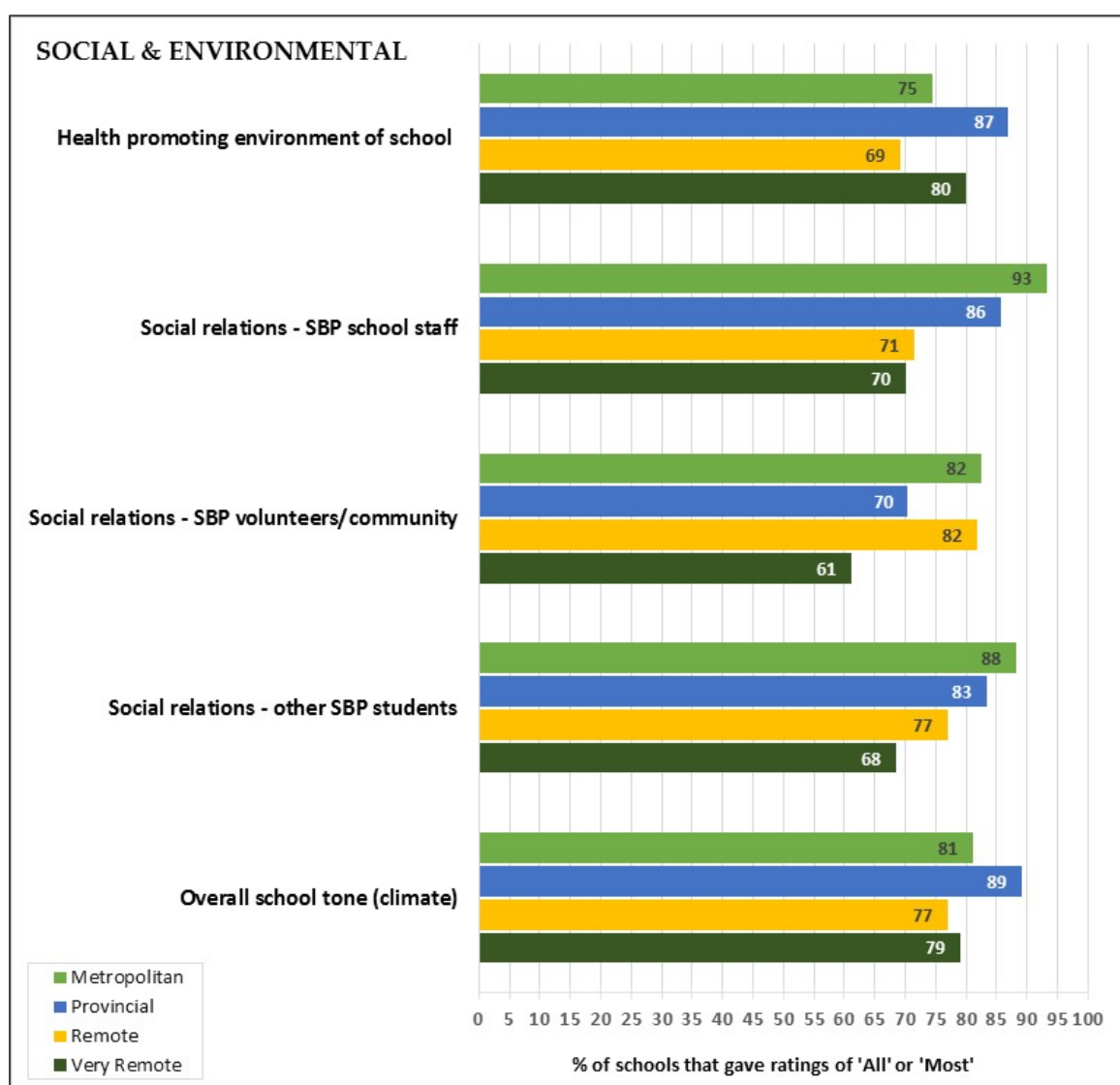


Figure 5.6: Percentage of schools that indicated 'All' or 'Most' SBP students benefited from social and environmental aspects of the program

5.4 Comments About Impact on Students' Capacity for Learning

Schools that indicated (in an earlier question) they had made changes or improvements to their SBP during 2015 were asked to indicate and comment on whether those changes had any impact on students' capacity for learning. Of these, 47 schools (30% of SBP sample) provided comments about positive impact.

One respondent highlighted how the expansion of their SBP to include lunches had reduced the sense of shame that students felt if they had no food for lunch :

The lunch making station took away "shame" associated with the need for lunch. The capacity for learning was enhanced by removing the shame & the provision of a nutritious lunch. (DoE/DoH, Metropolitan)

Other respondents touched on several key aspects of students' improved capacity of learning, including:

- Increased engagement and focus – readiness for learning (17)
- Increased concentration (15)
- Improved socialisation, building of relationships and development of social skills (12)
- Settled and more calm (8)
- Reduced behaviour problems and disruptiveness (8)
- Improved attendance and punctuality (8)

Selected examples of these are provided below.

Increased engagement and focus – readiness for learning

Being fed the children are more likely to stay engaged and focused for longer periods of time and are more likely to be at school having the option of food in the morning. Behaviour is often positively impacted as well when the children are not hungry which also positively impacts them. (DoE/DoH, Metropolitan)

Food gives students the strength and capacity of learning at higher levels, compared to other students who do not eat a regular breakfast meal. This is something that is evident within a few students. (DoE/DoH, Metropolitan)

More students came to Breakfast Club because of the bigger range in food. This meant that more students had a good healthy breakfast and their ability to learn and retain what they learnt increased. (DoE/DoH, Metropolitan)

Students were all fed and ready for learning, not hungry. (DoE/DoH, Metropolitan)

Readiness to learn as they had their needs met with eating breakfast..., (DoE/DoH, Provincial)

More willing to learn (RfR, Very Remote)

Increased concentration

Better concentration (DoE/DoH, Metropolitan)

Better concentration, less irritable (DoE/DoH, Metropolitan)

More focused and longer concentration spans (DoE/DoH, Metropolitan)

... food that we used for break times allowed students to concentrate through until lunch and the end of school. (DoE/DoH, Provincial)

Students nourished mean they can concentrate on learning (DoE/DoH, Provincial)

Through inclusion in the breakfast program students were able to concentrate in class for longer periods of time and their general health was improved. By being involved in the breakfast program they were more eager to attend school and displayed a happier demeanor. (DoE/DoH, Remote)

Students will always concentrate better and for longer if they are not hungry. (RfR, Very Remote)

They always come to school hungry and want breakfast. if they are too late they don't get any, so their concentration is not as good, so we reinforce it all the time - come to school early so you can have breakfast. Sometimes they are up and playing at someone's house and they want to stay and play. sometimes they are out hunting until late and sleep in - I reinforce to the parents that they need to come to school on time. (RfR, Very Remote)

Improved socialisation, building of relationships and development of social skills

Created a place for students to socialise before school while eating. (DoE/DoH, Metropolitan)

It has been a very social program where students were seen to help each other prepare breakfast and improve relationships (DoE/DoH, Metropolitan)

Our students come to school on the school bus; some travelling for up to 90 minutes. Even if they have breakfast at home, it is a long time until 10.50am until recess. Breakfast Club is a social time as well as food, which settles them and fills their tummies. Awesome, we have seen a positive impact on all our students. (DoE/DoH, Metropolitan)

Students have a safe and go to place to access food when in need, meet with caring people, meet students from all years (mentoring), go to class and able to concentrate. (DoE/DoH, Metropolitan)

Students were able to learn social skills, as our breakfast club was set up with lots of stations. Tables were set and they learned to use knives and forks etc. correctly and personal hygiene and how to wash dishes. (RfR, Provincial)

Concentration, staff relationship, health education, self-esteem (DoE/DoH, Provincial)

Social interaction, concentration, hunger, friendship, etc. (DoE/DoH, Provincial)

Being able to have a choice of breakfast food and in addition being able to choose from a hot or cold breakfast supported students to be ready for learning because it gives them a sense of belonging and improves their wellbeing by being supported by caring staff in a safe environment. (DoE/DoH, Remote)

Students can concentrate on set classroom tasks when they have been fed. The social aspect of the breakfast programs helps to create a friendly ambient atmosphere in the mornings which helps improve some students' moods. A regular routine of breakfast, oral hygiene and morning fitness provides a positive start to the day. (DoE/DoH, Remote)

Settled and more calm

Gave them a positive start to the school day. Calmed them from "on arrival" and then before entering class. (DoE/DoH, Metropolitan)

Promotes a community, calm feeling to the start of the day. Kids that are hungry can't self regulate and therefore aren't ready for learning. (DoE/DoH, Metropolitan)

Calmness of students, on task behaviour, focused and alert, (RfR, Provincial)

Starting with a positive, social environment where they are sitting around a table and interacting with staff and other students provides a calming start to the school day (RfR, Remote)

Reduced behaviour problems and disruptiveness

Being fed means they are not coming to school hungry, unresponsive, aggressive and seeking food from others and generally being disruptive due to hunger and reduced energy reserves. (DoE/DoH, Metropolitan)

Students settled more easily into learning being less of a distraction or behaviour problem. We are able to reason with them more because their focus is not on feeling hungry any more. (RfR, Remote)

Higher concentration levels and improved behavioural standards assisted these students in the learning capacities. (DoE/DoH, Provincial)

Improved attendance and punctuality

Improvement in punctuality, Sense of belonging, Valued - learning is important. The community expresses the value of their results. Good learning outcomes. Opportunity for leadership roles. Development of new skills (many kids volunteer/ get roped into helping) then will volunteer their time. etc... develop (DoE/DoH, Metropolitan)

Students arrived at school to participate in Breakfast program so they were punctual to classes and didn't miss morning lessons. Students could participate and be included in crunch and sip within the class. (RfR, Provincial)

Attendance. Healthy start to the day and the students are ready to learn (RfR, Remote)

Students are more settled and focused on their learning during class time and attendance has improved. (RfR, Remote)

Through inclusion in the breakfast program students were able to concentrate in class for longer periods of time and their general health was improved. By being involved in the breakfast program they were more eager to attend school and displayed a happier demeanour. (DoE/DoH, Remote)

They always come to school hungry and want breakfast. if they are too late they don't get any, so their concentration is not as good, so we reinforce it all the time - come to school early so you can have breakfast. Sometimes they are up and playing at someone's house and they want to stay and play. sometimes they are out hunting until late and sleep in - I reinforce to the parents that they need to come to school on time. (RfR, Very Remote)

Uncertainty About Impact of SBP Changes on Students' Capacity for Learning

Twenty of the schools (13% of SBP sample) that indicated they had made changes to their SBP during 2015 were unsure about whether those changes had contributed to the impact on students' capacity for learning. For some respondents, either they, or the changes made to their SBP, had not been in place long enough to judge impact:

I have been the coordinator for 6 months and have not analysed the impact so far. (DoE/DoH, Metropolitan)

I have only been in the role since August last year. There is no current way of monitoring this. (DoE/DoH, Metropolitan)

Changes made do not impact until 2016. The program itself does support and promote students' capacity for learning, however the impact of the changes (i.e. new chaplain running program) on breakfast club and hence student capacity for learning is not yet evident. (DoE/DoH, Metropolitan)

The changes are only 1 week in, so it is too early to assess. (DoE/DoH, Metropolitan)

For others, the changes made were not necessarily sufficiently different from previous practice to have made a discernable difference:

Can't specifically state that cooked food has a larger impact than uncooked (DoE/DoH, Provincial)

As the programme runs every day, not possible to observe the effect of not having the programme. (RfR, Very Remote)

Students always attend school if they are in community. Some of the older children opt to get their food supply for the day from the store in addition to what they are supplied at school. They are not allowed to consume these items in school. It is the younger students who are able to concentrate better in the morning session once they have had some breakfast. They have always

had their breakfast at school and hence we cannot see an impact. Although in some cases they are able to focus on their learning and not have to worry about being hungry. (RfR, Very Remote)

Two of the respondents noted that their role within the school meant they did not receive feedback about students' classroom performance and behaviour:

Because I coordinate the Breakfast club and I am not a teacher I generally do not get any feedback on whether eating breakfast at Breakfast club impacts the students capacity for learning. (RfR, Provincial)

I am a secondary teacher and a lot of the students involved are primary aged. Perhaps we need to conduct a survey of some type next year to find some responses. (RfR, Provincial)

Finally, several schools highlighted an issue that has wider applicability for the SBP. That is, schools don't necessarily collect (or have the resources to collect) the kind of empirical evidence that would enable them to objectively gauge the impact of their program, nor the effect of any improvements/changes made. This suggests that there is a role for Foodbank and the funding bodies to provide guidance about what data schools could collect as evidence of impact without placing unnecessary burden on staff or volunteers.

Lack of resources to accurately ascertain impact. (DoE/DoH, Metropolitan)

I don't have the information available to me at present. However, the breakfast program has been utilised by the same students all year, and as far as I am aware the impact all round has been a positive outcome for all concerned (DoE/DoH, Provincial)

Difficult to evaluate objectively. (DoE/DoH, Provincial)

Because I can only comment on the participating students that came to my classroom for learning, not the rest of the classes. My students who came to school without breakfast were unfocused, disruptive. Those who came and ate during breakfast club were definitely more settled and ready to start work. (RfR, Provincial)

Lack of empirical evidence collected. This is planned to take place from the commencement of 2016. (DoE/DoH, Provincial)

We did not have a controlled measure in place to collect data regarding this matter. (DoE/DoH, Remote)

Stats not recorded and only once per week. (RfR, Remote)

I have no statistical evidence to base this on. (DoE/DoH, Very Remote)

The following section reports on the impact of SBPs on students' knowledge, skills and attitudes towards healthy eating and nutrition.

6. Impact on Students' Knowledge, Skills and Attitudes Towards Healthy Eating

6.1 Ratings of Impact

The impact of the SBP on students' knowledge, skills and attitudes towards healthy food and nutrition was examined via the following 11 items:

- *Awareness of the Australian Dietary Guidelines*
- *Awareness of healthy eating*
- *Awareness of the effects of 'Everyday' foods (5 food groups) on health*
- *Awareness of the effects of 'Sometimes' foods (high in fat, sugar, salt) on health*
- *Awareness of food hygiene*
- *Awareness of kitchen safety*
- *Ability to select healthy breakfast foods*
- *Ability to prepare healthy breakfasts*
- *Ability to handle foods safely*
- *Willingness to try new foods*
- *Positive attitude towards healthy food*

Response rates to these items varied from 124 to 138 schools (*Awareness of Australian Dietary Guidelines* and *Awareness of food hygiene*, respectively). Figure 6.1 shows the percentage ratings for each item.

Comments provided in other parts of the survey indicate that many schools try to actively involve their students in preparing breakfasts and try to promote discussion and awareness about healthy food options. This is reflected in the relatively higher 'All+Most' ratings for *Food hygiene awareness* (68%), *Positive attitude towards healthy food* (61%), *Awareness of kitchen safety* (62%), *Healthy eating awareness* (57%), *Ability to handle food safely* (56%) and *Ability to prepare healthy breakfasts* (53%).

Three of the items relate directly to content typically covered in Foodbank's *Food Sensations* nutrition education sessions, namely: *Awareness of the Australian Dietary Guidelines*, *Awareness of the effects of 'Everyday' foods*, and *Awareness of the effects of 'Sometimes' foods*.

Since not all SBP schools or SBP students have necessarily participated in *Food Sensations*, the lower (but still largely positive) ratings are not surprising.

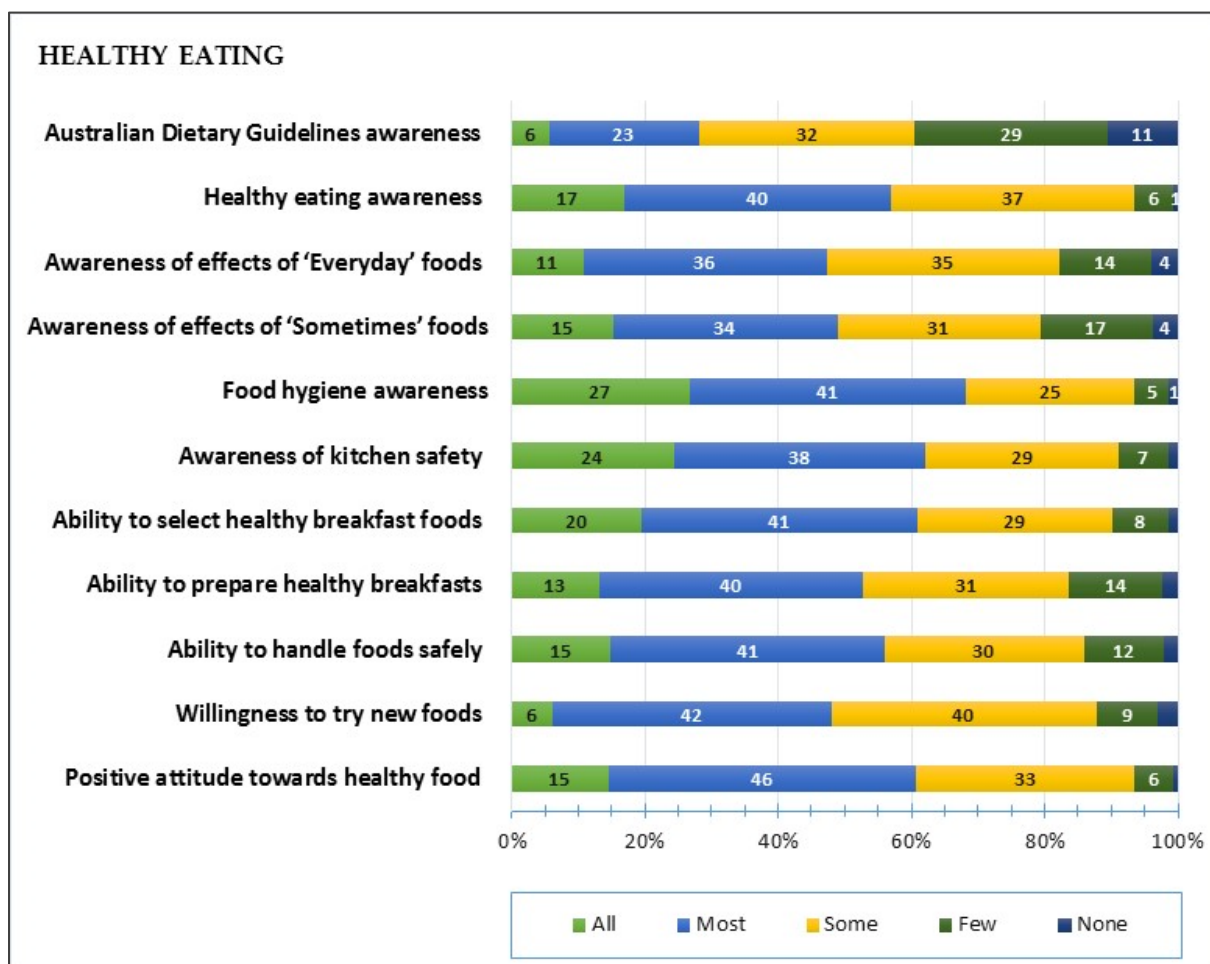


Figure 6.1: Schools' ratings of the proportion of students positively impacted by the program in terms of their knowledge, skills and attitudes towards healthy eating (per cent)

Figure 6.2 provides a comparison of schools' ratings by geolocation. Once again, remote schools in the SBP sample tended to give lower ratings, but Chi-square tests revealed no statistically significant differences. One notable feature, though, is the high rating (85% 'All+Most') given by very remote schools for *Awareness of food hygiene*. This perhaps reflects the efforts that schools in the more disadvantaged areas are making to build students' self-care and life skills.

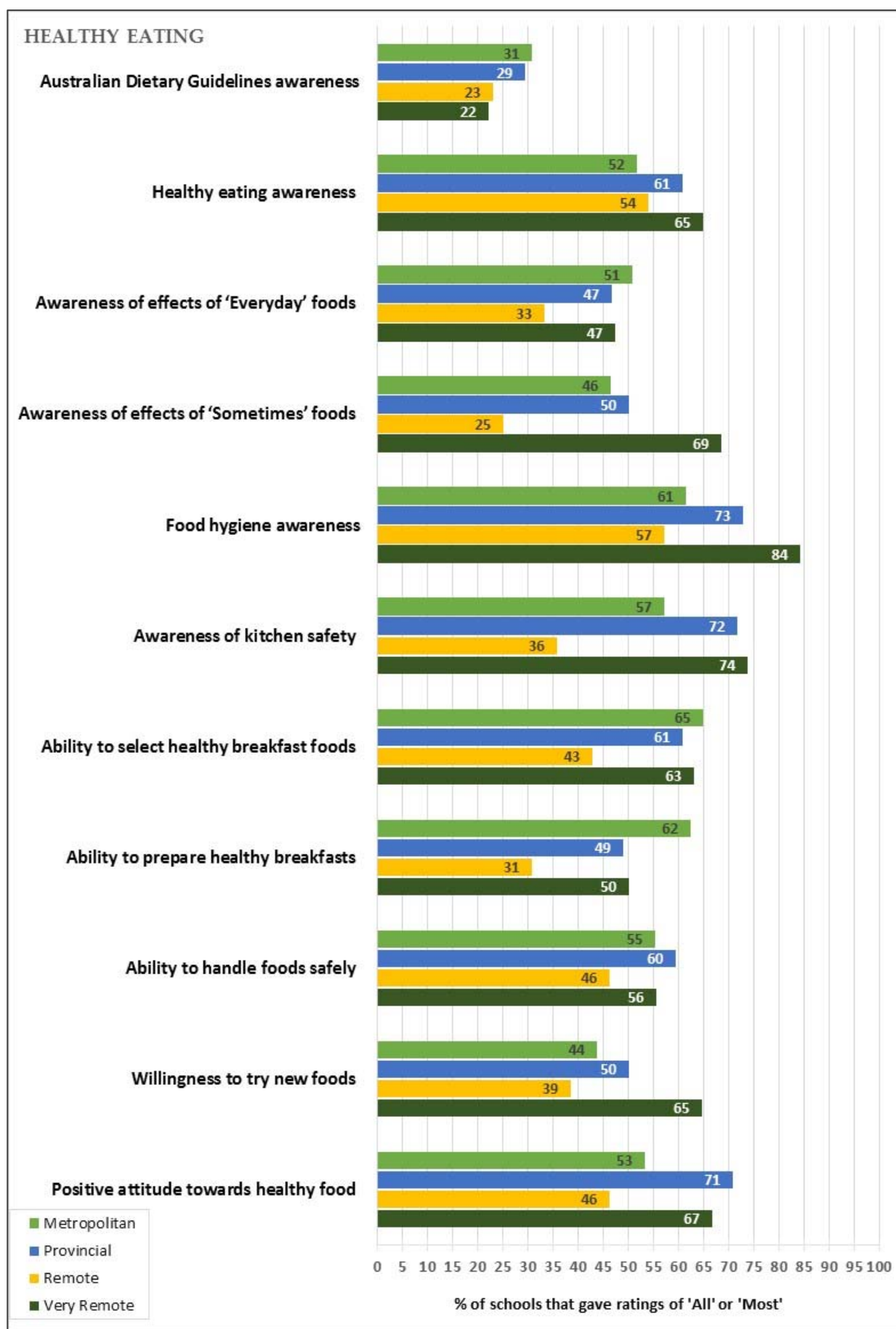


Figure 6.2: Percentage of schools that indicated 'All' or 'Most' SBP students benefited from the program in terms of knowledge, attitudes and skills in relation to healthy eating

6.2 Impact of SBP Changes on Students' Knowledge/Skills/Attitudes Towards Healthy Eating

Schools that had made changes to their SBP during 2015 were asked to comment on the impact on students' knowledge/skills/attitudes about healthy food and nutrition. Responses were received from 43 schools (27% of SBP sample) and touched on three main issues:

- Students choosing/accessing healthy foods;
- Increased knowledge/awareness of healthy eating and nutrition; and
- Knowledge/skills in food preparation and hygiene

Indicative examples of comments from each of these areas are provided below.

Students choosing/accessing healthy foods

Gave us the opportunity to teach and see the students make healthy choices. (DoE/DoH, Metropolitan)

When surveyed this year the students that were eating breakfast regularly were making healthier choices such as healthy cereal (like weetbix) and toast. (DoE/DoH, Metropolitan)

Healthier options were provided (DoE/DoH, Metropolitan)

Many students are eating food they have never been exposed to or tried and it is all healthy. (DoE/DoH, Provincial)

Discovering healthy foods exist (DoE/DoH, Provincial)

Students were trying new foods that are health alternative to what they would normally have exposure to at home. (RfR, Provincial)

Many students are eating food they have never been exposed to or tried and it is all healthy. (DoE/DoH, Provincial)

Wanting to eat healthier foods Children wanting fresh vegetables and fruit (DoE/DoH, Provincial)

Students choices for breakfast were directed to healthy choices and also through the emergency lunch program a more healthy option was provided making the overall amount of food and choice of food predominantly from a healthy choice range. (DoE/DoH, Remote)

Students choices for breakfast were directed to healthy choices and also through the emergency lunch program a more healthy option was provided making the overall amount of food and choice of food predominantly from a healthy choice range. (DoE/DoH, Remote)

Increased knowledge/awareness of healthy eating and nutrition

Willingness to try new food in the way it has been presented. Peer pressure (other kids eating it). Encouragement from those who will serve it. Programs done through School Nutrition Curtin, Food Sensations, Health promotions in the school. Nursing students from Curtin- promoting healthy foods - fruit drinks. (DoE/DoH, Metropolitan)

The awareness of the importance to a healthy breakfast and the impact of this throughout the day (DoE/DoH, Provincial)

Students frequently ask about the health benefits of the food they are eating, they often make reference to it whilst sharing a meal. Students request and prefer healthier foods such as multigrain bread and fruit smoothies (DoE/DoH, Remote)

Students were made aware of how important breakfast was to help them start the day positively. They knew that fruit contained sugar and if you put some tinned fruit on your weetbix you didn't need to put on extra sugar. (RfR, Remote)

Students frequently ask about the health benefits of the food they are eating, they often make reference to it whilst sharing a meal. Students request and prefer healthier foods such as multigrain bread and fruit smoothies (DoE/DoH, Remote)

The children readily eat the food and have more awareness when participating in Health classes. (DoE/DoH, Very Remote)

Students were made aware of how important breakfast was to help them start the day positively. They knew that fruit contained sugar and if you put some tinned fruit on your weetbix you didn't need to put on extra sugar. (RfR, Remote)

They know that they should have only a little sugar on their cereal - too much sugar leads to diabetes - not needed - same for honey on porridge - they don't need sugar in Milo. Parents don't need half a container of sugar in their tea. (RfR, Very Remote)

We talk constantly about the need to eat fresh fruit, vegetables and cereals whenever they can. It is not always easily available out here. The school also provides fresh fruit at recess so the children know that what they eat at school for breakfast and recess is based on offering them food that is good for their bodies and good for their brains... (RfR, Very Remote)

Knowledge/skills in food preparation and hygiene

All students were required to ensure clean hands and environment when preparing and eating food. Portion control also indirectly addressed through the program. (DoE/DoH, Metropolitan)

Students are guided to have food made available and given help with the actual preparation as well. (DoE/DoH, Metropolitan)

It was mainly the difficult students particularly the boys that wanted to be involved and help with setting up and cooking at the stations and eating. The girls would always help with the cleaning up. Basically they would take these skills home with them and try them at home. (RfR, Provincial)

Making better choices eating their lunches rather than throwing them in the bin (heat their lunches in microwave to make more interesting). Safety in kitchen, washing hands, regularly [using] manners at the table, cleaning up after themselves. (RfR, Provincial)

... Students are developing food hygiene awareness to remain healthy. (RfR, Provincial)

In Sections 5 and 6 we have examined the impact of the SBP on students. The following section examines the impact of SBP on the functioning of the school at the whole school level and classroom level.

7. Impact of SBP on the Functioning of the School

7.1 Impact at the Whole School Level

More than 80% of the survey sample indicated the SBP had impacted on the overall functioning of their school at the whole school level. As shown in Figure 7.1, this was stated by 100% of the remote and very remote schools compared to 78% and 80% of metropolitan and provincial schools⁷. The reasons given by metropolitan and provincial schools as to why they were 'Unsure' about the impact on their school are explored in the 'Comments' sections below.

