

Evaluation of the Foodbank WA School Breakfast and Nutrition Education Program

Statewide

Year 2 Progress Report

31 March 2017

**Edith Cowan University
Telethon Kids Institute**

Evaluation of the Foodbank WA School Breakfast and Nutrition Education Program

Statewide

Year 2 Progress Report

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

31 March 2017

**Dr Matt Byrne (Project Leader)
Dr Susan Hill (Principal Report Writer)
Elizabeth Wenden (Principal Report Writer)
Associate Professor Amanda Devine
Margaret Miller
Professor Donna Cross**

**Edith Cowan University
Telethon Kids Institute**

Contents

List of Figures	v
List of Tables	viii
EXECUTIVE SUMMARY	xi
OVERVIEW OF EVALUATION	1
SBNEP EVALUATION	2
<i>Aim and Components of the SBNEP.....</i>	<i>2</i>
<i>About Foodbank WA.....</i>	<i>2</i>
<i>School Breakfast Program</i>	<i>2</i>
<i>Food Sensations.....</i>	<i>3</i>
<i>SBNEP Evaluation Design.....</i>	<i>3</i>
<i>Evaluation Components.....</i>	<i>4</i>
SBP Coordinator Survey	4
Food Sensations Surveys.....	4
Case Studies	5
<i>Research Ethics and DoE Approvals.....</i>	<i>7</i>
<i>Scope of the 2016 Progress Report.....</i>	<i>7</i>
A. SCHOOL BREAKFAST PROGRAM	8
A1. SBP COORDINATOR SURVEY	9
<i>A1.1 Survey Sample Characteristics</i>	<i>9</i>
A1.1.1 Survey Response Rate.....	9
A1.1.2 Survey Sample Demographics	9
A1.1.3 Role of Survey Respondents	10
A1.1.4 Size of SBP Schools.....	11
A1.1.5 Educational Disadvantage.....	13
A1.1.6 Proportion of Students Accessing the SBP.....	15
A1.1.7 Representation of Aboriginal and Torres Strait Islander Students	16
<i>A1.2 SBP Operational Characteristics.....</i>	<i>18</i>
A1.2.1 Weekly-Basis SBPs	18
A1.2.2 Non-Weekly-Basis SBPs	20
A1.2.3 Emergency and Other Meals	20
<i>A1.3 Foodbank SBP Products.....</i>	<i>23</i>
A1.3.1 Product Types	23
A1.3.2 Products Accessed by Schools	23
A1.3.3 Rating of Foodbank Products.....	25
A1.3.4 Delivery of Products.....	32
<i>A1.4 Additional Products and Resources.....</i>	<i>34</i>
A1.4.1 Provision of Additional Food Products	34
A1.4.2 Provision of Hot/Cooked Meals.....	36
A1.4.3 Access to Other Food Programs.....	37
<i>A1.5 Integration with Other Programs and Initiatives</i>	<i>39</i>
A1.5.1 Participation in the Crunch&Sip® Program	39
A1.5.2 Use of Superhero Foods Resources	41
A1.5.3 Integration of SBP with Other Classroom Programs/Activities.....	43
<i>A1.6 Impact of the SBP.....</i>	<i>46</i>
A1.6.1 Capacity for Learning	46
A1.6.2 Personal and Social Capability	52
A1.6.3 Social Relations	55
A1.6.4 School Tone/Environment	57
A1.6.5 Knowledge, Skills and Attitudes to Healthy Eating	60

A1.6.6	Whole School Impact	64
A1.6.7	Classroom Impact	68
A1.6.8	Negative Effects of the SBP	71
A1.7	<i>School Partnerships and Collaboration</i>	73
A1.7.1	Staffing of Breakfast Program	73
A1.7.2	Partnerships with Local Food/Produce Suppliers	79
A1.7.3	Other Community Partnerships	80
A1.8	<i>Improvement and Sustainability</i>	82
A1.8.1	School-Based Changes/Improvements to the SBP	82
A1.8.2	Improvements Needed	85
A1.8.3	Support from Foodbank to Improve SBPs	91
A1.8.4	Other Sources of Support for SBPs	93
A1.8.5	Sustainability of the SBP within Schools	95
A1.8.6	Strengths of the SBP	100
A1.9	<i>Further Comments</i>	102
A2.	SBP CASE STUDY DATA	105
A2.1	<i>Very Remote School</i>	105
A2.1.1	SBP Operation	105
A2.1.2	SBP Impact	105
A2.1.3	SBP - Helps and Hindrances	105
A2.2	<i>Provincial School</i>	106
A2.2.1	SBP Operation	106
A2.2.2	SBP Impact	106
A2.2.3	SBP - Helps and Hindrances	106
A2.3	<i>Metropolitan School (Primary)</i>	107
A2.3.1	SBP Impact	107
A2.3.2	SBP - Helps and Hindrances	113
A2.4	<i>Preliminary Case Study Conclusions</i>	115
B.	FOOD SENSATIONS	116
B1.	FOOD SENSATIONS SURVEYS	117
B1.1	<i>Survey Sample Characteristics</i>	117
B1.1.1	Response Rate and Demographics	117
B1.1.2	Food Sensations Lessons	119
B1.2	<i>Primary School Student Survey</i>	120
B1.2.1	Total Survey Scores	120
B1.2.2	Awareness of the Links Between Food Choice and Health	120
B1.2.3	Understanding of the Concepts of 'Superhero' and 'Zombie' Foods	123
B1.2.4	Ability to Categorise Healthy and Less Healthy Foods and Drinks	124
B1.2.5	Awareness of the Nutritional Value of Take Away Food	127
B1.2.6	Knowledge of the Amount of Sugar in Soft Drinks	131
B1.2.7	Attitudes and Beliefs About Nutrition and Healthy Eating	132
B1.2.8	Ability to Interpret a Drink Label	134
B1.2.9	Knowledge of Kitchen Health and Safety	136
B1.3	<i>Secondary School Student Survey</i>	138
B1.3.1	Total Survey Scores	138
B1.3.2	Understanding of Discretionary ('Sometimes') and 'Everyday' Foods	139
B1.3.3	Awareness of the Nutritional Value of Take Away Foods	142
B1.3.4	Knowledge of the Amount of Sugar in Soft Drinks	146
B1.3.5	Understanding of the Positive and Negative Effects of Foods on the Body	147
B1.3.6	Ability to Choose Healthy Breakfast Foods	150
B1.3.7	Attitudes and Beliefs About Nutrition and Healthy Eating	153
B1.3.8	Ability to Interpret a Food Label	155
B1.3.9	Knowledge of Kitchen Health and Safety	157
B1.4	<i>Teacher Survey</i>	159
B1.4.1	Impact of Food Sensations Lesson on Students' Skills and Knowledge	159

B1.4.2	Student Enjoyment of Food Sensations Lesson	161
B1.4.3	Impact of Food Sensations Lesson on Student Health.....	162
B1.4.4	Appropriateness of Food Sensations Lesson Activities.....	163
B1.4.5	Impact on Teachers' Knowledge and Classroom Practice	166
B1.4.6	Intention to use Food Sensations Resources in the Classroom	167
B1.4.7	Satisfaction with Communication and Support from Foodbank	168
B1.4.8	Teachers' Written Observations and Comments.....	170
B2.	FOOD SENSATIONS: CASE STUDY DATA	172
B2.1	<i>Very Remote School</i>	<i>172</i>
B2.1.1	Impact.....	172
B2.1.2	Helps and Hindrances	172
B2.2	<i>Provincial School</i>	<i>173</i>
B2.2.1	Impact.....	173
B2.3	<i>Metropolitan School (Primary).....</i>	<i>174</i>
B2.3.1	Impact.....	174
B2.4	<i>Preliminary Case Study Conclusions.....</i>	<i>178</i>
C.	SBNEP OVERVIEW AND CONCLUSIONS.....	179
C1.	SBNEP EVALUATION OVERVIEW	180
C1.1	<i>Evaluation Overview 2015-2016</i>	<i>180</i>
C1.1.1	SBNEP Design and Flexibility.....	180
C2.	PRELIMINARY CONCLUSIONS.....	184
D.	APPENDICES	188
Appendix A: 2016 SBP Coordinator Survey Instrument		189
Appendix B: Food Sensations Survey Instruments		205
<i>Appendix B1: Food Sensations Years 4-6 Survey 1 - Pre</i>		<i>206</i>
<i>Appendix B2: Food Sensations Years 4-6 Survey 2 - Post</i>		<i>210</i>
<i>Appendix B3: Food Sensations Years 7-12 Survey 1 - Pre</i>		<i>214</i>
<i>Appendix B4: Food Sensations Years 7-12 Survey 2 - Post</i>		<i>218</i>
<i>Appendix B5: Food Sensations Teacher Survey</i>		<i>222</i>
Appendix C: Case Study Interview Questions.....		224

List of Figures

Figure A1.1:	School/role of respondents, by SBP Coordinator status (per cent).....	11
Figure A1.2:	Distribution of SBP sample schools by total student population	12
Figure A1.3:	Distribution of SBP sample by ICSEA score.....	13
Figure A1.4:	Distribution of SBP sample by ICSEA decile rank.....	14
Figure A1.5:	Average percentage of students that accessed the SBP in 2016, by geolocation	15
Figure A1.6:	Distribution of SBP schools according to the number of students from Aboriginal or Torres Strait Islander backgrounds that access the SBP.	16
Figure A1.7:	Mean percentage (rounded) of SBP students from Aboriginal or Torres Strait Islander backgrounds, by geolocation	17
Figure A1.8:	Weekly basis SBPs: Distribution of schools by number of breakfasts provided per week	19
Figure A1.9:	Reasons for providing emergency or other meals (per cent).....	21
Figure A1.10:	Foodbank core products accessed by schools, by geolocation	23
Figure A1.11:	Foodbank perishable products accessed by schools, by geolocation (per cent).....	24
Figure A1.12:	Schools' ratings of the selection and overall quality of Foodbank SBP products (per cent)	25
Figure A1.13:	Schools' ratings of the range/variety of Foodbank products, by geolocation (per cent)	26
Figure A1.14:	Comments about the range/variety of Foodbank products (per cent)	26
Figure A1.15:	Schools' ratings of the overall quality of Foodbank SBP products by geolocation (per cent)	29
Figure A1.16:	Types of comments regarding the quality of Foodbank SBP products (per cent)	30
Figure A1.17:	Percentage of schools that provide additional products for their Breakfast Program.....	34
Figure A1.18:	Types of additional products provided by schools for their Breakfast Program	35
Figure A1.19:	Source of additional products provided by schools at their SBP (per cent)	36
Figure A1.20:	Percentage of schools that offer hot/cooked food options, by geolocation.....	36
Figure A1.21:	How often schools provide hot/cooked food options for their Breakfast Program (per cent)	37
Figure A1.22:	Percentage of schools registered for the Crunch&Sip program, by geolocation	39
Figure A1.23:	Percentage of Crunch&Sip schools (n=158) that utilise Foodbank-supplied fruit and vegetables for their program, by geolocation.....	40
Figure A1.24:	Percentage of schools that include 'Superhero' foods resources in their SBP, by geolocation	41
Figure A1.25:	Percentage of schools that integrate the SBP with other school or classroom-based activities/programs, by geolocation	43
Figure A1.26:	Perceptions of the proportions of SBP students positively impacted by the SBP in terms of capacity for learning factors.	47
Figure A1.27:	Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impacted by the SBP in relation to capacity for learning	48
Figure A1.28:	Comments regarding positive impact of the SBP on students' schooling (per cent of respondents) ..	49
Figure A1.29:	Ratings of the proportions of SBP students positively impacted by the program in terms of personal and social capability (per cent).....	52
Figure A1.30:	Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impact by the program in relation to personal and social capability (per cent)	53
Figure A1.31:	Ratings of the proportions of students positively impacted by the SBP in terms of their social relations (per cent)	55
Figure A1.32:	Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impact by the program in relation to social relations (per cent)	56
Figure A1.33:	Ratings of the impact of the SBP on the school environment (per cent)	58

Figure A1.34:	Percentage of schools that rated the SBP as having a ‘very strong’ or ‘strong’ impact on the school environment (per cent)	58
Figure A1.35:	Ratings of the proportions of students positively impacted by the SBP in relation to knowledge, skills and attitudes towards healthy food (per cent)	60
Figure A1.36:	Percentage of schools that indicated ‘all’ or ‘most’ of their SBP students were positively impacted by the program in relation to healthy eating (per cent)	62
Figure A1.37:	Perceptions about impact of the SBP on the functioning of the school at the whole school level, by geolocation (per cent)	65
Figure A1.38:	Comments about positive impact of the SBP at the whole school level (per cent)	65
Figure A1.39:	Perceptions of whether the SBP has impacted on the functioning of the school at the classroom level, by geolocation (per cent)	68
Figure A1.40:	Comments about positive impact of the SBP at the classroom level (per cent)	69
Figure A1.41:	Percentage of schools that indicated there may be negative effects of the SBP, by geolocation	71
Figure A1.42:	Types of staff and other helpers involved in running the School Breakfast Program (per cent)	73
Figure A1.43:	Distribution of schools according to number of staff on duty at the SBP on a typical day	74
Figure A1.44:	Distribution of schools according to the number of volunteers on duty at the SBP on a typical day ..	75
Figure A1.45:	Percentage of schools that report difficulty accessing sufficient volunteers to run their SBP, by geolocation	78
Figure A1.46:	Percentage of schools that have formed partnerships with local food/produce suppliers, by geolocation	79
Figure A1.47:	Percentage of schools that have formed other community partnerships, by geolocation	81
Figure A1.48:	Percentage of schools that made changes or improvements to their SBP in 2016, by geolocation	82
Figure A1.49:	Types of changes/improvements made to the SBP (per cent)	83
Figure A1.50:	Percentage of schools that identified the need for school-based improvements to their SBP, by geolocation	85
Figure A1.51:	School-based improvements needed to SBPs (per cent)	86
Figure A1.52:	Percentage of schools that indicated factors were limiting their ability to improve or expand the SBP, by geolocation	88
Figure A1.53:	Factors limiting schools’ ability to improve or expand their SBP (per cent)	89
Figure A1.54:	Percentage of schools that identified Foodbank WA could assist schools to improve the operation of the SBP, by geolocation	91
Figure A1.55:	Support for SBPs from other sources (per cent)	94
Figure A1.56:	Respondents’ views on the sustainability of the SBP at their school, by geolocation (per cent)	96
Figure A1.57:	Strategies identified by schools that help ensure the ongoing operation of the SBP (per cent)	97
Figure A1.58:	Strengths of SBPs identified by schools (per cent)	100
Figure B1.1:	Foods/drinks correctly identified as healthy or unhealthy for the body by primary students, pre- vs post-test (per cent)	122
Figure B1.2:	Identification of the health effects of ‘Superhero’ and ‘Zombie’ foods by primary students, pre- vs post-test (per cent)	123
Figure B1.3:	Food/drink items correctly identified as healthy to have for breakfast, pre- vs post (per cent)	126
Figure B1.4:	Correctly identified characteristics of takeaway foods, pre- vs post-test (per cent)	128
Figure B1.5:	Primary students’ responses to ‘how many teaspoons of sugar are in a typical can of soft drink?’ – pre- vs post-test (per cent)	131
Figure B1.6:	Primary students’ positive responses to statements about healthy eating, pre- vs post-test (per cent)	133
Figure B1.7:	Amount of sugar primary students identified in one serving of soft drink (from food label), pre- vs post-test (per cent)	134

Figure B1.8:	Number of servings in a can of soft drink identified by primary students (from food label), pre- vs post-test (per cent).....	135
Figure B1.9:	Methods relating to kitchen safety and hygiene correctly identified by primary students, pre- vs post-test (per cent)	136
Figure B1.10:	Items correctly identified as ‘everyday’ or ‘sometimes’ foods/drinks by secondary students, pre- vs post-test (per cent).....	141
Figure B1.11:	Characteristics of takeaway foods correctly identified by secondary students, pre- vs post-test (per cent).....	144
Figure B1.12:	Secondary students’ responses to ‘how many teaspoons of sugar are in a typical can of soft drink?’, pre- vs post-test (per cent).....	146
Figure B1.13:	Food/drink items correctly identified as healthy or unhealthy for the body, pre- vs post-test (per cent).....	149
Figure B1.14:	Secondary students’ ‘correct’ responses to statements about attitudes towards healthy eating – pre- vs post-test ¹ (per cent)	154
Figure B1.15:	Amount of sugar in one serving of soft drink identified by secondary students (from food label), pre- vs post-test (per cent)	155
Figure B1.16:	Number of servings in a 375ml can of soft drink identified by secondary students (based on the food label) – pre- vs post-test (per cent)	156
Figure B1.17:	Methods of kitchen safety and hygiene correctly identified by secondary students, pre- vs post-test (per cent)	157
Figure B1.18:	Teachers’ ratings of the impact of Food Sensations on their students’ knowledge, skills and attitudes towards healthy eating (per cent)	159
Figure B1.19:	Teachers’ ratings of the appropriateness of the Food Sensations for their students according to age, literacy and numeracy levels, and social context (per cent)	164
Figure B1.20:	Teachers’ ratings of the impact of Food Sensations on their nutrition education knowledge and practice – percentages	166