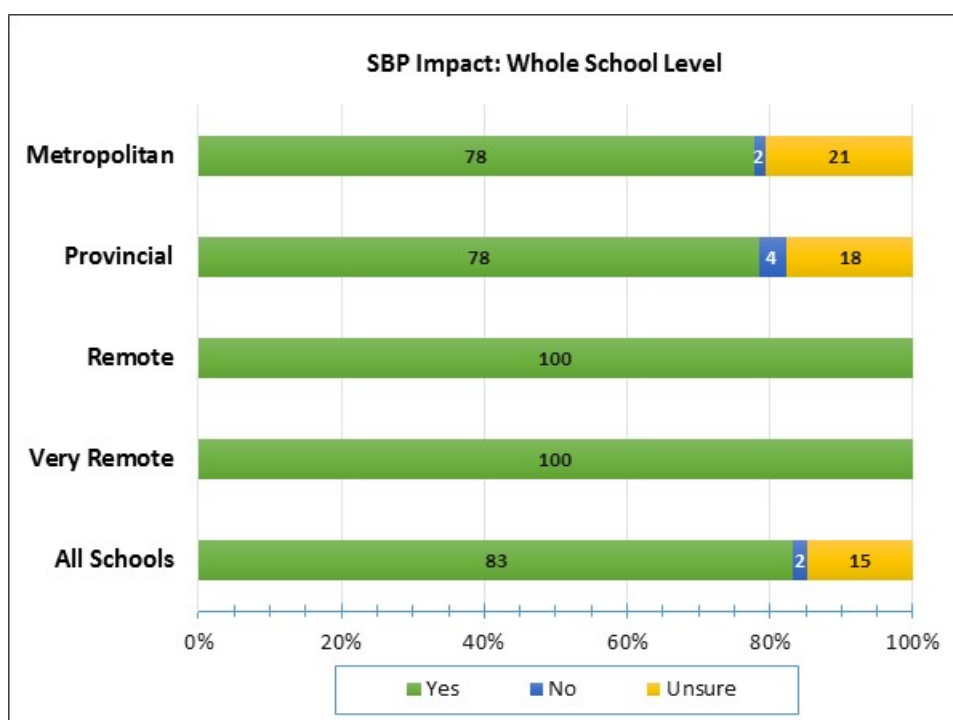


Figure 7.1: Schools' perceptions of whether the SBP has impacted on the functioning of the school at the **whole school level**, by geolocation (per cent)

Figure 7.2 provides a breakdown by DRD region. Here it is evident that the provincial schools which had indicated 'No' impact of the SBP on the overall functioning of their school were from the Great Southern region only (2 schools). Reasons for 'No' answers were not elicited, but should perhaps be included in future versions of the survey instrument.

⁷ Tests for significant differences between the schools on the basis of geolocation or DRD region were not appropriate given the large number of empty cells in the contingency tables.

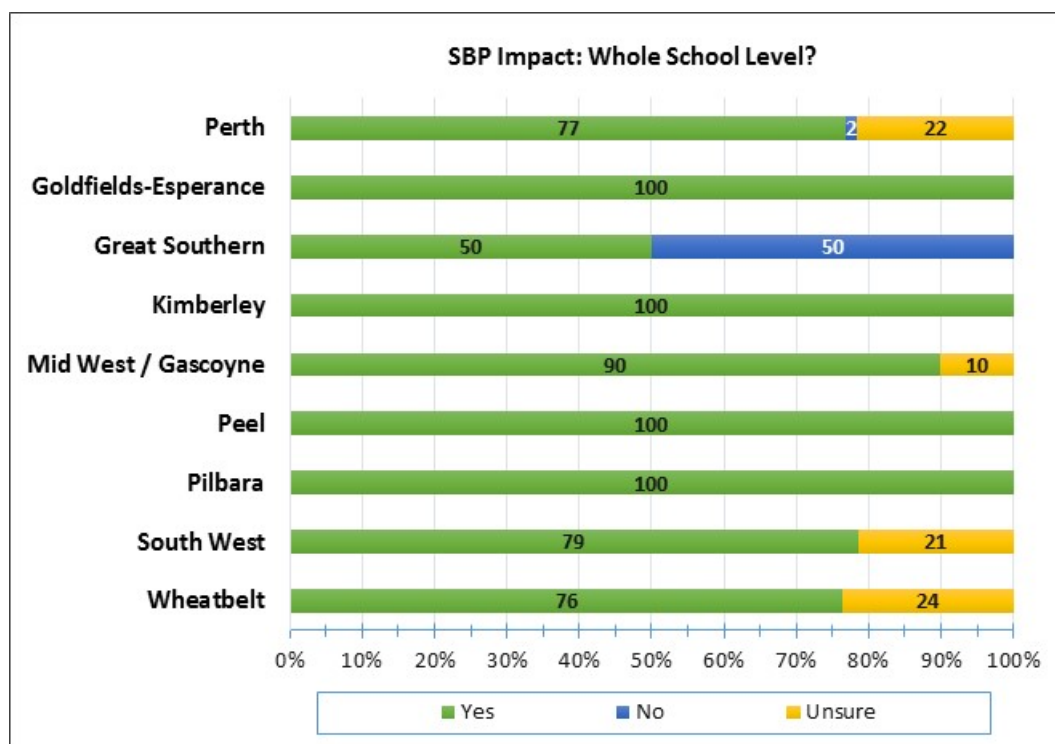


Figure 7.2: Schools' perceptions of whether or not the SBP has impacted on the functioning of the school at the **whole school level**, by DRD region (per cent)

Comments About Impact at the Whole School Level

It is clear from the 120 responses provided that many schools see the role and benefits of their SBP as far broader than its core function of alleviating hunger for students in need. The positive impact on students' sense of inclusion and belonging to the school community comes through strongly, and many schools deliberately seek to capitalise on this by creating a warm, welcoming environment in which students can develop social skills and build stronger relationships with staff and fellow students. The emphasis on social-emotional learning is seen to have positive spin-offs for attendance and students' readiness and capacity for learning.

As shown in Figure 7.3, the most prevalent, and often overlapping, themes evident in respondents' descriptions of impact on the overall functioning of their school were as follows:

- Positive impact on social inclusion, school connectedness and sense of community
- Positive influence on social skills and student behaviour
- Positive influence on student attendance, capacity to learn and student engagement
- Provides an option to support students who are disadvantaged/struggling/hungry
- Increased health knowledge and promotion of healthy habits

Five schools referred to general positive effects without further elaboration (e.g. *'Very positive'*), while two schools specifically noted the financial benefit to their school of being able to access free breakfast products. Only two schools drew attention to the additional pressure that SBPs can place on school staff where voluntary support is not available. Indicative examples of the key themes about impact at the whole school level are provided below Figure 7.3.

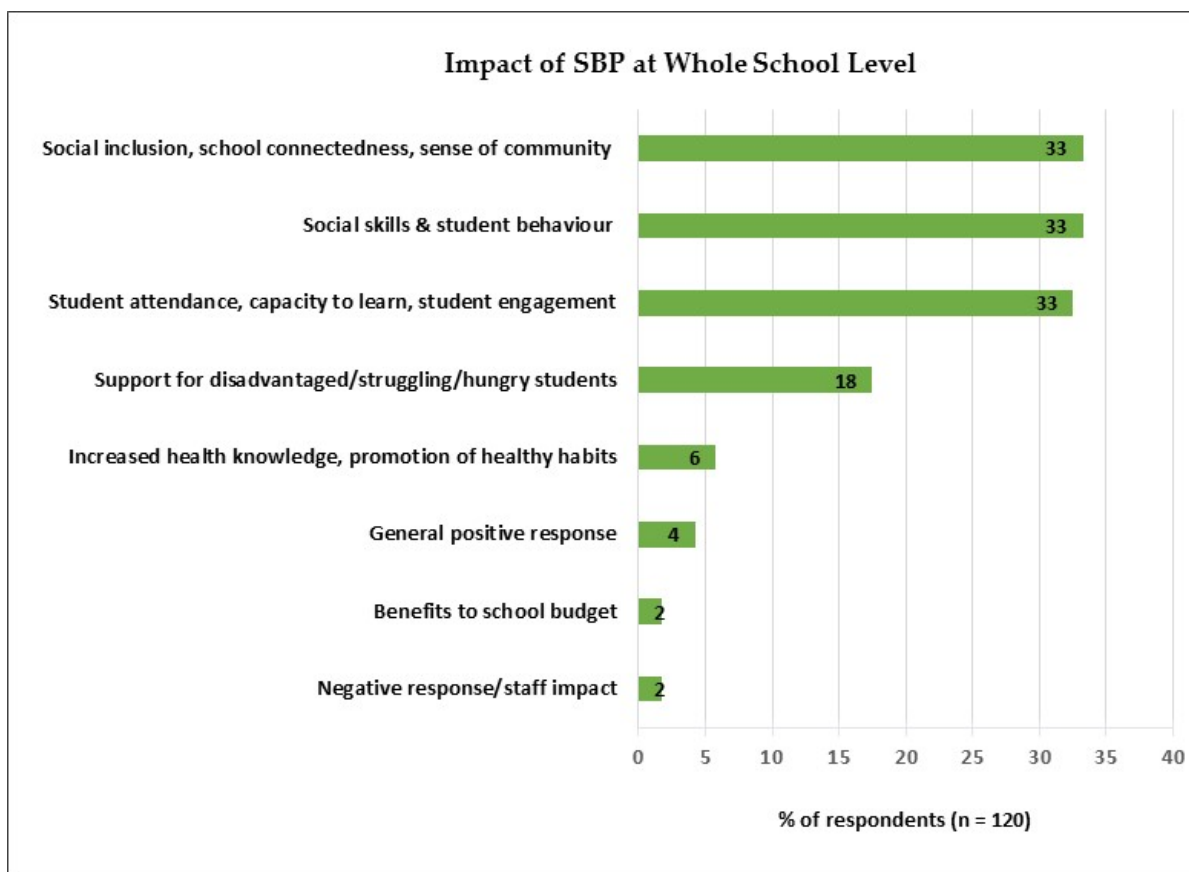


Figure 7.3: Respondents' comments about impact of SBP on the overall functioning of the school at the whole school level (per cent of responses, n = 120)

Positive impact on social inclusion, school connectedness and sense of community

All the students are aware that they are all welcome to attend Breakfast Club. Our senior students assist in the implementation of this program and earn points for doing so. I believe the students feel more of a sense of belonging to the school because of Breakfast Club. Our younger students value sitting with the older students. (DoE/DoH, Metropolitan)

Building community feel with the children (DoE/DoH, Metropolitan)

Students love breakfast club. They are made to feel important, they are served with dignity and have good, positive social interactions with the team. Students line up to come to Mrs Crummer's Café. The décor is special and reflects the time of the year. Students participate in the atmosphere and behaviour in the Breakfast Club is excellent. (DoE/DoH, Metropolitan)

Increased activities relating to school community and involvement including whole school breakfast with Blueearth games and activities within. Fresh fruit available with the 'Go Fresh Programme,' access for all students to have healthy lunches. (DoE/DoH, Metropolitan)

Helped to foster a sense of belonging and inclusion as well as an improved attention spans and general interest in educational activities. The whole school breakfast also gives our year 5/6's an opportunity to serve the school as leaders and reiterates to them what constitutes a healthy breakfast. (DoE/DoH, Metropolitan)

Social get together, 100% staff involvement, children happy, lots of communication, broader range of social network (RfR, Provincial)

Breakfast club, brings the whole school together. Kids look forward to eating breakfast together and with Staff members too (RfR, Provincial)

Bringing the school together in a positive way, building relationships with students and parents, providing a service to the school. (DoE/DoH, Provincial)

Staff are rostered to run the Club each morning so staff have taken on more extra-curricular responsibility; children who access the club are interacting with more teachers; parents acknowledge the community aspect of this club (DoE/DoH, Provincial)

It allows for the socialising of mixed age groups. It allows students to meet and have breakfast with a community member who is a great male model. It encourages those students who do not usually have breakfast to eat some and improves their concentration and ability to function in the classroom. (DoE/DoH, Provincial)

The Breakfast Program helps to put a positive outlook about school in the minds of not only students but the families of the school. The Community appreciate the Breakfast Club being provided for children who for whatever reason do not have breakfast before arriving at school. It makes everyone feel included. (DoE/DoH, Remote)

Mainly around partnership with local Aboriginal mothers who volunteer to run the program. Very good for building relationships and cultural understanding. (DoE/DoH, Remote)

Attendance and relationship with the community. (RfR, Very Remote)

All students are involved. All parents are happy we feed their kids at school. All community members are happy to receive some benefit from the program. At one stage this year their money was cut off and people were desperate for anything to eat. (RfR, Very Remote)

Positive influence on social skills and student behaviour

Children involved are happier and do not impact on others in a negative way (DoE/DoH, Metropolitan)

Students who were not hungry had changed behaviours in the classroom therefore seeing an improvement on the whole school level (DoE/DoH, Metropolitan)

Food generally can act as a buffer on a range of sensitive student situations. This helps calm the student and hence the climate at school. (DoE/DoH, Metropolitan)

Provides a positive social and practical (meeting need) experience for students (DoE/DoH, Metropolitan)

Students are positioned socially able and calm, also having a breakfast allows them to attend to their learning without looking for distractions. (DoE/DoH, Metropolitan)

Social skills, cooking programs, health programs (DoE/DoH, Provincial)

Gives students a focus in the morning, attendance, punctuality and improves social skills. (RfR, Provincial)

Better behaviour and student engagement. More productive students who are better prepared for learning. (RfR, Provincial)

Improved behaviour of students because of readiness for the day and better concentration. Also improved relationships between the students and staff. (RfR, Provincial)

It has become a very inclusive program not just for those that are in need of breakfast but also those children that are in need of company. The relationships between those staff and volunteers have improved and the students are learning to adjust to different ways of running things, different boundaries and also the adults are showing more understanding toward students' needs. (RfR, Provincial)

The school staff as whole support the Breakfast Club as they know that kids who are hungry cannot concentrate in classroom - we have seen the effects on these children. They usually become a behavioural problem. The basic need of having food is met by the Breakfast Club - our school would not be able to operate effectively without the program. (DoE/DoH, Remote)

Student attendance and behavioural improvement. (DoE/DoH, Remote)

The program has fostered improved social skills and respect. Students are more settled and focused on their learning during class time and attendance has improved. A further outcome is

the opportunity for parents, families and community members to participate in the experience with the children. (RfR, Remote)

It helps curb the students' behaviour because they often misbehave due to being hungry so having the resources to give them a meal has had a huge impact. (DoE/DoH, Very Remote)

Positive influence on student attendance, capacity to learn and student engagement

Attendance and student engagement has improved (DoE/DoH, Metropolitan)

The School Breakfast Program has increased the number of students who are arriving on time and ready to learn in the mornings. (RfR, Provincial)

The students who attend our SBP really enjoy the experience. They prepare their own food (e.g. spreads on toast) and sit at tables to eat. Students are arriving at school on time. Data shows us that on SBP mornings the number of students arriving late is lower and attendance is improving. Feedback received from parents frequently states that their children are up and keen to get to school on breakfast mornings. (RfR, Provincial)

Better behaviour and student engagement. More productive students who are better prepared for learning. (RfR, Provincial)

Although it may only be a minor impact but I believe that the students know that they can access a meal at school and in many cases this has increased their willingness to attend. (DoE/DoH, Remote)

The Breakfast Club promotes attendance and removes barriers that some students face with economic disadvantages. Students who travel up to 75 mins to come to school and eat at the Breakfast Club when they arrive have increased alertness and energy. (DoE/DoH, Remote)

Starting the day with something to eat followed by fitness activities has enabled students to settle into the daily routine of school and engage with their learning. Students who come late and do not have this routine find being at school and following the routines of the classroom more difficult and this often leads to inappropriate behaviours and their ultimate consequences. Since the introduction of Breakfast Club the numbers of students in this latter group has shown a marked decline. (DoE/DoH, Provincial)

It encourages the students to come to school on time. (DoE/DoH, Very Remote)

Student attendance and punctuality. Behaviour. Engagement in the classroom. (DoE/DoH, Very Remote)

Students are coming to school earlier to have breakfast (RfR, Very Remote)

Students will come to school even if they have no breakfast or lunch as they know we will feed them. Attendance is a huge issue in our school. (DoE/DoH, Very Remote)

The parents feel supported by the school which assists with attendance (DoE/DoH, Very Remote)

Provides an option to support students who are disadvantaged/struggling/hungry

All teachers know that if a student has not had breakfast, forgot or did not bring sip and crunch, then Breakfast Club is available and fruit is available, so they send their students to get food from the breakfast club room. This has been a great option. In the past, if a student was tired or disruptive because of a lack of food/energy options were very limited. (DoE/DoH, Metropolitan)

It allows us to support those students who do not have breakfast before coming to school, those who arrive at school early and those who need a safe place to wait before school starts. It also allows support staff to get to know children who require additional support in the school setting. (DoE/DoH, Metropolitan)

Staff are aware of students and families who may need extra help and assistance and are aware of how to meet the needs of these students and families through Foodbank supplies accessed via the Chaplaincy program. (DoE/DoH, Metropolitan)

Students know there is always food for breakfast and they do not have to worry about being hungry. Sometimes the late students are able to have breakfast in their classrooms. (RfR, Very Remote)

All students at some point eat breakfast at school. We always ask the students if they have had breakfast already at home. Most of the time the answer is no so without SBP students would be going to class hungry. (DoE/DoH, Very Remote)

It is a crucial component of survival for children, families and staff and community members. (DoE/DoH, Very Remote)

Increased health knowledge and promotion of healthy habits

Healthy eating (DoE/DoH, Metropolitan)

Made staff and students aware of healthy choices (DoE/DoH, Metropolitan)

Students that come to the SBP know that having sugar on cereal is not so healthy. Students that come to the SBP hear the staff talking about healthy eating, healthy quantities, sometimes food, etc. At recess the students sometimes talk to one another about the healthiness of one another's recess, and those who come to School Breakfast share what they have learned. Students ask me, the Chaplain, because they understand that because I run the Breakfast I understand about healthy eating. In this sense, the message is spread, and certain staff members are identified by the students as people that know about healthy eating. Students have also learned that when they don't have breakfast or recess they don't feel so calm, content, ready to work, and ready to participate in fitness. Teachers will often ask, 'Did you have breakfast?' when a child is discontent or even disruptive. Again, the school as a whole understands that healthy food is important. (DoE/DoH, Provincial)

Starting the day with something to eat followed by fitness activities has enabled students to settle into the daily routine of school and engage with their learning. Students who come late and do not have this routine find being at school and following the routines of the classroom more difficult and this often leads to inappropriate behaviours and their ultimate consequences. Since the introduction of Breakfast Club the numbers of students in this latter group has shown a marked decline. (DoE/DoH, Provincial)

Students who attend Breakfast are aware of healthy eating practices and sometimes food, and sometimes talk to others at recess and lunch about what is healthy eating. Teachers encourage healthy eating and connect this to Breakfast Club. (DoE/DoH, Provincial)

We have certain rules to do with hygiene and cleanliness as a whole school which we believe may impact their habits at home. (DoE/DoH, Very Remote)

7.2 Impact at Classroom Level

As shown in Figure 7.4, schools were somewhat less certain about the impact of the SBP on the functioning of their school at the classroom level as compared to whole school level. Nevertheless, the overall rating of 77% indicates a very positive result. It is clear that the SBP has greater significance for non-metropolitan schools, with 84-86% indicating impact versus only 65% of metropolitan schools.

The breakdown of responses by DRD region shows some interesting patterns as compared to those for impact at whole school level. For example, South West schools indicated greater certainty about impact at the classroom level than whole school level. This perhaps relates to the school role of the survey respondent and the information available to them. The 'No' response for Great Southern represents only one school since only four of the five schools responded to this question.

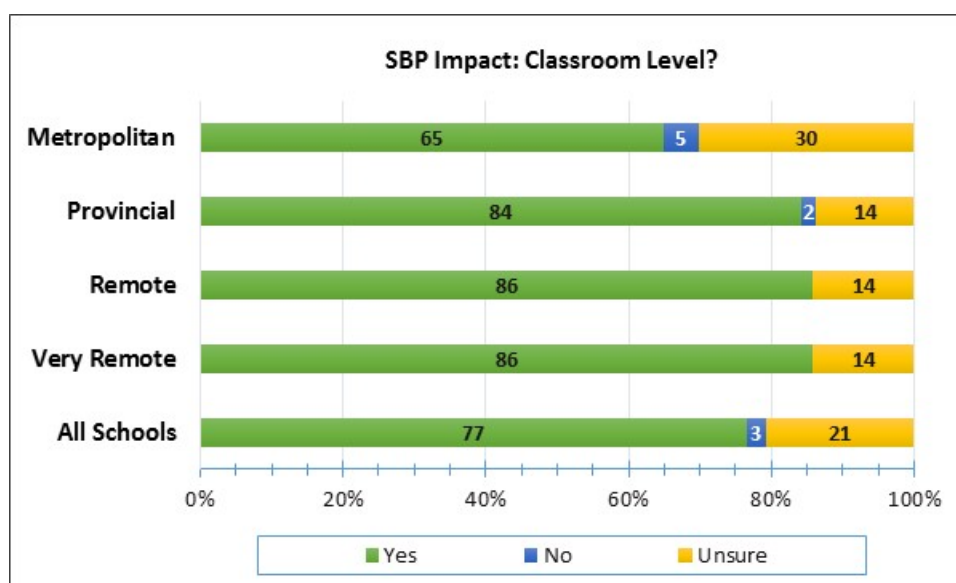


Figure 7.4: Schools' perceptions of whether or not the SBP has impacted on the functioning of the school at the **classroom level**, by geolocation (per cent)

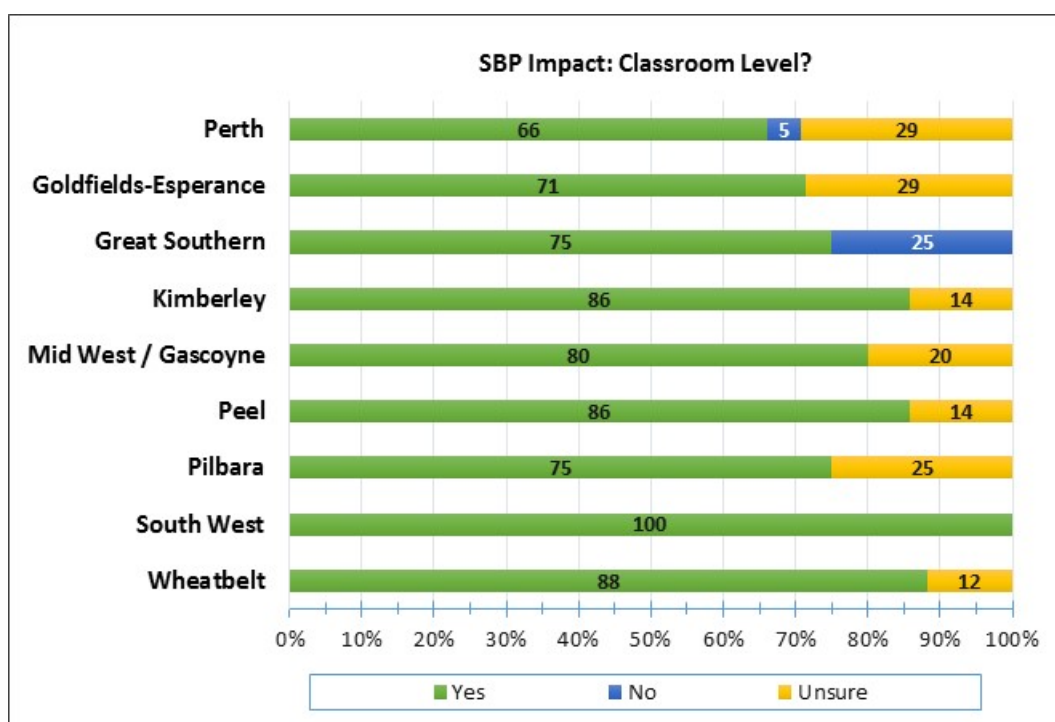


Figure 7.5: Schools' perceptions of whether or not the SBP has impacted on the functioning of the school at the **classroom level**, by DRD region (per cent)

Comments About Impact at the Classroom Level

As would be expected, at the classroom level, respondents mostly described the impact of the SBP as having a positive influence on students' functioning in terms of concentration and attention, mood, behaviour, attendance and punctuality, engagement, and/or readiness for learning. Eight respondents simply reiterated the response they gave in relation to impact at the whole school level, and four respondents referred to the additional support that SBP participation provides, such as access to cooking and healthy eating programs, and products to ensure every child can participate in Crunch&Sip.

The percentage of responses for the key themes are provide in Figure 7.5. Indicative examples of the most prevalent themes are provided below.

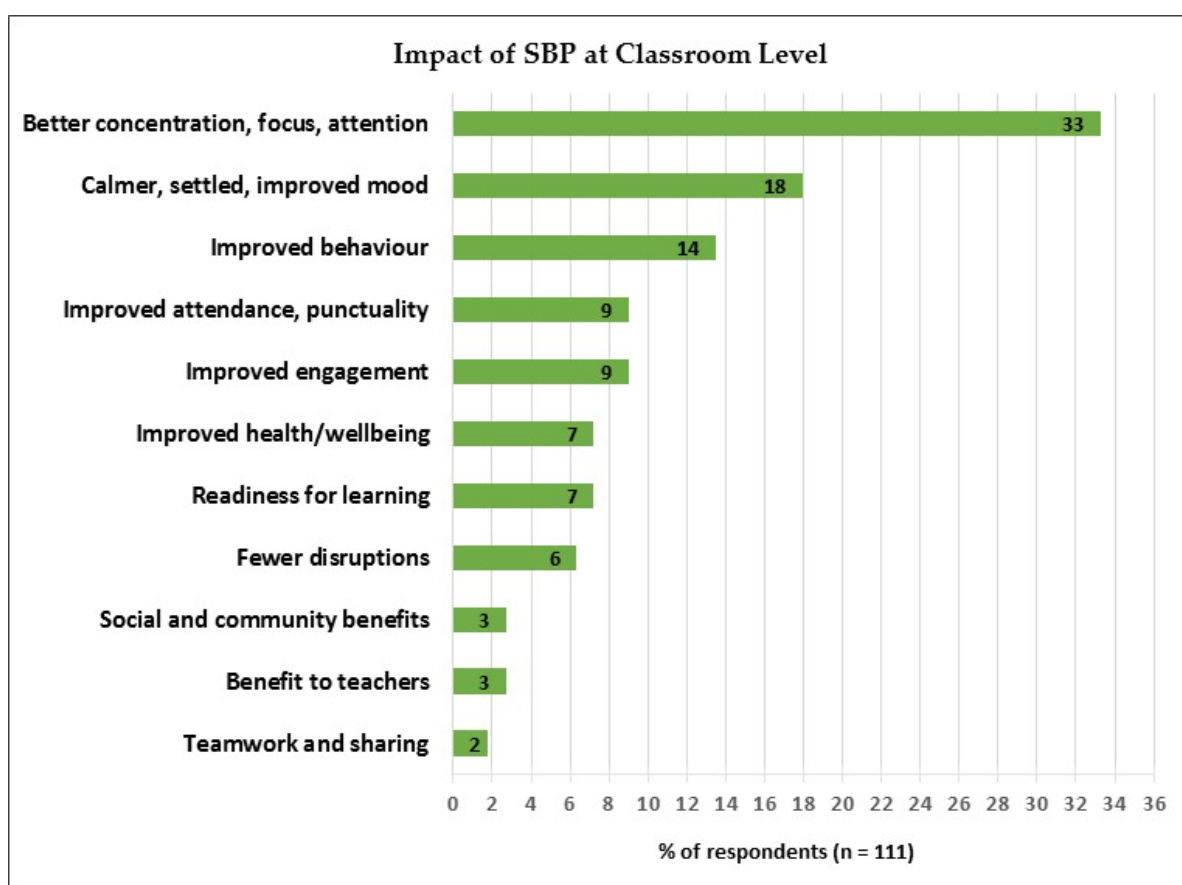


Figure 7.6: Respondents' comments about impact of SBP on the overall functioning of the school at the classroom level (per cent of responses, n = 111)

Better concentration, focus, attention

Students able to concentrate on learning rather than feeling hungry. (DoE/DoH, Metropolitan)

Students are focused and can concentrate (DoE/DoH, Metropolitan)

Allows for greater concentration (DoE/DoH, Metropolitan)

Able to concentrate better with food in their stomach (DoE/DoH, Metropolitan)

Student focus and ability to be the same as everyone else. Have food at recess and start the day well. (DoE/DoH, Metropolitan)

It assists with the concentration of some students (RfR, Provincial)

Of course! Children who eat breakfast have more stamina and the ability to concentrate. (RfR, Provincial)

Individual students who have emergency lunch or breakfast perform better in class with an increase in concentration. (DoE/DoH, Remote)

Children are more ready for learning and can concentrate (RfR, Very Remote)

Calmer, settled, improved mood

As per early multi-choice, increased concentration and improved mood (DoE/DoH, Metropolitan)

Calmer start to the day and children are more focused on their learning (DoE/DoH, Metropolitan)

The students are calmer and are able to settle down to learning after having breakfast. (DoE/DoH, Metropolitan)

Students are a little more settled (DoE/DoH, Metropolitan)

Calm upon going to class. (RfR, Provincial)

Children are settled and fed (DoE/DoH, Provincial)

Students are more settled and focused on their learning during class time. (RfR, Remote)

Improved behaviour

Students are alert and cooperative beginning of the day and there is a reduction of misbehaviour in the mornings. (DoE/DoH, Metropolitan)

Sometimes students exhibit poor behaviour because they've not eaten breakfast. They are encouraged to attend Breakfast in future, and once attending the behaviour improves. Other students can then get on with work without being distracted by the students exhibiting poor behaviour. (DoE/DoH, Provincial)

Starting the day with something to eat followed by fitness activities has enabled students to settle into the daily routine of school and engage with their learning. Students who come late and do not have this routine find being at school and following the routines of the classroom more difficult and this often leads to inappropriate behaviours and their ultimate consequences. Since the introduction of Breakfast Club the numbers of students in this latter group has shown a marked decline. (DoE/DoH, Provincial)

Student behaviour improves once they have had something to eat. (DoE/DoH, Remote)

Food helps settle the students down so Behavioural Management is less intense. (RfR, Very Remote)

Improved attendance, punctuality

We are seeing changed behaviours and better attendance (DoE/DoH, Metropolitan)

Students are at school on time and do not 'flag' by recess. (RfR, Provincial)

for the aboriginal children who access the Club, they are at school on time and, having has a reasonably healthy breakfast, are better able to concentrate in the classroom (DoE/DoH, Provincial)

Students are ready to learn and no longer arriving late to school without anything to eat - lessons start on time and student participation/engagement is high. (RfR, Provincial)

Ready to learn, better behaviour, better attendance (RfR, Remote)

Improved engagement

Students are ready to learn and no longer arriving late to school without anything to eat - lessons start on time and student participation/engagement is high. (RfR, Provincial)

Starting the day with something to eat followed by fitness activities has enabled students to settle into the daily routine of school and engage with their learning.(DoE/DoH, Provincial)

Students are more engaged. If they are having trouble and need to relax and eat they know it is available. (DoE/DoH, Provincial)

Students on task, settled & engaged. (DoE/DoH, Very Remote)

Less disruptive

Less disruption because fewer students are trying to learn without enough energy and cause less disruption of lessons and learning. (DoE/DoH, Metropolitan)

Less disruptive behaviour, there is obviously still some but the students who once began school with no breakfast now have the opportunity to eat before class. (DoE/DoH, Metropolitan)

Students who access the breakfast program are set up for learning across the classrooms. They are able to participate in their lessons and are less likely to either lose interest or become disruptive. Teachers are confident the school can meet the material needs of their students via the resources provided through the Foodbank program. (DoE/DoH, Metropolitan)

Less disruption because students aren't hungry and eating healthier. (RfR, Provincial)

Readiness for learning

Students who access the breakfast program are set up for learning across the classrooms. They are able to participate in their lessons and are less likely to either lose interest or become disruptive. Teachers are confident the school can meet the material needs of their students via the resources provided through the Foodbank program. (DoE/DoH, Metropolitan)

If the students at the program didn't eat breakfast that is 40 [students] who cannot learn well or stay on task in the classroom. (DoE/DoH, Provincial)

Behaviour is good and learning is strong. (RfR, Very Remote)

7.3 Negative Effects of SBP

To our knowledge, the 2015 survey was the first to directly ask schools if they perceive there are any negative effects of the SBP on students or the school environment/community. As shown in Figure 7.7, while the large majority of schools (77%) saw no negative effects, 20% did answer 'Yes', and a very small proportion (3%) were 'Unsure'.

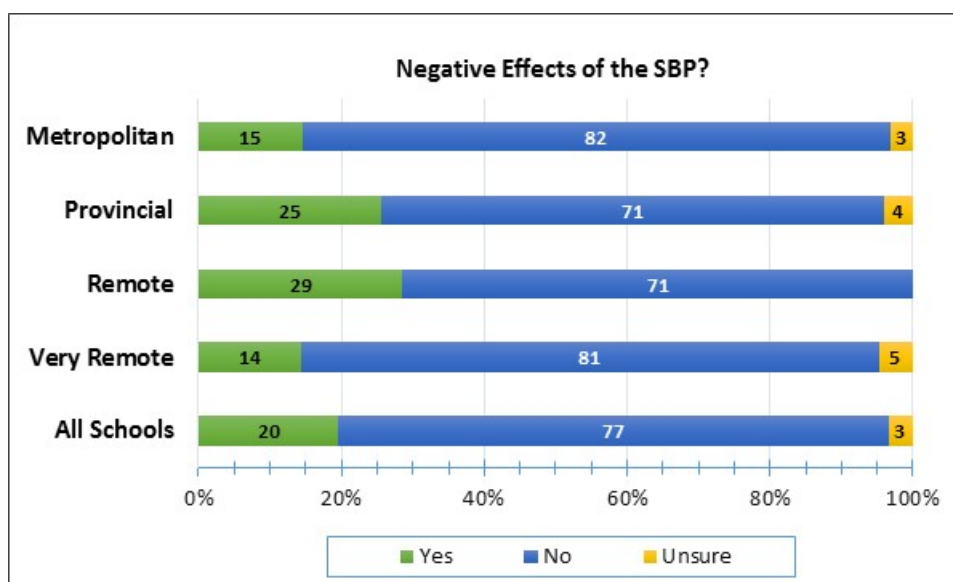


Figure 7.7: Schools' perceptions of whether there are any negative effects of the SBP on students or the school environment/community, by geolocation (per cent)

Reasons for the greater proportions of provincial and remote schools (Figure 7.7), and Great Southern and Peel DRD regions (Figure 7.8), that identified negative effects are not apparent within the explanatory comments provided by respondents. This suggests it is more an artefact of the respondents' personal views than the influence of particular regional factors.

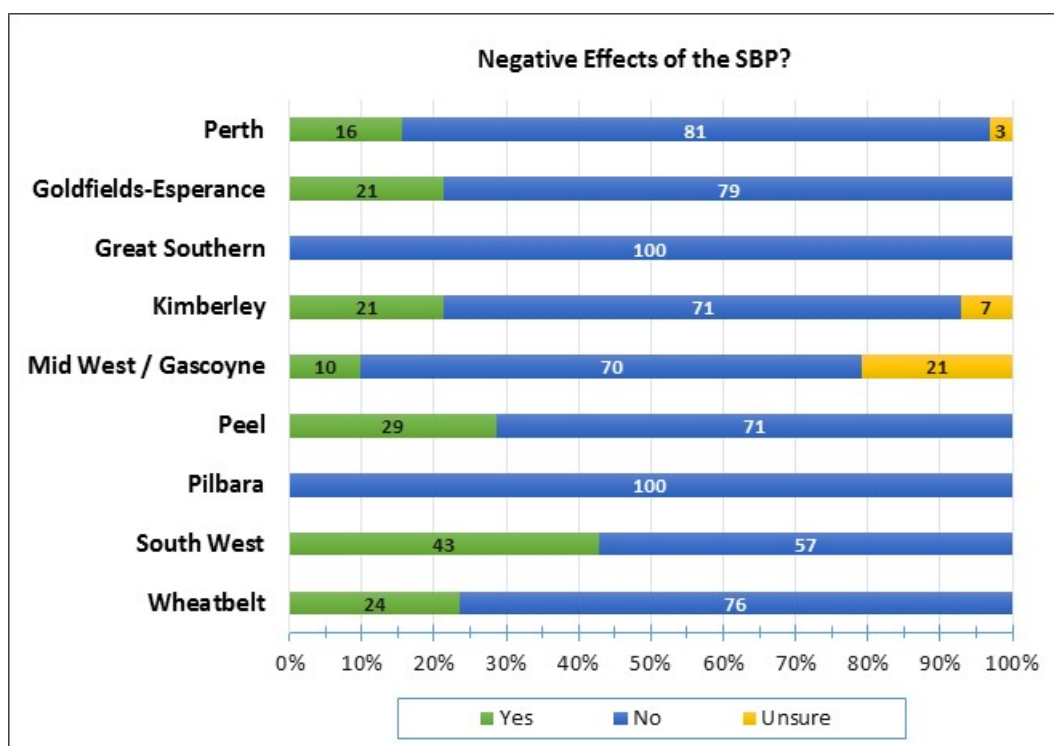


Figure 7.8: Schools' perceptions of whether there are any negative effects of the SBP on students or the school environment/community, by DRD region (per cent)

Descriptions of Negative Effects of the SBP

All 28 of the schools that felt there were potentially negative effects of the SBP on students or the school environment/community provided some explanatory comments. Most prevalent among these was concern about possible shifting of parental responsibility on to the school. Some expressed this as a philosophical viewpoint held by parts of the school community (staff or other parents), while others were personally concerned about the possibility that the SBP was encouraging a sense of expectation and dependency within the community. For example:

Some staff believe that it is the parents' responsibility to provide a breakfast to students and should not be the schools. They think the more we supply the more they become reliant on us to provide breakfast. (DoE/DoH, Metropolitan)

Sometimes I think we are providing breakfast/lunch to students who are just lazy to make their own at home. (DoE/DoH, Metropolitan)

Unfortunately those receiving the support become dependent upon the support and it becomes an expectation of the school rather than the individuals become more responsible. While this is not the case with all recipients and it is appreciated, there are those who do take advantage of the efforts of the school. (DoE/DoH, Metropolitan)

Some parents see this as another hand out and others taking responsibility for their children. Means they sit back and spend what should be spent on food for breakfast and lunch on things that have a negative effect on the children (RfR, Provincial)

The SBP has always had the very best of intentions, however, as I mentioned before, in our context I believe it can create a dependency on the service. Initially children at [our school] were given an array of breakfast choices which required a level of staffing that meant school staff were out of class for significant periods of time thus affecting our core business; teaching and learning. Some parents felt that the feeding of breakfast should then become the school's responsibility. At [our school] we set about changing this mind set by: (a) placing the responsibility back with the parents and supporting them where necessary; (b) offering options that were nutritious but not over the top; [and] (c) targeting only those who really needed it. We have systems in place at [the school] to allow students access to kitchens to make breakfasts and clean up after themselves. It is directed by the individual. (RfR, Provincial)

In minor cases The Breakfast Club has enabled a transference of responsibility where some families who have the capacity to provide breakfast, recess and lunch expect the school to undertake this task. (RfR, Remote)

I always worry about doing things for the kids that should be provided by parents - but we believe it is not the kids' fault and they need to be fed. (DoE/DoH, Remote)

Do students come to school without breakfast because they know they can get a feed at school or is there genuinely no food at home? I have concerns that we are creating dependency on schools to feed students when ultimately this is the responsibility of parents. (DoE/DoH, Very Remote)

It does have a tendency to deflect responsibility for feeding kids to the school which becomes a very strong expectation for some people. We already provide recess and lunch so this can be an issue for some. [However] The benefits are far ahead of this downside. (DoE/DoH, Very Remote)

There are a few in the community who believe that the program doesn't encourage carers to be responsible for their children's nutrition. (DoE/DoH, Very Remote)

The flipside to concerns about dependency was acknowledgement that there can be a stigma or sense of shame for children and/or families who need to access the School Breakfast Program – as illustrated in the following comments:

Hopefully the stigma of Breakfast Club being for the poor or unfed will dissolve and our whole community will see it as a great place to pop in, meet up, eat, chat and feel a part of! (DoE/DoH, Metropolitan)

Some families are seen in a negative light. The perception can be that they do not care for their child/ren. Students can be embarrassed about not having food at home. (DoE/DoH, Metropolitan)

There are a number of Aboriginal children who need to attend the Club because we know they are coming without having breakfast but won't because their parents have told them it is 'shame'; parents who tell their children to lie about having had breakfast when we know they have not eaten (DoE/DoH, Provincial)

There is the potential for a School Breakfast [Club] to have a negative effect, in that there can be a stigma attached to a child for attending. There can be a perceived belief that only the kids from poor families need to attend (or should attend) Breakfast. This is something I am careful not to encourage. To this end I encourage all students to attend, whether hungry or not. I allow them to come for the social interaction alone if they wish. We are happy to cook pancakes as treats to encourage others to come and see, so that there is no longer a belief that it is only for a minority of children. (DoE/DoH, Provincial)

A small number of schools mentioned problems related to staffing of the SBP. Where insufficient volunteers are available to run the program, there can be negative consequences for students who may miss out on breakfast, or to staff who inherit greater workload to run the program:

Because the School Breakfast Program was partially run by parents and relied on them being available, occasionally children would attend school having missed it at home expecting to have it and not being able to. (DoE/DoH, Metropolitan)

This impacts staff and becomes one more thing they do. At the beginning of the program there was excitement and support from parents who were helping out/volunteering at the SBP. This has waned of late and this extra work has been taken on by some staff. This issue has been raised at P&C who are keen for the program to continue and they will seek parents to support. (RfR, Provincial)

Earlier start to the day to cater for the SBP has meant that the school's Duty of Care Policy has had to be modified and that staff on Breakfast Duty have an extra duty to do each week. More supervision is needed in the mornings; however, this has not been detrimental in any great capacity as the benefits far outweigh the imposition of extra duty and an earlier start to the day. (DoE/DoH, Provincial)

Some staff find it difficult to get away in time for the bell. Children arrive late and then want breakfast which becomes a bit disjointed. (RfR, Remote)

As seen in earlier ratings and comments, students' attendance and punctuality tends to be positively impacted by participation in the SBP. However, as the comments below suggest, this is not always the case:

Sometimes the slow eaters can be late to class. It can be hard finding a suitable time slot to provide the program. Students aren't supposed to be at school until 8.30 and then school starts at 8.50. Some of those students requiring breakfast arrive at school late. (DoE/DoH, Metropolitan)

The lateness to the classroom due to coming in late to breakfast club. The teachers get angry with the students and the Chaplain. (DoE/DoH, Metropolitan)

Unsure About Negative Effects of the SBP

The same issues about potential stigma and the shifting of parental responsibility on to schools were raised by three of the five schools that indicated they were 'Unsure' about potential negative effects of the SBP:

Perception of the program can often be negative in terms of people thinking parents should be responsible for providing their children with lunch not at the school level. (RfR, Provincial)

Some staff members feel that we give too much to kids these days and parents responsibilities are becoming less. (RfR, Provincial)

It is uncertain whether some parents rely on the fact that the school has food available. And often children are late to class (DoE/DoH, Very Remote)

The comment from the fourth school was not really a negative effect of the SBP as such (*'I don't think there are any negatives except that one boy gets disruptive when he attends'*), while the remaining school raised the interesting issue of overeating where children use the SBP to access a second breakfast:

*Some children have already had breakfast and fuel up again at school. we don't want to encourage over eating. We don't want to take the responsibility of healthy eating away from the families.
(DoE/DoH, Metropolitan)*

In the next section we examine the extent to which schools draw on voluntary support and partnerships with other organisations in order to run their school breakfast program.

8. School Partnerships and Collaboration

8.1 Volunteer Support

It goes without saying that SBPs are run before school. (Though, as we have seen, some schools run lunch programs as well as or instead of breakfast, and almost all schools provide emergency meals at other times.) The extended hours, increased workload and additional facilities and equipment that SBPs require mean that most schools rely on assistance from outside their own teaching, administration or pastoral care staff to be able to establish and maintain their program. Hence, several items in the SBP survey sought to elicit information about the partnerships and collaboration SBP schools have formed. Most crucial of these partnerships are volunteers or helpers to assist with the provision of meals.

Number of Volunteers

Schools were asked how many volunteers/helpers overall assisted with the SBP in 2015. Eight schools did not answer the question, and 22 schools said they did not use any volunteers/helpers in 2015 – relying instead on paid staff (e.g. *We don't have any volunteers - we pay a staff member to run the operations.*) Figure 8.1 below shows the distribution of the remaining schools according to the total number of volunteers that were involved in the SBP. Note that one school that drew on over 60 volunteers has been omitted from the data to make the scale of the graph more manageable and thus enhance interpretation.

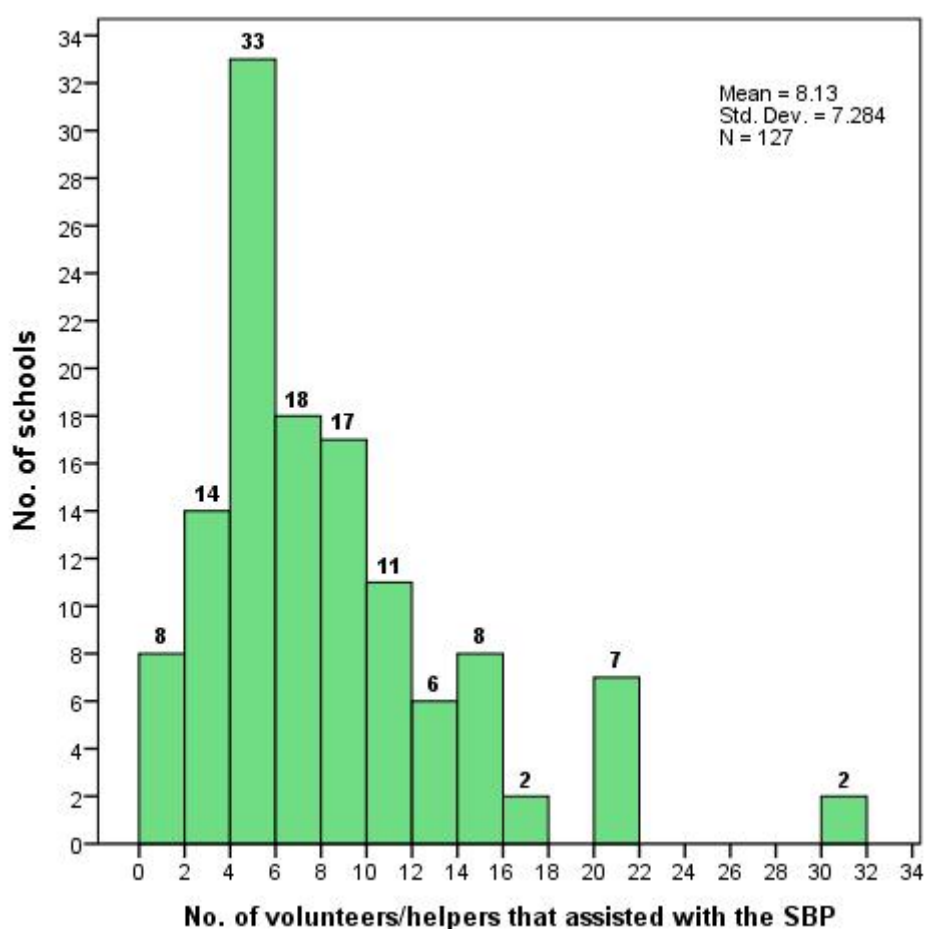


Figure 8.1: Distribution of schools according to number of volunteers that assisted with the SBP in 2015 (numbers)

As displayed in Figure 8.1, the average number of volunteers was around 8, but 4-5 was the most frequently reported number of volunteers (by 33 schools). Five schools drew on substantial voluntary support throughout the year, with 30 or more volunteers involved. As mentioned above, one school drew on a voluntary workforce of over 60 people.

Parent/Carer Volunteers

Schools were asked how many of their volunteers were parents/carers of students at the school. This information was then used to determine the percentage of SBP volunteers that are drawn from school families. The distribution of schools according to this percentage is shown in Figure 8.2. As can be seen, the large majority of schools drew on only a very small proportion of parents/carers for support, with 49 schools (39% of respondents) having less than 10%. At the upper end of the distribution, 5 schools relied mostly on support from parents/carers.

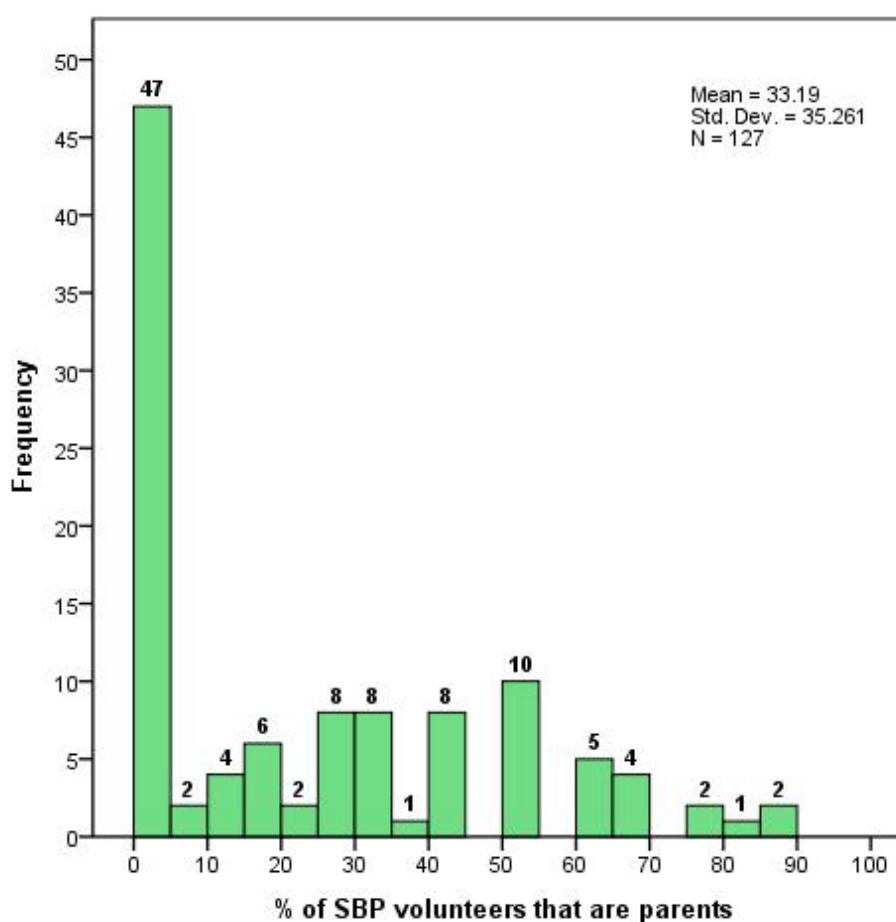


Figure 8.2: Distribution of schools according to percentage of SBP volunteers that are parents/carers of students at the school

Number of Volunteers that Assist on a Typical SBP Day

Further insight about the use of volunteers was sought by asking schools how many volunteers were on duty at their SBP on a typical day. This data is depicted in Figure 8.3.

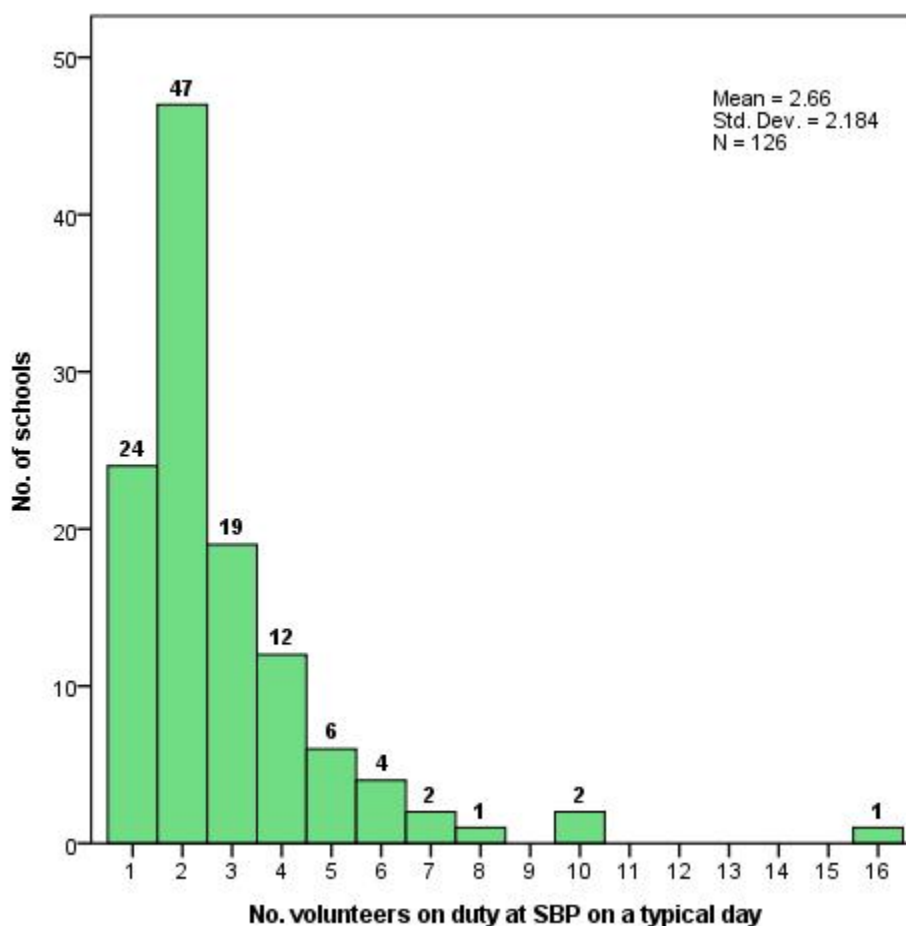


Figure 8.3: Distribution of schools according to number of volunteers on duty at the SBP on a typical day

More than half of the schools run their SBP with only 1 or 2 volunteers assisting on a typical day. At the extreme end of the distribution, 3 schools needed 10 or more volunteers per day. It is not difficult to imagine that managing and organising a volunteer workforce of this size requires considerable time and commitment.

To further understand the role and use of volunteers in SBPs, two other analyses were carried out. First, the total number of volunteers involved in the SBP throughout the year was plotted against the number of students that access the SBP for each school. This graph is provided in Appendix C, Figure 11.10. While we might expect to see a strong positive association between number of SBP students and size of volunteer workforce, this is not the case – as further borne out by a Pearson correlation coefficient of only .17. On further reflection, these results do make sense when taking into consideration schools' comments about how they run their SBP. While some schools have instigated a rotating roster that draws on a wide number of volunteers across the year, others rely on the same few volunteers to run the program throughout the year.

A further comparison was made between the number of volunteers on duty on a typical SBP day versus the average number of breakfasts served per SBP day. As noted earlier, some schools draw mainly on paid staff to run their SBPs rather than volunteers so it is not surprising that only a moderate association was found between the number of volunteers on duty and average number of breakfasts served per SBP day ($r(126) = .30, p = .001$). A scatterplot of this data is provided in Appendix C, Figure 11.11.

Level of Help Needed to Run the SBP

Sufficiency of Current Voluntary Assistance

Schools were asked to indicate whether or not the number of volunteers that assisted with the 2015 SBP was sufficient. These results are shown in Figure 8.4 below. As can be seen, the majority of schools (88%) said their volunteer numbers were sufficient – though as seen later on, reliable access to volunteers is another matter, and this can be an important factor in limiting schools' ability to expand their SBP.

Metropolitan schools were more likely than schools in other geolocations to state that there were insufficient volunteers. Very remote schools (typically smaller in size) were most likely to feel numbers of volunteers were sufficient.