List of Tables

'Table A1.1:	Distribution of SBP sample schools	9
Table A1.2:	Mean ICSEA decile rank of SBP schools, by geolocation	15
Table A1.3:	Weekly-basis SBPs ¹ : Distribution of schools providing breakfasts from 1-5 days per week, by geolocation	18
Table A1.4:	Weekly basis SBPs ¹ : Number of breakfasts provided per day and per week, by geolocation	19
Table A1.5:	Provision of emergency or other meals using SBP products	20
Table B1.1:	Distribution of 2016 primary student sample (n=1,342)	118
Table B1.2:	Distribution of 2016 secondary student sample (n=255)	118
Table B1.3:	Distribution of 2016 Teacher sample (n=111)	118
Table B1.4:	Primary students' pre- and post-test total scores	120
Table B1.5:	Primary students - Items identified correctly and incorrectly as healthy or unhealthy for the body – pre-test	121
Table B1.6:	Items identified correctly and incorrectly as healthy or unhealthy for the body by primary students– pre-test only	121
Table B1.7:	Primary students - Total number of food items correctly identified as healthy or unhealthy for the body - pre vs post by geolocation.....	123
Table B1.8:	Primary students' correct answers for 'Superhero' and 'Zombie' foods – pre vs post by geolocation	124
Table B1.9:	Foods/drinks identified by secondary students as being healthy to have for breakfast – pre test only*	124
Table B1.10:	Foods/drinks identified by primary students as being healthy to have for breakfast – post test only*	125
Table B1.11:	Mean scores for items correctly identified as healthy to have for breakfast - pre vs post by geolocation	127
Table B1.12:	Characteristics of take away foods correctly and incorrectly identified by primary students – pre-test only	127
Table B1.13:	Characteristics of take away foods correctly and incorrectly identified by primary students – post-test only	128
Table B1.14:	Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre- vs post-test....	129
Table B1.15:	Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre vs post by geolocation	130
Table B1.16:	Correct responses to 'how many teaspoons of sugar are in a typical can of soft drink?'– pre vs post by geolocation	132
Table B1.17:	Primary students' attitudes towards healthy eating– pre vs post by geolocation (per cent)	134
Table B1.18:	Percentage of students who were able to correctly identify nutritional information – pre- vs post-test by geolocation	135
Table B1.19:	Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3) - pre- vs post-test...	136
Table B1.20:	Number of correctly identified methods of kitchen safety/hygiene (1, 2 or 3) - pre- vs post-test by geolocation	137
Table B1.21:	Secondary students' pre- and post-test total scores, <i>excluding</i> incomplete surveys.	138
Table B1.22:	Secondary students' pre- and post-test total scores, <i>including</i> incomplete surveys	138
Table B1.23:	Items identified correctly and incorrectly as 'everyday' or 'sometimes' foods/drinks – pre-test only	139
Table B1.24:	Items identified correctly and incorrectly as 'everyday'* or 'sometimes' foods/drinks by secondary students – post-test only	140

Table B1.25:	Mean scores for items correctly identified as ‘everyday’ or ‘sometimes’ foods ¹ – pre- vs post-test by geolocation.....	142
Table B1.26:	Characteristics of take away foods correctly and incorrectly identified by secondary students – pre-test only.....	143
Table B1.27:	Characteristics of take away foods correctly and incorrectly identified by secondary students – post-test only.....	143
Table B1.28:	Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre- vs post-test....	144
Table B1.29:	Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre- vs post-test by geolocation.....	145
Table B1.30:	Correct responses to ‘how many teaspoons of sugar are in a typical can of soft drink?’ by geolocation – pre- vs post-test.....	147
Table B1.31:	Identification of the positive or negative effect on the body of individual food items - pre-test only.....	147
Table B1.32:	Identification of the positive or negative effect on the body of individual food items – post-test only.....	148
Table B1.33:	Total number of food items correctly identified as having a positive or negative effect on the body - pre vs post by geolocation.....	150
Table B1.34:	Foods/drinks identified by secondary students as being healthy to have for breakfast – Pre test only.....	151
Table B1.35:	Foods/drinks identified by secondary students as being healthy to have for breakfast – Post test only ¹	152
Table B1.36:	Number of food/drink items correctly identified as being healthy to have for breakfast.	153
Table B1.37:	Number of food/drink items incorrectly identified as being healthy to have for breakfast.	153
Table B1.38:	Students’ mean total scores for the nine survey items relating to attitudes to healthy eating – pre- vs post-test by geolocation.....	155
Table B1.39:	Number of correctly identified methods of kitchen safety/hygiene (1, 2 or 3), pre- vs post-test	158
Table B1.40:	Number of correctly identified methods of kitchen safety/hygiene (1, 2 or 3) by geolocation, pre- vs post-test by geolocation.....	158
Table B1.41:	Teachers’ ratings of the impact of the Food Sensations lesson on their students’ knowledge, skills and attitudes towards healthy eating by geolocation - mean scores ¹	160
Table B1.42:	Teachers’ ratings of their students’ enjoyment of the Food Sensations session	161
Table B1.43:	Teachers’ ratings of their students’ enjoyment of the Food Sensations lesson by geolocation – mean scores ¹	161
Table B1.44:	Teachers’ ratings regarding the positive contribution of the skills learned in the Food Sensations lesson to students’ health	162
Table B1.45:	Teachers’ ratings of the impact of the skills learned in the Food Sensations lesson on students’ health by geolocation – mean scores ¹	163
Table B1.46:	Teachers’ ratings of the appropriateness of the Food Sensations lesson according to students’ age, literacy and numeracy levels, and social context by geolocation – mean scores ¹	164
Table B1.47:	Teachers’ ratings of the impact of Food Sensations on their own nutrition education knowledge and practice by geolocation – mean scores ¹	167
Table B1.48:	Teachers’ ratings regarding their intention to use the Food Sensations support materials in their classroom.....	168
Table B1.49:	Teachers’ ratings regarding their intention to use the Food Sensations support materials in their classroom by geolocation – mean scores ¹	168
Table B1.50:	Teachers’ ratings of their satisfaction with the communication and support received from Foodbank (per cent)	169
Table B1.51:	Teachers’ ratings of their satisfaction with communication and support received from Foodbank by geolocation – mean scores ¹	169
Table C1.1:	Characteristics and dimensions of school breakfast programs	181

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

This report presents preliminary results and findings from the second year of the three-year evaluation of the School Breakfast and Nutrition Education Program (SBNEP) delivered by Foodbank WA to schools across Western Australia. 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
- *Food Sensations*[®] nutrition education and cooking lessons and resources.

The SBNEP is jointly funded and monitored by the Department of Education (DoE), Department of Health (DoH), and Department of Regional Development (as part of its Royalties for Regions program) 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.

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 all regions and geolocations (metropolitan, provincial, remote, very remote) of WA.

Results of the 2016 data collection, together with the 2015 results, so far present a highly positive picture of the SBNEP from the perspectives of school representatives, students and a limited number of parents. The 2015 results were drawn solely from a survey of staff who coordinate or manage the School Breakfast Program in their schools and represented only 38% of SBNEP recipients. The positive responses from that limited sample have now been corroborated by the 2016 data collection which has drawn from survey responses from a much larger proportion of SBP schools (i.e. 74%, 324 schools), along with Food Sensations surveys from 111 teachers and 1,141 students, plus first-hand perspectives from school leaders, teachers, parents and students via the case studies. While there is clear and abundant evidence that the SBNEP is highly valued by schools, the data collection methods have allowed respondents to present a full account of how the SBNEP fits within the operation of their school, including the challenges and difficulties. We therefore feel confident that the evaluation design is eliciting sufficient evidence to address the key evaluation questions. To follow are preliminary conclusions relating to each of the key research questions that guide the evaluation.

1. *Has there been an improvement in the nutrition and wellbeing of vulnerable children?*

Results from the SBP Coordinator surveys and case studies show that the School Breakfast Program provides an essential service for schools in allowing them to meet the nutritional needs of students who would otherwise go hungry. Schools serving communities with higher levels of social and economic disadvantage typically provide more than just breakfast for students. Lunches and snacks are also provided, and many distribute food parcels and emergency supplies to families who are in need. Disadvantage is not limited to schools with lower ICSEA ratings. Schools located in more affluent areas also report higher incidences of struggling families due to job losses in the mining industry and economic downturn. Parents report that the Breakfast Program alleviates some of the pressure of providing for their children on a single income or

Centrelink payment. School leaders, teachers, and students themselves, report that meeting students' hunger needs within a supportive setting provides the catalyst for a series of cascading effects that positively contribute to student wellbeing. Because of this, many schools invest considerable effort in providing a warm, welcoming social environment for the provision of breakfast (and/or other meals) as part of their overall pastoral care strategy. By helping children to feel connected with the school and cared for in a holistic way, schools see direct benefits both for the wellbeing of the individual children and the broader school community.

The diverse nature of communities means that some schools are able to address the nutritional needs of vulnerable students via a simple 'as needed' or 'on demand' basis. However, prevailing social attitudes, norms and behaviours make it necessary or desirable for many schools to run their Breakfast Program as a whole school initiative. These schools have realised that only by opening the program to all students will they reach those who need it most.

2. Has children's capacity for learning increased?

Student performance and educational outcomes are influenced by a myriad of factors – many of which are outside the reach of schools. However, the evidence to date strongly suggests that SBPs are instrumental in helping to optimise the capacity for learning of vulnerable children. This manifests in a variety of ways which, depending on the circumstances of the individual child, may include: improved attendance and/or punctuality; greater alertness and ability to engage in classroom activities and learning; better concentration and focus; greater productivity in class; calmer, more settled mood; less disruptive or inattentive behaviour; and improved social interactions. These effects are not necessarily limited to the students who access the Breakfast Program. Schools consistently report the flow-on benefits for overall classroom behaviour and management and the tone or climate of the whole school – thus enhancing the opportunity and capacity for learning of all students.

3. Have children's attitudes towards healthy food and nutrition improved?

At a minimum, by accessing Foodbank-supplied products via the School Breakfast Program, students are exposed to healthy food choices that they may not otherwise encounter in the home. A few schools report that they do not do any 'intentional education' through the Program. However, the majority of schools seek to value-add and use the Breakfast Program as a vehicle to foster positive attitudes to healthy eating. Many schools draw on 'Superhero Foods' and other resources provided by Foodbank to create a positive atmosphere and stimulate discussion and learning about healthy eating. Where there is a whole school policy or focus on health and wellbeing, the Breakfast program is typically strongly integrated with other health programs (e.g. Crunch&Sip), school curriculum and classroom activities, and life skills programs.

There is strong agreement among participating schools that the Breakfast Program raises students' awareness of healthy eating, but less certainty as to whether this translates to healthy eating in the home. Where schools do report definitive improvement in students' attitudes to healthy eating is in relation to Food Sensations. Data elicited from the surveys and case studies show that Food Sensations sessions are highly engaging for students and influential in encouraging them to try foods they would normally reject. Teachers and parents report that Food Sensations motivates students to try cooking the healthy recipes at home for their families.

4. Have children's knowledge and skills in relation to healthy food and nutrition increased?

As noted above, the provision of healthy food choices through the Breakfast Program sends a consistent message about the importance of healthy eating. Schools report that involving students in preparing and/or serving food for the Breakfast Program has enhanced their ability to choose and prepare healthy breakfasts and provided them with important knowledge and skills relating to food handling and hygiene.

Schools that have a whole school focus on health are more likely to integrate Food Sensations and other programs and resources such as Superhero Foods and Crunch&Sip to promote and reinforce healthy messages. Classroom teachers report that the Food Sensations program is highly successful in engaging students in learning about healthy food choices and that the learning is transferred by students wanting to try out the healthy recipes at home with their families. The survey results show that the Food Sensations lessons do bring about a positive shift in students' knowledge and skills in relation to healthy food and nutrition. Early findings suggest Food Sensations is highly effective with primary school and middle school students, but that the content may be less suitable for older or upper secondary students. While the lessons are not designed for upper secondary students, there may be value in developing and offering targeted materials for these older adolescents within school settings.

5. Has there been any impact on the longer term sustainability of the program that better meets the needs of schools?

The SBNEP offers sufficient flexibility for schools to tailor it to the needs of their particular communities. This ranges from being a simple safety net for targeted sectors of the school community to being deeply embedded within the whole school focus and programming. Regardless of approach, the vast majority of schools believe the program is sustainable – albeit presenting some resourcing challenges. Schools that report the most satisfaction regarding improvement and sustainability seem to be those where there is strong commitment from staff and shared understanding of the benefits that the program brings to the whole school community. The advantage of having an integrated approach to student health and wellbeing is that teachers, parents and the broader community understand how the SBNEP 'fits' within the overall curriculum and are more likely to support it. Having a strongly visible pastoral care ethos also widens opportunities to engage with and enlist support from local business and community groups – thus further enhancing sustainability.

6. Has there been increased human capacity and community cohesiveness in targeted schools and communities?

One of the strongest themes emerging from the evaluation is the social benefits of the School Breakfast Program. Most schools conduct their Breakfast Program in a social setting that is conducive to the development of students' social skills, helps to widen social networks and friendships, and builds stronger relationships between students and staff. This in turn contributes to students' sense of belonging and connection to the school community and their engagement with education.

Parental engagement is recognised as a key predictor of positive outcomes for children's health, wellbeing and education. Yet disadvantaged communities typically face greater barriers to parental engagement. Some schools have recognised the value of the Breakfast Program as a catalyst for parental engagement. By promoting it as a community event where parents/carers and children alike can join in and socialise, they have helped bring families 'into the fold' who might otherwise be difficult to reach and engage. Similarly positive effects are experienced through involving parents and members of the wider school community in helping to run the program.

7. Is the program good Value for Money?

The SBNEP evaluation does not include cost benefit analysis. However, from schools' perspectives, the provision of free breakfast food products is essential to the successful running of their programs. Schools acknowledge that it is difficult to isolate and measure the beneficial effects of the Breakfast Program, but feel strongly that the consequences of *not* delivering the program would be very negative for students, their families and the school. The processes and procedures for ordering products and accessing Food Sensations and other Foodbank resources seem to be well understood by schools and they are highly appreciative of the service they receive from Foodbank. Schools where the Breakfast Program is a high priority and integrated into strategic planning and budgeting seem able to allocate adequate staffing and resources to run it and have better success at enlisting further support from local businesses, community groups or charities.

8. What factors (both positive and negative) impacted on the implementation?

Implementation varies greatly between schools and as such schools face different challenges and benefits. Access to suitable facilities and equipment is a limiting factor for some schools while others acknowledge the need for greater promotion of the program to parents and the wider community to improve participation and partnerships. While there is widespread support and appreciation for the program, a small proportion of school communities grapple with striking an appropriate balance between supporting students and families in need whilst not diminishing families' accountability for their children's welfare. Other schools note that operating the Breakfast Program every day – particularly when made available to all students – can affect the financial viability of school canteens which may in turn have negative consequences for the whole school. Breakfast Programs that rely on only one or two key people to run the whole program are particularly vulnerable to failure if there is no succession planning. Realising this, many schools enlist students in running the program and draw on a wider range of staff and voluntary support.

9. Have program participants (staff, community organisations, community members) been satisfied with the program?

The evidence collected to date is overwhelmingly supportive of the SBNEP. High levels of satisfaction regarding the School Breakfast Program have been expressed by school leaders, teachers, parents, and students alike. Teachers are very appreciative of Food Sensations and have praised the organisation, teaching and classroom management skills of the presenters. Feedback from parents and students, drawn from only one case study so far, affirms the positive influence of the Food Sensations cooking experiences on students' motivation to prepare and eat healthy meals. Parents and students recommend that schools include more opportunities for hands-on nutrition education like Food Sensations. Feedback from community organisations and community members (other than parents) has not yet been collected, but this will occur via the five case studies over the coming months.

10. Have levels of partnership and collaboration increased?

Data drawn from the SBP survey suggests levels of partnership (with groups other than Foodbank) are relatively low ($\leq 25\%$). There is no evidence of increase in partnerships from 2015 to 2016. The imperative for partnership and collaboration in implementing and running a school breakfast program is partly determined by the scope and integration of the SBP. Schools that offer more comprehensive Breakfast Programs may be more reliant on community partnerships for volunteers/helpers and funding or food donations to supplement breakfast menus. Some schools have asked for advice and support on how and where partnerships might be formed. Location can have a significant influence on opportunity for partnerships, with schools in very remote regions facing the greatest difficulties. In these contexts, schools place strong emphasis on community engagement since cooperation and collaboration with families is crucial for their success.

11. How can the operation of the program be improved in the future? (lessons learned)

Some schools, particularly those new to the SBNEP, are unaware of the resources available (such as case study reports) to help them set up procedures for operation of the program. Participants have asked for a Breakfast Club network where information can be shared. This could be offered through the Foodbank website or dedicated area within the Department of Education website. Schools have developed innovative ways of delivering the SBP and value-adding, so these strategies could be more widely shared.