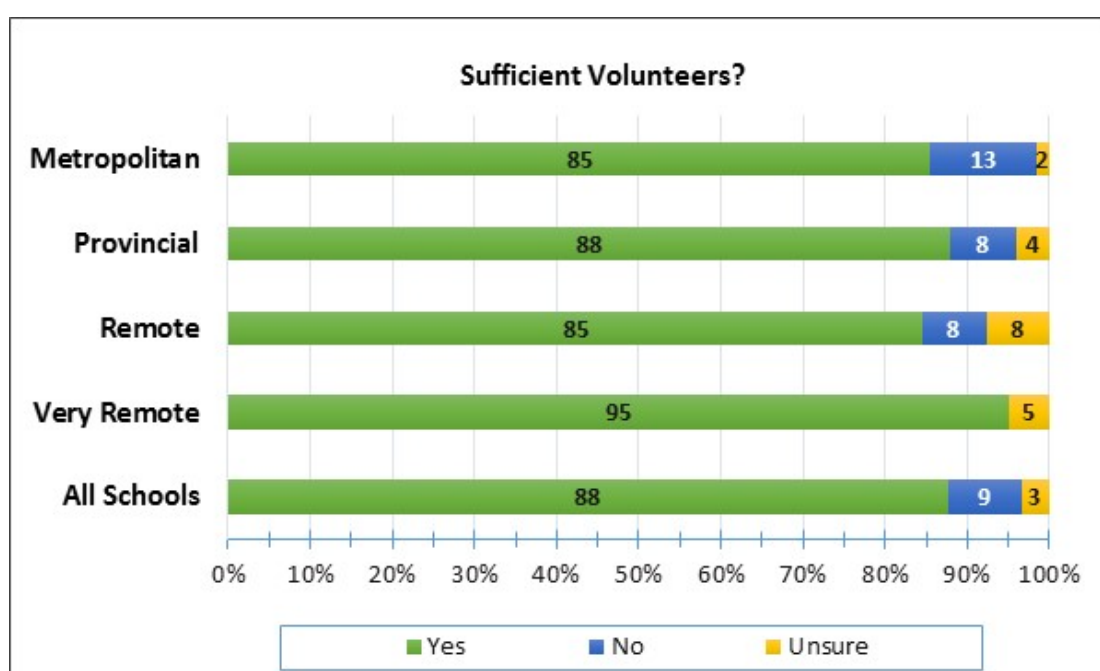


Figure 8.4: Schools' perceptions of whether the number of volunteers/helpers for the SBP were sufficient in 2015, by geolocation (per cent)

Several schools provided some commentary about how many volunteers were needed to successfully run the SBP. Some elaborated on their particular arrangement – for example:

I think 3 volunteers works well particularly in our kitchen setup. We are able to spread the toasters around the room and have different areas operating when there are more volunteers. One needs to cook toast the other handle spaghetti and baked beans, the other spreads and someone needs to monitor the dishes as students tend to sneak away leaving dishes in the sink or drainer if there is only one volunteer. We do have a couple of senior students who enjoy working in breakfast club

one day a week. This arrangement has worked well and something we would like to encourage our older students to do next year again. (DoE/DoH, Metropolitan)

Several other schools mentioned wanting to have additional volunteers or staff available to assist with the social aspect of their program:

I believe that more staff available just to chat & interact with students is beneficial. I'm not sure there is a magic number but more is better. (DoE/DoH, Metropolitan)

At least 4-5 [volunteers]. Teachers may be included in that. The more [volunteers], the easier to function. The duty of care also. The more adults, the more the students relate to other people, not from their peer sphere. It is more positive than negative. (DoE/DoH, Metropolitan)

It takes 3 to run the kitchen but having a fourth can better create a sense of belonging. Having someone with time to chat or listen to students in the attached cafe I believe would achieve it. (DoE/DoH, Metropolitan)

It would be good to have around 5 each day and have them actually sit with, eat and chat to the students. (DoE/DoH, Provincial)

Recruitment of Volunteers

To gain a better understanding of how schools operate their SBPs, survey participants were asked to describe how volunteers are recruited for their program. More than 90% of the SBP sample responded (143 schools), though seven schools simply reiterated the number of volunteers they use. Of the remaining 136 schools, a third (33%, 45 schools) indicated that they rely on school staff or don't use volunteers to run their SBP. Some schools provided a brief rationale or explanation for this:

We use education assistants employed at the school, teachers and administrative staff. (DoE/DoH, Metropolitan)

School staff members. School chaplain. (DoE/DoH, Metropolitan)

[One] staff member is co-ordinator, food distributed to classrooms and then the Education Assistants teach the students how to manage Breakfast Club (DoE/DoH, Metropolitan)

We don't need them to run our program due its small size. (DoE/DoH, Metropolitan)

We are a small unit for behaviour management students, and are fortunate to have staff on hand who take care of our breakfast and recess... (DoE/DoH, Metropolitan)

Roster set up for staff members (R4R, Provincial)

School adjust the hours of the employee to support the program (R4R, Provincial)

We have no volunteers because we have 3 staff members, as well as Yr 6 school councillors helping, and this is sufficient. (DoE/DoH, Provincial)

Staff were instigators of the program and volunteered their services. (R4R, Remote)

The remaining 91 schools tend to draw on a variety of methods or sources to recruit volunteers, as illustrated by the responses from these four schools:

These were recruited through the school newsletter, through an established partnership with Curtin University, word of mouth, local high schools (students completing service learning 20 hours of voluntary work as part of graduation) (DoE/DoH, Metropolitan)

Through chaplain, local churches, school parents, relatives of parents or staff (DoE/DoH, Metropolitan)

Community services already engaging in the school. School staff members. School chaplain. (DoE/DoH, Metropolitan)

Newsletter, word of mouth, P&C, School Council (R4R, Provincial)

To gain a sense of which methods schools use most often to gain volunteer support, their responses have been organised into broad categories, with examples of responses provided for illustration.

Direct requests via P&C, parent groups, parent/community meetings, individual parents/carers (18%)

Asking volunteers through the parent group. (DoE/DoH, Metropolitan)

Conversation with particular parents/staff asking for assistance. (DoE/DoH, Metropolitan)

Discussed expectations and requested volunteers at beginning of year parent welcome sessions. (DoE/DoH, Metropolitan)

The Chaplain spoke with the P&C to ask for assistance with the collection and distribution of food from Foodbank. (DoE/DoH, Metropolitan)

Through P&C and letters home asking for volunteers (DoE/DoH, Metropolitan)

Healthy Breakfast Club operates through the school canteen which is run by volunteers. Two volunteers were requested from this group. (DoE/DoH, Provincial)

Asked community members at a Community Meeting. (R4R, Very Remote)

...AIEO approaching carers. (DoE/DoH, Very Remote)

School newsletter or community advertisement (15%)

Advertised , asked specifically, on the giving tree (DoE/DoH, Metropolitan)

Advertisement through school community (DoE/DoH, Metropolitan)

Call for volunteers in school newsletter. Others saw the need and volunteered. (DoE/DoH, Metropolitan)

Advertised in school newsletter... (R4R, Provincial)

School newsletter.... (R4R, Remote)

...School Newsletter (R4R, Remote)

School newsletter and by word of mouth (DoE/DoH, Very Remote)

Community groups, church groups, health services, Red Cross, senior citizens (14%)

Through a local church youth group (DoE/DoH, Metropolitan)

Through chaplain, local churches...(DoE/DoH, Metropolitan)

From the Senior Citizens group (DoE/DoH, Metropolitan)

Retirement village (DoE/DoH, Metropolitan)

Community services already engaging in the school... (DoE/DoH, Metropolitan)

Through a local church youth group (DoE/DoH, Metropolitan)

...some local health services. (DoE/DoH, Provincial)

YouthCare committee and friends. (DoE/DoH, Provincial)

Red Cross recruited the volunteers (R4R, Provincial)

Red Cross volunteers (R4R, Provincial)

Yes via local Red Cross Society...(R4R, Remote)

Parents/citizens offered help of their own volition (11%)

They came to the school and asked where any help was needed. (DoE/DoH, Metropolitan)

Parents became involved generally when they brought their child to school and started chatting, which then turned into help when they could fit it into their schedule. (R4R, Provincial)

They approached the school after seeing the program in action. (R4R, Provincial)

... parents volunteered when they saw it happening. (DoE/DoH, Provincial)

Parents of students offered to help. (DoE/DoH, Remote)

School staff approached to volunteer (10%)

Staff that were involved with the Indigenous students and those involved with the year 13 program were approached. (DoE/DoH, Metropolitan)

Staff were asked at staff meetings... (DoE/DoH, Metropolitan)

...most volunteers are staff (in some capacity) (R4R, Provincial)

Requests to support to all staff (DoE/DoH, Provincial)

Email to all staff (DoE/DoH, Metropolitan)

Word of mouth (9%)

Word of mouth. (DoE/DoH, Metropolitan)

... word of mouth... (DoE/DoH, Metropolitan)

Word of mouth... (R4R, Provincial)

Mostly word of mouth ... (DoE/DoH, Provincial)

Student volunteers (school or university) (8%)

...an occasional student from university referred by Foodbank. (DoE/DoH, Metropolitan)

Some were nutrition students from ECU... (DoE/DoH, Metropolitan)

...through an established partnership with Curtin University, ...local high schools (students completing service learning 20 hours of voluntary work as part of graduation) (DoE/DoH, Metropolitan)

They are part of our student representatives and they give of their time one morning a week for a term. (DoE/DoH, Metropolitan)

Trinity College send boys to do Christian Service at our school. (DoE/DoH, Metropolitan)

Three students volunteered to assist on a regular basis and the canteen supervisor... (DoE/DoH, Provincial)

Staff family members (2%)

They are my parents (aged 62) (R4R, Provincial)

Partners of staff (DoE/DoH, Very Remote)

8.2 Partnerships with Local Food/Produce Suppliers

Schools were asked whether they had formed any partnerships with local food/produce suppliers in running their SBP. As shown in Figure 8.5, just under a quarter of schools had done so, with proportionately more in the remote geolocation.

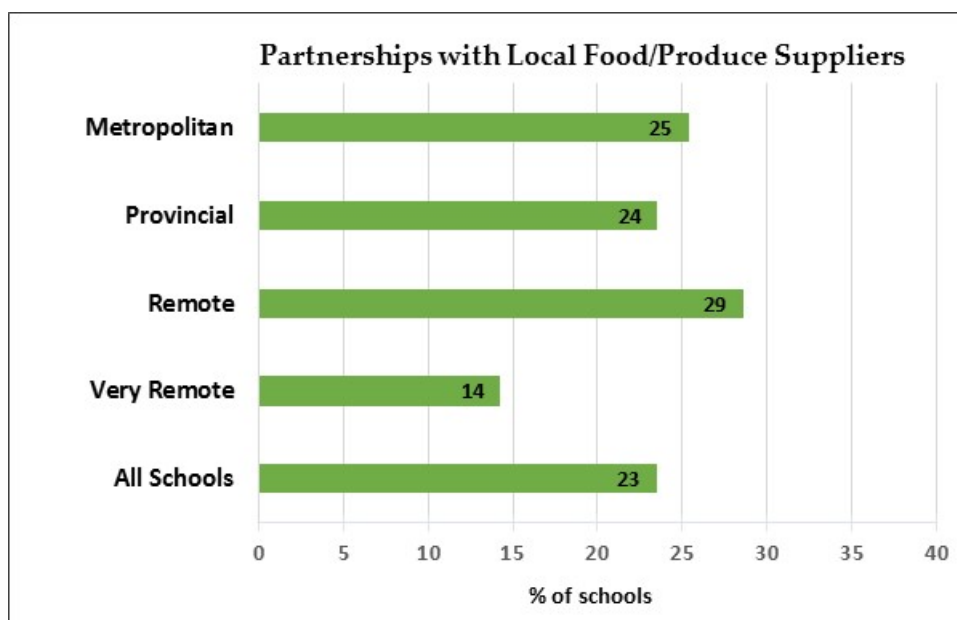


Figure 8.5: Percentage of schools that have partnerships with local food/produce suppliers, by geolocation (per cent)

The most common partnership was with supermarkets: 11 schools said they received support from IGA stores, 2 schools received support from Coles stores, and 4 others were supported by un-named local stores. Several of these involved donations of bread only, but others were more extensive. For example:

IGA assist in times of greater need in whatever way the can. A great community partnership and initiative.

Our local IGA provides food if we run out, free of charge.

One very remote school noted the valuable support from their local supermarket in being able to use their storage facilities:

Excellent storage of the pallets at the local supermarket in time for pick up and excellent liaison with administrator of School Breakfast Program to request and order food each term.

Fifteen schools also mentioned receiving donations of bread and rolls from local bakeries, of which individual stores from the Baker's Delight and Brumby's franchises were most prevalent (e.g. 'Local Brumby store donates bread each day.') Finally, three schools (2 metropolitan, 1 provincial) noted they had formed partnerships with local producers, such as a fruit and vegetable orchard.

8.3 Other Community Partnerships

Further insight into the role of SBPs in forging school-community partnerships was sought by asking schools whether the SBP had led to partnerships other than with food/produce suppliers. As shown in Figure 8.6 below, 23% of the sample said they had done so, but proportionately fewer were remote schools.

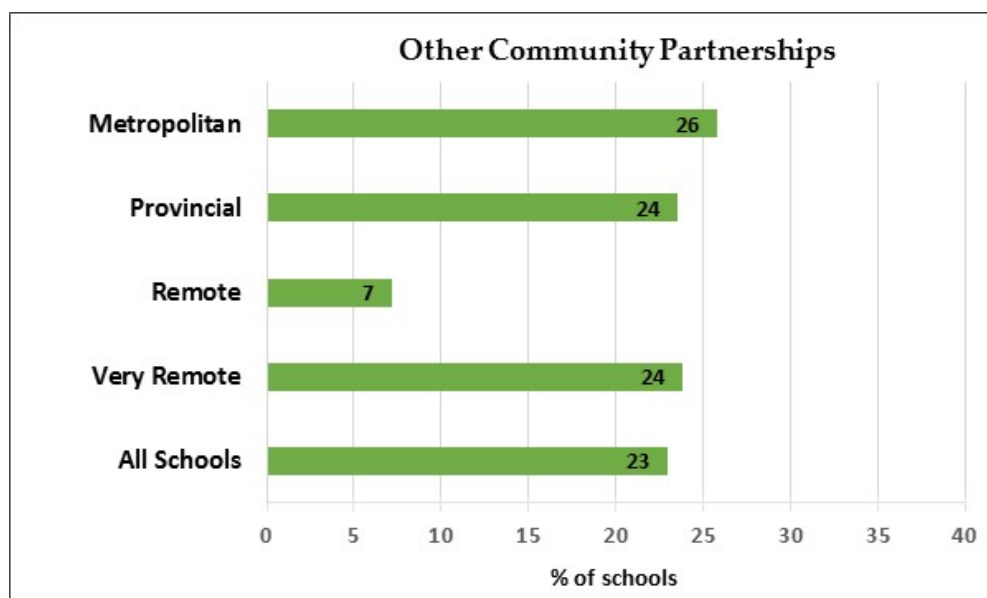


Figure 8.6: Percentage of schools that have formed other community partnerships through participation in the SBP, by geolocation

Descriptions of these community partnerships were provided by 33 schools. One respondent elaborated about how community perceptions of their school had led to positive support from their local community:

Local business and council and community see a caring and support environment and assist where they can. The school is also perceived as caring and willing to support those in need, not just in the educative sense but also as supporting community members. (DoE/DoH, Metropolitan)

Partnerships with local councils, local church groups, and local branches of associations such as Lions, CWA, Rotary and Red Cross were prevalent within the partnerships described by schools. For example:

Partnership formed with a local church who are now willing to offer mentoring help and some programs for students at lunch time (DoE/DoH, Metropolitan)

Local church leader coming along and assisting on a particular day, this help with breakfast and the students awareness of other support systems in the community around them. (DoE/DoH, Metropolitan)

Partnership with CWA, Chaplaincy committee and other groups. (RfR, Provincial)

Our local Lions Club assisted financially and volunteer their service. It is fantastic to have community members come in and see our great students! (DoE/DoH, Metropolitan)

The local rotary club donate funds so we can buy bread or top up our fruit and vegetable supply. (RfR, Provincial)

The local Red Cross donate food regularly. (RfR, Provincial)

The Red Cross run the program and coordinate volunteers (RfR, Remote)

Several schools mentioned the value of voluntary support from youth groups or local high schools, including:

Trinity College students give our students a different perspective on life. (DoE/DoH, Metropolitan)

Shine project at the local high school often students who mentor the Shine students will take fruit and sandwiches to their mentoring sessions (DoE/DoH, Provincial)

Volunteer youth helping our students with lunch time programs (DoE/DoH, Metropolitan)

Finally, one school highlighted the fact their students had be able to do some workplace learning at Foodbank and that this might lead to them volunteering for Foodbank in the future – thus forging a level of reciprocity.

In the next section, issues surrounding sustainability and improvement of SBPs are examined.

9. Sustainability and Improvement

9.1 Sustainability of the SBP within Schools

Given the level of commitment and resources needed to run a successful SBP, sustainability is a key issue for schools. For this reason, several of the survey items were dedicated to exploring issues around sustainability and improvement. To start, schools were simply whether the current operation of the SBP at their schools is sustainable. As shown in Figure 9.1, the large majority (85%) of schools indicated that it was sustainable, with only a very small proportion of schools (3%) stating that it was not. All of the latter were from the metropolitan area.

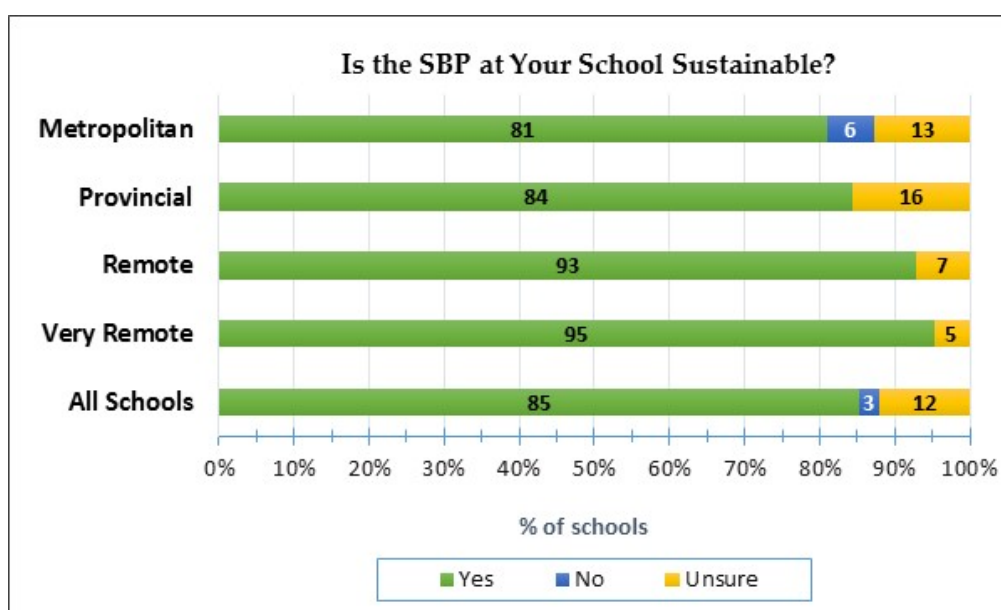


Figure 9.1: Schools' responses to "Is the current operation of the SBP at your school sustainable?", by geolocation (per cent)

Twenty-two schools (12%) indicated they were unsure about sustainability, with proportionately more from metropolitan (13%) and provincial (16%) geolocations than remote (7%) or very remote (5%) schools. These schools were asked to describe what would be needed in order to make the SBP at their school sustainable. As might be expected in light of the data presented in the previous chapter, volunteer/community support was the critical issue for most of the schools:

Dependent on volunteer support. (DoE/DoH, Metropolitan)

Greater commitment by volunteers not run by staff who leave or retire (DoE/DoH, Metropolitan)

I have put out a request to parents to become involved & have plans to ask local business to support us with volunteers. (DoE/DoH, Metropolitan)

More reliable volunteers is the main thing needed (DoE/DoH, Metropolitan)

Volunteers able to be sustained (DoE/DoH, Metropolitan)

We need to be able to maintain our current level of volunteer support. Teachers are unable to volunteer as they are required to be in classrooms by 8:30am...(DoE/DoH, Metropolitan)

More community involvement (RfR, Provincial)

More parent support (RfR, Provincial)

Timetabling / venue availability number of volunteers that support program. School financial support (RfR, Provincial)

Regular, safe adult volunteers who like to talk to teenagers. (DoE/DoH, Provincial)

Volunteers. (RfR, Remote)

Four of the schools specifically mentioned financial and budgetary issues:

Ongoing funding and assurance that we can employ a chaplain and access to mentors, also commitment that we can continue to access food from the Foodbank (DoE/DoH, Metropolitan)

Continued Foodbank support is vital to the sustainability of the program. Increased products and funding would allow Breakfast Club to branch out into a larger project (RfR, Provincial)

More money. (RfR, Provincial)

A Consistent budget. The school provided this year a \$1500 budget. This budget covers Breakfast club and master Chef competitions. (RfR, Provincial)

Several schools simply pointed out that continued support and food supply from Foodbank was essential to ensure sustainability:

We have been reliant on the support of Foodbank, if this support was removed then we would need to allocate more funds to the program. (DoE/DoH, Metropolitan)

Continued Foodbank support is vital to the sustainability of the program. Increased products and funding would allow Breakfast Club to branch out into a larger project (RfR, Provincial)

With Foodbank's support with the items they provide, our staff will continue to feed hungry students. (DoE/DoH, Very Remote)

Finally, one school referred to difficulties in accessing food from Foodbank - despite being located in the Perth metropolitan area:

The Chaplain is finding it hard to access the food from food bank due to distance, time and man power. Delivery of food twice a year would be good. (DoE/DoH, Metropolitan)

Strategies Used to Ensure Sustainability

Continuing with the line of enquiry about sustainability, survey respondents were asked to provide information about the strategies or measures they currently use to help ensure the ongoing operation of their SBP. A substantial proportion of the sample (87%) responded, providing useful insight into the running of SBPs within schools, and the level of flexibility that is afforded to schools. There were six key areas which schools identified as important:

- Ensuring *adequate staffing and volunteers* for SBP to run (56% of respondents)
- Ensuring *available space, equipment, food and hygiene standards* (15% of respondents)
- *Integration into school plan and allocation of school funding* to support SBP (14%)
- *Support from Foodbank and other community partnerships* to supply and run the SBP (12%)
- The SBP and staff and student involvement is *part of the school's ethos* (9%)
- *Promotion of the program within the school community* (9%)

Indicative examples of these six key areas are provided below:

Ensuring adequate staffing and volunteers

Looking after volunteers, allocating coordinators time to obtain resources. Financial independence for sustainability (DoE/DoH, Metropolitan)

Keep it simple. We operate on a recess, lunch basis and a need basis for breakfasts. To this end, we use the program as an emergency measure which takes the strain of limited help and support members; while still advocating health and nutrition throughout the school. (DoE/DoH, Metropolitan)

Using staff to ensure the club operates certain days ensures it operates on some days. (DoE/DoH, Metropolitan)

Recruiting volunteers and ensuring a suitable space is allocated for it to function in. (RfR, Provincial)

Coordinator is a staff member and the manager is a staff member. Foodbank provides the food and passport points are accumulated by parent and carer volunteers and outside organisations are invited to participate if appropriate. (DoE/DoH, Provincial)

Implementing planning and processes every year which involve a number of staff and parents. (RfR, Provincial)

The school allows me as Breakfast Program Coordinator to go to Bunbury in work time to collect the supplies. I work closely with the School Nurse to determine what extra supplies might be needed to support students at the main school site and provide her with supplies when I can. The school is very supportive of allowing us at the off site program to run the breakfast program and provide our students with food if and when required. (DoE/DoH, Provincial)

We have two full time staff allocated to the kitchen plus support from Admin staff for ordering etc. (DoE/DoH, Very Remote)

Ensuring available space, equipment, food and hygiene standards

Principal looking at funding for next year to ensure that we have 1 staff member able to leave school and visit Foodbank. Check budgets to ensure we have crockery, cutlery etc. We have purchased a new fridge/freezer to stock our produce. Teaching students to set up and pack away, so they are learning life skills and it is not encroaching too much staff time (DoE/DoH, Metropolitan)

The school always ensures that there is a functioning room with safe up-to-date equipment always available and we do everything to ensure that we keep our Chaplain who runs the breakfast program from week to week. (DoE/DoH, Metropolitan)

... new facilities have been built to accommodate the program...(DoE/DoH, Provincial)

The school has a small allocated budget to supplement donated goods. There is provision of a kitchen area and serving desk. (DoE/DoH, Metropolitan)

On-time ordering of supplies; eliciting parents to be volunteers; rostering of staff; eliciting the school's Caretaker to be involved again in 2016; availability of the Multipurpose Hall and Canteen for the preparation of the food. (DoE/DoH, Provincial)

Be consistent and keep within all guidelines hygiene, healthy foods, community awareness, positive approach to what we are aiming for. (DoE/DoH, Metropolitan)

Integration into school plan and allocation of school funding to support SBP

Principal looking at funding for next year to ensure that we have 1 staff member able to leave school and visit Foodbank. Check budgets to ensure we have crockery, cutlery etc. We have purchased a new fridge/freezer to stock our produce. Teaching students to set up and pack away, so they are learning life skills and it is not encroaching too much staff time (DoE/DoH, Metropolitan)

The school provides the additional funding to ensure the core foods are available. Admin staff step in to run the program when a volunteer cannot come in on a particular day. (DoE/DoH, Metropolitan)

...It is embedded in our KidsMatter Philosophy. (DoE/DoH, Metropolitan)

It is integrated into the community services program...(DoE/DoH, Provincial)

It is part of school long term planning and has a budget allocated for staff and additional foods and fridges or freezer. (DoE/DoH, Provincial)

Part of whole school Operational Planning from 2016. (DoE/DoH, Provincial)

School support funding. Encourage community participation. (RfR, Provincial)

The school has allocated staff FTE, a budget and a dedicated facility to the program. (DoE/DoH, Very Remote)

Support from Foodbank and other community partnerships to supply and run the SBP

Partnership with Foodbank & Woolworths (DoE/DoH, Metropolitan)

In 2016 our School Chaplain will co-ordinate program in conjunctions with members of the Senior Citizens group. (DoE/DoH, Metropolitan)

Local church combine with football academy (DoE/DoH, Metropolitan)

Our Chaplain has spoken with the P&C and local church groups ask for assistance in the collection and distribution of food. The assistance of these volunteers enables us to continue with the program. (DoE/DoH, Metropolitan)

Continuation of Foodbank partnership and school funding. (DoE/DoH, Metropolitan)

Working in collaboration with Food Bank and building a very good rapport with them. (RfR, Provincial)

We have recently partnered with Rotary to build an outdoor kitchen so we can prepare healthier food in the outdoors for everyone to enjoy (RfR, Provincial)

Partnership with Foodbank, Westaus Crisis and local shopping centre. (DoE/DoH, Provincial)

The SBP and staff and student involvement is part of the school's ethos

Full school corporation and involvement on a personal and shared responsibility for all students. (DoE/DoH, Metropolitan)

Breakfast Club is part of the school program, it has a dedicated coordinator and staff are rostered to help each day. It is now just part of what we do. (DoE/DoH, Metropolitan)

It just fits as part of our daily fitness / arrival to school routines (RfR, Provincial)

We are wanting it to become more of a whole school approach and also we are looking at the students taking more of an ownership role with the program so they can learn how to prepare and cook breakfast and clean-up, hygiene etc. (RfR, Provincial)

Integral part of school day and community expectations that the program continue (DoE/DoH, Very Remote)

Promotion of the SBP within the school community

Volunteers, promotion, admin involvement, Kids Matter core components and Action Team strongly supported by the School Board and P&C (DoE/DoH, Metropolitan)

It is promoted in our Daily notices and staff also encourage students to attend. (DoE/DoH, Metropolitan)

Continuing to fund and promote the school chaplain as coordinator of the Breakfast Club. Funds set aside for clean-up (detergent, cloths). Allowing a school cleaner to assist in the clean-up of the Breakfast Club. Promotion of Breakfast Club at assemblies and school newsletter. (DoE/DoH, Metropolitan)

Newsletter items, Website promotion (DoE/DoH, Provincial)

Plan for it and advertise it in the newsletter. (RfR, Remote)

Positive communication of the work the volunteers do. Regular advertising for volunteers. (RfR, Remote)

I timetable for it to occur and ensure that it's publicised (DoE/DoH, Very Remote)

9.2 Perceived Strengths of SBPs

Schools were also asked to highlight what they see as the strengths of their SBP. This attracted a high response rate with 144 schools (92.4%) providing some information. Themes that were touched on by at least 10% of respondents were as follows:

- Promotes social interaction and relationships (28% of respondents)
- Students able to access food (26%)
- Influence on attendance and readiness to learn (17%)
- Promotes community (18%)
- Influence on student health (15%)
- Provision of support to disadvantaged students and families (8%)
- Availability of program (10%)

Selected examples of the respondents' comments are provided below:

Promotes social interaction and relationships

Children get fed and develop social skills which they do not see at home about sitting down in a group and eating. Children develop independence in getting breakfast for themselves safely (DoE/DoH, Metropolitan)

Children who are otherwise would be isolated at recess and lunch because they are different to everyone else or feel they don't have enough money to regularly fit in can participate equally with everyone else. Their physical health is much better also. (DoE/DoH, Metropolitan)

It is well supported by students, appreciated by parents & creates opportunities for staff & students to interact under different circumstances. (DoE/DoH, Metropolitan)

Opportunity for students to eat, satisfying health and hunger Opportunity for students to relate and interact in a social setting that is non-judgmental Opportunity for staff to monitor the health and wellbeing of students Opportunity for parents to openly talk about issues that impact on families (often vicarious). (DoE/DoH, Metropolitan)

Community, friendships, relationship building and consistency (RfR, Provincial)

Eagerness of the students, social interaction, positive interactions with adults. (RfR, Provincial)

Good communication between students and volunteers. (DoE/DoH, Very Remote)

Positive start to the day and developing relationships. (RfR, Remote)

The obvious food supplied to those without. Some reading done with younger students. Some social skills and healthy eating knowledge developed. (RfR, Remote)

Brings people together, ensures healthy and sufficient [kilojoule] breakfast (DoE/DoH, Remote)

Social skills, cooperation, collegial, belonging. (RfR, Very Remote)

Good communication between students and volunteers. (DoE/DoH, Very Remote)

Students able to access food

Feeds students who have not had breakfast (DoE/DoH, Metropolitan)

Ensuring that students are able to access food and there is no stigma attached as it is seen as part of what we do as a school community. (DoE/DoH, Metropolitan)

It feeds a very needy group who without this intervention would be all the poorer in many ways (DoE/DoH, Metropolitan)

Provision of food to students who have very little (DoE/DoH, Metropolitan)

At the moment we only doing recess and students do benefit a lot out of the products we received from Foodbank and it also allows us to be able to supply food (lunches) to those who don't have. They also receive free orange juices during lunch times which received from Foodbank (RfR, Provincial)

That it assists students to meet community services ideals and feeds students who otherwise may not have eaten for several meals (DoE/DoH, Provincial)

We run ours at the offsite program a little differently. It's not a structured breakfast program with set times which works well for our students. Students can help themselves to food throughout the day which has worked really well as many students have fed back that they feel less embarrassed about taking food/being given food if others don't know. Some student said if it was a set program (time wise) that they probably wouldn't utilise it because they wouldn't want other students to see that they don't have food or money. We have made the Foodbank Program an everyday part of our program and set it up so all students can feel like they can grab a feed if needed and that it's not just for "kids who don't have money etc." (DoE/DoH, Provincial)

Influence on attendance and readiness to learn

Improve student focus on learning (DoE/DoH, Metropolitan)

Kids are not hungry able to concentrate attend when no food is at home calmer (DoE/DoH, Metropolitan)

Student involvement, improves attendance, ensures strong end to school week (DoE/DoH, Metropolitan)

The children look forward to it and come to school. (DoE/DoH, Very Remote)

Promotes community

A great community approach, healthy eating, supporting the school. (DoE/DoH, Metropolitan)

Community resource with a family atmosphere. (DoE/DoH, Metropolitan)

There are many: Safety, we don't ask if students if they have had breakfast. Breakfast club is for anyone, so if your home life is not so good, you're not the 'poor' kid that has to come to get food, everyone is there just having breakfast. Sense of community. Place to catch up with friends before school. To see staff as people who care not just educators. (DoE/DoH, Metropolitan)

Whole school breakfasts foster a sense of community. They provide a safe way to pass on the healthy breakfast message to parents and students. (DoE/DoH, Metropolitan)

Community, friendships, relationship building and consistency (RfR, Provincial)

Developing a community environment that supports student to develop social skills and positive relationships between our Chaplain, AIEOs and peers. (RfR, Provincial)

Nutritional awareness and happy well fed students. The program also encourages carer engagement with the school. (DoE/DoH, Very Remote)

Provision of support to disadvantaged students and families

Staff value it. Students enjoy coming. It allows us to target individual students who we know needs breakfast / lunch or support with home food package. (DoE/DoH, Metropolitan)

Parents and staff working in partnership to support all students in the school particularly those at risk. (DoE/DoH, Provincial)

It does support those students who may not get enough or any food from their families. It has a positive effect School wide when kids can get some food in the mornings before classes start. (DoE/DoH, Very Remote)

Mentioned previously it is the backbone of food resource in community. This is particularly so for the arts and fruit and milk staples if supplies run out in the family homes. (DoE/DoH, Very Remote)

Availability of program

Available daily including independent student access able to involve SBP in special occasions (DoE/DoH, Metropolitan)

Every day open (DoE/DoH, Metropolitan)

It runs every day (DoE/DoH, Metropolitan)

It's open to all, friendly, safe and positive environment - issue free (DoE/DoH, Metropolitan)

Non-threatening, available to anyone, healthy foods. (DoE/DoH, Metropolitan)

The percentage of our students who come along on breakfast mornings and look forward to the experience. We are ensuring that this service is available for those who really benefit from it. (RfR, Provincial)

The strength is that it is always available and teachers make a conscious effort to ask children if they have eaten breakfast for the day. (DoE/DoH, Very Remote)

9.3 Improvements Needed

Schools were asked whether any improvements were needed to the internal operation of their SBP. Only 47 schools (30% of SBP sample) said improvements were needed. Of these, all but one school provided some description. The improvements identified by these schools covered seven key areas:

- Additional volunteers or staff needed to run the SBP (39% of respondents)
- Expansion of breakfast menus/food options (20%)
- Expansion of SBP/additional days offered (15%)
- Changes/improvements to operational procedures (13%)
- Improvements to equipment/facilities (13%)
- Greater promotion of SBP/greater buy-in from staff/community (11%)
- Continuous improvement/planning measures (9%)

Indicative examples are provided below:

Additional volunteers or staff needed to run the SBP

More assistance running the program (volunteers to help with running the program). (DoE/DoH, Metropolitan)

More volunteers within the school community and outside community. (DoE/DoH, Metropolitan)

More adults volunteers, some to organise the food and some to talk to the teenagers, as a safe adult presence... (DoE/DoH, Provincial)

More volunteers needed. Wider range of staff need to be included so that children are able to mix with more of their staff at the school (RfR, Provincial)

Funding required to employ staff to run the Breakfast Program. (RfR, Provincial)

Additional volunteers needed as we would like to add additional days. (RfR, Remote)

We would love to have trusted parents to serve the breakfast (RfR, Very Remote)

Expansion of breakfast menus/food options

More financial support to provide varied breakfast options (DoE/DoH, Metropolitan)

We would like to cut out all the sugary spreads (jam) but there seems to be little option for spreads apart from vegemite which a lot of our students do not seem to like much. We would like to provide other cooked options e.g. hotcakes or pikelets but this takes additional time in the breakfast club to cook and clean up. (DoE/DoH, Metropolitan)

...Larger variety of food to teach the students further food preparation and hygiene practice....(RfR, Provincial)

More fresh food available regularly. (DoE/DoH, Provincial)

Additional supply of legume, green grams (for broth and porridge) and a variety of rice and lentils. (RfR, Very Remote)

More school sourced fresh foods. (RfR, Very Remote)

Expansion of SBP/additional days offered

Extra days would be good (DoE/DoH, Metropolitan)

Use on more days (RfR, Provincial)

...program running 5 days a week. (DoE/DoH, Provincial)

Additional volunteers needed as we would like to add additional days. (RfR, Remote)

I think we need to expand the program as the need for food within the school has increased this year. There are now more families requesting local community assistance with food vouchers etc. (RfR, Remote)

Changes/improvements to operational procedures

A bit more communication is needed between me (coordinator) and the volunteers who run Breakfast Club on the day I am not at school. Little problems will be ironed out this way - e.g. wastage of toast cooked but not eaten, notification of food that has run out, or out of date. (DoE/DoH, Metropolitan)

Clear procedures written for those things that can't be ignored; i.e. clean up & set up (DoE/DoH, Metropolitan)

We need to be able to send someone regularly to Foodbank to collect product. This can be time consuming. We really need to collect fruit weekly and in a greater quantity than we currently are. Office staff get grumpy when students keep asking for a piece of fruit for Crunch&Sip but when I explain that under the memorandum of understanding we are permitted to use fruit for this purpose they understand more. The only thing is that we don't seem to be able to keep up with the supply...(DoE/DoH, Metropolitan)

More delegation in collecting bread/foods from IGA (RfR, Provincial)

Students to take more of a hands on approach by preparing and clearing up etc. (RfR, Provincial)

Improvements to equipment/facilities

More financial support to provide ... trolleys to serve food from... (DoE/DoH, Metropolitan)

Space is used by several teachers which can be inconvenient in setting up as other material is in the way (DoE/DoH, Metropolitan)

An upgrade in the resources provided to supply breakfast e.g. freezer space, cleanliness of the facilities... (DoE/DoH, Remote)

We are in the process (nearly complete) of storing the food in more suitable circumstances/location. (DoE/DoH, Very Remote)

We need to find a better venue and storage. (DoE/DoH, Very Remote)

Greater promotion of SBP/greater buy-in from staff/community

Getting everyone to see the value of the program and embrace its implementation. (DoE/DoH, Metropolitan)

We need to promote it more so that we get more students. (DoE/DoH, Metropolitan)

Yes - without undermining the integrity of the family unit that is aiming to build a healthy breakfast at home culture, we at school need to actively promote the concept of healthy breakfast and healthy lives, by making explicit the beliefs that underpin the program. (DoE/DoH, Metropolitan)

Further develop the Breakfast Club room to make more inviting and more educational using food posters etc. Advertise in the school newsletter Breakfast Club opening hours etc. (RfR, Provincial)

I would like to see more promotional posters around the whole school and try and remove the stigma that it's not cool to eat breakfast. I am going to try and remove the Breakfast Club from the classroom and put it out in the open as I believe students will pass by and grab a bite to eat. (DoE/DoH, Remote)

Continuous improvement/planning measures (9%)

Need to keep adjusting to meet the ever changing needs of the community we as a school service. (DoE/DoH, Metropolitan)

Regular checks of students deemed 'at risk' to ensure their needs are being met. (DoE/DoH, Metropolitan)

Operational planning and data collection. (DoE/DoH, Provincial)

Factors Limiting Improvement/Expansion of the SBP

Although relatively few schools identified the need for specific improvements to their SBP, close to half (46%, 72 schools) acknowledged that there are factors limiting their school's ability to improve or expand their SBP. The most significant of these factors was *insufficient staff/volunteers to run the SBP*. This was identified by 42 schools, or 58% of the respondents.

Other factors seen to hinder improvement/expansion of the SBP included:

- Inadequate space and/or facilities (21% of responses)
- Insufficient funding for improvements (18%)
- Lack of time to organise the SBP (13%)
- Demographic or external factors (e.g. size, location, scheduling) (11%)
- Negative attitudes/impact of SBP (6%)

Examples of the schools' responses are provided below.

Insufficient staff/volunteers to run the SBP

Availability of free volunteer labour to operate on a Friday. (DoE/DoH, Metropolitan)

It relies on me being at school in order for it to operate, no other staff member is willing to be involved. (DoE/DoH, Metropolitan)

The school chaplain is only at the school 2 days a week. The breakfast program would be run more days a week if the chaplaincy time could be increased. (DoE/DoH, Metropolitan)

Employment of School Chaplain. The chaplain was reduced to two days per week in Term 4, 2015. Previously Chaplain was employed three days per week. Consequently, SBP was run for three days per week. Another limiting factor is teachers' availability to be involved before school because they are in their classrooms preparing for the day. (DoE/DoH, Provincial)

Lack of personnel to operate Breakfast Club 5 days per week (DoE/DoH, Provincial)

Small staff with numerous responsibilities (R4R, Provincial)

Lack of help. If a community member like a nana can be paid in the form of some food items each week for her family she could come and help run the breakfast club... making it a bit more fun for the kids. (R4R, Very Remote)

Very small school with few staff. Unable to provide a daily breakfast program. Low socio economic area - those in town that are volunteers tend to be the volunteers for everything already. (DoE/DoH, Very Remote)

Inadequate space and/or facilities

Areas to leave the Café set up. At present it has to be packed away and stored (DoE/DoH, Metropolitan)

Size of kitchen (DoE/DoH, Metropolitan)

The room available is a classroom. No hot running water. We also have issues with power overload. (Too many frying pans needed to be on with the toaster etc.) (R4R, Provincial)

We operate in the school canteen, so we are limited to the number we can cater for. To expand, we would have to look at tables and chairs in the undercover to cater for more students. Not impossible, but it would require lots of organisation / reorganisation. (DoE/DoH, Provincial)

Lack of resources. We need to spend some money to purchase a commercial grade toaster. We could see students come and go quicker if we could cook toast quicker. We need additional volunteers to monitor the breakfast club when we have all students arriving at once to eat. (DoE/DoH, Metropolitan)

Insufficient funding for improvements

...money to fund the food not supplied by Foodbank. (DoE/DoH, Metropolitan)

Access to funds to provide improved facilities. (DoE/DoH, Remote)

Cost of food and purchasing extras (R4R, Very Remote)

Lack of staff and school funds. (R4R, Provincial)

Funding to ensure that there are staff to manage the program. Volunteers do not work successfully. (DoE/DoH, Provincial)

Lack of time to organise the SBP

Time (DoE/DoH, Provincial)

Time factors. Sometimes the room gets used for other things without notice. (DoE/DoH, Metropolitan)

Time requirements placed on staff. The number of helpers. (DoE/DoH, Metropolitan)

Time. Schools can do much in many areas... we're just picking the priorities. (DoE/DoH, Metropolitan)

Other external/demographic factors (e.g. size, location, scheduling)

External factors impacting on support staff's ability to be punctual in attending work on time to deliver the breakfast program (DoE/DoH, Remote)

Itinerant population. (R4R, Remote)

Number of children (R4R, Very Remote)

Remote location (R4R, Very Remote)

Our remoteness and the fact that we can't get fresh produce easily (DoE/DoH, Very Remote)

The school bus does an hour and a half trip to pick up children every day, therefore it cannot happen before school as it is most likely the children who have had to get up early to get on the bus are the ones who have missed out on breakfast. (DoE/DoH, Very Remote)

Negatives attitudes; potential negative impact of SBP

As always there are those in the community with a less motivated community sense than others and can run negative flack, but these are a small minority. (DoE/DoH, Metropolitan)

Getting some Aboriginal parents to acknowledge it is OK for the kids to have breakfast at school - stop this 'shame' thing (DoE/DoH, Provincial)

More a hesitation to take on more days - not limited by capacity - hesitation due to taking on more of a parental care role at the school - potentially reducing the capacity of parents who then become reliant on SBP. (DoE/DoH, Remote)

9.4 Delivery of Products by Foodbank

As noted earlier, only schools that are located outside the greater Perth metropolitan area, and not within reach of one of the Foodbank regional branches, are eligible to have SBP core products delivered to their school. Within the SBP sample, this represents 68 schools – however, only 48 of the schools responded to the question of whether or not the Foodbank delivery service could be improved. Of these, only 5 indicated that ‘Yes’, improvements could be made. Elaboration on this was provided by only 3 of the schools – 1 of which referred to the issue of availability of perishable product:

Although the food is delivered to the town, it wasn't delivered to the school and we had to rely on the kind people of the delivery business to deliver it to school.

Distance from Perth to our town is about 250km hence some fresh foods are not always available.

More timely - we run out of fruit within 2 weeks - we then have to wait weeks for more fresh fruit.

The ratings and comments support our earlier observation that schools in remote and very remote regions do seem to appreciate and accept the difficulties and high cost associated with transporting food products to their schools.

Although core products are only delivered to schools in outer regions, fresh fruit is sometimes delivered to schools closer to Foodbank distribution centres when possible. Several metropolitan schools expressed a wish for fresh fruit to be more readily available via direct delivery:

The fresh fruit is delivered but not the Breakfast products. It would be beneficial to have a delivery service. (DoE/DoH, Metropolitan)

We receive a box of fruit supplied by the Foodbank Food Truck but this generally contains one type of fruit, having a variety of fruit delivered would be great. (DoE/DoH, Metropolitan)

It would be fabulous if we could place an order or ring through, see what is available, and have that order delivered with the fruit each day. Have an online data sheet with produce listed, updated every day, then we can place online orders. At the moment we have to visit to actually see what is available. (DoE/DoH, Metropolitan)

Fresh fruit is provided. If this service was extended to delivery of ordered food products that would save a trip to the warehouse. (DoE/DoH, Metropolitan)

More fruit is used if there was a selection of fruit is delivered instead of just one sort (e.g. only mandarins) (DoE/DoH, Metropolitan)

9.5 Ways in which Foodbank Could Assist Schools

Schools were asked whether there were any ways in which Foodbank WA could assist them to improve the operation of their SBP and, if so, to describe these. As shown in Figure 9.2, 25% of schools indicated Foodbank could be of assistance.

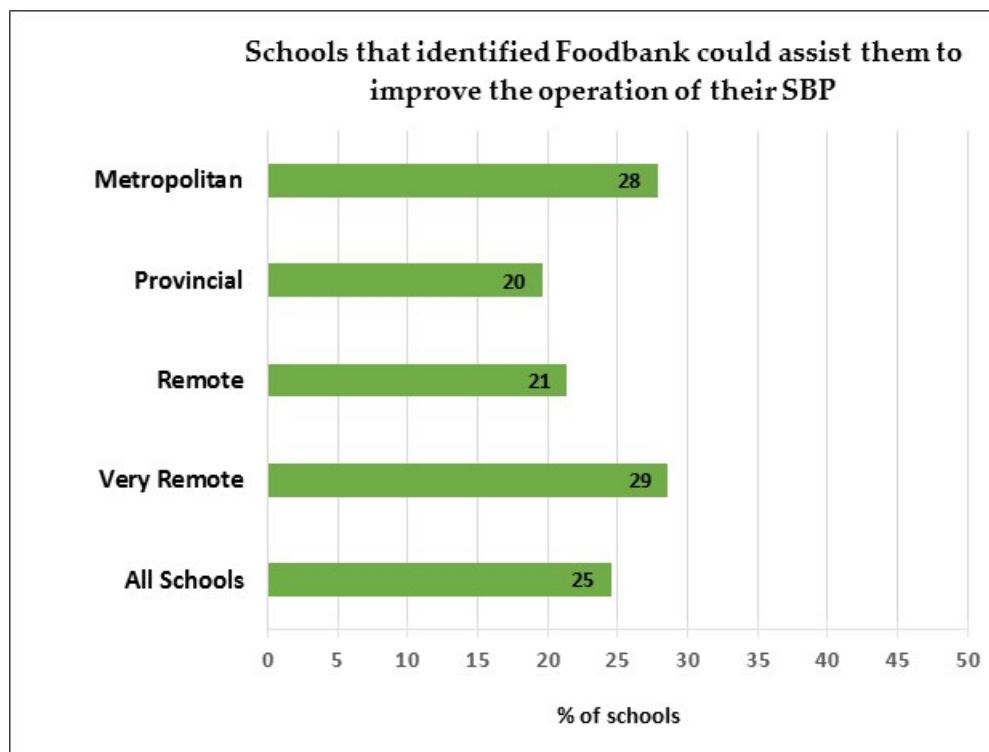


Figure 9.2: Percentage of schools that indicated Foodbank could assist them to improve the operation of their SBP, by geolocation

For metropolitan schools, their main request - albeit unrealistic - was for products to be delivered to their school:

Deliver foods to school. That would be great. It is a suggestion. (DoE/DoH, Metropolitan)

Deliver the food to the school twice a year in bulk. (DoE/DoH, Metropolitan)

Probably not realistic but deliver the food (DoE/DoH, Metropolitan)

Delivery of supplies! (DoE/DoH, Metropolitan)

Delivery of breakfast items, as it is very difficult for me to drive all the way out to Foodbank (over an hour drive), when the opening hours are very similar to school hours- which means I can only go during my holidays (DoE/DoH, Metropolitan)

Provide a free delivery service (DoE/DoH, Metropolitan)

Deliver the food stuffs (RfR, Provincial)

The remaining responses fell into two main categories: the facility for online ordering and reserving of products, and provision of educational support materials. Examples of these comments are shown below:

Online ordering /reserved products

Allowing us to pre order different food not just the bread milk etc. More variety of food available. (DoE/DoH, Metropolitan)

As described earlier, to have online data sheet with produce listed and be able to place an online order and then have delivery or collect if that not possible. (DoE/DoH, Metropolitan)

Having the option of some food items being reserved for a pickup along with the order would great. The kids really struggle to eat brown bread (would actually rather go hungry) but because I can only get to Foodbank once (maybe twice) a term whatever bread is available at that time is all that they get... (DoE/DoH, Metropolitan)

Educational support materials (posters, resources)

Some distributable poster and sticker resources that can go directly into homes as a result of coming to breakfast club. Strong messages about breakfast, health and the future. (DoE/DoH, Metropolitan)

Laminated posters encouraging everyone to eat a healthy breakfast. (DoE/DoH, Remote)

Help the school generate some interest in community members to use their cultural background and some general nutrition training so the mothers, dads and nana can cook the breakfast for the children. (RfR, Very Remote)

Perhaps some backup material e.g. DVDs, pamphlets, worksheets, posters..... (DoE/DoH, Very Remote)

In the final two sections of the report we examine the additional comments that many of the survey respondents chose to provide, then present a summary of the key findings and some overarching conclusions.

10. Further Comments

At the end of the 2015 SBP survey, respondents were invited to provide further comments. Almost two-thirds (104) of the sample chose to do so, and these have been organised according to the key themes or issues that they address. An overview of the themes, and the proportion of responses they represent, is provided in Figure 10.1.

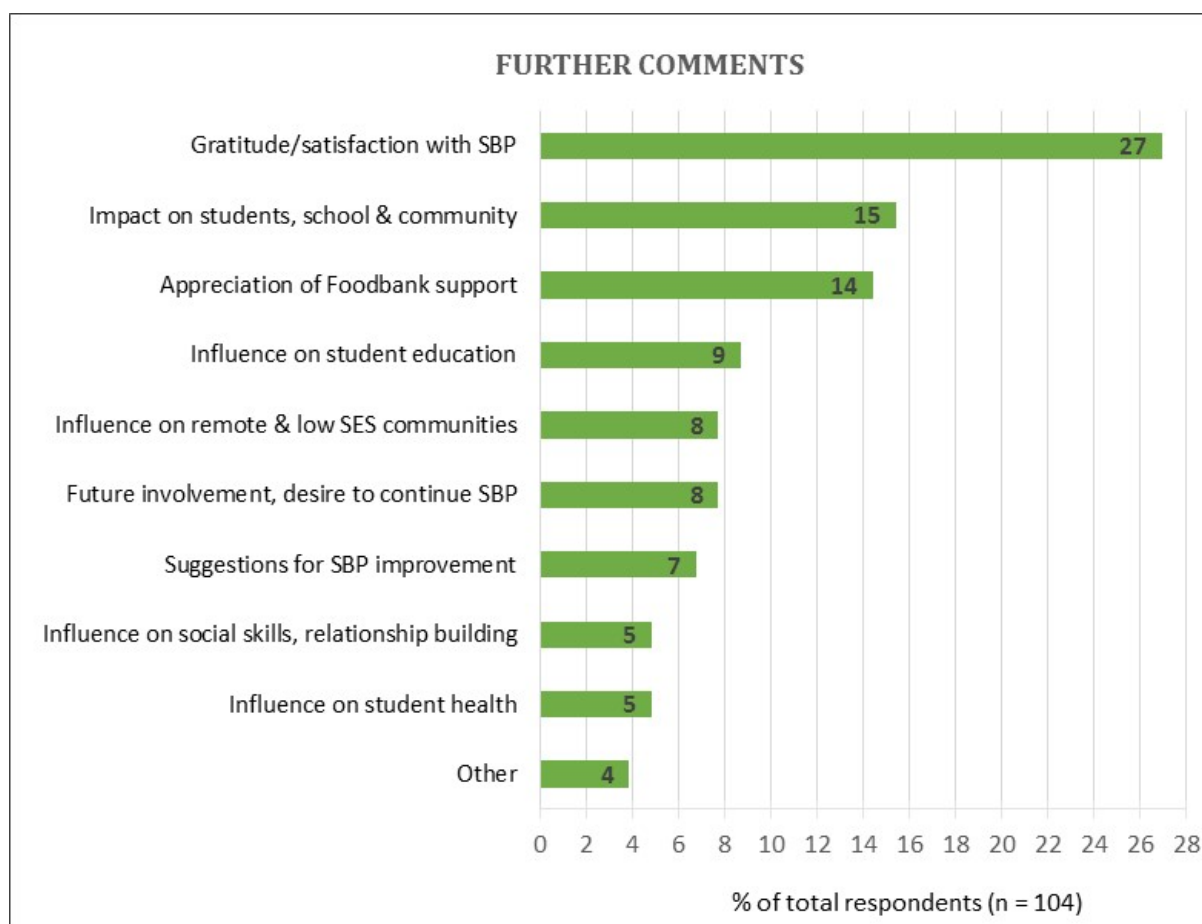


Figure 10.1: Additional comments provided by SBP survey respondents (per cent of responses)

The most prevalent theme was that schools are grateful for, and satisfied with, the School Breakfast Program. Respondents also expressed their direct appreciation of the support and service that Foodbank provides. Examples of both types of comments are provided below:

Gratitude/satisfaction with SBP

Keep up this valued service for as many children, schools and community organizations as you can. (DoE/DoH, Metropolitan)

Thank you for helping students and schools in need (DoE/DoH, Metropolitan)

Thank you for the program. We couldn't do without it. (DoE/DoH, Metropolitan)

This is an amazing and valuable tool for many schools. I am so grateful that we can be a part of it! (RfR, Provincial)

Thank you for this great service (DoE/DoH, Provincial)

Enjoy the program and appreciate support with the resources. (DoE/DoH, Provincial)

Basically it's a great program that is well received by the school community (DoE/DoH, Provincial)

We enjoy having the program and indeed see the benefits (DoE/DoH, Provincial)

Very happy with the program. (DoE/DoH, Remote)

Very happy with the contribution of Foodbank for our school breakfast programme. Thank you. (DoE/DoH, Very Remote)

Appreciation for Foodbank support

Foodbank is an extraordinary support to our school. It is valuable and without it we would find it very difficult to support our wonderful students who really need the help (DoE/DoH, Metropolitan)

I appreciate the Foodbank commitment to our students/school. They also provide other opportunities, i.e. Food Sensations, Educational Materials etc. If schools had to finance and resource the breakfast program from within their budget I feel we would not be able to offer the same service. (DoE/DoH, Metropolitan)

Please keep doing the wonderful work that you do Foodbank!!! (DoE/DoH, Metropolitan)

I love the fact that we can provide this service to our students thanks to Foodbank it has become a much needed & used resource that we would struggle on many levels without its ongoing support. (DoE/DoH, Metropolitan)

It has been working quite well and we appreciate the support of Foodbank. They are top professional in this area. This is one of the major reasons our program is going so well. (DoE/DoH, Metropolitan)

It is a valuable program that shows compassion and consideration of needs of others and we value the input from Foodbank and other agencies that enable it to continue. (DoE/DoH, Metropolitan)

Without the valuable assistance of Foodbank, it would have been too difficult to run a breakfast program. I had approached local supermarkets for assistance but they weren't very supportive. (DoE/DoH, Metropolitan)

Foodbank are terrific and we can only provide the Breakfast Club because of their support. (RfR, Provincial)

Foodbank has been wonderful - we would not be able to do this without their support (DoE/DoH, Provincial)

Foodbank provides an exceptional service which without it we would find it difficult to feed the students whose nutritional needs are significant. (DoE/DoH, Very Remote)

We see the School Breakfast program as an essential aspect of allowing this school to run efficiently. It is important that we are able to provide breakfast and sometimes recess/lunch for children who are hungry and the Chaplain's Program and Foodbank WA allow us to do that. (DoE/DoH, Metropolitan)

Respondents also commonly referred to the general benefit or positive impact that the SBP has for their students and school:

Impact on students, school & community

The staff at this school are extremely appreciative of the efforts of the Food Bank. We would ask that you pass on our thanks to this organisation who makes such a positive impact on the lives of our students. (DoE/DoH, Remote)

We are grateful for the support as it helps our children. (DoE/DoH, Very Remote)

The students and staff benefit greatly from the breakfast program and we are very grateful for the support of Foodbank. (DoE/DoH, Metropolitan)

Outstanding program that makes a real difference to students' lives. (DoE/DoH, Provincial)

Thank you for helping the students in need in our community. (DoE/DoH, Provincial)

It is a great program that provides benefits for both the students and families who access the food and the wider school community. (RfR, Provincial)

This is a fantastic program which had a positive impact on all students across the school. (RfR, Remote)

We love this program it is a massive help to our school and children. (RfR, Very Remote)

Some respondents made more specific reference to the benefits that the SBP affords for students' education, health, social skills and relationship building, and the particular context of remote schools and disadvantaged communities. For example:

Influence on students' education

We welcome the donation and support of Foodbank in assisting with the provision of the Breakfast program that continues to encourage students to attend school (RfR, Remote)

The breakfast program has been running for a number of years and has been an excellent program that assists our school provide the best education possible to our students. (DoE/DoH, Metropolitan)

We have embedded the School Breakfast Program within our broader student services regime in order to meet the needs of families and students within our learning community. This service provides a basis from which we can ... advance educational outcomes for students who would otherwise be unable to prioritise their learning over their more immediate nutritional needs. (DoE/DoH, Metropolitan)

This is a very good introduction to school to help kids improve their learning and concentration ability in class. (RfR, Provincial)

We are delighted with it. Our students are much more focused as a result and we have a little money to spend on other necessities. Thank you (DoE/DoH, Metropolitan)

The program is great and we really appreciate the help. Our students enjoy coming to school and our attendance is much higher on the days we currently do the breakfast program. (DoE/DoH, Metropolitan)

Influence on remote & low SES communities

It is an absolute blessing to have free food supplied to the school to offer children who are disadvantaged in some form or other. Thank you to the organisers and providers of this incredible service to schools! (DoE/DoH, Provincial)

The school community appreciate the support provided to our students who come from homes of high risk. (DoE/DoH, Provincial)

A valuable service which is necessary in small communities with lacking facilities. (RfR, Remote)

We love it and it is necessary in our context - 100% Aboriginal kids. (DoE/DoH, Remote)

We truly appreciate the opportunity to access the School Breakfast program as we are a Remote Community School (RfR, Very Remote)

It is wonderful receiving what we get to continue with the program. We are a remote community and I believe the breakfast club makes a difference to many of our children. (DoE/DoH, Very Remote)

Extremely low socio economic area. Many students do not have access to healthy food on a regular basis other than that from the school. Foodbank does an amazing job in helping us support our students and their families when in need. (DoE/DoH, Very Remote)

Influence on social skills, relationship building

I love operating our school breakfast programme as it gives me a chance to get to know the children and help them where I can. (DoE/DoH, Metropolitan)

...This service provides a basis from which we can build stronger relationships and improve physical well-being, social and emotional connectedness... (DoE/DoH, Metropolitan)

I have seen nothing but benefits to students since I increased the number of days the SBP operates. Friendly volunteers in the kitchen also helps. Students seem to like it when particular volunteers are there and stay away when others are there. (DoE/DoH, Metropolitan)

The breakfast club was set up to help the chaplain get to know the students and to provide a service to the school. It has successfully built relationships and a positive culture in the school (DoE/DoH, Provincial)

Influence on student health

We really appreciate having Foodbank as it provides our students the opportunities to have a healthy and filling breakfast every school day. (DoE/DoH, Very Remote)

It is an excellent program that gives me, as Principal, the peace of mind that every child in our school gets nutritious food a couple of times a day. (DoE/DoH, Very Remote)

It is a fabulous way to create connection and build social skills whilst teaching healthy food options and skills to make healthy meals. (DoE/DoH, Provincial)

Finally, several schools highlighted their 'wish list' for changes or improvement of the SBP, including greater variety and improved access to Foodbank products.