Feedback on the operation of Food Sensations is highly positive. Schools that have a highly integrated approach to health and wellbeing typically try to ensure all students have the chance to participate in Food Sensations at least once during their schooling. As a result, Foodbank currently cannot meet the high level of demand for the program and has developed a careful strategy for prioritising the delivery to schools.

12. What performance monitoring and continuous quality improvement arrangements should exist into the future?

In responding to the evaluation, awareness has been raised as to how schools themselves can monitor the effectiveness of their SBP. The SBP Coordinator Surveys have sought considerable detail about schools' approaches to the SBP, but for the most part schools have willingly shared this information. Both survey respondents and case study participants have informed us that the questions asked of them in the course of the evaluation have triggered deeper thinking about ways in which their SBP and health strategy could be better integrated, and how they might collect or use existing school-based data to assess impact and inform improvement.

Future monitoring of the SBNEP needs to be streamlined, and schools encouraged to develop appropriate monitoring mechanisms that are appropriate to their own purpose and rationale for implementing the SBP. For example, In schools where the SBP is offered school-wide or is integrated into a whole school focus on student health and well-being, performance monitoring and continuous improvement needs to be pitched at the overarching program level rather than limited to the SBNEP.

OVERVIEW OF EVALUATION

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 and monitored by the Department of Education (DoE), Department of Health (DoH), and Department of Regional Development (as part of its Royalties for Regions program) 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 (SBP)* - 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.

About Foodbank WA¹

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.

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.

School Breakfast Program

The SBP was initiated in 2001 in response to growing awareness that many students go to school hungry having not 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”².

Starting with 17 schools in 2001, the SBP has grown to more than 430 schools per year and directly reaches more than 17,000 students. SBP schools are distributed across WA, including the far north (Kununurra), far

¹ Source: Foodbank WA website (www.foodbankwa.org.au/)

² Source: www.healthyfoodforall.com.au/school-breakfast-program/

south (Esperance and Albany) and the eastern desert regions bordering South Australia and Northern Territory.

Food Sensations

Food Sensations (FS) is a nutrition education initiative developed and delivered by Foodbank WA to its school and community networks³. Schools registered with the SBP are eligible to receive free FS sessions comprising interactive nutrition activities and cooking workshops. A range of sessions are available for both primary and secondary schools covering a range of topics about healthy eating, food preparation and cooking skills. Sessions run for approximately 90 minutes and include interactive nutrition activities and a hands-on cooking workshop.

SBNEP Evaluation Design

The SBNEP evaluation is guided by the following key research questions and subsidiary questions:

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?

It is clear from these research questions that the SBNEP evaluation is a large scale and challenging undertaking requiring multiple sources of data. The evaluation design incorporates a mixed methods approach, with a strong emphasis on qualitative data, in order to develop a nuanced understanding of the factors that contribute to particular program outcomes. From a research design perspective, It is generally understood that to effectively evaluate the impact of an intervention and establish clear associations or causal links between inputs and outcomes, the design must be robust and include controls in order to exclude the effects of confounding factors. However, this presents significant challenges in terms of cost and logistics. As is clearly documented in the research literature, identifying the relationships between student outcomes and the provision of breakfast through school breakfast programs is inherently difficult. This is due to the wide range of home, school and classroom factors that impact on and modify students' behaviours and outcomes, and thus confound attempts to isolate the effect of a single program. It is well understood that education research is rarely able to pursue predictive power. Operational factors in relation to schools (timetables, curricula, reporting requirements, etc.) and ethical considerations and privacy concerns when

³ Source: Foodbank WA, Food Sensations website: <http://www.healthyfoodforall.com.au/food-sensations/>

researching children and vulnerable populations make it virtually impossible to impose the ‘gold standard’ of randomized controlled trials in education settings.

Acknowledging these challenges, the evaluation team has sought to use multiple sources of data that contribute to the internal validity of the overall study and allow for a level of checking and triangulation of findings. Perspectives from schools, teachers, parents/families, volunteers, community stakeholders, and, importantly, students themselves, are being gathered and synthesised to produce an overall picture of the effectiveness of the SBNEP. The following sections describe the various components of the SBNEP evaluation and progress to date.

Evaluation Components

SBP Coordinator Survey

As part of the program monitoring and reporting requirements of the SBNEP Service Agreement, Foodbank WA conducts an annual survey of registered SBP schools. For the purposes of the independent evaluation, a more comprehensive SBP survey instrument was developed in consultation with representatives from Foodbank WA and the SBNEP Reference Group. In 2015 the new survey instrument was delivered to schools in place of Foodbank’s annual survey in order to avoid placing any additional burden on schools. In 2016, further minor adjustments were made to the survey instrument.

The 2016 SBP Coordinator Survey instrument was again 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 devices (smartphones, tablets). A print version of the survey instrument was also created should schools be unable to access the online version, and this was used by one school. The full set of items from the survey instrument plus the ‘skip logic’ instructions are provided in Appendix A. (These instructions are hidden from respondents when completing the survey online.)

Survey Administration

The 2016 online survey was launched on 8 September 2016 and remained open until 12 December 2016. Emails generated via Qualtrics were sent to each SBP school principal. The email contained information about the evaluation and an individualised link to the online Qualtrics survey, plus a PDF attachment consisting of a formal information letter and ethics approval documentation.

Several survey reminders were sent to Principals and/or SBP Coordinators (dates of the reminders included 22 September, 17 October, 27 October, 7 November, and 25 November). It was necessary to generate and send new individualised survey links to many of the schools because of changes in leadership or principals being on extended leave.

Food Sensations Surveys

The Food Sensations in Schools program is run by two teams of public health nutritionists – one serving metropolitan schools and the other serving regional schools. As part of the continuing internal evaluation of the FS program, surveys are distributed to participating students and teachers to gauge changes in nutrition knowledge, skills and attitudes regarding healthy food. The existing survey instruments were revised by the evaluation team in consultation with the Food Sensations staff and the new instruments have been in use since the start of 2016.

Student Surveys

Pre and post testing of students’ nutritional knowledge and attitudes regarding healthy food is built into the regular operation of the Food Sensations program. Hence, recruitment occurs via participation in the FS

sessions. The FS teams mail the paper-based surveys and other FS resources to the schools two weeks prior to the session. Teachers are asked to distribute the pre surveys to students to complete on the day of the Food Sensations session, or as close to the session as possible. Post surveys are either completed at the end of the FS session, or left with the teacher to distribute to students at a later time and then collect and return to the FS team.

The pre and post survey instruments contain the same sets of questions and include pictorial graphics to assist low literacy groups. The survey questions cover demographics (gender only), knowledge, attitudes and skill changes. Different versions of the survey instrument are provided for students in Years 4 to 6, and Years 7-12. Each survey contains only 10-11 questions, and all questions are answerable via tick box or circling of alternative options. Copies of the FS student surveys are provided in Appendix B.

Teacher Survey

The teacher(s) of each class that takes part in the FS program is asked to complete a paper-based survey at the end of the session (i.e. post survey only). These are mailed to teachers at the same time as the student surveys. Using a 4-point Likert-type scale, teachers are asked to provide feedback about the appropriateness of the content, student enjoyment, effect on students' knowledge and attitudes towards healthy eating, support provided by Foodbank in organising the session, and intention to use the FS support materials within their own classroom teaching. Teachers can also provide comments and suggestions.

Case Studies

The purpose of the case studies is to obtain more in-depth insight into the operation of the SBNEP and its impact on children's schooling, nutrition and well-being. Five schools have been selected in consultation with the SBNEP Reference Group and reflect variation in school type, school size, and geolocation/region. Data collection for the case studies includes the following: SBP student survey (Years 4-11 only); SBP stakeholder survey – including teachers, school leaders and other staff involved with the SBP; interviews with SBP coordinators, school leaders and teachers; electronic teacher journals for a small sample of staff who teach SBP students; focus groups with volunteers/stakeholders; interviews or focus groups with SBP students; and SBP student attendance and behaviour records.

Recruitment of Participants and Informed Consent

At the start of Term 4, 2016 research/ethics approvals and data collection procedures were finalised and 'consent' packages were prepared for each of the case study schools. A process to contact the five case study schools commenced in Week 2 of Term 4. This involved an initial phone call from the Project Leader to the school Principal to make introductions, followed by an email seeking formal consent from the Principal and outlining the nature and scope of the case study.

Written consent has been received from the Principal of each case study school (2 x metropolitan, 1 x provincial, 1 x remote and 1 x very remote). Consent packs have been sent and the research team is working closely with each school on the best ways to obtain consent from participants. Since active parental/carer consent is required for each student, the consent process is time consuming. Although the schools had hoped to finalise the consent process by the end of 2016, this was not possible due to the pressures of Term 4 reporting and disruption to school routines because of graduations, final year performances and other special events. The consent process was further delayed at the remote school because the SBP Coordinator was transferred interstate towards the end of Term 4 and no replacement contact person was made available. The provincial school informed us that they will distribute the consent forms in Term 1, 2017.

At the end of 2016, phone interviews had been conducted with the Principal and SBP Coordinator of the very remote and provincial schools, and a site visit conducted with one metropolitan school when a face-to-face

interview with the Deputy Principal and SBP Coordinator was held. At the remote school, we were unable to secure a phone interview with the departing SBP Coordinator to capture his/her insights about the School Breakfast Program. The school's Principal then also went on medical leave for the whole of term 1 creating further delay in obtaining names and contact details for staff who organise or oversee the School Breakfast Program. However, in Week 6 of Term 1, contact was made with the Acting Principal and s/he has re-confirmed the school's willingness to participate in the case studies. Consent forms have now been sent to the school (week 7) and the ECU team is liaising with the school to expedite the student/parent/carer consent process.

At the time of this report:

- *Metropolitan primary school:* Consent forms were distributed last year. The consent process has been finalised. To date, the following consent forms have been received: 15 x Year 4-11 Parents/Carers, 13 x PP-Year 3 Parents/Carers, 3 x Volunteers/Stakeholders, and 5 x Staff. A site visit was conducted in Week 7 and the following face-to-face interviews and focus groups were completed: 12 focus groups involving 6 parent/caregivers, 13 students, 2 teachers, two Deputy Principals and the Principal. All interviews and focus groups were conducted by the Project Leader and digitally audio recorded. The stakeholder survey has now been deployed to school staff from whom consent was obtained.
- *Metropolitan senior high school:* Consent forms were forwarded to the school in Term 4, 2016. A number of emails and phone calls have been made to the school and the school is still in the process of finalising consent for students and staff. Once this process has been finalised a date will be set for the first site visit.
- *Provincial case study school:* Principal has indicated in writing that the consent process has been delayed due to floods in the area, staffing issues and the involvement of staff and students in swimming lessons. The Deputy Principal and School Chaplain will commence the process in Week 7. Consent process is still being finalised. In a recent phone conversation with the project leader the Deputy Principal indicated they had made a concerted effort with the consent in Week 8 & 9. The project leader will contact the school again in Week 10 to organise the first site visit in Term 2 given that it is expected that the consent process should be finalised by the end of Term 1.
- *Remote school:* The ECU team is liaising with the Acting Principal re the consent process. S/he has indicated that staff will need to go out into the community to speak directly with parents/carers in order to invite their participation in the project and gain consent.
- *Very remote community school:* Principal has advised (via email) that the school has been isolated for the past four plus weeks due to flooding leaving half the community caught in other places. The school has also lost its reception staff who were the school's 'community connections' and this has stalled the consent process. For this school it is necessary for staff to go out into the community to get the consent forms processed. This is a very labour intensive process and the school does not currently have the necessary staff available. The Principal has advised that "I am looking to get a replacement person(s) organised, but it will be when everybody comes back to community". It is hoped that this will be resolved in the next few weeks as flooding recedes and the community becomes accessible. In a recent phone conversation with the project leader the Principal explained that most of the student population should be back in the school the week of the 1st of May. At least 30 consent forms have already been obtained and the first site visit date has been booked for early June and a second site visit booked for early September.
- *Student attendance and behaviour data:* In recent correspondence with the project leader, the Department of Education indicated that it is preferable for the project team to submit a single request for all of the relevant attendance and school report data for case study students rather than on a school

by school basis. This is understandable to the project team and upon the consent process being finalised in each case study school the combined list will be sent through for all students to DoE for release of the requested data, in line with DoE research approval.

Research Ethics and DoE Approvals

Approvals to conduct the SBNEP evaluation were obtained via a staged process. Ethics approval for the SBP Coordinator Survey and Food Sensations was received from the ECU Human Research Ethics Committee (ECU HREC) on 16 November 2015. Department of Education approval to administer the surveys to WA government schools was received on 26 November 2015. Approval to administer surveys to Catholic schools was received from Catholic Education WA on 7 December 2015.

ECU HREC approval for the five case studies and online student survey was received on 30 August 2016. The conditions of ethics approval require active informed consent from the parents/carers of participating students, and the students themselves. Following a series of discussions with the Department of Education's Evaluation and Accountability Directorate regarding the conditions of release for student records, approval to conduct these components of the evaluation in Department of Education schools was received on 6 October 2016.

Scope of the 2016 Progress Report

The 2016 progress report aims to provide a comprehensive results and evidence of the depth and detail of data collected so far in relation to the SBNEP evaluation. We acknowledge that this level of detail will not be of interest to high level stakeholders. However, the results are likely to be highly informative for the Foodbank personnel that deliver the SBNEP and members of the SBNEP Reference Group responsible for managing, monitoring and evaluation the program.

The report includes the results of data collection relating to the School Breakfast Program (Section A) and Food Sensations (Section B). The structure of the progress report is as follows:

- A. School Breakfast Program
 - o A1 SBP Coordinator Survey
 - o A2 Case Studies – interview and focus group data
- B. Food Sensations
 - o B1 Student Survey
 - o B2 Teacher Survey
 - o B3 Case studies – interview data
- C. SBNEP Overview and Conclusions
- D. Appendices

A. SCHOOL BREAKFAST PROGRAM

A1. SBP COORDINATOR SURVEY

A1.1 Survey Sample Characteristics

A1.1.1 Survey Response Rate

In 2016, 434 schools/education institutions qualified for inclusion in the SBP survey. Useable survey responses were received from **324 schools** or **74.7%** of the SBP population.

A1.1.2 Survey Sample Demographics

A breakdown of the survey sample according to region, geolocation, DRD region, years of participation in the SBP, type of school, and Foodbank branch is provided in Table A1.1.

Table A1.1: Distribution of SBP sample schools

GEOLOCATION	n ¹	%
Metropolitan	148	45.7
Provincial	113	34.9
Remote	24	7.4
Very Remote	39	12.0
DRD REGION	n ¹	%
Perth	149	46.0
Gascoyne	4	1.2
Goldfields-Esperance	26	8.0
Great Southern	13	4.0
Kimberley	26	8.0
Mid West	20	6.2
Peel	16	4.9
Pilbara	6	1.9
South West	33	10.2
Wheatbelt	31	9.6
SBP PARTICIPATION	n ¹	%
1 year	18	5.6
2 years	17	5.2
3-5 years	67	20.7
6-10 years	136	42.0
11-15 years	86	26.5

TYPE OF SCHOOL	n ¹	%
Junior Primary/Primary	156	48.1
Remote Community	29	9.0
District High	37	11.4
Clontarf Academy	9	2.8
Senior High	62	19.1
Senior College	4	1.2
Education Support Centre	22	6.8
Other Education Facility	5	1.6
FOODBANK BRANCH	n ¹	%
Perth	213	65.7
Albany	7	2.2
Bunbury	34	10.5
Geraldton	20	6.2
Kalgoorlie	21	6.5
Mandurah	29	9.0

¹ Total n = 324

Key features of the SBP sample that are evident from Table A1.1 include the following:

- *Geolocation:* Remote and very remote schools together made up almost one fifth (19.4%) of the sample.
- *DRD Regions:* More than half the sample (54.3%) are located outside the metropolitan area. Only a small number of the schools that responded to the survey were located in the Gascoyne (4) or Pilbara (6) regions. According to Foodbank WA records of schools registered for the 2016 SBP, a total of 6 were located in the Gascoyne and 11 in the Pilbara.
- *SBP Participation:* The majority (68.5%) of schools in the SBP sample had participated in the SBP for more than 5 years. Only 18 schools (5.6%) were new to the SBP in 2016. (Schools that had previously been registered for the SBP at any time between 2002 and 2015 were not classified as 'new'.)
- *School Type:* Primary schools make up almost half of the participating schools. Remote Community Schools, District High Schools and some Education Support Centres also cater for primary school students, hence the majority of students accessing the SBP are of primary school age.
- *Foodbank Branch:* Almost two-thirds (65.7%) of schools receive their Foodbank products from the Perth branch. This reflects Foodbank's operational approach. 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.

A1.1.3 Role of 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.

Three-quarters (75%) of respondents were the nominated SBP Coordinator. As shown in Figure A1.1, the majority of these respondents were either the Chaplain (24%), Principal (21%), Teacher/Teacher in Charge (20%), or Deputy Principal (12%). Respondents who were *not* the nominated SBP Coordinator were mainly Principals (78%).