It is a very worthwhile program. I feel that Foodbank should partner with more organisations to expand their scope, rather than operating out of only one site. (DoE/DoH, Metropolitan)

It would be helpful if Foodbank was able to deliver non-perishables to the school. (DoE/DoH, Metropolitan)

We love it but it depends on volunteers (DoE/DoH, Provincial)

Greater variety of foods. (RfR, Very Remote)

We are very grateful to receive free food from Foodbank. It is vital to the people out here. It would be nice to receive some of the other products but I understand it would be difficult to receive bread, etc. out here in the back of beyond. (RfR, Very Remote)

Fresh fruit could be better quality (DoE/DoH, Very Remote)

11. Key Findings and Conclusions

11.1 Key Findings

The following sections present the key findings and observations derived from the 2015 School Breakfast Program survey. These have been arranged according to the key themes and issues highlighted in the main body of the report.

School Breakfast Program Product

In general, schools are satisfied with the overall quality of the breakfast food products provided by Foodbank WA. Somewhat less satisfaction is evident with the quality of fruit, but there is understanding and acceptance of the inherent difficulties of seasonal availability, storage, refrigeration, transport and shelf life.

The selection (range) of breakfast products is mostly seen as good or adequate. Though greater variety and availability would be appreciated for perishable and non-perishable products, schools generally realise and accept the limitations of the program with reference to the supply of products.

The majority of schools supplement the products provided by Foodbank for the SBP. Additional foods include: spreads and condiments; bread and cereals; fruit; eggs, meat & other protein foods; milk and dairy products; vegetables; Milo, and other discretionary foods and drinks.

Crunch&Sip® is a school-based program aimed at increasing awareness of the importance of eating fruit and vegetables and drinking water every day. Participating schools commit to providing a set break each day during class time to eat fruit or salad vegetables and drink water. SBP schools report using Foodbank-supplied products to support their Crunch&Sip program and ensure all students are able to participate.

Superhero Foods are a nutrition education resource developed by Foodbank WA for primary school aged children. SBP schools noted that Superhero Foods characters and resources play an important role in stimulating SBP students' interest and generating discussion about healthy foods and healthy eating.

Many schools integrate the SBP into other school or classroom activities, including lessons relating to the Health and Physical Education learning area, cooking classes, school-based health programs, and school garden programs.

Impact on Students' Capacity for Learning

Overall, schools report that the SBP has a positive impact on their students' capacity for learning across the three domains of schooling, personal and social capability, and social and environmental factors.

Schooling

In rating aspects of *schooling*, schools indicated participation in the SBP has greatest impact on students' readiness for learning, punctuality to school at the start of the day and punctuality to classes during the school day.

Schools also report that the SBP has a positive impact on students' readiness for learning, on task concentration, productivity in classwork, attendance, behaviour and social skills.

Personal and Social Capability

Although slightly lower than the ratings for schooling, the SBP is seen to have positive impact on students' *personal and social capability*. In order of importance, the areas impacted were: physical health, level of physical activity, social management, calmness, self-management, self-awareness, and social awareness.

Social and Environmental Factors

Social and environmental factors received the highest overall ratings in relation to impact of the SBP. Social relations with school staff were seen as most significant, followed by overall school tone or climate, social relations with other SBP students, health promoting environment of the school, and social relations with SBP volunteers.

Interrelation of Social and Academic Learning

In commenting on the impacts of the SBP on their students' capacity for learning, schools noted benefits such as: increased engagement, focus and readiness for learning; increased concentration; improved socialisation, building of relationships and development of social skills; more settled and calm demeanour; reduced behaviour problems and disruptiveness; and improved attendance and punctuality.

It is notable that schools see a clear link between the social-emotional learning opportunities afforded by participation in the SBP (in particular, the strengthening of relationships and friendships between students and staff) and increased eagerness to attend school, improved punctuality and greater readiness for learning.

Impact on Students' Knowledge, Skills and Attitudes Towards Healthy Eating

The SBP is seen to have a positive impact on students' knowledge, skills and attitudes towards healthy eating. Items relating to food hygiene awareness, positive attitude towards healthy food, awareness of kitchen safety, healthy eating awareness, ability to handle food safety, and ability to prepare healthy breakfasts received the highest ratings.

In commenting on the impact of the SBP on their students, schools made particular note of improvements in students' choice of and access to healthy foods, their greater knowledge/awareness of healthy eating and nutrition, and improved knowledge/skills in relation to food preparation and hygiene.

Impact on the Functioning of the School

Schools clearly indicate that the SBP has an important positive impact on the functioning of their school.

Whole School Level

At the whole school level there is a positive impact on students' sense of inclusion and belonging to the school community.

For many schools, the SBP helps foster the development of a warm and welcoming school environment in which students can develop social skills and build stronger relationships with staff and fellow students. This fostering of stronger relationships may also extend to parents/carers and other community members.

The SBP plays a strong part in developing children's social skills and helping to bring a sense of calm to the school. These social-emotional benefits for students then translate to improved readiness and capacity for learning.

The SBP also provides opportunities to increase students' health knowledge and promote healthy eating habits.

Classroom Level

Impact at the classroom level was not quite as strong, but this was mainly because some respondents who had little interaction with teachers and students at the classroom level (such as school chaplains) did not feel they were in a position to comment.

The benefits reported at the classroom level echo those seen for impact on students' capacity for learning. In particular, schools report that the SBP has a positive impact on students' concentration, focus and attention in class. Other benefits include: calmer more settled mood; improved behaviour and fewer classroom disruptions; improved attendance and punctuality; improved health/wellbeing; greater readiness for learning; and improved engagement.

Negative Effects

Overall, the SBP is seen to have very few negative effects. However, some schools had lingering concerns about the potential shifting of parental responsibility onto schools and unintended outcome of creating a sense of expectation and dependency within their local community.

School Partnerships and Collaboration

The SBP has helped to facilitate partnerships between schools and local community groups and food/produce suppliers.

Volunteer Support

Assistance from volunteers is vital for many, but not all SBP schools. A small proportion (less than 20%) have created paid staff positions to operate their SBP, while others recruit parents/carers of students at the school, use a rotating staff roster, draw on community groups for assistance, and/or use a combination of these methods.

Some schools draw on only a small pool of volunteers (< 5 people) to run their program, while others cast a wider net of as many as 60 volunteers over the course of the year.

Many schools are resourceful in drawing on a range of methods and sources to recruit volunteer support. While some schools make direct appeals to staff, parents/carers, local community groups, church groups and charitable organisations such as the Red Cross, others are fortunate to be approached directly by parents, citizens or staff wanting to run or assist with the program.

Most schools indicated that their current level of volunteer support is sufficient to run the SBP. However, availability of staff/volunteer support is a key factor in limiting the scope and number of days on which schools can offer their SBP.

Partnerships with Local Food/Produce Suppliers

In operating their SBP, almost a quarter of schools have formed partnerships with local food or produce suppliers, such as supermarkets, bakeries and fruit/vegetable growers, from which they receive additional food on a regular basis (e.g. bread, rolls), or when supplies from Foodbank run out.

Other Community Partnerships

Approximately a quarter of schools also reported forming partnerships with other community groups to assist in running their SBP. Support included sourcing and donation of additional food, funding for equipment, and volunteers to prepare and serve breakfasts. The types of community groups included: local

councils; church groups; local branches of clubs and associations such as Red Cross, Lions, Rotary, and CWA; and local youth groups and high schools.

Sustainability and Improvement of the SBP within Schools

Sustainability of SBP

Most schools (85%) indicated the current operation of their SBP is sustainable. A very small proportion (3%) said it is not sustainable, and somewhat larger proportion (12%) are uncertain about the ongoing sustainability of their SBP. Schools' concerns about sustainability mostly relate to the availability of volunteer/community support and financial and budgetary limitations.

Strategies to Ensure Ongoing Operation

The key strategies or measures schools use to ensure the ongoing operation of their SBP include: provision of adequate staffing and volunteers to run the program; provision of available space, equipment, food and hygiene standards; inclusion of the SBP in school planning and funding documents; assimilation into the school's ethos; fostering of partnerships with Foodbank and other community groups; and promotion of the benefits of the SBP within the school community.

Perceived Strengths of SBPs

The role of SBPs in promoting social interaction and building relationships is seen as a key strength by many schools. Other strong points of schools' SBPs included: students can access food; impacts positively on attendance and readiness to learn, promotes a sense of community, influences student health, provides support for disadvantage students and families, and is consistently accessible/available to students.

School-Based Operational Changes

Changes that schools made to improve the delivery and impact of their SBP during 2015 included: improving facilities and equipment, increasing the number of days it is offered, widening access/food provision, empowering students to cook/prepare their own food, and increasing the level of staffing and community volunteers involved with the program.

School-Based Improvements Needed

Relatively few schools identified the need for further improvements to their SBP. Of the 30% that did, key areas highlighted (in order of importance) included: additional volunteers or staff needed to run the SBP, expansion of breakfast menus/food options, changes to operational procedures, improvement to equipment or facilities, greater promotion of the SBP and buy-in from staff or community, and measures for continuous improvement.

Factors Limiting Schools' Ability to Improve/Expand their SBP

Insufficient staff/volunteers to run the SBP was the most commonly identified factor limiting schools' ability to improve or expand their SBP. Other factors, in order of importance, included: inadequate space and/or facilities, insufficient funding for improvements, lack of time to organize the SBP, and demographic or external factors. A very small number had concerns about negative attitudes from some parts of the community, or potential negative effects of parents becoming more reliant on the school to feed their children.

Delivery of Products by Foodbank

The majority of regional and remote schools eligible for product delivery by Foodbank are satisfied with the service. While some would prefer more frequent deliveries and greater access to fresh produce (particularly

fruit), there is an appreciation and acceptance of the inherent difficulties and high cost associated with transporting food products to the remote schools.

Ways in Which Foodbank Could Assist Schools

Relatively few schools (25%) indicated there were ways in which Foodbank could assist them to improve the operation of their SBP. The most common, albeit unrealistic, request from metropolitan schools was for a free delivery service to be provided. Others called for on-line ordering and product reserve facilities or provision of additional educational support materials (e.g. posters, stickers, DVDs).

Further Comments

Additional comments provided by schools indicate high levels of gratitude and satisfaction with the SBP. Respondents stated their appreciation of the support provided by Foodbank staff and reiterated the overall positive impact of the SBP for students and the wider school community. Specific references were made to the benefits that the SBP affords for students' education, health, social skills and relationship building, and the importance of the program for remote and low SES communities.

11.2 Refinement of the SBP Survey Instrument

The 2015 SBP Coordinator Survey has provided important insights to the operation and impact of Foodbank WA's school breakfast program. Schools were generous in providing comprehensive information and commentary. Responses to the open-ended questions were particularly valuable in allowing more nuanced understanding of the different approaches used and challenges faced by schools in delivering their breakfast programs. Drawing on these insights, further refinement of the survey instrument can be made before administering it to SBP schools in term 4 of 2016. Likely changes include:

- Additional question to elicit information about schools' breakfast 'menus';
- Additional question about schools' usage of Foodbank's SBP resources (e.g. SBP Toolkit, SBP Case Study Storybook and SBP Cookbook);
- Removal of questions that seek explanation of why respondents' are 'unsure' about impact of the SBP;
- Provision of multiple-response tick-box options (based on common responses received for the 2015 survey) to elicit more consistent information about staffing/operation of SBPs; and
- Better positioning of questions relating to school-based changes/improvements;

It is anticipated that such changes will reduce the time needed to complete the survey whilst providing more easily quantifiable information about the operation and impact of the School Breakfast Program in WA schools.

11.3 Conclusions

Based on the data from the 2015 SBP Coordinator Survey, there is strong evidence that the School Breakfast Program is highly valued by schools. It is clearly meeting schools' needs in alleviating hunger and helping to redress some of the effects of disadvantage among students and their families.

In providing students with regular access to a healthy breakfast, schools see they are having a positive impact on those students' capacity for learning through improved levels of punctuality, attendance, focus and concentration in class, fewer behavioural problems and overall greater readiness for learning.

As the School Breakfast Program offers a great deal of flexibility, schools run their programs differently in accordance with the particular needs of their community and their own capacity to deliver the service. Operational approaches therefore span a continuum from the small-scale, 'needs-basis' provision of food for individual students, to comprehensive and inclusive breakfast programs that seek to involve a wide cross-section of the school community.

Many schools' breakfast programs provide conducive settings in which students can develop their social skills, build closer relationships with staff and fellow students, and gain a stronger sense of inclusion and belonging to their school community. These schools recognise the importance of the social-emotional learning opportunities that the SBP affords their students, and acknowledge the positive flow-on effects for classroom productivity and overall tone and functioning of their school.

Schools also use their breakfast programs to educate students about healthy eating, hygiene standards, cooking and cleaning skills, and manners and behaviour when dining with others. A range of opportunities are used to integrate the breakfast program with other school and classroom activities that promote and develop health, wellbeing and skills for independent living.

In providing a mechanism through which schools can influence student health and wellbeing outcomes and foster a positive school culture and sense of community, there is clear evidence that the value and reach of the School Breakfast Program extends well beyond the immediate humanitarian imperative of ensuring children do not go hungry.

APPENDICES

Appendix A:

2015 SBP Survey Instrument



Edith Cowan University
School of Education
270 Joondalup Drive
Joondalup WA 6027

ABN 54 361 485 361

School Breakfast Program Survey 2015

The School of Education and School of Exercise and Health Sciences at Edith Cowan University (ECU), in partnership with the Telethon Kids Institute (TKI), have been commissioned by Foodbank WA and the WA Departments of Education, Health, and Regional Development to conduct a comprehensive evaluation of Foodbank WA's School Breakfast Program and Food Sensations initiative. The ECU/TKI evaluation team includes Dr Matt Byrne, Professor Donna Cross (TKI), Associate Professor Amanda Devine and Margaret Miller.

The results of the evaluation will be used by the funding bodies (Departments of Education, Health and Regional Development) and Foodbank WA to guide decision-making about future directions of the program. The results will also be of value more broadly in determining the value and effectiveness of programs aimed at improving nutritional and well-being outcomes for students from disadvantaged backgrounds.

Your school's participation in the evaluation is highly valued. We would be most grateful if you would complete a survey regarding the Breakfast Program at your school. All the information you provide here is confidential. Your participation in this survey is voluntary and you are free to choose not to answer particular questions.

On the following page you will be asked to give your informed consent to participate in the survey.

STATEMENT OF INFORMED CONSENT

I have read and understood the information about this project in the email and Information Letter sent to my school (via the school principal).

I have been given the opportunity to ask the research team any questions I may have had and (if applicable) am satisfied with the answers I received.

I am aware that if I have any additional questions about the evaluation, I can contact the project leader (Dr Matt Byrne) or members of the research team.

I understand that my participation in the evaluation is voluntary.

If I agree to participate in the evaluation, I understand that I am free to withdraw at any time without penalty or explanation.

If I have any concerns about the evaluation, I can contact Dr Matt Byrne on (08) 6304 5470 or via email: m.byrne@ecu.edu.au

If I have any concerns or complaints regarding the way the evaluation is or has been conducted, I can contact the Research Ethics Officer at Edith Cowan University on (08) 6304 5044, or email: research.ethics@ecu.edu.au

I understand that the data collected will be used in reports and publications, but my school will not be identified by name.

☐ **I consent**

☐ **I do not consent** (Survey terminated)

ABOUT YOU & YOUR SCHOOL

1. Your current role/position at the school:

- ☐ Principal (1)
 - ☐ Deputy Principal (2)
 - ☐ Teacher (3)
 - ☐ Other. Please specify. (4)
-

2. Are you the nominated School Breakfast Program Coordinator for your school?

- ☐ Yes (1) *Please skip to 3.*
- ☐ No (2)

2a. Please describe your role or involvement with the School Breakfast Program.

3. Number of students currently enrolled at the school:

4. In total, how many individual children access the School Breakfast Program at your school?

5. How many of the children that access the School Breakfast Program at your school are from Aboriginal or Torres Strait Islander backgrounds?

ABOUT YOUR SCHOOL'S BREAKFAST PROGRAM

6. Does your School Breakfast Program operate every week (or almost every week) of the school year?

- ☐ Yes (1) *Please answer 6a and 6b only, then skip to 7.*
- ☐ No (2) *Please skip to 6c.*

6a. (If 'Yes') Please indicate the day(s) on which your Breakfast Program operates (tick box).

- ☐ Monday (1)
- ☐ Tuesday (2)
- ☐ Wednesday (3)
- ☐ Thursday (4)
- ☐ Friday (5)

6b. (If 'Yes') On average, how many breakfasts are served on:

Day of week	Average No. Breakfasts
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Please skip to question 7 after completing 6b.

If 'No' selected in question 6:

6c. (If 'No') Please indicate how often the School Breakfast Program is run at your school.

- ☐ Fortnightly basis (1)
- ☐ Monthly basis (2)
- ☐ Other. Please specify below. (3)

--

6d. On which day(s) of the week does your School Breakfast Program usually operate?

- ☐ Monday (1)
- ☐ Tuesday (2)
- ☐ Wednesday (3)
- ☐ Thursday (4)
- ☐ Friday (5)

6e. On average, how many breakfasts are served on each day (as applicable)?

Day of week	Average No. Breakfasts
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

7. Does your school provide emergency lunches or other meals using School Breakfast Program products?

- ☐ Yes (1)
☐ No (2) *Please skip to 8.*

7a. (If 'Yes') Please indicate the type of emergency meals or other meals provided.

- ☐ Recess / morning tea (1)
☐ Lunch (2)
☐ Food parcels (3)
☐ Other (1). Please specify. (4)
☐ Other (2). Please specify. (5)

7b. Please indicate the average number of meals provided for each type of emergency or other meals selected above.

--

7c. What were the key reasons/circumstances for providing emergency or other meals?

--

8. Have you made any changes or improvements to the operation of your School Breakfast Program this year (2015)?

- ☐ Yes (1)
☐ No (2) *Please skip to 9.*

8a. (If 'Yes') Please provide details of the changes or improvements you have made to the School Breakfast Program this year.

--

SCHOOL BREAKFAST PROGRAM PRODUCTS

9. In 2015, which of these Foodbank WA-supplied products have you provided to the students in your School Breakfast Program? (Please choose ALL that apply)

CORE

- ☐ Canned fruit in natural juice (1)
- ☐ Wheat biscuits (2)
- ☐ Vegemite (3)
- ☐ Canned spaghetti (4)
- ☐ Baked beans (5)
- ☐ Oats (6)
- ☐ UHT milk (7)
- ☐ 100% unsweetened UHT juice (NB: Foodbank supplies juice to remote schools only) (8)

PERISHABLE

- ☐ Fresh vegetables (1)
- ☐ Fresh fruit (2)
- ☐ Yoghurt (3)
- ☐ Fresh milk (4)
- ☐ Fresh bread (5)

10. Please rate the overall quality of products provided by Foodbank WA for the School Breakfast Program.

- ☐ Very Good (1)
- ☐ Good (2)
- ☐ Fair (3)
- ☐ Poor (4)
- ☐ Very Poor (5)

10a. Please elaborate on your rating of the quality of the Foodbank WA products.

--

11. Please rate the selection of products provided by Foodbank WA for the School Breakfast Program.

- ☐ Very Good (1)
- ☐ Good (2)
- ☐ Fair (3)
- ☐ Poor (4)
- ☐ Very Poor (5)

11a. Please comment on your rating of the selection of products.

--

12. Are you a registered Crunch&Sip® school?

- ☐ Yes (1)
- ☐ No (2) *Please skip to 13.*

12a. (If 'Yes') Have you utilised the free fresh fruit and vegetables from Foodbank WA for your Crunch&Sip® program?

- ☐ Yes (1)
- ☐ No (2) *Please skip to 13.*

12b. (If 'Yes') What benefits, if any, have these Foodbank products had for the operation of the school's Crunch&Sip program?

12c. (If 'Yes') What benefits or effects, if any, have the Foodbank products had for students (in relation to the Crunch&Sip program)?

13. Do you include Foodbank WA Superhero Foods resources in your School Breakfast Program?

- ☐ Yes (1)
- ☐ No (2) *Please skip to 14.*

13a. (If 'Yes') Please describe how you include Superhero Foods resources.

13b. What impact or effect, if any, has this had?

14. Is the School Breakfast Program, or its associated food products, integrated into other school or classroom activities/programs?

- ☐ Yes (1)
- ☐ No (2) *Please skip to 15.*

14a. (If 'Yes') Please provide details of how the School Breakfast Program is integrated into other school or classroom activities/programs.

15. Does your school provide additional food products for the School Breakfast Program? (i.e. apart from the products sourced from Foodbank WA)

- ☐ Yes (1)
☐ No (2) *Please skip to 16.*

15a. (If 'Yes') Please provide details of these additional products and where they are sourced from. (e.g. margarine donated by local IGA store, tomatoes sourced from the school's kitchen garden, fresh fruit donated by parent, etc.)

--

15b. Why are the additional products used? (e.g. traditional/cultural food product, student request, donated, etc.)

--

16. Is your school receiving food/meals through another food program?

- ☐ Yes (1)
☐ No (2) *Please skip to 17.*

16a. Please describe the reasons for accessing the additional food program.

--

STUDENTS' CAPACITY FOR LEARNING

17a. Considering *only* the students who access the School Breakfast Program:

What (approximate) proportion were positively impacted by the School Breakfast Program in relation to the following?

Schooling:

	All (100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (0%)	Don't Know
Punctuality to school at beginning of the day (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality to classes during the school day (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness for learning (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On task concentration (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social skills (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity in classwork (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal and Social Capability:

	All (100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (0%)	Don't Know
Self-awareness (recognising one's own emotional states, needs and perspectives) (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-management (using particular strategies to manage themselves in a range of situations) (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social awareness (recognising others' feelings and knowing how and when to assist others) (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social management (interacting effectively and respectfully with a range of adults and peers) (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased physical activity (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calmness (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17b. What proportion of the School Breakfast Program students have benefited from the following factors (in relation to the School Breakfast Program only)?

Social and Environmental:

	All (100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (0%)	Don't Know
Health promoting environment of the school (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social relations with school staff involved in the Breakfast Program (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social relations with volunteers/community members involved in the Breakfast Program (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social relations with other students involved in the Breakfast Program (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall school tone (climate) (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. (If you answered 'Yes' to question 8). Thinking about the changes/improvements that were made to your School Breakfast Program this year: Did these changes have any impact on students' capacity for learning?

- ☐ Yes (1)
- ☐ No (2) Please skip to 19.
- ☐ Unsure (3) Please skip to 18b.

18a (If 'Yes') Please describe the impact of the School Breakfast Program on students' capacity for learning.

18b. (If 'Unsure') Please explain why you are unsure about the impact of the School Breakfast Program on students' capacity for learning.

HEALTHY FOOD & NUTRITION KNOWLEDGE, SKILLS AND ATTITUDES

19. Considering *only* the students who access the School Breakfast Program:

What proportion were positively impacted in terms of the following (in relation to the School Breakfast Program only)?

Nutrition Factors:

	All (100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (0%)	Don't Know
Awareness of the Australian Dietary Guidelines (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of healthy eating (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of the effects of 'Everyday' foods (5 food groups) on health (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of the effects of 'Sometimes' foods (high in fat, sugar, salt) on health (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of food hygiene (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of kitchen safety (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to select healthy breakfast foods (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to prepare healthy breakfasts (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to handle foods safely (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to try new foods (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude towards healthy food (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. (If you answered 'Yes' to question 8). **Thinking about the changes/improvements that were made to your School Breakfast Program this year: Did these changes have any impact on students' healthy food and nutrition knowledge, skills and attitudes?**

- ☐ Yes (1)
☐ No (2) *Please skip to 21.*
☐ Unsure (3) *Please skip to 20b.*

20a. (If 'Yes') **Please describe the impact of the School Breakfast Program on students' healthy food and nutrition knowledge, skills and attitudes.**

20b. (If 'Unsure') **Please explain why you are unsure about the impact of the School Breakfast Program on students' healthy food and nutrition knowledge, skills and attitudes.**

MEETING SCHOOL NEEDS

21. **Has the School Breakfast Program had any impact on the overall functioning of your school at the whole school level?**

- ☐ Yes (1)
☐ No (2) *Please skip to 22.*
☐ Unsure (3) *Please skip to 21b.*

21a. (If 'Yes') **Please describe the impact of the School Breakfast Program on the functioning of your school at the whole school level.**

21b. (If 'Unsure') **Please elaborate on why you are unsure about the impact of the School Breakfast Program at the whole school level.**

22. **Has the School Breakfast Program had any impact on the functioning of your school at the classroom level?**

- ☐ Yes (1)
☐ No (2) *Please skip to 23.*
☐ Unsure (3) *Please skip to 22b.*

22a. (If 'Yes') **Please describe the impact of the School Breakfast Program at the classroom level.**

22b. (If 'Unsure') Please elaborate on why you are unsure about the impact of the School Breakfast Program at the classroom level.

23. Do you perceive there are any negative effects of the School Breakfast Program on your students or the school environment/community? If so, please explain.

- ☐ Yes (1)
- ☐ No (2) *Please skip to 24.*
- ☐ Unsure (3) *Please skip to 23b.*

23a. (If 'Yes') Please describe the negative effects of the School Breakfast Program on your students or the school environment/community.

23b. (If 'Unsure') Please explain why you are unsure about potential negative effects of the School Breakfast Program on students or the school environment/community.

SCHOOL PARTNERSHIPS AND COLLABORATION

24. How many volunteers/helpers (overall) assisted with the School Breakfast Program in 2015?

25. (If applicable) How many of these volunteers were parents/carers of students at your school?

26. On a typical day, how many volunteers/helpers were on duty at your School Breakfast Program?

26a. (If applicable) Was this number of volunteers/helpers sufficient?

- ☐ Yes (1) *Please skip to 27.*
- ☐ No (2)
- ☐ Unsure (3)

26b. (If 'No' or 'Unsure') Please describe how many volunteers/helpers you believe are needed to successfully run the School Breakfast Program.

27. How were volunteers recruited for the School Breakfast Program?

28. Do you have any partnerships with local food/produce suppliers (in relation to the School Breakfast Program only)?

- ☐ Yes (1)
☐ No (2) Please skip to 29.

28a. (If 'Yes') Please describe these partnership(s) with local supplier(s).

29. Has participation in the School Breakfast Program led to any other community partnerships?

- ☐ Yes (1)
☐ No (2) Please skip to 30.

29a. (If 'Yes') Please describe the community partnership(s) and the benefit to the school.

SUSTAINABILITY AND IMPROVEMENT

30. Is the current operation of the Breakfast Program at your school sustainable?

- ☐ Yes (1) Please skip to 31.
☐ No (2)
☐ Unsure (3)

30a. (If 'No' or 'Unsure') What would be needed in order to make it sustainable?

31. What strategies or measures does your school currently use to help ensure the ongoing operation of the School Breakfast Program?

32. What do you see as the strengths of your School Breakfast Program?

33. Are any improvements needed to the (internal) operation of your School Breakfast Program?

- ☐ Yes (1)
☐ No (2) *Please skip to 34.*

33a. (If 'Yes') Please describe the improvements needed.

34. Are there any factors limiting your school's ability to improve or expand your breakfast program?

- ☐ Yes (1)
☐ No (2) *Please skip to 35.*

34a. (If 'Yes') Please describe the factors limiting the school's ability to improve or expand the breakfast program.

35. Does Foodbank WA deliver food products to your school?

- ☐ Yes (1)
☐ No (2) *Please skip to 36.*

35a. (If 'Yes') Are there any ways in which Foodbank WA could improve the delivery of products to your school?

- ☐ Yes (1)
☐ No (2) *Please skip to 36.*

35b. (If 'Yes') Please describe the ways in which Foodbank WA could improve the delivery of products to your school.

36. Are there any ways in which Foodbank WA could help your school to improve the operation of your School Breakfast Program?

- ☐ Yes (1)
☐ No (2) *Please skip to 37.*

36a. (If 'Yes') Please describe how Foodbank WA could assist your school to improve the operation of its breakfast program.

--

FURTHER COMMENTS

37. Please provide any final comments you may have about the School Breakfast Program.

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Appendix B:

Food Sensations Survey Instruments



Food Sensations® 2016 Years 4 – 6



SURVEY 1 - PRE

Your Information

First and Last Name:

Gender: ☐ Boy ¹ ☐ Girl ²

Year Group: ☐ Year 4 ¹ ☐ Year 5 ² ☐ Year 6 ³

School Information*

School Postcode:

Foodbank code:





* Your teacher or the *Food Sensations* presenters will give you this information to fill in.