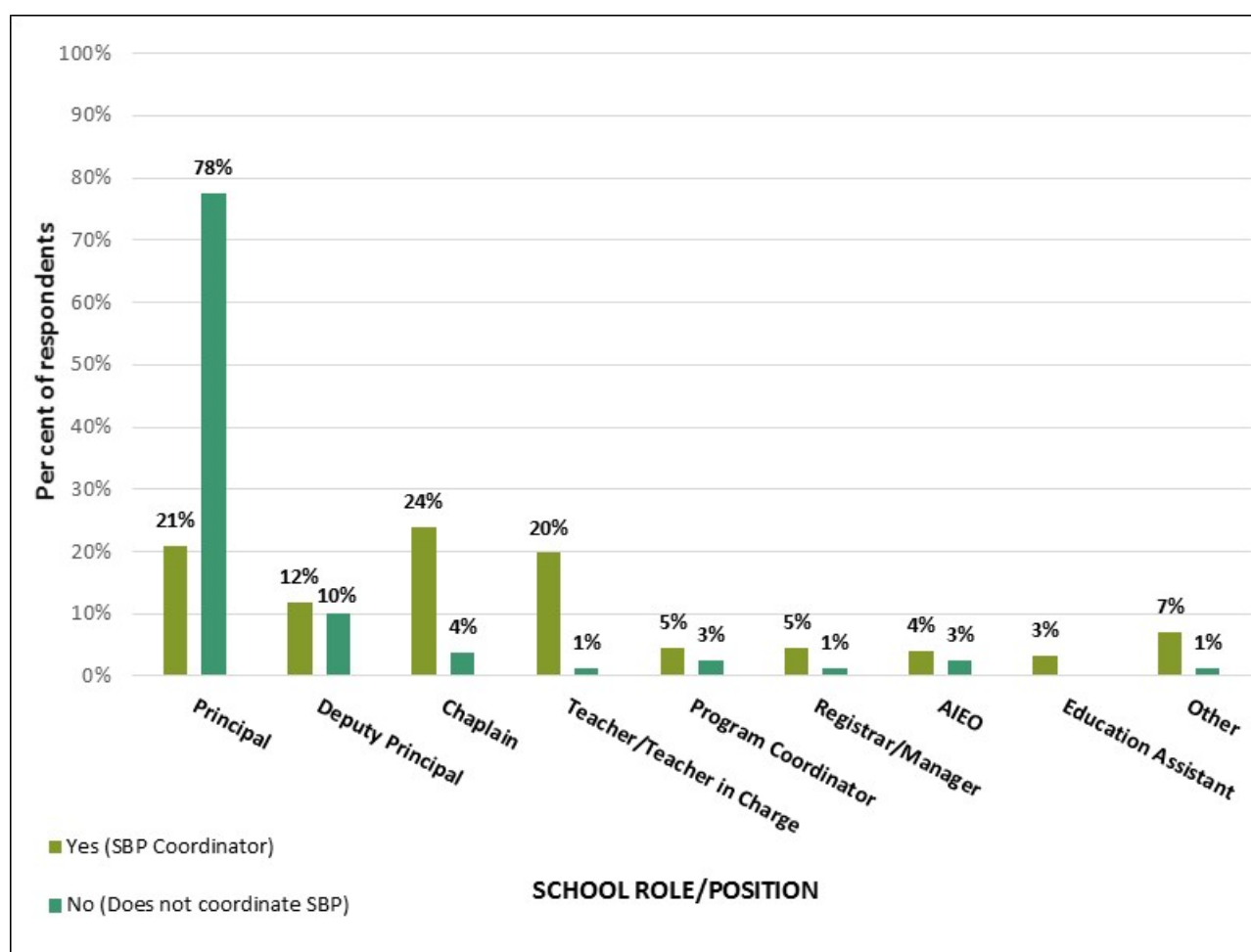


Figure A1.1: School/role of respondents, by SBP Coordinator status (per cent)

A1.1.4 Size of SBP Schools

Figure A1.1 provides a frequency distribution of the SBP sample according to the size of their total student population. Almost a quarter of the SBP schools are relatively small, with total student enrolments of fewer than 100 students. Seventeen (5%) of the SBP schools have student populations of over 1,000. Due to issues of scale, one school with over 3,600 students is not represented in Figure A1.2.

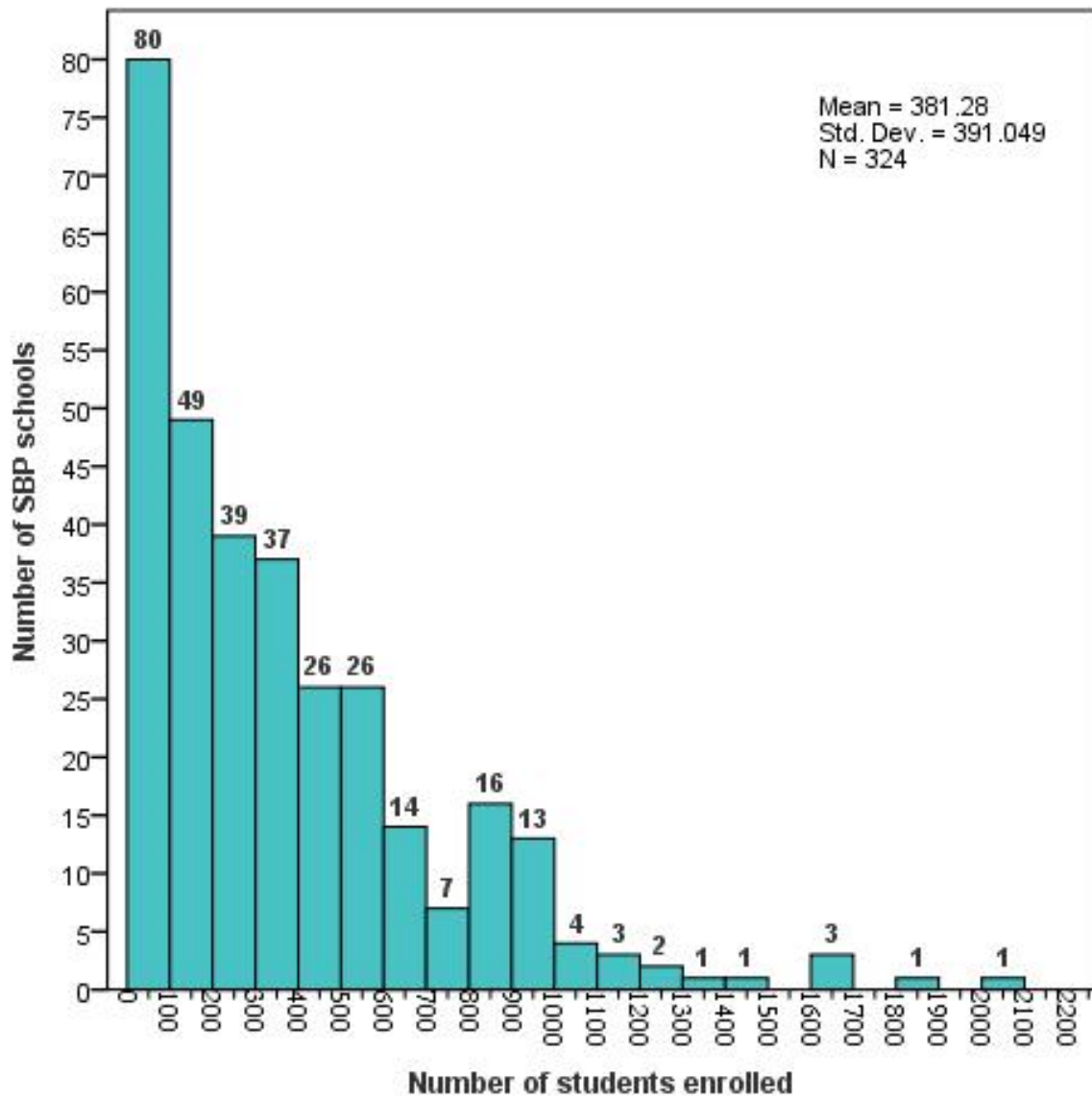


Figure A1.2: Distribution of SBP sample schools by total student population

A1.1.5 Educational Disadvantage

To provide some context as to the relative educational advantage/disadvantage of SBP schools, the scores and decile ranks of the SBP schools on the Index of Community Socio-Educational Advantage (ICSEA) are summarised in Figures A1.3 and A1.4. Only 291 of the 326 schools are represented since schools or institutions that draw from diverse locations and communities (such as education support centres) are not assigned ICSEA value or decile rank.

Many of the SBP schools (152 schools, 47% of total sample) have ICSEA scores of between 950 and 1050 – just below or above the ICSEA average of 1000. A further 71 schools (22%) had scores between 900 and 950. Two schools were severely disadvantaged with ICSEA values of less than 600.

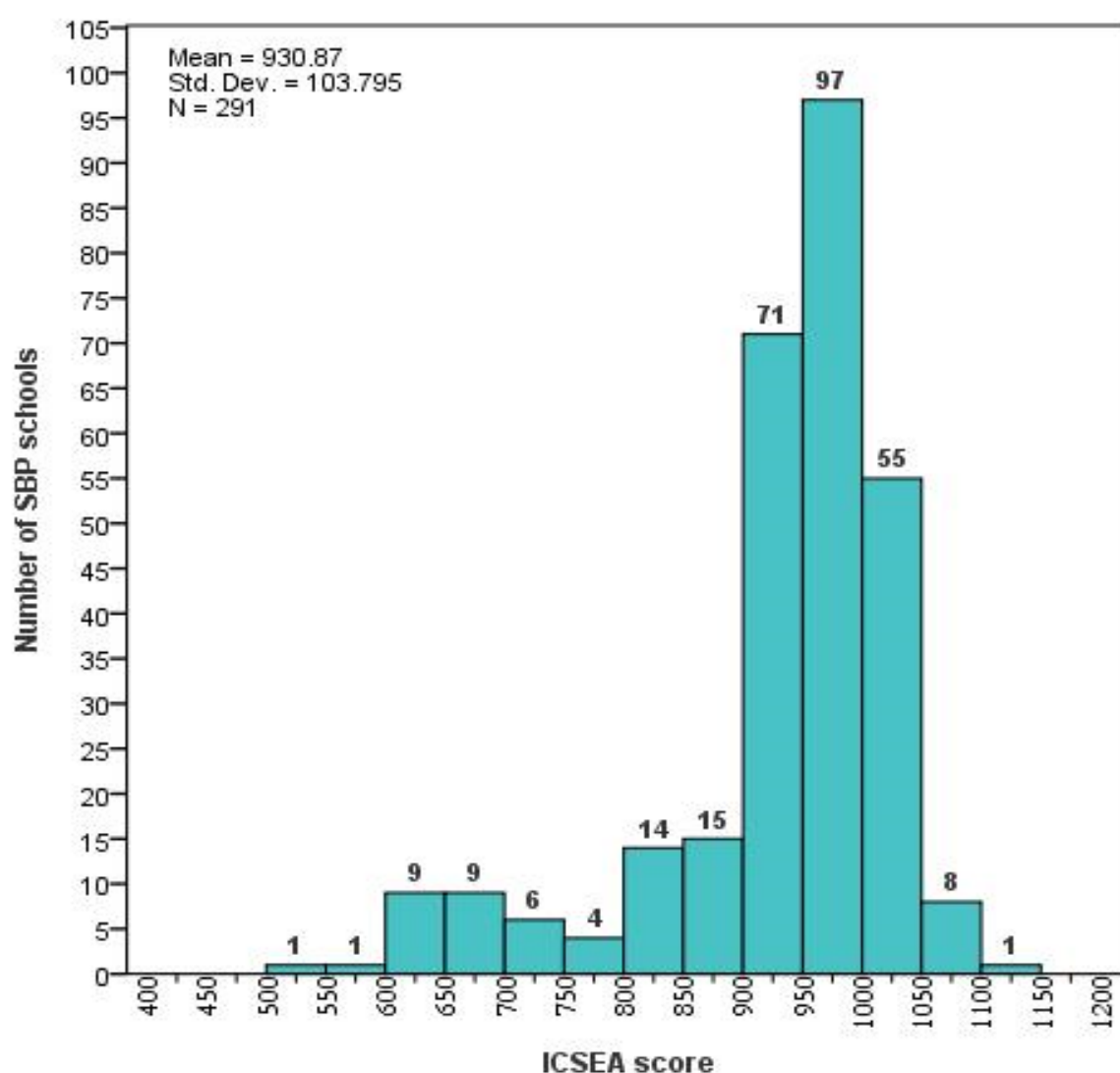


Figure A1.3: Distribution of SBP sample by ICSEA score

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 A1.4 clearly shows that the majority (278, 85%) of the SBP schools are within the 6-10 decile range. Based on comments from schools provided in both the 2015 and 2016 surveys, 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.

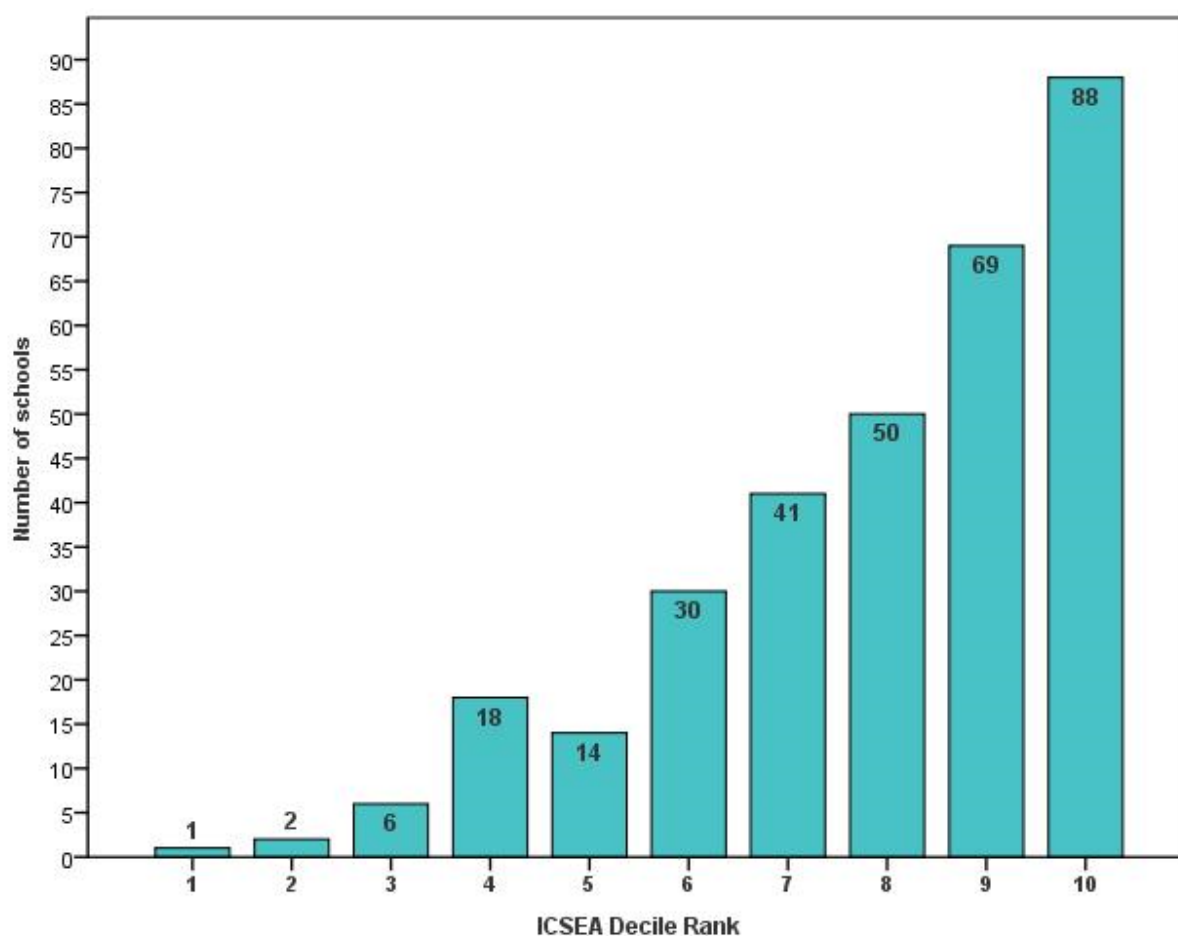


Figure A1.4: Distribution of SBP sample by ICSEA decile rank

Table A1.2 provides a breakdown of the average ICSEA decile rank of the SBP schools according to geolocation. As would be expected, the levels of disadvantage among SBP schools tend to increase the further they are based from metropolitan or regional hubs.

Table A1.2: Mean ICSEA decile rank of SBP schools, by geolocation

	ICSEA Decile Rank		Number of SBP Schools
	Mean (Rounded)	Standard Deviation	N
Statewide			
All SBP schools	7.9	1.99	319
Geolocation			
Metropolitan	7.2	2.16	147
Provincial	8.1	1.53	111
Remote	8.8	1.70	23
Very Remote	9.9	0.45	38

A1.1.6 Proportion of Students Accessing the SBP

Schools were asked to provide details about the total number of students that access the SBP. On average, 34% of students in the sample schools were accessing the SBP. Figure A1.5 shows that the participation rate increases markedly the further schools are located from regional centres. In very remote schools, for example, almost three-quarters (73%) of the students were accessing the SBP.

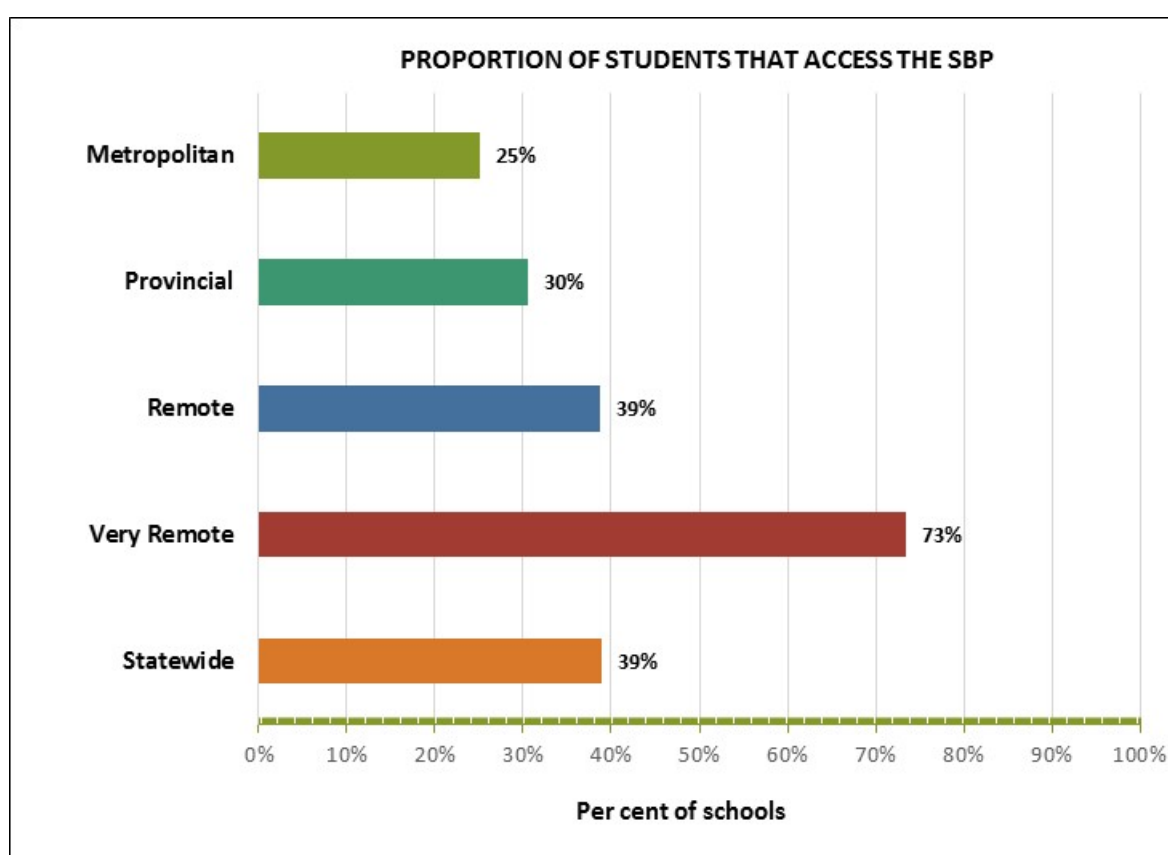


Figure A1.5: Average percentage of students that accessed the SBP in 2016, by geolocation

A1.1.7 Representation of Aboriginal and Torres Strait Islander Students

Schools were also asked to report the number of Aboriginal and Torres Strait Islander students that access their SBP. As shown in Figure A1.6, the majority of SBP schools have relatively small numbers of students from Aboriginal or Torres Strait Islander background that access their Breakfast Program. Of the 319 schools that provided student numbers, 51% (163 schools) had 10 or fewer Aboriginal or Torres Strait Islander students.

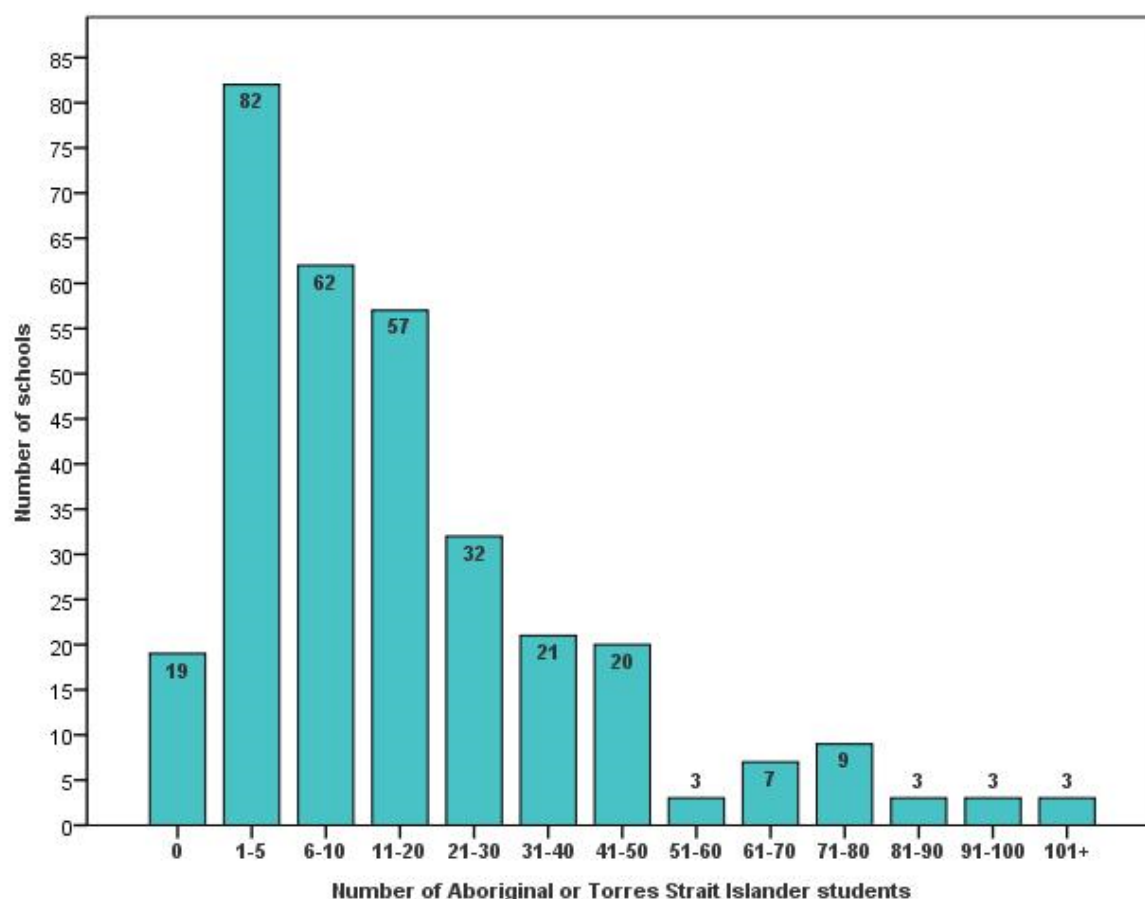


Figure A1.6: Distribution of SBP schools according to the number of students from Aboriginal or Torres Strait Islander backgrounds that access the SBP.

Figure A1.7 shows the average percentage of Aboriginal and Torres Strait Islander SBP students according to geolocation. As would be expected, substantially higher proportions of SBP students in remote and very remote regions are of Aboriginal or Torres Strait Islander background (67% and 94%, respectively).

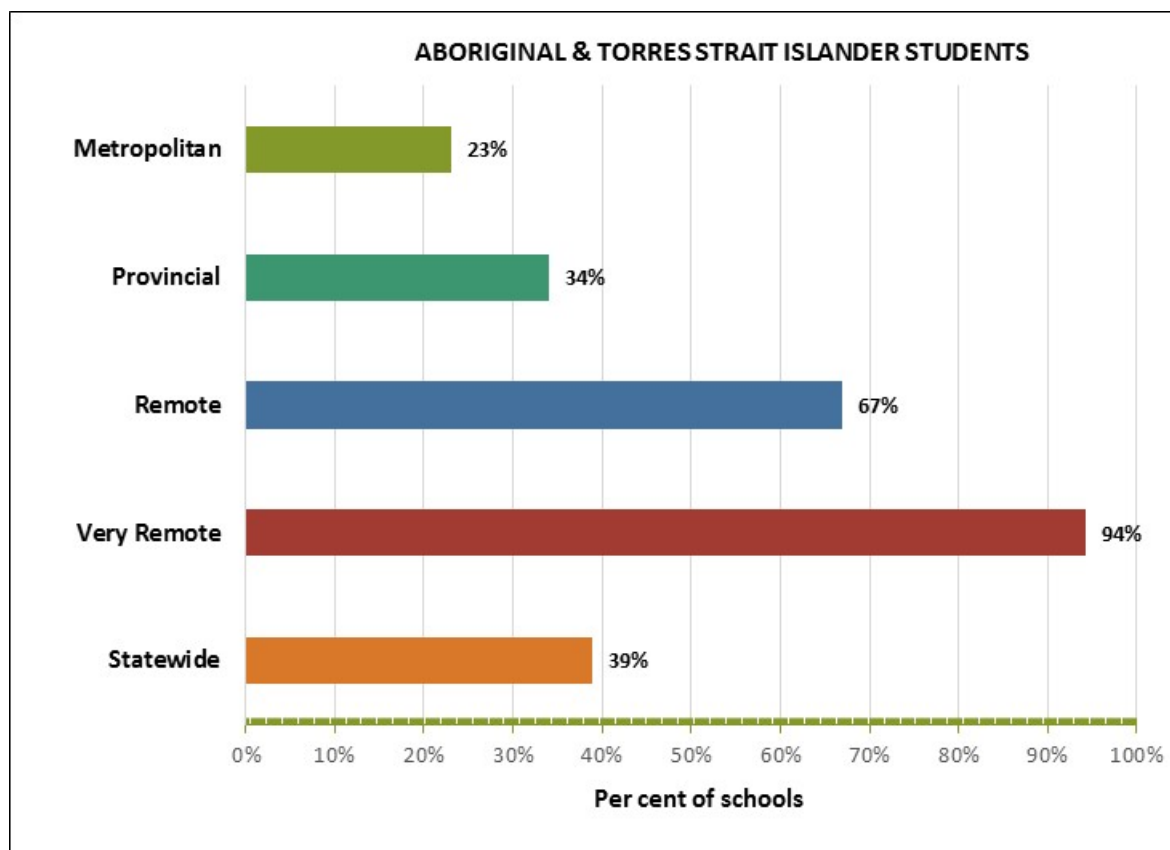


Figure A1.7: Mean percentage (rounded) of SBP students from Aboriginal or Torres Strait Islander backgrounds, by geolocation

A1.2 SBP Operational Characteristics

A1.2.1 Weekly-Basis SBPs

Frequency of SBP Operation

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, 93% 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 A1.3. Given the increased levels of disadvantage in remote and very remote communities, it is not surprising these schools were more likely to operate their SBPs five days per week (79% and 97%, respectively).

Table A1.3: Weekly-basis SBPs¹: Distribution of schools providing breakfasts from 1-5 days per week, by geolocation

	Percentage of schools providing breakfast				
	5 days	4 days	3 days	2 days	1 day
STATEWIDE					
Total SBP sample	54.3	4.0	10.3	17.5	13.9
GEOLOCATION					
Metropolitan	40.3	3.7	12.7	22.4	20.9
Provincial	50.5	5.7	12.4	20.0	11.4
Remote	79.2	-	4.2	8.3	8.3
Very Remote	97.4	2.6	-	-	-

¹ Weekly basis SBP schools = 303

Number of Breakfasts Provided

Table A1.4 provides details of the number of breakfasts provided by the SBP sample on a daily and weekly basis. According to the figures reported by the schools, across WA more than 6,800 breakfasts are provided per day and over 33,000 per week. Per school, that equates to an average (rounded) of 109 breakfasts per week or 23 breakfasts per day. As means/averages are not always the most appropriate way to summarise data, Figure A1.8 provides a frequency distribution of schools according to the number of breakfasts provided per week.

Table A1.4: Weekly basis SBPs¹: Number of breakfasts provided per day and per week, by geolocation

	Breakfasts Provided			
	Per Week		Per Day	
	Total sample ¹ Sum	Per school Mean ²	Total sample ¹ Mean ²	Per school Mean ²
STATEWIDE				
Total SBP sample	33,066	109	6,824	23
GEOLOCATION				
Metropolitan	14,909	112	3,088	24
Provincial	11,958	113	2,496	19
Remote	2,471	103	494	21
Very Remote	3,728	96	746	19

¹ n = 302

² Rounded to whole number

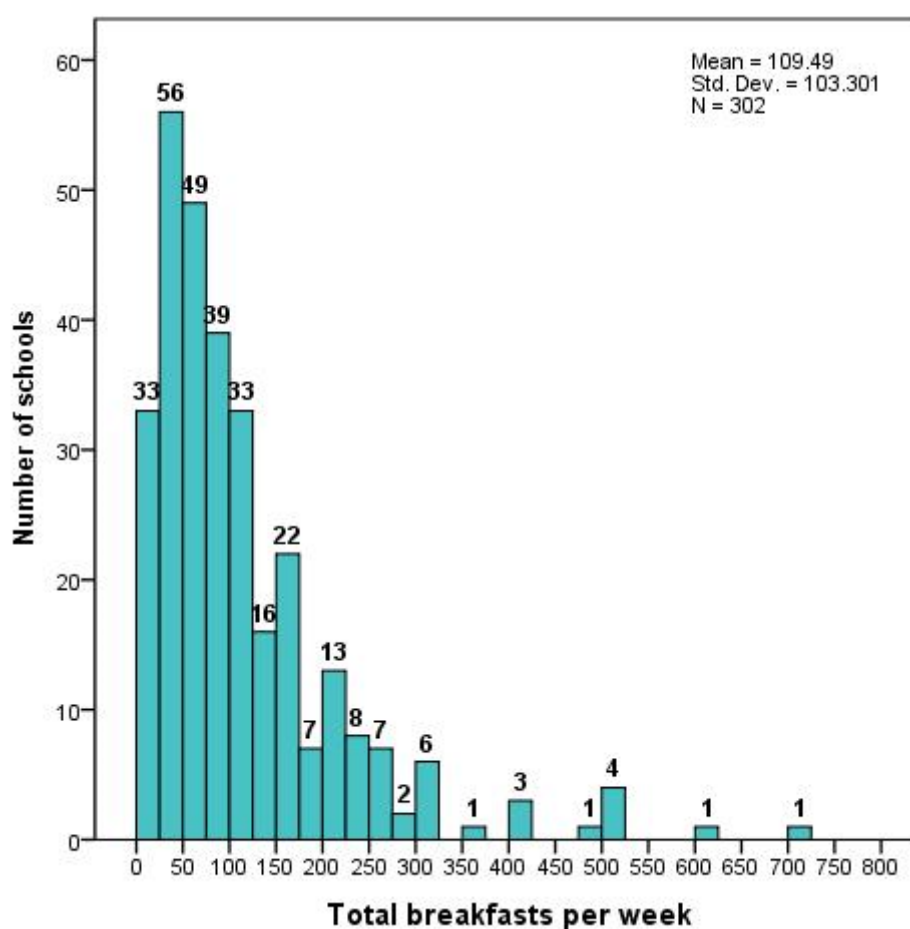


Figure A1.8: Weekly basis SBPs: Distribution of schools by number of breakfasts provided per week

A1.2.2 Non-Weekly-Basis SBPs

Thirty of the schools (19 metropolitan, 11 provincial) reported they ran their SBP on other than a weekly basis. Most said they provided breakfast on an 'as needed' basis. For example:

When there is a need – that could be a few times in a week and then at other times only once.

When students require.

Others use the Foodbank products for specific purposes:

Food used for emergency lunches, special events – like our whole school breakfast. The fruit delivery is utilised weekly.

It is not run as a breakfast program but on an as needs basis for those in [special program] group who have not come to school with breakfast.

A1.2.3 Emergency and Other Meals

A high proportion of the SBP sample (285 schools, 88%) reported providing emergency lunches or other meals using SBP products during 2016. As shown in Table A1.5, the majority of schools provided lunches and/or snacks for recess/morning tea.

Table A1.5: Provision of emergency or other meals using SBP products

Type of Meal	n	% ¹
Lunch	258	79.6
Recess/morning tea	207	63.9
Food parcels for families/take home snacks	94	29.0
Fruit (inc. Crunch & Sip)	6	1.8
Afternoon/after school club snacks	5	0.6
Other ²	6	1.8

¹ Per cent of total SBP sample, where n = 324

² Diabetic snacks/meals; to accompany medication; excursion snacks; students presenting to nurse as unwell, but haven't eaten all day; breakfast for late arrivals (x 2)

All but six of the schools described the reasons for providing emergency or other meals. Schools' responses were analysed and categorized according to the overarching themes. Note that many schools provided several reasons, so the categories are not mutually exclusive. Figure A1.9 provides a summary of the responses, and indicative examples are provided below.