Survey Instructions





- Please complete all of the questions on pages 2-4.
- The survey doesn't count towards any school assessments, so it is OK if you don't know the answers. We are just interested in finding out what things you already know about healthy eating.
- If you are not sure of an answer, please just tick (or circle) "Don't know".
- For questions that require you to tick inside a circle, ☒ please choose only one answer.
- For questions that require you to tick inside a box, ☐ you can choose more than one answer.
- After you have done a Food Sensations lesson, you will be asked to fill out another survey that looks the same (Survey 2 – Post). The second survey will help us to evaluate the effect of the *Food Sensations* session.

Thank you for doing the *Food Sensations* surveys!













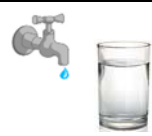





Q1. Tick what your body could look like if you had this food or drink every day.

			Don't Know ?
 Watermelon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 Chocolate Biscuits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Milk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Broccoli	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Soft Drink	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Fish	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Water	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Potato Chips	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Sausage	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Sports Drink	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Banana	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Bread	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Chops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Cake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9

Q2. Tick what your body could look like if you ate these types of foods every day.

			Don't Know ?
 Superhero Foods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9
 Zombie Foods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9

Q3. Circle all the foods and drinks that would be healthy to have for breakfast.

 1	 2	 3	 4	 5	 6
Hot Chips	Eggs	Tomato	Ice Cream	Wheat Biscuits	Banana
 7	 8	 9	 10	 11	 12
Apple	Donut	Chocolate Biscuits	Yoghurt	Lollies	Bread / Toast
 13	 14	 15	 16	 17	 18
Water	Rice	Baked Beans	Potato Chips	Soft Drink	Milk

























Q4. In general, take away foods are high in: (tick all that apply)

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Salt 1 | <input type="checkbox"/> Fat 5 |
| <input type="checkbox"/> Sugar 2 | <input type="checkbox"/> Fibre 6 |
| <input type="checkbox"/> Vitamins 3 | <input type="checkbox"/> Don't know 9 |
| <input type="checkbox"/> Minerals 4 | |

Q5. How many teaspoons of sugar are in a typical can of soft drink? (choose one only)

- ☐ 2-4 1
☐ 5-7 2
☐ 8-10 3
☐ 11-12 4
☐ Don't know 9

Please circle your answer for each question (Q6 – Q13) below.

	Yes	No	Don't know
Q6. 'Everyday Foods' will give me a strong mind and healthy body.	 1	 2	 9
Q7. Healthy homemade meals are easy to prepare.	 1	 2	 9
Q8. 'Zombie Foods' will give me a strong mind and healthy body.	 1	 2	 9
Q9. If I eat vegetables I will feel strong and healthy.	 1	 2	 9
Q10. I try to choose healthy foods when I can.	 1	 2	 9
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.	 1	 2	 9
Q12. Healthy food can taste delicious.	 1	 2	 9
Q13. I can easily make a healthy meal.	 1	 2	 9

To answer Q14 and Q15, refer to the soft drink can Nutrition Information Panel shown below.

Q14. If you had one serving of this soft drink, how much sugar would you be consuming?

- ☐ 10.0 mg 1
- ☐ 38 mg 2
- ☐ 10.6 g 3
- ☐ 40 g 4
- ☐ Don't know 9

Q15. How many servings are there in this can of soft drink?

- ☐ 1 1
- ☐ 8 2
- ☐ 44 3
- ☐ 375 4
- ☐ Don't know 9



NUTRITION INFORMATION			
Servings per package: 1			
Serving size: 375 mL			
Ave. Quantity	per Serving	%DI*	per 100 mL
Energy	675 kJ 161 Cal	8	180 kJ 43 Cal
Protein	0 g	0	0 g
Fat, total	0 g	0	0 g
- saturated	0 g	0	0 g
Carbohydrates	40 g	13	10.6 g
- sugars	40 g	44	10.6 g
Sodium	38 mg	2	10.0 mg
* % DAILY INTAKE PER SERVE IS BASED ON AN AVERAGE ADULT DIET OF 8700 KJ. YOUR DAILY INTAKE MAY BE HIGHER OR LOWER DEPENDING ON YOUR ENERGY NEEDS			

Q16. Tick the circle inside the picture that shows the correct way of:

(a) Holding a knife



(b) Washing hands



(c) Chopping vegetables



Source of images: Food items – Shutterstock (standard licence); Superhero & Zombie Foods – Foodbank WA; Q16 photos – ECU.



Food Sensations® 2016

Years 4 – 6



SURVEY 2 - POST

Your Information

First and Last Name:

Gender: ☐ Boy ¹ ☐ Girl ²

Year Group: ☐ Year 4 ¹ ☐ Year 5 ² ☐ Year 6 ³

School Information*

School Postcode:

Foodbank code:

Food Sensations Lesson*

- ☐ Australian Guide to Healthy Eating Race ¹ ☐ Homemade vs Takeaway ³
☐ Sugar in Drinks ² ☐ Joe's Food Choices ⁴

















* Your teacher or the *Food Sensations* presenters will give you this information to fill in.

Survey Instructions





- Please complete all of the questions on pages 2-4.
- The survey doesn't count towards any school assessments, so it is OK if you don't know the answers. We are just interested in finding out what you have learnt about healthy eating.
- If you are not sure of an answer, please just tick or circle "Don't know".
- For questions that require you to tick inside a circle, ☒ please choose only one answer.
- For questions that require you to tick inside a box, ☐ you can choose more than one answer.

Thank you for doing the *Food Sensations* surveys!



















Q1. Tick what your body could look like if you had this food or drink every day.

			Don't Know ?
 Watermelon	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
 Chocolate Biscuits	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Milk	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Broccoli	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Soft Drink	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Fish	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Water	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Potato Chips	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Sausage	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Sports Drink	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Banana	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Bread	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Chops	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Cake	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9

Q2. Tick what your body could look like if you ate these types of foods every day.

			Don't Know ?
 Superhero Foods	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
 Zombie Foods	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9

Q3. Circle all the foods and drinks that would be healthy to have for breakfast.

 1	 2	 3	 4	 5	 6
Hot Chips	Eggs	Tomato	Ice Cream	Wheat Biscuits	Banana
 7	 8	 9	 10	 11	 12
Apple	Donuts	Chocolate Biscuits	Yoghurt	Lollies	Bread / Toast
 13	 14	 15	 16	 17	 18
Water	Rice	Baked Beans	Potato Chips	Soft Drink	Milk

























Q4. In general, take away foods are high in: (tick all that apply)

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Salt 1 | <input type="checkbox"/> Fat 5 |
| <input type="checkbox"/> Sugar 2 | <input type="checkbox"/> Fibre 6 |
| <input type="checkbox"/> Vitamins 3 | <input type="checkbox"/> Don't know 9 |
| <input type="checkbox"/> Minerals 4 | |

Q5. How many teaspoons of sugar are in a typical can of soft drink? (choose one only)

- ☐ 2-4 1
☐ 5-7 2
☐ 8-10 3
☐ 11-12 4
☐ Don't know 9

Please circle your answer for each question (Q6 – Q13) below.

	Yes	No	Don't know
Q6. 'Everyday Foods' will give me a strong mind and healthy body.	 1	 2	 9
Q7. Healthy homemade meals are easy to prepare.	 1	 2	 9
Q8. 'Zombie Foods' will give me a strong mind and healthy body.	 1	 2	 9
Q9. If I eat vegetables I will feel strong and healthy.	 1	 2	 9
Q10. I try to choose healthy foods when I can.	 1	 2	 9
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.	 1	 2	 9
Q12. Healthy food can taste delicious.	 1	 2	 9
Q13. I can easily make a healthy meal.	 1	 2	 9

To answer Q14 and Q15, refer to the soft drink can Nutrition Information Panel shown below.

Q14. If you had one serving of this soft drink, how much sugar would you be consuming?

- ☐ 10.0 mg 1
- ☐ 38 mg 2
- ☐ 10.6 g 3
- ☐ 40 g 4
- ☐ Don't know 9

Q15. How many servings are there in this can of soft drink?

- ☐ 1 1
- ☐ 8 2
- ☐ 44 3
- ☐ 375 4
- ☐ Don't know 9



NUTRITION INFORMATION			
Servings per package: 1			
Serving size: 375 mL			
Ave. Quantity	per Serving	%DI*	per 100 mL
Energy	675 kJ 161 Cal	8 8	180 kJ 43 Cal
Protein	0 g	0	0 g
Fat, total	0 g	0	0 g
- saturated	0 g	0	0 g
Carbohydrates	40 g	13	10.6 g
- sugars	40 g	44	10.6 g
Sodium	38 mg	2	10.0 mg
* % DAILY INTAKE PER SERVE IS BASED ON AN AVERAGE ADULT DIET OF 8700 KJ. YOUR DAILY INTAKE MAY BE HIGHER OR LOWER DEPENDING ON YOUR ENERGY NEEDS			

Q16. Tick the circle inside the picture that shows the correct way of:

(a) Holding a knife



(b) Washing hands



(c) Chopping vegetables





Food Sensations® 2016 Years 7 – 12



SURVEY 1 - PRE

Your Information

First and Last Name:

Gender: ☐ Boy ₁ ☐ Girl ₂

Year Group: ☐ Year 7 ₁ ☐ Year 8 ₂ ☐ Year 9 ₃ ☐ Year 10 ₄ ☐ Year 11 ₅ ☐ Year 12 ₆

School Information*

School Postcode:

Foodbank code:














* Your teacher or the *Food Sensations* presenters will give you this information to fill in.

Survey Instructions

- Please complete all of the questions on pages 2-4.
- The survey doesn't count towards any school assessments, so it is OK if you don't know the answers. We are just interested in finding out what things you already know about healthy eating.
- If you are not sure of an answer, please just tick (or circle) "Don't know".
- For questions that require you to tick inside a circle, ☒ please choose only one answer.
- For questions that require you to tick inside a box, ☐ you can choose more than one answer.
- After you have done a Food Sensations lesson, you will be asked to fill out another survey that looks the same (Survey 2 – Post). The second survey will help us to evaluate the effect of the *Food Sensations* session.

Thank you for doing the *Food Sensations* surveys!

Q1. Tick if you can have the food or drink 'Everyday' or only 'Sometimes' to be healthy.

	'Everyday Food'	'Sometimes Food'	Don't Know
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
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	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
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	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹











Q2. In general, take away foods are high in:
(tick all that apply)

- ☐ Salt ¹
- ☐ Sugar ²
- ☐ Vitamins ³
- ☐ Minerals ⁴
- ☐ Fat ⁵
- ☐ Fibre ⁶
- ☐ Don't know ⁹



















Q3. How many teaspoons of sugar are in a
typical can of soft drink? (choose one only)

- ☐ 2-4 ¹
- ☐ 5-7 ²
- ☐ 8-10 ³
- ☐ 11-12 ⁴
- ☐ Don't know ⁹



















Q4. Tick what your body could look like if you had this food or drink every day.

			Don't Know ?
 Sports Drink	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Apple	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Water	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Cake	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Salami	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Soft Drink	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Broccoli	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
 Milk	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹

Q5. Circle 3 foods or drinks, each from a different food group, that would be healthy to have for breakfast.

 Hot Chips ¹	 Eggs ²	 Tomato ³	 Ice Cream ⁴	 Wheat Biscuits ⁵	 Banana ⁶
 Apple ⁷	 Donut ⁸	 Chocolate Biscuits ⁹	 Yoghurt ¹⁰	 Lollies ¹¹	 Bread / Toast ¹²
 Water ¹³	 Rice ¹⁴	 Baked Beans ¹⁵	 Potato Chips ¹⁶	 Soft Drink ¹⁷	 Milk ¹⁸

Please circle your answer for each question (Q6 – Q14) below.

	Yes	No	Don't know
Q6. 'Everyday Foods' will give me a strong mind and healthy body.	 ¹	 ²	 ⁹
Q7. Healthy homemade meals are easy to prepare.	 ¹	 ²	 ⁹
Q8. 'Zombie Foods' will give me a strong mind and healthy body.	 ¹	 ²	 ⁹
Q9. If I eat vegetables I will feel strong and healthy.	 ¹	 ²	 ⁹
Q10. I try to choose healthy foods when I can.	 ¹	 ²	 ⁹
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.	 ¹	 ²	 ⁹

Continues over

	Yes	No	Don't know
Q12. Healthy food can taste delicious.	😊 ₁	😞 ₂	😐 ₉
Q13. I can easily make a healthy meal.	😊 ₁	😞 ₂	😐 ₉
Q14. 'Sometimes Foods' are better value for money than 'Everyday Foods'	😊 ₁	😞 ₂	😐 ₉

To answer Q15 and Q16, refer to the soft drink can Nutrition Information Panel shown below.

Q15. If you had one serving of this soft drink, how much sugar would you be consuming?

- ☐ 10.0 mg ₁
☐ 38 mg ₂
☐ 10.6 g ₃
☐ 40 g ₄
☐ Don't know ₉

Q16. How many servings are there in this can of soft drink?

- ☐ 1 ₁
☐ 8 ₂
☐ 44 ₃
☐ 375 ₄
☐ Don't know ₉

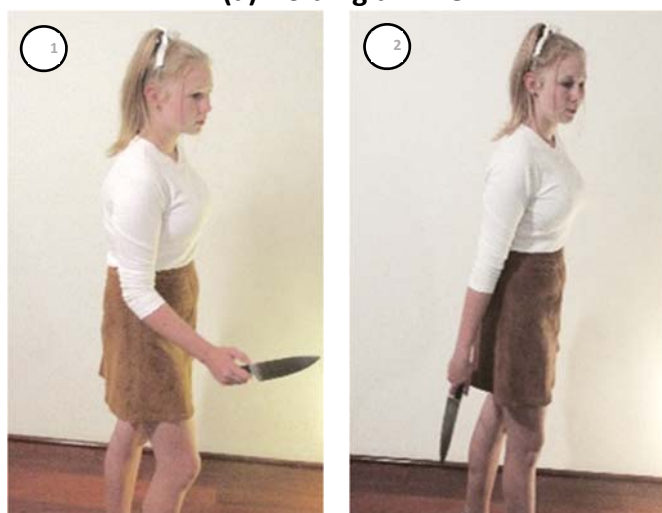


NUTRITION INFORMATION			
Servings per package: 1			
Serving size: 375 mL			
Ave. Quantity	per Serving	%DI*	per 100 mL
Energy	675 kJ 161 Cal	8 8	180 kJ 43 Cal
Protein	0 g	0	0 g
Fat, total	0 g	0	0 g
- saturated	0 g	0	0 g
Carbohydrates	40 g	13	10.6 g
- sugars	40 g	44	10.6 g
Sodium	38 mg	2	10.0 mg

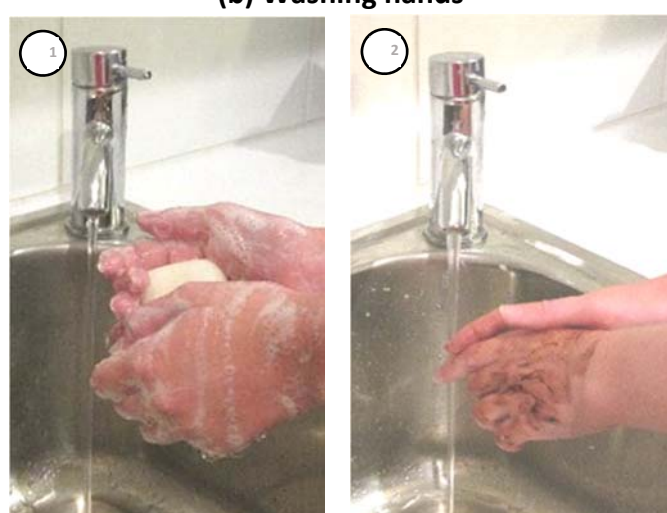
* % DAILY INTAKE PER SERVE IS BASED ON AN AVERAGE ADULT DIET OF 8700 KJ. YOUR DAILY INTAKE MAY BE HIGHER OR LOWER DEPENDING ON YOUR ENERGY NEEDS

Q17. Tick the circle inside the picture that shows the correct way of:

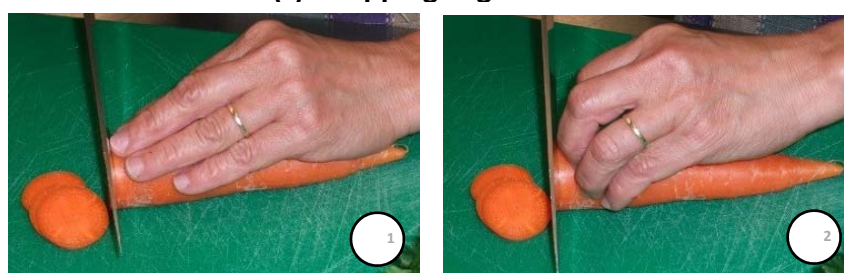
(a) Holding a knife



(b) Washing hands



(c) Chopping vegetables



Source of images: Food items – Shutterstock (standard licence); Superhero & Zombie Foods – Foodbank WA; Q17 photos – ECU.



Food Sensations® 2016

Years 7 – 12



SURVEY 2 - POST

Your Information

First and Last Name:

Gender: ☐ Boy ₁ ☐ Girl ₂

Year Group: ☐ Year 7 ₁ ☐ Year 8 ₂ ☐ Year 9 ₃ ☐ Year 10 ₄ ☐ Year 11 ₅ ☐ Year 12 ₆

School Information*

School Postcode:

Foodbank code:

Food Sensations Lesson*

- ☐ Australian Guide to Healthy Eating Race ₁ ☐ Joe's Food Choices ₄
☐ Sugar in Drinks ₂ ☐ Value for Money ₅
☐ Homemade vs Takeaway ₃


















* Your teacher or the *Food Sensations* presenters will give you this information to fill in.

Survey Instructions

- Please complete all of the questions on pages 2-4.
- The survey doesn't count towards any school assessments, so it is OK if you don't know the answers. We are just interested in finding out what you have learnt about healthy eating.
- If you are not sure of an answer, please just tick or circle "Don't know".
- For questions that require you to tick inside a circle, ☒ please choose only one answer.
- For questions that require you to tick inside a box, ☐ you can choose more than one answer.

Thank you for doing the *Food Sensations* surveys!

Q1. Tick if you can have the food or drink 'Everyday' or only 'Sometimes' to be healthy.

	'Everyday Food'	'Sometimes Food'	Don't Know
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
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	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁹

Q2. In general, take away foods are high in:
(tick all that apply)



- ☐ Salt ¹
- ☐ Sugar ²
- ☐ Vitamins ³
- ☐ Minerals ⁴
- ☐ Fat ⁵
- ☐ Fibre ⁶
- ☐ Don't know ⁹

Q3. How many teaspoons of sugar are in a
typical can of soft drink? (choose one only)



















- ☐ 2-4 ¹
- ☐ 5-7 ²
- ☐ 8-10 ³
- ☐ 11-12 ⁴
- ☐ Don't know ⁹

Q4. Tick what your body could look like if you had this food or drink every day.





















			Don't Know ?
Sports Drink	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Apple	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Water	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Cake	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Salami	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Soft Drink	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Broccoli	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹
Milk	<input type="radio"/> ¹	<input type="radio"/> ²	<input type="radio"/> ⁹

Q5. Circle 3 foods or drinks, each from a different food group, that would be healthy to have for breakfast.

 ¹	 ²	 ³	 ⁴	 ⁵	 ⁶
Hot Chips	Eggs	Tomato	Ice Cream	Wheat Biscuits	Banana
 ⁷	 ⁸	 ⁹	 ¹⁰	 ¹¹	 ¹²
Apple	Donut	Chocolate Biscuits	Yoghurt	Lollies	Bread / Toast
 ¹³	 ¹⁴	 ¹⁵	 ¹⁶	 ¹⁷	 ¹⁸
Water	Rice	Baked Beans	Potato Chips	Soft Drink	Milk

Please circle your answer for each question (Q6 – Q14) below.

	Yes	No	Don't know
Q6. 'Everyday Foods' will give me a strong mind and healthy body.	 ¹	 ²	 ⁹
Q7. Healthy homemade meals are easy to prepare.	 ¹	 ²	 ⁹
Q8. 'Zombie Foods' will give me a strong mind and healthy body.	 ¹	 ²	 ⁹
Q9. If I eat vegetables I will feel strong and healthy.	 ¹	 ²	 ⁹
Q10. I try to choose healthy foods when I can.	 ¹	 ²	 ⁹
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.	 ¹	 ²	 ⁹

Continues over

	Yes	No	Don't know
Q12. Healthy food can taste delicious.	😊 ₁	😞 ₂	😐 ₉
Q13. I can easily make a healthy meal.	😊 ₁	😞 ₂	😐 ₉
Q14. 'Sometimes Foods' are better value for money than 'Everyday Foods'	😊 ₁	😞 ₂	😐 ₉

To answer Q15 and Q16 refer to the soft drink can Nutrition Information Panel shown below.

Q15. If you had one serving of this soft drink, how much sugar would you be consuming?

- ☐ 10.0 mg ₁
☐ 38 mg ₂
☐ 10.6 g ₃
☐ 40 g ₄
☐ Don't know ₉

Q16. How many servings are there in this can of soft drink?

- ☐ 1 ₁
☐ 8 ₂
☐ 44 ₃
☐ 375 ₄
☐ Don't know ₉



NUTRITION INFORMATION			
Servings per package: 1			
Serving size: 375 mL			
Ave. Quantity	per Serving	%DI*	per 100 mL
Energy	675 kJ	8	180 kJ
	161 Cal	8	43 Cal
Protein	0 g	0	0 g
Fat, total	0 g	0	0 g
- saturated	0 g	0	0 g
Carbohydrates	40 g	13	10.6 g
- sugars	40 g	44	10.6 g
Sodium	38 mg	2	10.0 mg

* % DAILY INTAKE PER SERVE IS BASED ON AN AVERAGE ADULT DIET OF 8700 KJ. YOUR DAILY INTAKE MAY BE HIGHER OR LOWER DEPENDING ON YOUR ENERGY NEEDS

Q17. Tick the circle inside the picture that shows the correct way of:

(a) Holding a knife



(b) Washing hands



(c) Chopping vegetables



Source of images: Food items – Shutterstock (standard licence); Superhero & Zombie Foods – Foodbank WA; Q17 photos – ECU.



Food Sensations® 2016 Teacher Survey



TEACHER SURVEY

First and Last Name:

School Role(s):

School Postcode:

School Foodbank Code*:

* This information was provided in the *Food Sensations* package and/or email sent to the school.

Food Sensations Lesson: (please tick)

<input type="radio"/> Australian Guide to Healthy Eating Race ₁	<input type="radio"/> Joe's Food Choices ₄
<input type="radio"/> Sugar in Drinks ₂	<input type="radio"/> Value for Money ₅
<input type="radio"/> Homemade vs Takeaway ₃	<input type="radio"/> Eat like a Rainbow Snake ₆

Student Year Group:

<input type="radio"/> K-PP ₀	<input type="radio"/> Year 1 ₁	<input type="radio"/> Year 2 ₂	<input type="radio"/> Year 3 ₃
<input type="radio"/> Year 4 ₄	<input type="radio"/> Year 5 ₅	<input type="radio"/> Year 6 ₆	
<input type="radio"/> Year 7 ₇	<input type="radio"/> Year 8 ₈	<input type="radio"/> Year 9 ₉	
<input type="radio"/> Year 10 ₇	<input type="radio"/> Year 11 ₈	<input type="radio"/> Year 12 ₉	

Please indicate ☒ your level of agreement with the following statements:

	Strongly agree SA	Agree A	Disagree D	Strongly disagree SD
Q1. The Food Sensations® session:				
a. Improved my students' knowledge about nutritious foods.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
b. Provided my students with skills to prepare nutritious foods.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
c. Helped improve student attitudes towards nutritious foods.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
d. Provided my students with experience of how to handle food safely.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
e. Provided my students with experience of how to choose nutritious foods.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁

Continues over

	Strongly agree SA	Agree A	Disagree D	Strongly disagree SD
Q2. I think my students enjoyed taking part in today's class.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
Q3. The skills learnt in today's session will positively contribute to the health of my students.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
Q4. The activities were appropriate according to my students':				
a. Age	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
b. Numeracy Levels	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
c. Literacy Levels	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
d. Social context (e.g. cater for different cultures, location & food access)	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
Q5. The Food Sensations® session:				
a. Assisted me in meeting some of my requirements in terms of the Health and P.E. and/or other curriculum objectives/learning outcomes.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
b. Helped improve my knowledge about how to teach children about choosing healthy foods.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
c. Motivated me to include more nutrition education in my teaching.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
d. Highlighted my need for more professional learning in nutrition education.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
Q6. I plan to use the Food Sensations support materials (e.g. recipe booklets, lesson plans) to deliver curriculum in my classroom.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁
Q7. I was satisfied with the communication and support provided by Foodbank WA in arranging today's session.	<input type="radio"/> ₄	<input type="radio"/> ₃	<input type="radio"/> ₂	<input type="radio"/> ₁

Q8. Please add any observations, comments or suggestions you have for the Food Sensations® team.