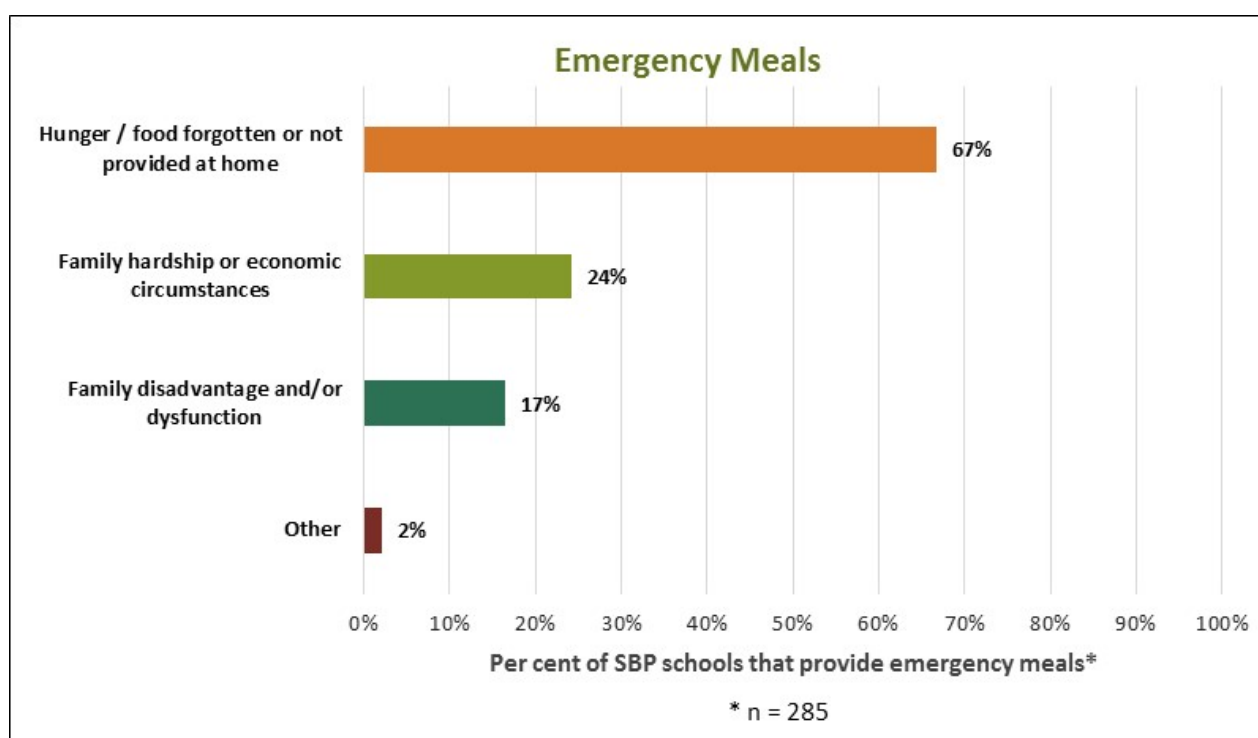


Figure A1.9: Reasons for providing emergency or other meals (per cent)

Hunger / Food Forgotten or Not Provided at Home

Mostly that the parent has forgotten to give their child lunch, or the children has left this at home. (Perth, Metropolitan)

Family's inability to provide meals for school setting for their child. Family have forgotten to provide meal for that day by accident. (Goldfields-Esperance, Provincial)

Forgot lunch/recess and student lives a large distance from school or parents cannot be contacted. (Great Southern, Provincial)

Children are hungry. Food not provided at home. To enable the children to participate fully in the school learning program. (Wheatbelt, Provincial)

Child/children come to school without any food. (Wheatbelt, Remote)

During the wet we are often cut off from the shop...by the roads and river height. Sometimes family has not returned with food in time for lunch. (Kimberley, Very Remote)

Family Hardship or Economic Circumstance

Families going through extreme financial problems. Some families are doing it tough through loss of job, death in family or illness in family. (Perth, Metropolitan)

Family who are left short of food after having urgent expenses paid. Carer in need of food as Centrelink payment has yet to be processed. Staff member needing all her funds to cover travel fare home to very sick parent. (Perth, Metropolitan)

Low income. Students expected to organise their own food. Forgotten lunch/recess. Parents unaware of how much food the kids eat. Children are hungry. (South West, Provincial)

Low income families in need of basic necessities. (Great Southern, Provincial)

Lack of funds and cost of living so high in the central desert. (Goldfields-Esperance, Very Remote)

Family facing financial difficulties, children are hungry so we feed them, families exhausted other avenues of assistance (Centrelink assistance, family food vouchers, DCP assistance). (Kimberley, Very Remote)

Family Disadvantage and/or Dysfunction

Some have FIFO (single) parents. Others are themselves living on the streets while others have parents cut off Centrelink payments, in prison or sick. No food in the house and other children besides themselves to feed. Provision of food may prevent young people being involved in crime that could lead to incarceration. Food packs delivered to the home help ease the urgency of the situation. Sometimes we also provide baby packs as well as there are very young (adolescent) parents living in meagre circumstances. (Perth, Metropolitan)

Many (40 out of 75) of our girls are coming from homes that are not providing food regularly. These girls are come from homes with substance abuse and family violence. Some of these girls move from home to home (nan's, aunties, uncles, friends). (South West, Provincial)

Students have conflict at home and have come to school without food. Sometimes parents cannot afford food for the day. (South West, Provincial)

No food at home. Parents under the influence of drugs (South West, Provincial)

Family breakdowns, parent not coping. Drug or alcohol use by parent (Goldfields-Esperance, Remote)

[Our school caters for] Aboriginal students from remote communities. The breakfast program supports the school's capacity to provide a range of healthy and nutritious breakfast options. (Goldfields-Esperance, Remote)

We see it as an essential part of the operation of our school. The role of the Chaplain and the Breakfast Program are very closely intertwined. The pastoral care aspect in our school with a low ICSEA is very important. (Perth, Metropolitan)

A1.3 Foodbank SBP Products

A1.3.1 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.

A1.3.2 Products Accessed by Schools

Core Products

Figure A1.10 shows the percentage of schools that accessed individual core products - statewide and by geolocation. UHT milk is the commonly accessed core product (93% statewide), followed by vegemite (90%) and canned spaghetti (82%). Oats was the least popular product, while 100% unsweetened UHT juice usage is relatively low because it can only be ordered by remote and very remote schools, and some of the more isolated provincial schools.

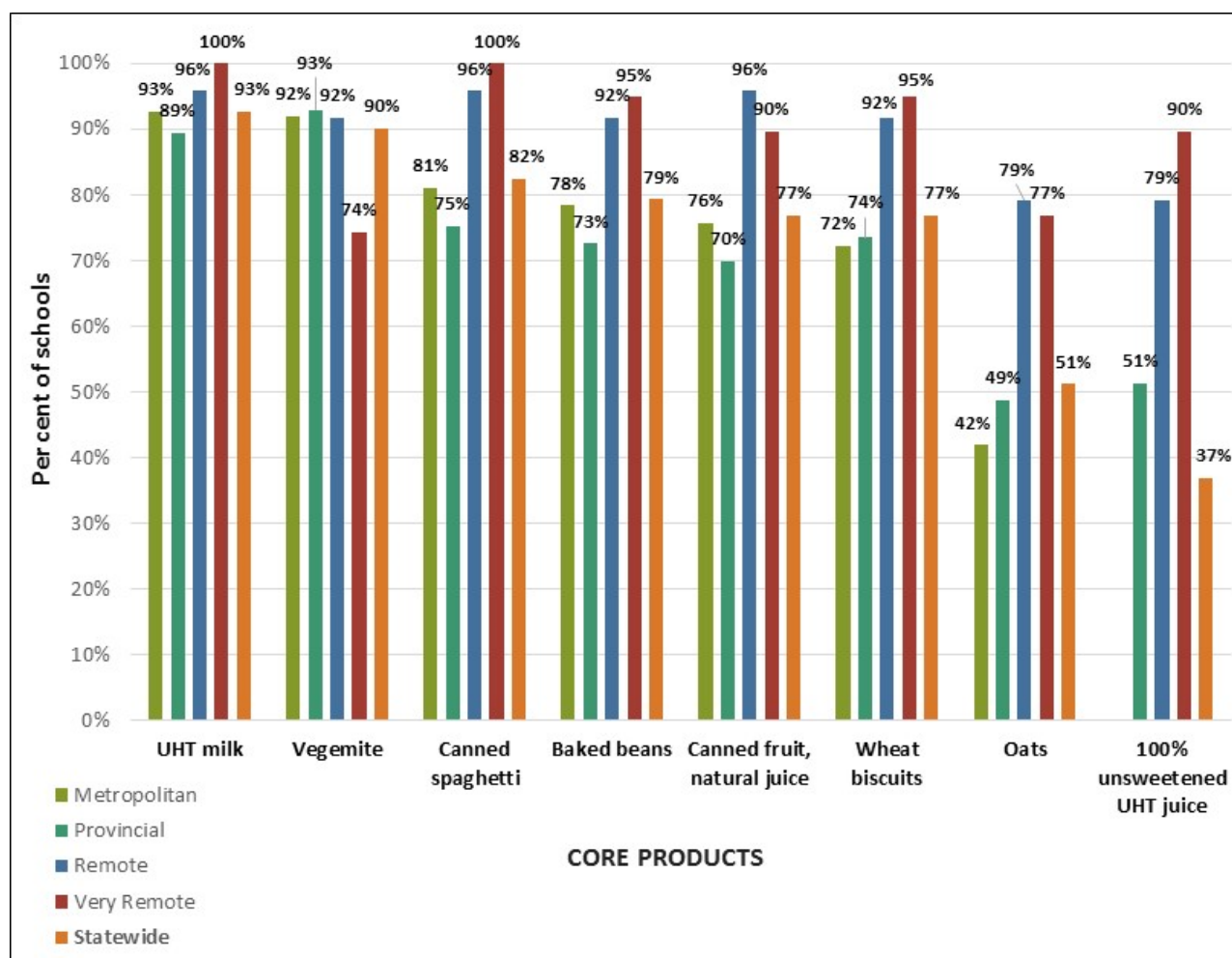


Figure A1.10: Foodbank core products accessed by schools, by geolocation

Perishable Products

Figure A1.11 shows the percentage of schools statewide that provided perishable products, plus a breakdown by geolocation. The patterns of access 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. 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 (67%) and fresh fruit (64%) 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, schools may use the vegetables and fruit for their *Crunch&Sip* program.

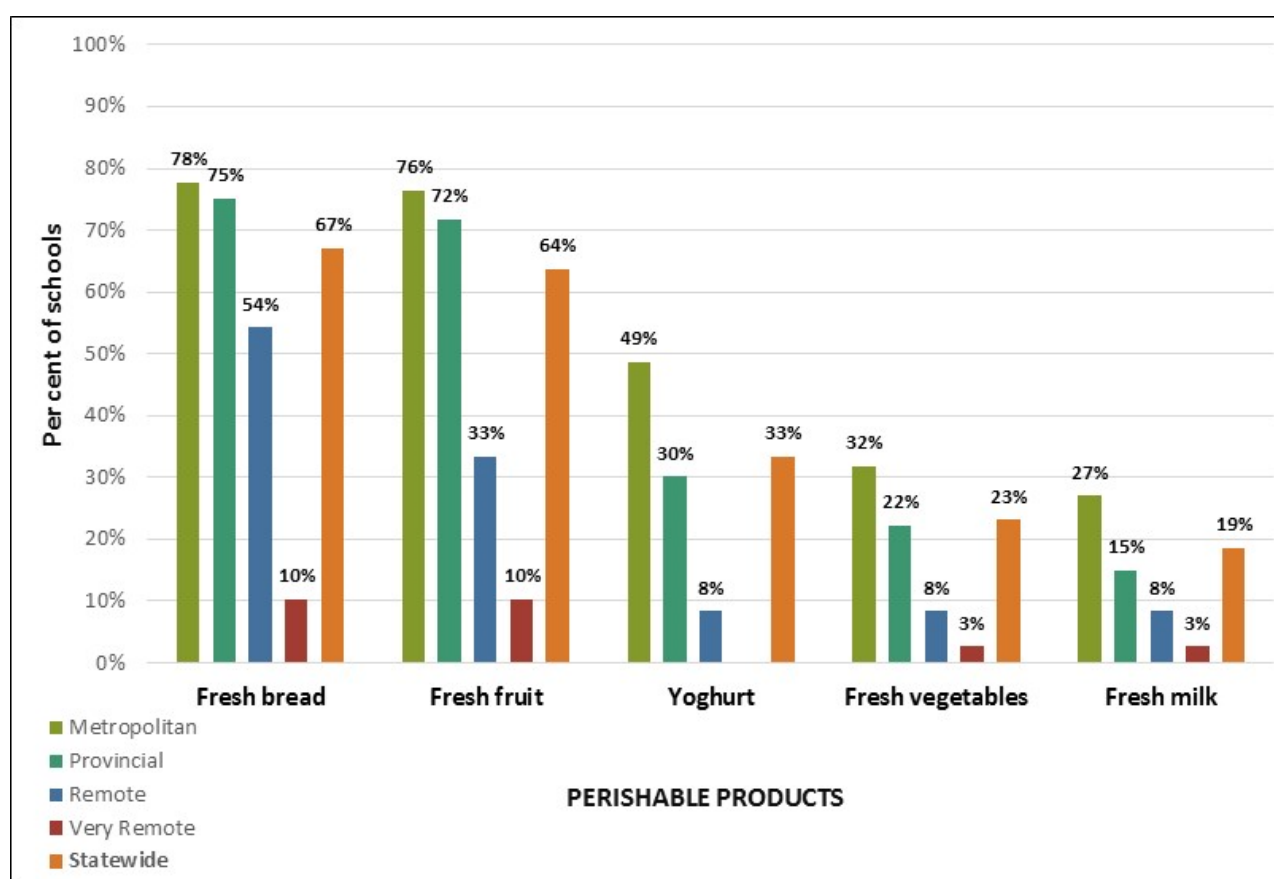


Figure A1.11: Foodbank perishable products accessed by schools, by geolocation (per cent)

A1.3.3 Rating of Foodbank Products

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

As shown in Figure A1.12, satisfaction levels were high with more than 90% of schools rating the products as 'very good' or 'good' for both range/variety (91%) and quality (97%).

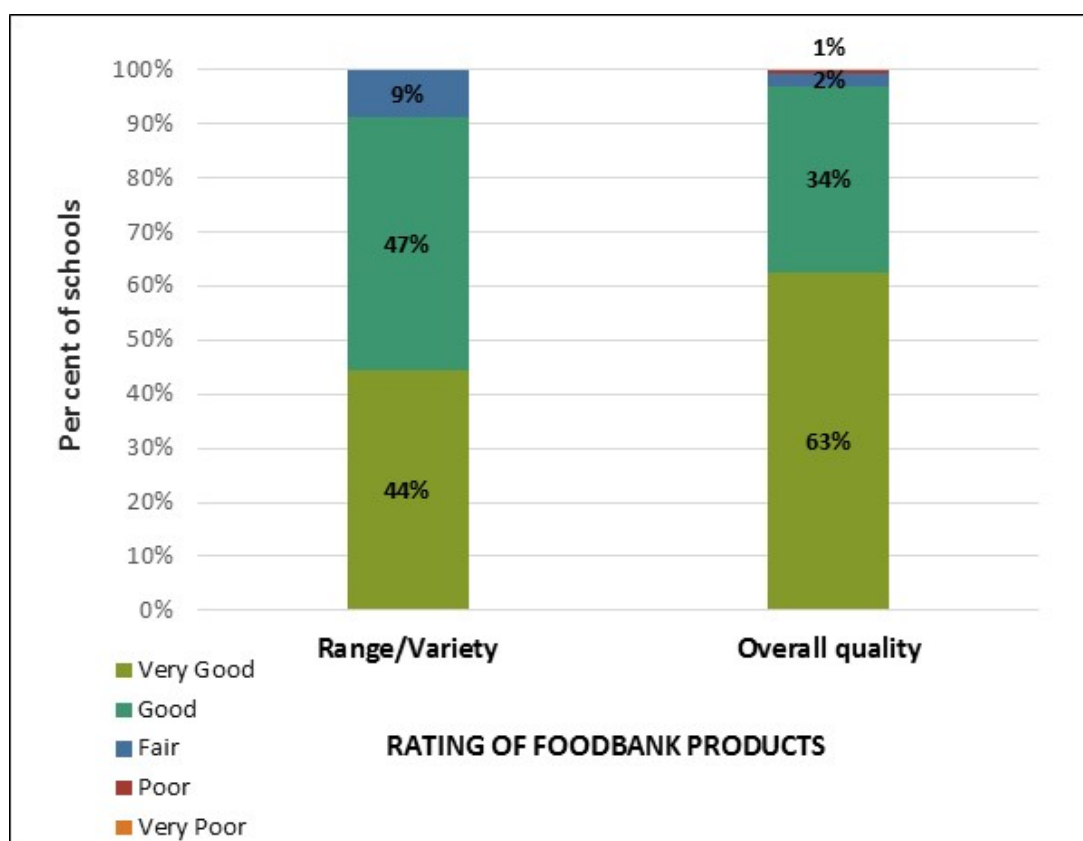


Figure A1.12: Schools' ratings of the selection and overall quality of Foodbank SBP products (per cent)

Range/Variety

Figure A1.13 displays the schools' ratings grouped according to geolocation. Even though schools in remote and very remote geolocations have less access to Foodbank perishable products, a large majority (92% and 87% respectively) gave ratings of 'very good' or 'good'. Notably, no schools gave 'poor' or 'very poor' ratings.

Comments

Many respondents (237 schools, 73%) provided some clarification of their ratings. These responses were grouped into broad categories to indicate whether schools were generally 'satisfied', felt there was 'room for improvement' or were 'neutral'. In Figure A1.14 these groupings have been further broken down to illustrate the main issues. Examples of comments from each category are provided below Figure A1.14.

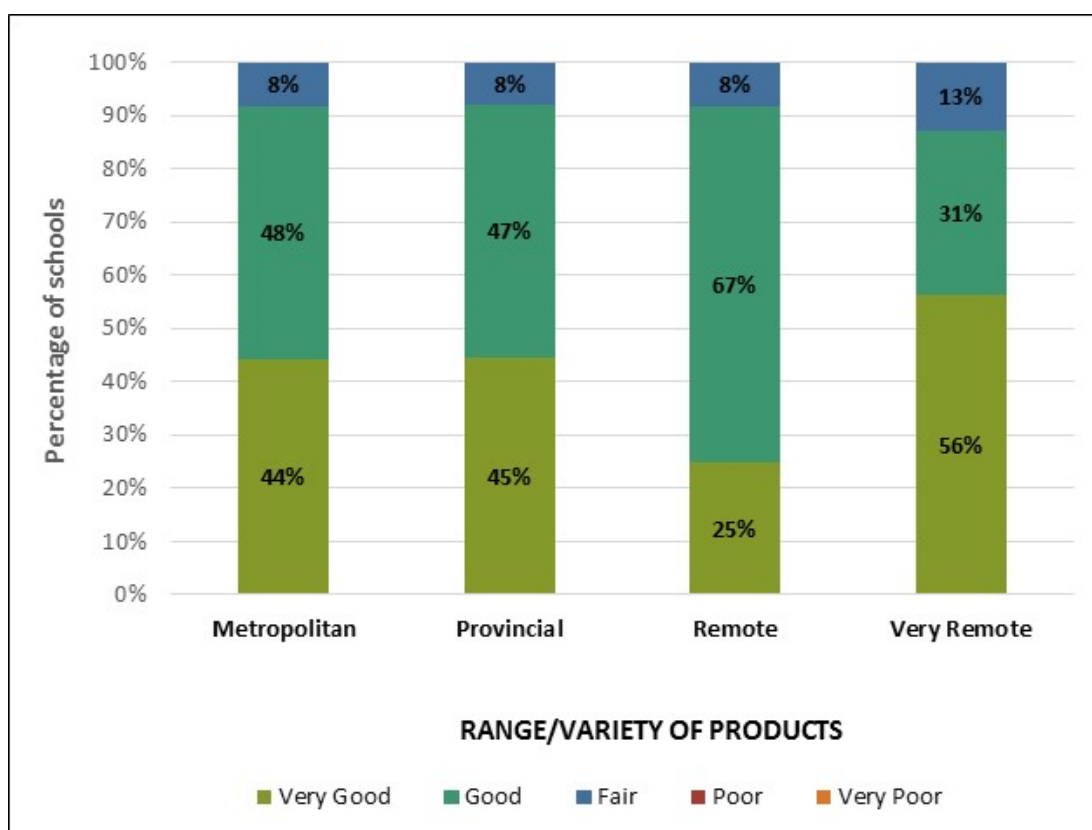


Figure A1.13: Schools' ratings of the range/variety of Foodbank products, by geolocation (per cent)

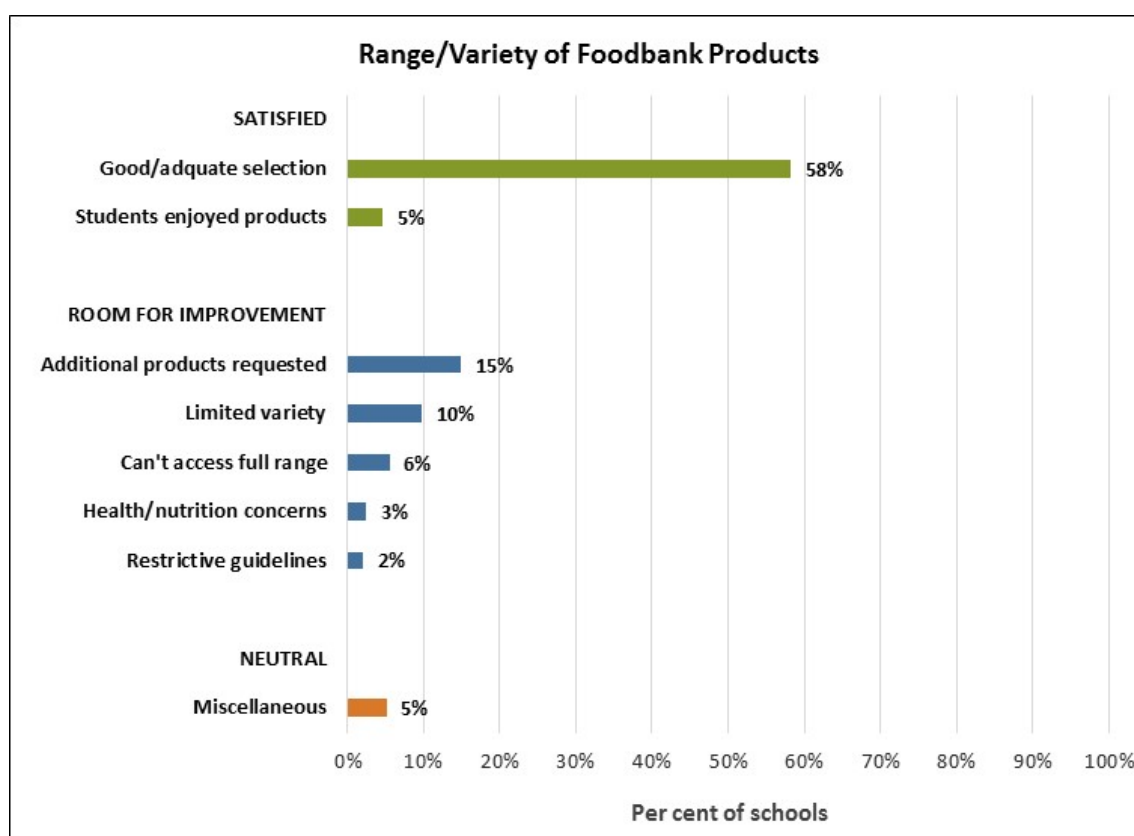


Figure A1.14: Comments about the range/variety of Foodbank products (per cent)

SATISFIED

Good/Adequate Selection

Foodbank provides such a great varieties of products that suit the school needs. (Perth, Metropolitan)

There is a good variety of food even within the single product, i.e. tinned fruit might be peaches, or pears, or mixed fruit. This allows children to try some foods they've never had before. (South West, Provincial)

The range and variety are just right. We are offering children a basic wholesome option for breakfast. There does not need to be further options. (South West, Provincial)

Enough to give students adequate choice. (Wheatbelt, Remote)

I am very pleased with the variety of food provided, gives the children options of having different foods. (Kimberley, Very Remote)

Students Enjoyed Products

The children enjoy the variety of breakfast options offered. (Perth, Metropolitan)

The food is enjoyed by the students who need it. The range covers cereal and milk, hot canned food (spaghetti/baked beans) and fruit. (Kimberley, Very Remote)

The kids enjoy the beans and spaghetti. They eat a lot of toast. (Mid West, Provincial)

ROOM FOR IMPROVEMENT

Additional Products Requested

Sometimes there isn't a wide selection of fruit and veges. Margarine and milo would be great additions to the available range. (Perth, Metropolitan)

Children love fruit, however they are always asking for more variety in cereal. If there was a choice instead of just weet bix, more students would decide to have breakfast. (Perth, Metropolitan)

Would love to offer more fresh food options and less processed foods i.e. Frozen fruit, fresh milk (access is only occasional). (South West, Provincial)

It would be good to have a few more cereal options. (Pilbara, Remote)

Would love to receive perishable and other goods such as rice, pasta etc. But the needs of many outweigh our small needs. (Goldfields-Esperance, Very Remote)

Pasta and rice would come in handy as we do supply cooked meals daily and often do family meal nights to help out the community (Kimberley, Very Remote)

Limited Variety

It would be better if we were able to rotate different breakfast products (seasonal and variety) so that it can be turned into a true healthy eating environment with different choices offered. I see Breakfast Club as not only a quick fix for student breakfast but a vessel to teach healthy food choices. (Wheatbelt, Provincial)

At different times the product range can be limiting, perhaps some larger organisations need to be approached for donations. (Peel, Provincial)

It would be good to get wider range of products (Perth, Metropolitan)

Can't Access Full Range

We are aware of the good range however we don't access the full variety of food mainly due to the need to travel to the warehouse regularly and the limited access to a suitable vehicle for collection of items. (Perth, Metropolitan)

Variety is good. Unfortunately we don't seem to be able to access bread through Foodbank which is popular and versatile at each School Breakfast. (Wheatbelt, Provincial)

They always seem to have no bread. (Mid West, Provincial)

Some foods may not be available when we place an order, this is mainly yogurt. (South West, Provincial)

Health/Nutrition Concerns

The tinned fruit is too sweet and was causing some of our students to get upset tummies. We will just remove it from our next order. (Kimberley, Very Remote)

We have gluten free students who can only eat tinned fruit because everything else has gluten in it. (Perth, Metropolitan)

... I am keen to buy in wholemeal bread and to look at alternatives to bread as this is not good for our students' diet. We use the tins of beans and spaghetti sparingly because of the amount of sugar in them. As you would know Diabetes and related diseases are all too common in our community so we try to educate the students about the impact of unhealthy food and drink. Last year there was a dramatic reduction in the amount of sugary drinks bought at the local shop. We would like to feel the Diabetes prevention program had an impact. The diabetes prevention program, with the help of local elders taught the students how to use local bush tucker and healthy options from the one store in the community to make meals. We won a Kimberley health and wellbeing program called Take the Challenge for the work we did. It included cooking weekly and even sending home samples of the food students cooked and recipes. We have been part of the Crunch and Sip promotion. I would love to have other options as part of the Foodbank program, but we are grateful for the impact it has on students wellbeing, even though it is limited. (Kimberley, Very Remote)

Restrictive Guidelines

Sometimes the variety is not there. I think that the guidelines are very strict which limits what we can offer to the students. (Perth, Metropolitan)

Some items are restricted e.g. Rice bubbles, which the children enjoy! (Perth, Metropolitan)

Range for breakfast is limited but that is because of the 'Healthy Choice' requirement. (Perth, Metropolitan)

Traffic light system is too restrictive, given what kids often bring to school anyway. (Perth, Metropolitan)

Overall Quality

As seen earlier, 97% of schools rated the quality of Foodbank products as 'very good' or 'good'. As shown in Figure A1.15, ratings were similarly high across the various geolocations, however small percentages of the metropolitan (3%) and provincial (3%) schools gave ratings of 'fair', and some very remote schools also gave ratings of 'fair' (3%) or 'poor' (5%).

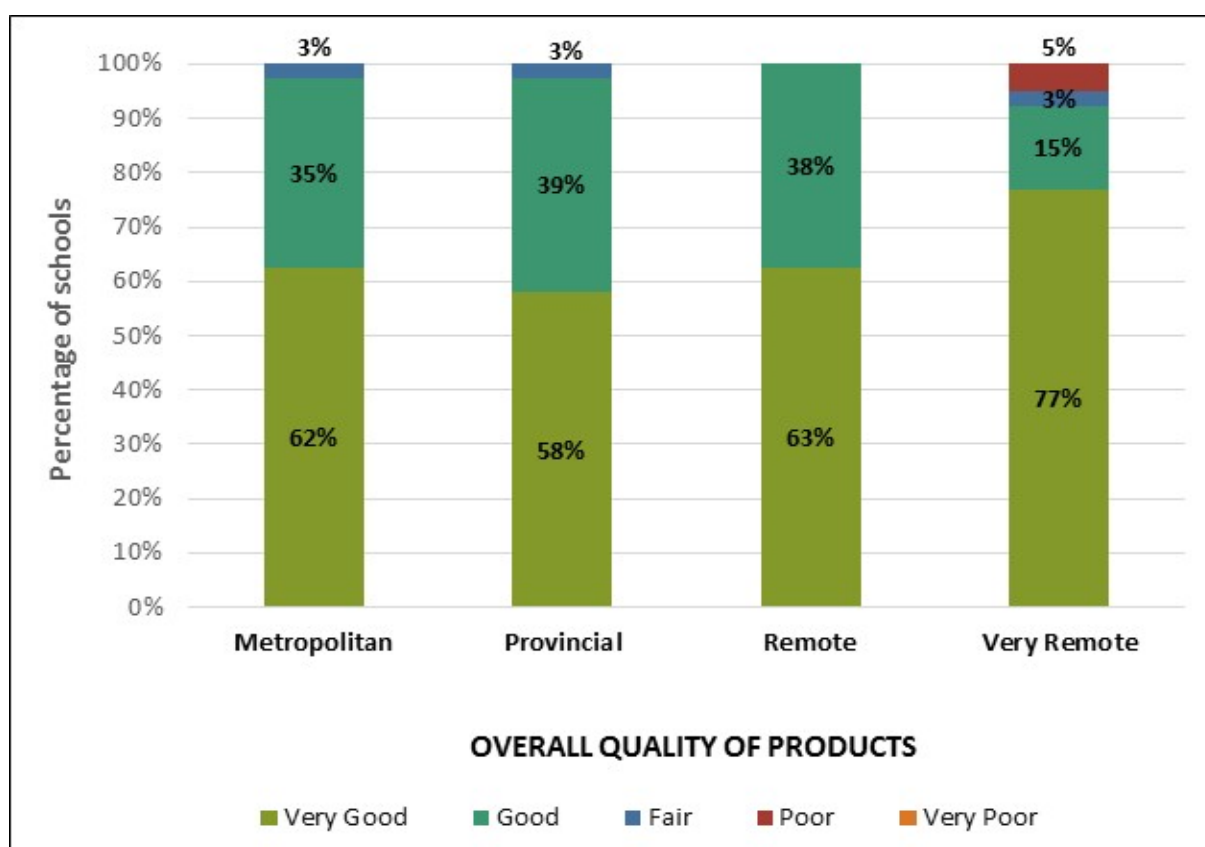


Figure A1.15: Schools' ratings of the overall quality of Foodbank SBP products by geolocation (per cent)

Comments About Quality

Comments about the quality of Foodbank products were received from 267 (82%) of the schools. To understand the reasons behind the ratings of 'fair' and 'poor', the comments from these schools were examined separately. Below are each of the comments received from these schools

Quality rated as 'poor'

The products provided are of sound quality, wholesome and filling for the students. Unfortunately, the students do become bored with the same thing day in and day out. (Goldfields-Esperance, Very Remote)

Spaghetti is mostly juice. (Pilbara, Very Remote)

Quality rated as 'fair'

Some of the fruit looks old and has to be consumed quickly. (Perth, Metropolitan)

I believe the quality to be fair. (Perth, Metropolitan)

Fresh fruit is sometimes poor – the bigger charities get most of the products. (Perth, Metropolitan)

Some of the cereal products already have weevils while other biscuit products have already been stale when opened. We have several sites in the north metro area so the limit on fresh milk meant that every site did not receive fresh milk. (Perth, Metropolitan)

Fresh fruit is pretty ordinary and expiry dates on some things need to be used very quickly like yoghurt. (Mid West, Provincial)

White bread is not the healthiest. (Peel, Provincial)

Other schools also referred to the issues highlighted in these comments, however their higher ratings of overall quality reflect a general awareness and acceptance of the limitations within which Foodbank is operating and the inherent difficulties in distributing fresh produce to schools. Countering the concerns about quality were many positive comments about the products, including specific mention of the freshness of produce and expressions of gratitude about the SBP. Some schools noted that the quality had been excellent in 2016.

A breakdown of the schools' comments is provided in Figure A1.16 according to the broad categories of 'positive comments', 'criticism' or 'other'. 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. Indicative examples of the respondents' comments are also provided below.