Appendix C:

Representativeness of SBP Survey Sample

Representativeness of SBP Sample

Figures A, B and C, respectively, provide visual comparisons of the survey sample and SBP population in terms of geolocation, DRD region, and funding source. Taken at face value, the sample distribution seems to be very similar to the population distribution. This was confirmed by results of Chi square goodness of fit tests which found no significant difference between the two distributions:

- Geolocation: $\chi^2 = .666$, $df = 3$, $p = .881$
- DRD region: $\chi^2 = 3.974$, $df = 9$, $p = .913$
- Funding source: $\chi^2 = 0.371$, $df = 2$, $p = .831$

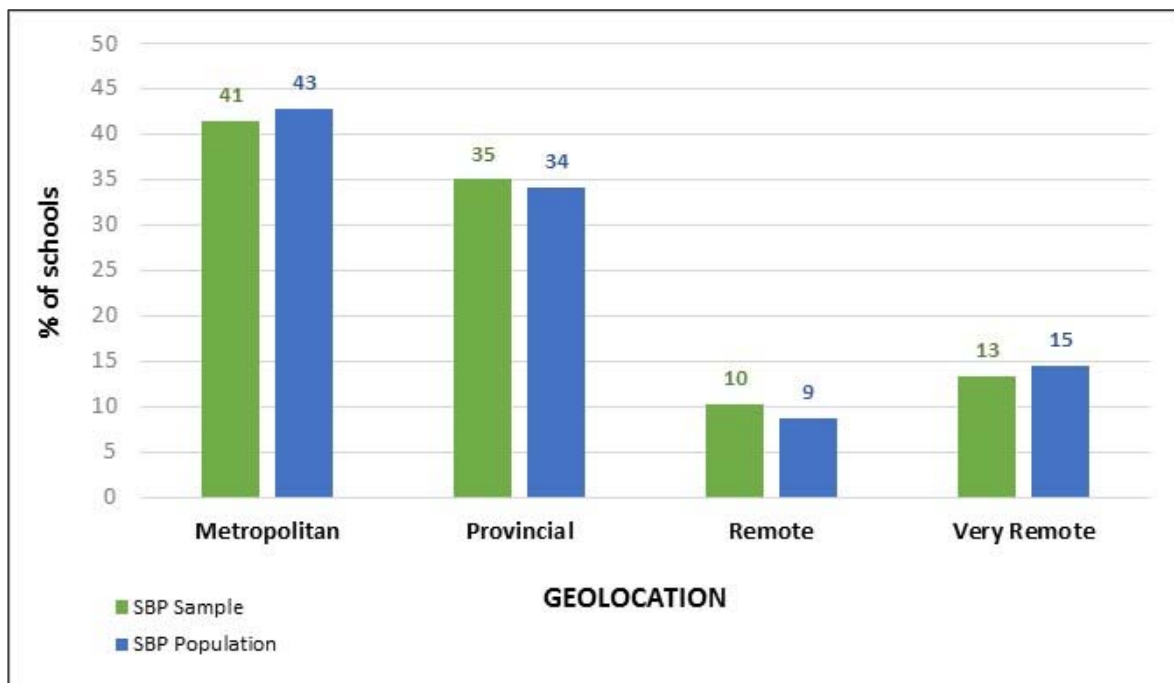


Figure A: Distribution of SBP schools by geolocation (per cent), SBP sample vs. SBP population

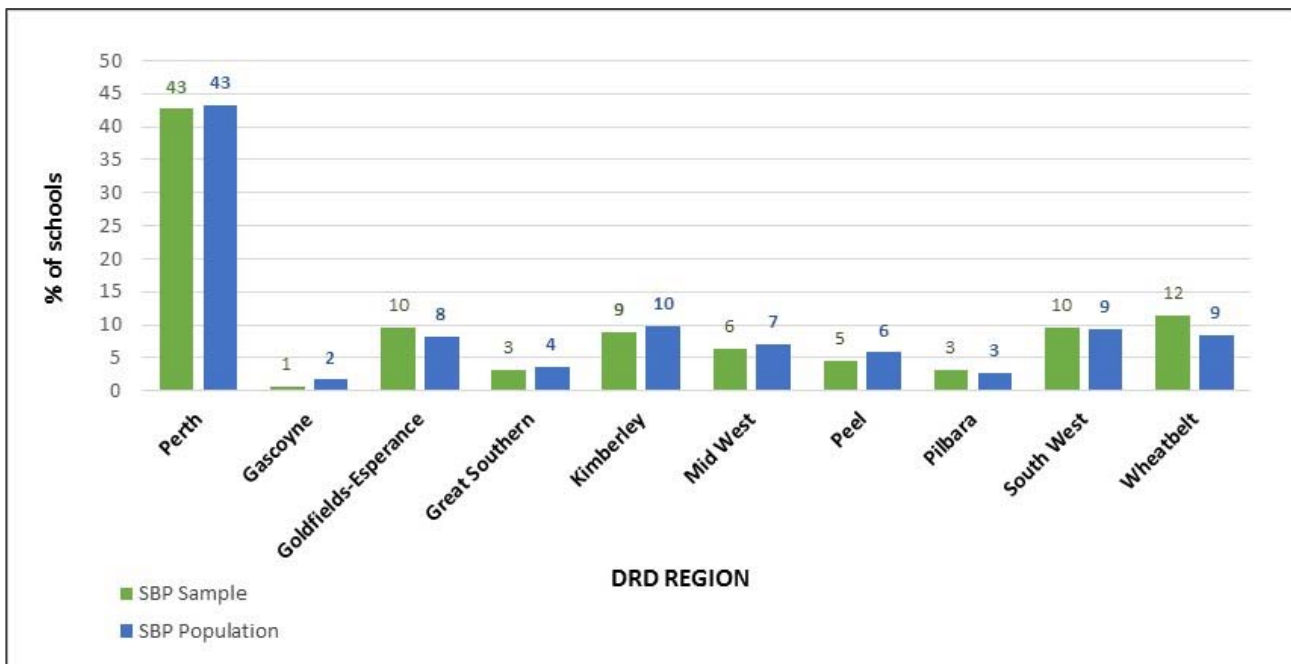


Figure B: Distribution of SBP schools by DRD region (per cent), SBP sample vs. SBP population

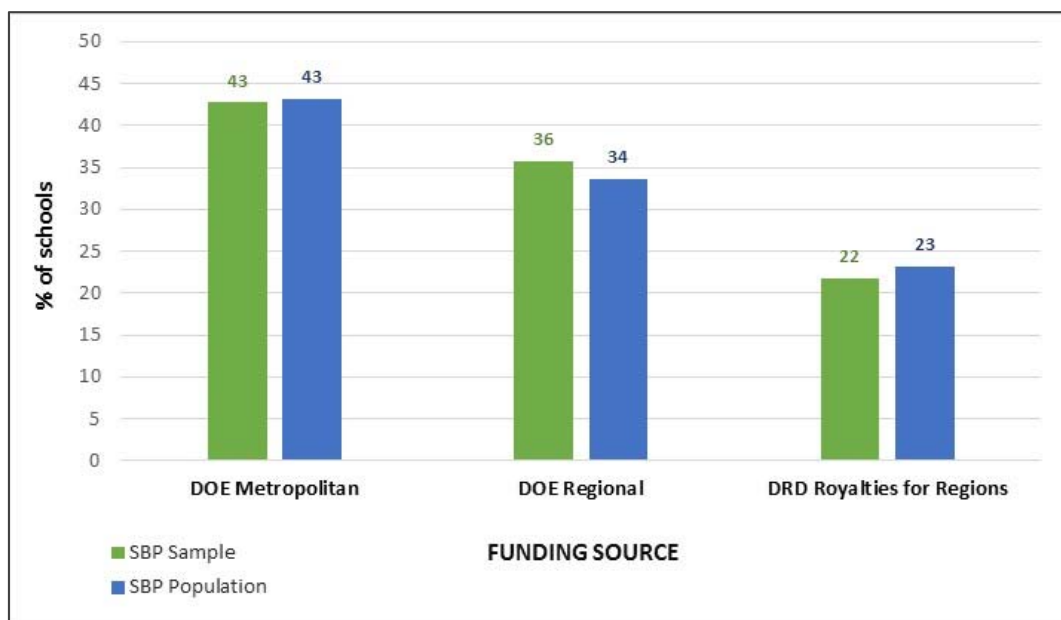


Figure C: Distribution of schools by funding source (per cent), SBP sample vs. SBP population

The SBP sample and population were also compared on the basis of type of school (Figure D), year commenced SBP (Figure E), DoE region (Figure F), Foodbank branch (Figure G), percentage of schools with students from ATSI/refugee/SAER backgrounds (Figure H), average percentage of students expected to access the SBP (Figure I and Table A), and ICSEA scores and decile ranks (Table B). The graphical representations (Figures A-I) suggest the SBP sample is quite similar to the SBP population on each of these characteristics.

For the continuous or scale variables, one-sample *t*-tests were also performed to compare the SBP sample and population. No significant differences were found for total student population, number of SBP students, and proportion of students accessing the SBP (see Table A). One-sample *t*-tests were also conducted to compare the ICSEA values for the SBP sample and population (see Table B). Again, no significant differences were found between the sample and population means, suggesting that the SBP sample is an adequate representation of the SBP population in terms of socio-economic advantage.

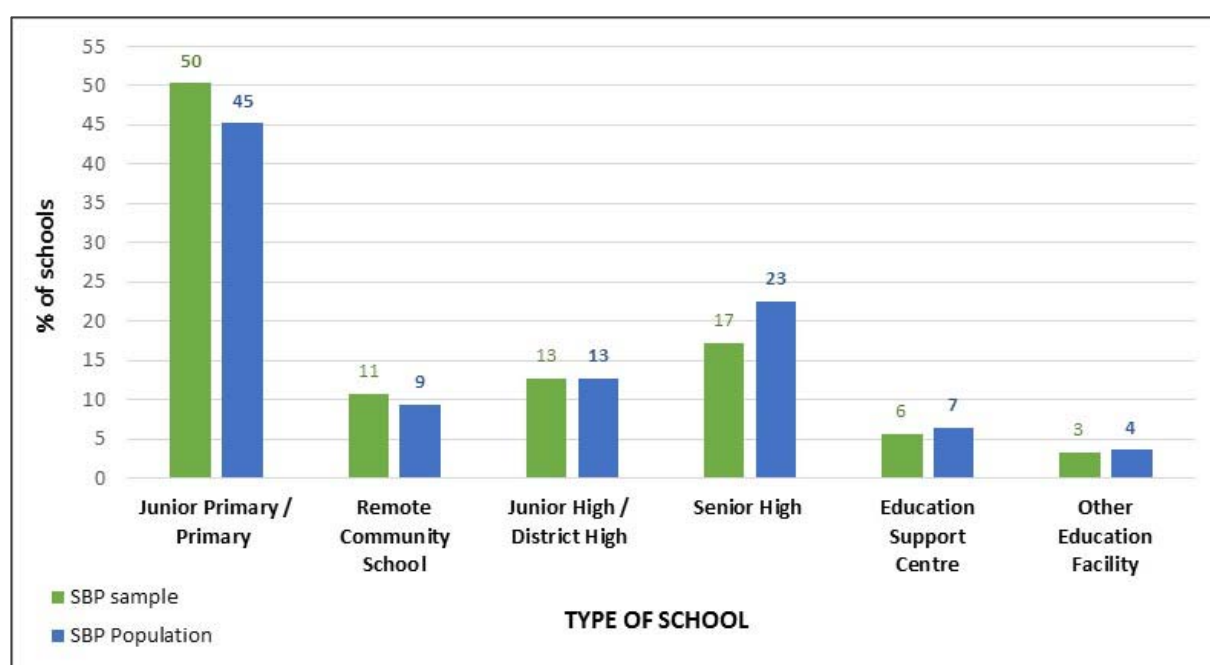


Figure D: Distribution of SBP schools by school type (per cent), SBP sample vs. SBP population

NB: No significant difference found between the sample and population using Chi square goodness of fit test ($\chi^2 = 3.43$, $df = 5$, $p = .634$)

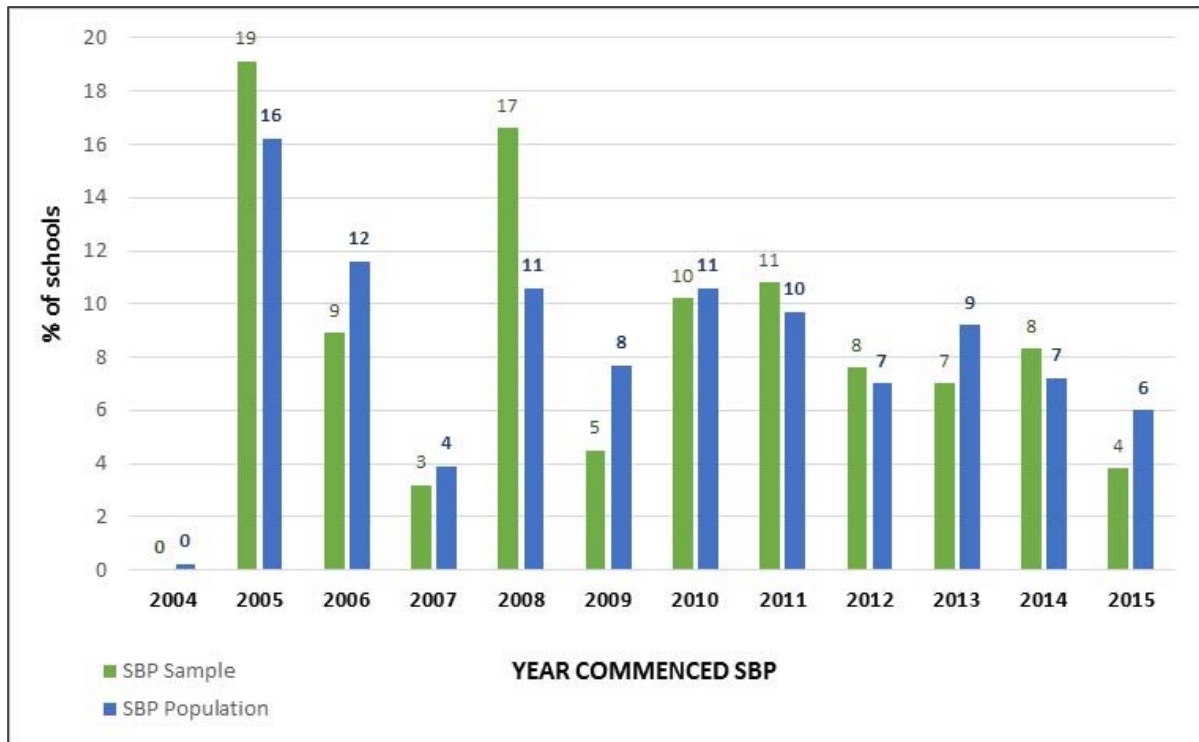


Figure E: Distribution of SBP schools by year commenced SBP (per cent), SBP sample vs. SBP population

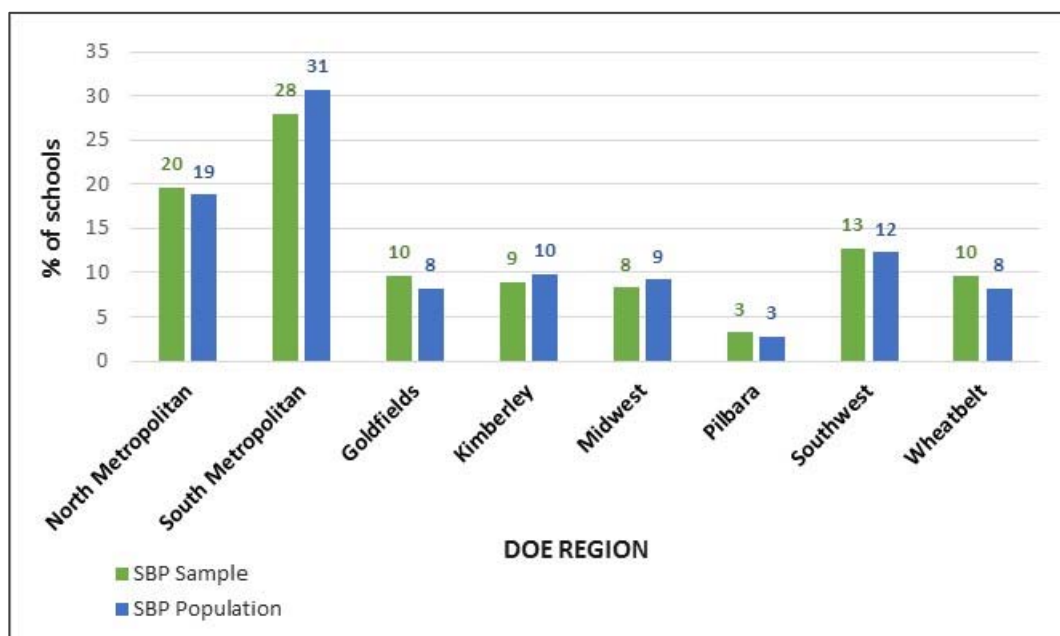


Figure F: Distribution of schools by DoE region (per cent), SBP sample vs. SBP population

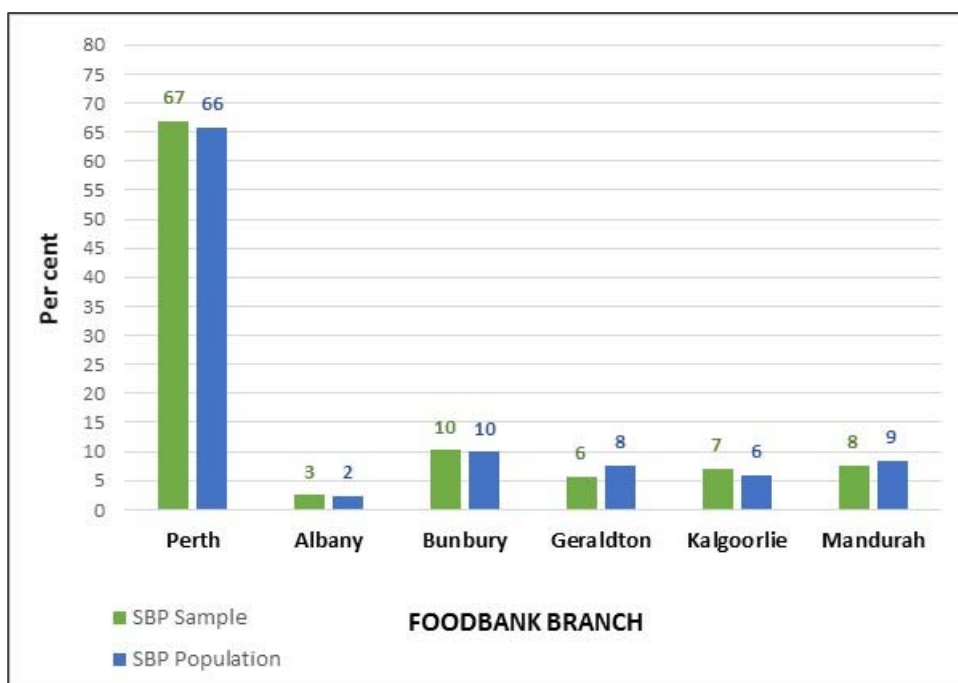


Figure G: Distribution of schools by Foodbank WA branch (per cent), SBP sample vs. SBP population

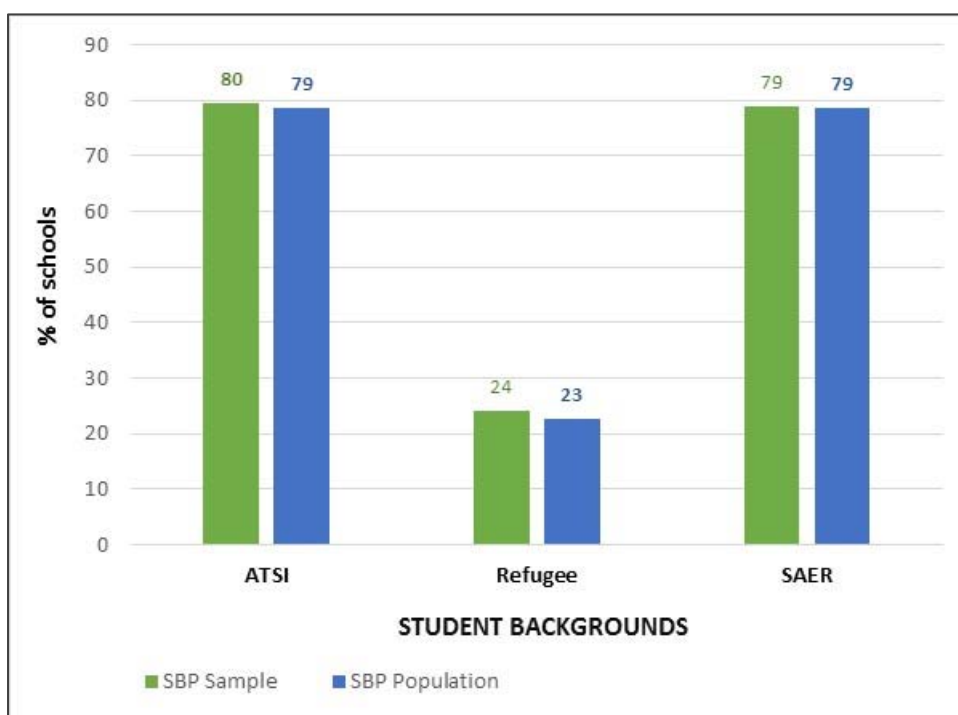


Figure H: Percentage of SBP schools with students from ATSI, refugee or SAER backgrounds (SBP sample vs. SBP population)

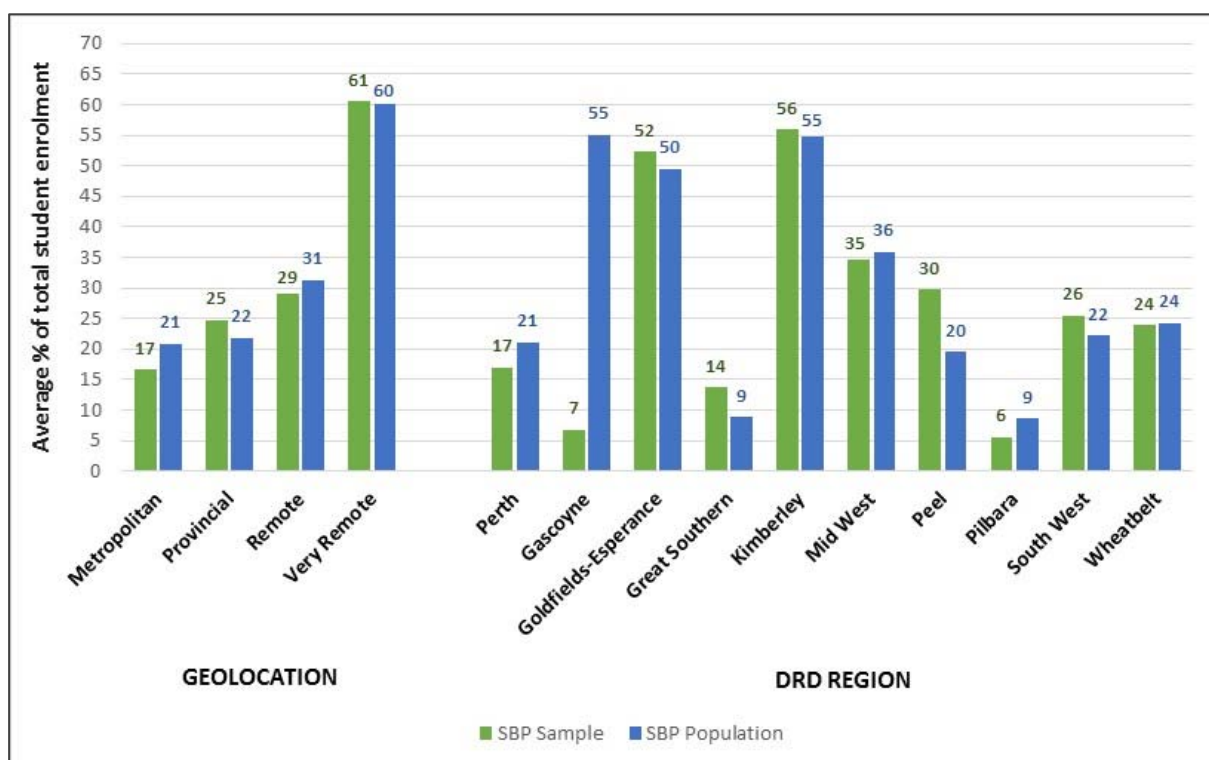


Figure I: (Foodbank registration database) Average percentage of students expected to access the SBP, by geolocation and DRD region (SBP sample vs. SBP population)

Table A: (Foodbank registration database) Total student population, percentage of student population expected to access the SBP and number of students expected to access the SBP, (mean, median, range), SBP sample vs. SBP population

		Mean	Median	Range		<i>t</i> -test ¹		
		\bar{X}	M	Min	Max	<i>t</i>	df	<i>p</i>
Total student population (all enrolled students)	S ²	323.3	235	12	1,339	-1.499	156	.136
	P ³	357.9	276	7	1,762			
% of student population accessing the SBP	S	26.6	11.8	0.8	100	0.502	156	.616
	P	27.8	12.0	0.2	100			
Number of students accessing the SBP	S	37.7	30	2	200	-1.800	156	.074
	P	42.5	30	1	300			

¹ One sample *t*-test

² S = Survey sample, where *n* = 157

³ P = Population (all DOE & DRD schools in SBP), where *N* = 414

Table B: Mean, median, minimum and maximum ICSEA score and ICSEA decile rank¹ for SBP schools (SBP sample vs. SBP population)

		Mean \bar{X}	Median M	Range		<i>t</i> -test ²		
				Min	Max	<i>t</i>	df	<i>p</i>
ICSEA score	S ³	895.4	933.0	411	1,079	-.664	140	.508
	P ⁴	902.5	943.5	411	1,125			
ICSEA decile rank	S	7.7	8	2	10	1.195	140	.234
	P	7.5	8	1	10			

¹ A rank of 10 indicates lowest 10% of ICSEA values, a rank of 9 indicates lowest 20% of ICSEA values, and so on. ICSEA decile ranks are not available for some institutions (e.g. Education Support Centres)

² One-sample *t*-test

³ SBP sample schools, where *n* = 141

⁴ SBP population, where *N* = 354

Appendix D:

Volunteer Support for SBPs

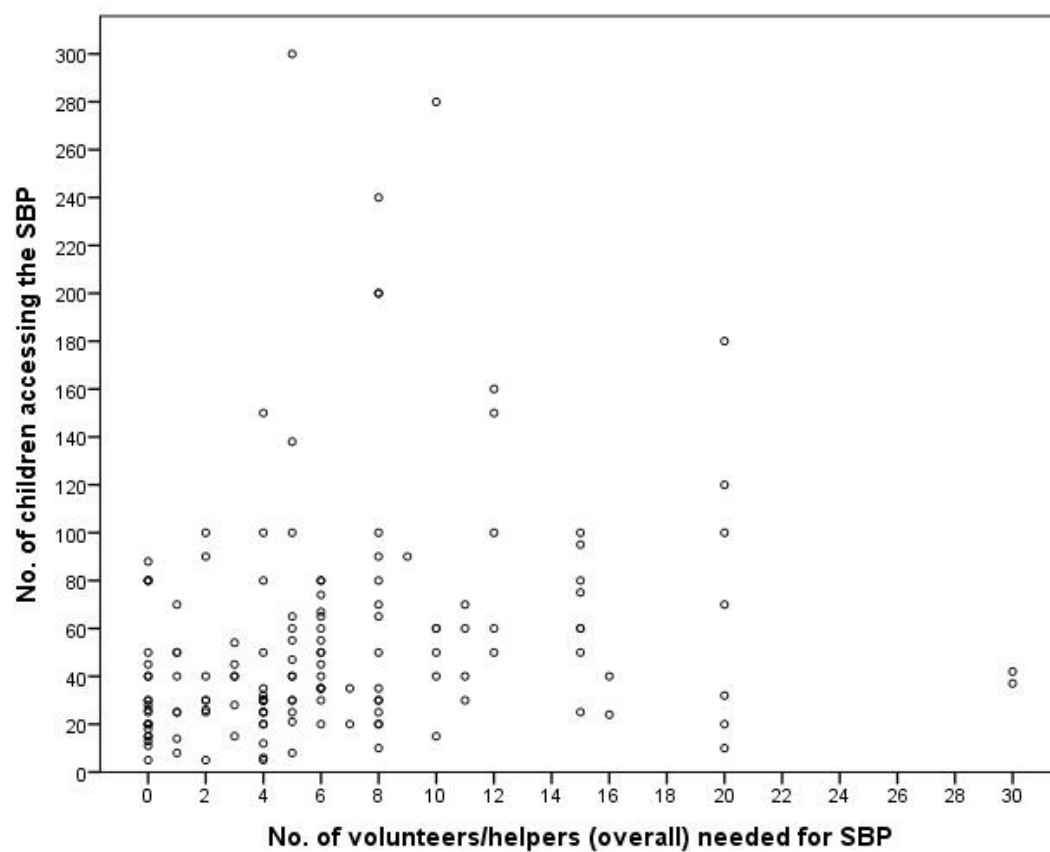


Figure J: Scatter plot of number of volunteers/helpers needed to run the SBP according to number of children accessing the SBP (numbers)

NB: To aid size/presentation of graph, two extreme outlier scores have been removed (i.e. 500 children accessing SBP and 60 volunteers needed)

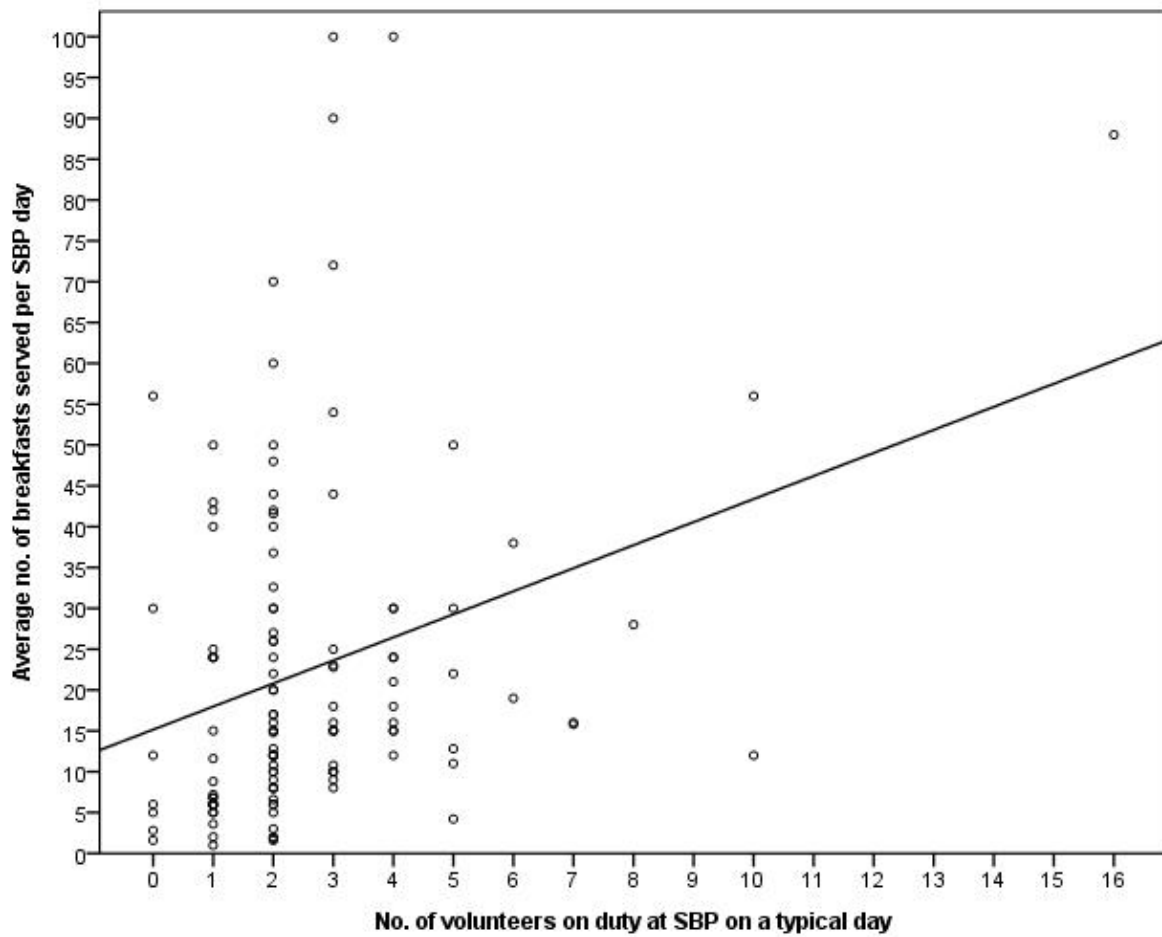


Figure K: Number of volunteers on duty at SBP on a typical day according to the average number of breakfasts served