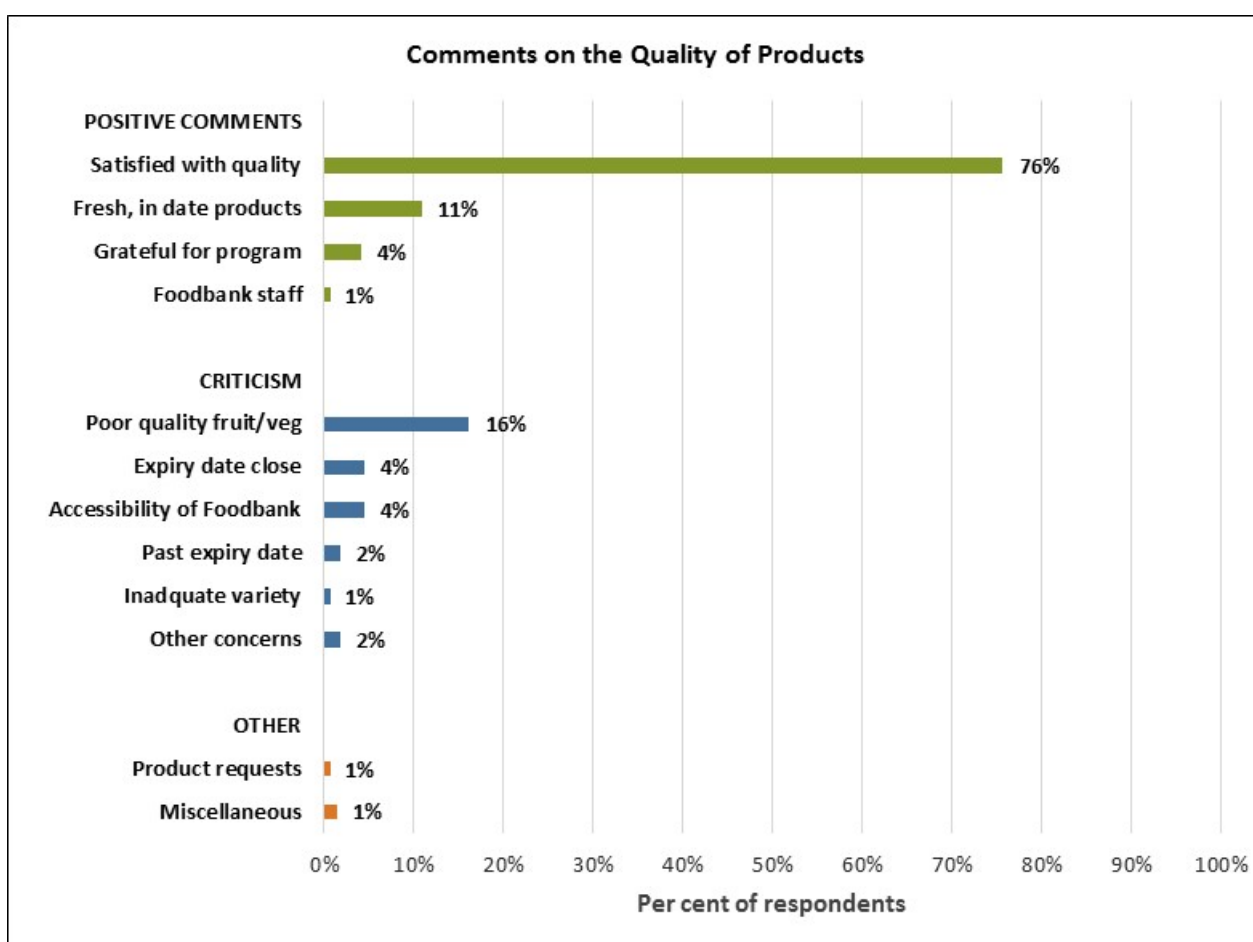


Figure A1.16: Types of comments regarding the quality of Foodbank SBP products (per cent)

POSITIVE COMMENTS

Satisfied with quality

All the products I have received from Foodbank have always been of high quality. The packaging of the food is always in good condition and I have never had a problem with the food itself. (Perth, Metropolitan)

All food arrives undamaged and in good eating condition and meets the children's dietary needs. (Wheatbelt, Provincial)

Foodbank provides our school with substantial quantities of food. The quality is also good and the fruit is always fresh. (Mid West, Provincial)

Great products, always on time. (South West, Provincial)

I have found the quality of products supplied by Foodbank to be excellent this year. (South West, Provincial)

Quality has always been very good and the products are great (Goldfields-Esperance, Remote)

Always happy with the quality of food that we are provided with, very efficient. (Kimberley, Very Remote)

All products are received in good condition and are appropriate. (Kimberley, Very Remote)

Fresh, in date products

We find the quality of the fruit and vegetables of a high standard. They are given to students soon after collection from Foodbank so any concerns over their perishability is not relevant, Any surplus fruit or vegetables is given to the Hospitality department to make soup etc. which is later given to students at lunchtimes. As for packaged items, we find the quality to be good. Again, any concerns we might have with a "use by" date is irrelevant because we distribute the items to the students soon after collection from Foodbank. (Perth, Metropolitan)

Fruit is always fresh and seasonal. (South West, Provincial)

All food arrives undamaged and in good eating condition and meets the children's dietary needs. (Wheatbelt, Provincial)

Quality is good and use by dates have a good date range. (Goldfields-Esperance, Very Remote)

Grateful for program

A fabulous service that is greatly appreciated by staff and students (Perth, Metropolitan)

We are extremely appreciative of any food we are able to source through Foodbank. (Mid West, Provincial)

We as a school appreciate all the food we get from Foodbank WA as it has been beneficial to helping students concentrate and be focused in class. (Wheatbelt, Provincial)

We are very pleased with the quality, it feeds our students when they may have never had a meal for 2 - 3 days. The students feel so full and they can concentrate more on their work. (Gascoyne, Remote)

Foodbank provide a valuable service to struggling families in remote locations (Mid West, Very Remote)

Foodbank Staff

Delivery is always prompt. Contact with staff is always pleasant. (Gascoyne, Remote)

Friendly staff and eager to serve you (Goldfields-Esperance, Provincial)

NEGATIVE COMMENTS

Poor quality fruit/veg

All OK. The only questionable quality was the fruit and veg sometimes so we stopped using it. (Perth, Metropolitan)

I would love to be able to give a 'Very Good', but for the fresh fruit: When we have received apples, 90% are bruised / over-ripe and not fit for consumption (and therefore thrown out). Otherwise, the quality is excellent and absolutely no complaints! (Perth, Metropolitan)

Sometimes the fruit supplied is not fresh or can only be used for cooking. Other products are great. (Great Southern, Provincial)

The fruit is not always of good quality. mouldy at times (Mid West, Provincial)

Some fruit is not edible when received at the school (Wheatbelt, Provincial)

Sometimes by the time the fruit reaches us some needs to be thrown out or cooked due to being bruised, however it usually tastes better than shop bought fruit. (Wheatbelt, Remote)

Whilst the package food is excellent, often transport delays have resulted in fresh fruit being less than excellent. We have to go through it all and wash and dispose of spoilt food. We are also fortunate to have refrigeration facilities which assists in keeping the food for longer. (Wheatbelt, Remote)

Expiry date close

Quality is good, but some are close to date. (Perth, Metropolitan)

Sometimes the cold items are very close to date or out of date which therefore cannot be given to the student. (Perth, Metropolitan)

Some of the food may be used by the day we receive it or within a day (yogurt), overall the quality of the fruit and vegetables are good (South West, Provincial)

The fresh fruit received is often very green which allows us to store it, but we can't use it straight away. Some products have been very close to 'Use By' date which can be an issue as we work from our Home Economics room which has fresh food policies (Wheatbelt, Provincial)

Past expiry date

Sometimes the food is off use by date. Otherwise it is such a great support to enable us to provide food for the student which cost us hardly anything! (Perth, Metropolitan)

Some of the products are past the best before date. We are situated 1 1/4 hours' drive from the Foodbank so stocking up items is sometimes difficult. (Perth, Metropolitan)

Accessibility of Foodbank

As we are outside Perth, it is difficult to access fresh produce through Foodbank. We do access this locally. (Wheatbelt, Provincial)

The food is always of a high standard - unfortunately we cannot utilise the perishable products as Karratha is remote (Pilbara, Remote)

A1.3.4 Delivery of Products

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 products delivered to their school. Four main rounds of orders are coordinated by Foodbank per year so that schools receive a 'term pack' during the first few weeks of each term. Additional mid-term orders are available on request. Supply of perishable foods to these remote schools is subject to availability and factors such as transport times and product use by dates.

Improvements to Product Delivery

Within the 2016 SBP sample, 107 schools (33%) qualified for delivery. Of these, only 10 schools (9%) indicated that they would like to see improvements to Foodbank's delivery processes. Five of the schools mentioned they would like more regular delivery of products. For some, this was in order to have more regular access to fresh or perishable items such as bread, fruit and vegetables:

More regular deliveries. (Mid West, Remote)

More regular services, frequency. (Goldfields-Esperance, Remote)

More than once a term, so that we get more bread/fruit/veg throughout the term. (South West, Provincial)

Provide two food drops (bread) per term instead of one. (Great Southern, Provincial)

Regular fresh fruit delivery. (Wheatbelt, Provincial)

Our geographic isolation! We would love to have fresh food that we can freeze delivered - we have asked to have our delivery sent to another school for us to collect so that we can receive the fresh food. (Gascoyne, Very Remote)

Three of the schools noted that they would like to be notified when the food products have left the transport company depot so that they have a better idea of when their order will arrive:

Ask the drivers to contact the Administration before dropping the pallet as when they do it in wet or hot weather, staff are unable to move the product immediately which detrimental to the products on the pallet. Also, it would be better if they can drop off closer to the storage area rather the other end of the school. (Wheatbelt, Provincial)

Give a rough guesstimate as to when they will deliver e.g. Tuesday afternoon. (Goldfields-Esperance, Remote)

Ring us when it has left the depot so we are aware of it perhaps sitting in a warehouse somewhere in town. (Wheatbelt, Remote)

Finally, one school expressed the view that “with funding being short in schools, pay for it to be delivered to the remote schools. (Goldfields-Esperance, Very Remote)”. Since this school does receive the Foodbank term packs containing core (non-perishable) products, it is assumed the comment refers to delivery of perishable products.

A1.4 Additional Products and Resources

The following sections report results relating to the ‘value-adding’ that schools bring to the School Breakfast Program through the provision of additional food products, more comprehensive breakfast menus, and access to other food programs.

A1.4.1 Provision of Additional Food Products

A large majority of schools (77%) supplement the products provided by Foodbank for their SBP. As shown in Figure A1.17, this is true even for schools in remote (779%) and very remote (72%) regions.

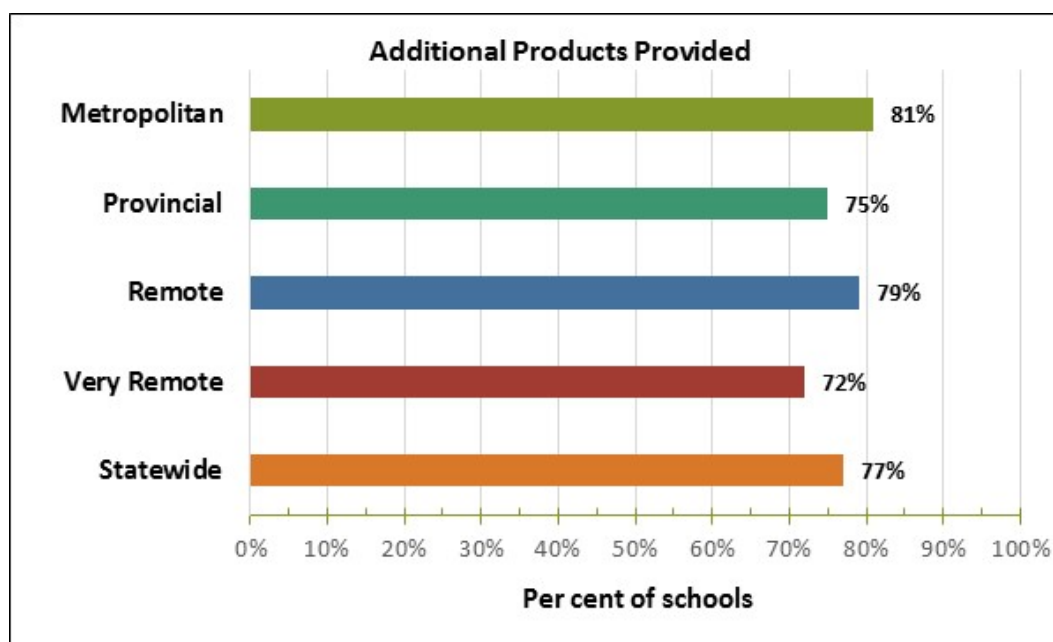


Figure A1.17: Percentage of schools that provide additional products for their Breakfast Program

Types of Additional Products Provided

Schools were asked to indicate the types of additional food products that they provided for their SBP students in 2016. Figure A1.18 shows the types of products – grouped according to the categories of fruit/veg, protein foods, carbohydrates, spreads and condiments, drink products and other. Products provided by more than 50% of the schools include: butter or margarine (87%), milo or other chocolate drink product (71%), and bread/toast (65%). Other commonly provided products were: sweet spreads (jam, honey, etc. – 48%), cheese (45%), eggs (40%), fresh fruit (40%) and flour/pancake mix (38%).

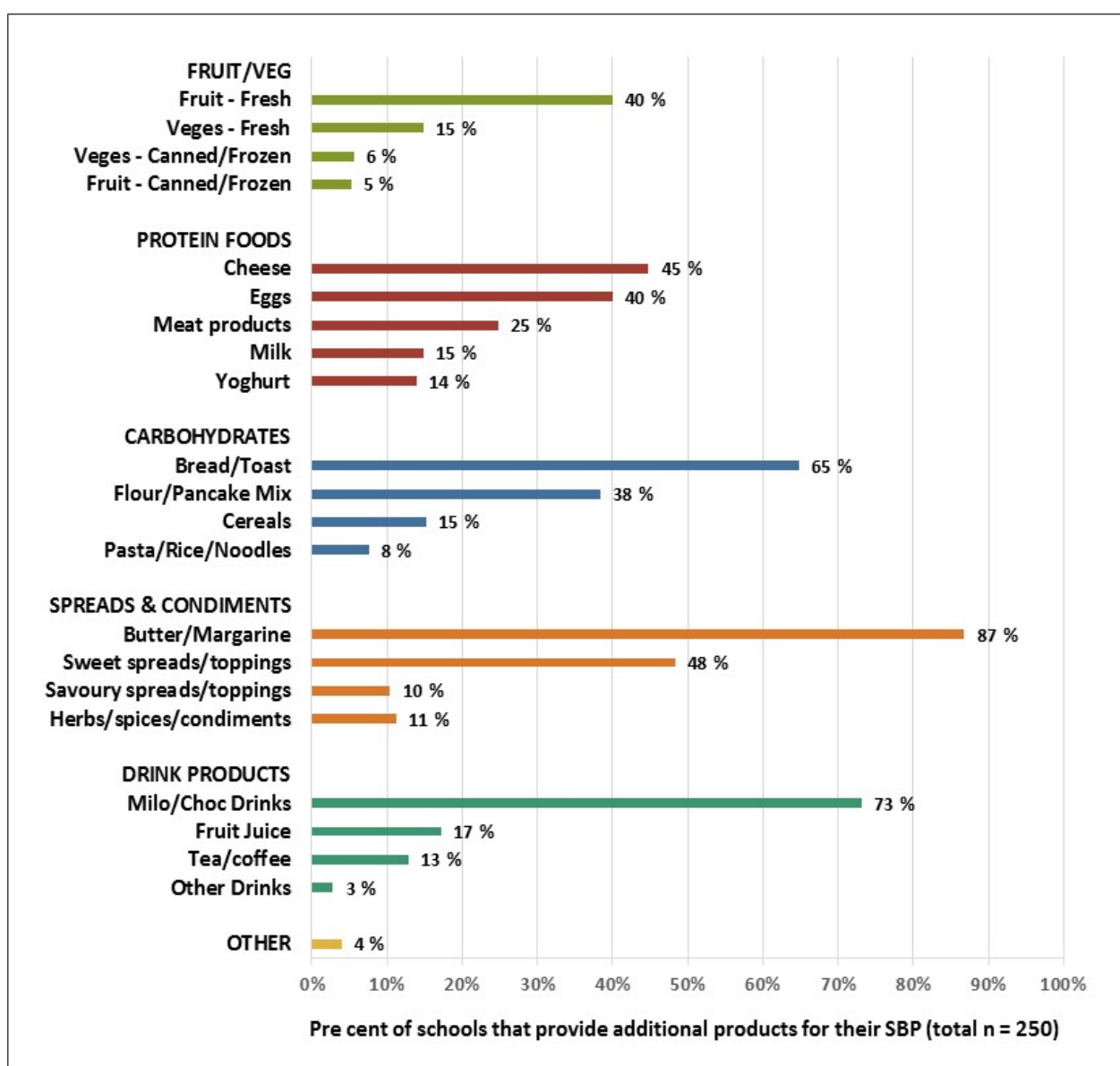


Figure A1.18: Types of additional products provided by schools for their Breakfast Program

Source of Additional Food Products

Schools were also asked to indicate how they source the additional products. As is evident in Figure A1.19, many schools rely on more than one source. Use of school funds (74%) was the most commonly cited source, followed by funding of donations from members of the school community (41%). Almost a quarter of schools receive product donations from a local grocery store, such as IGA. In some schools (5%), teachers, chaplains or other school staff purchase the products using their own money.

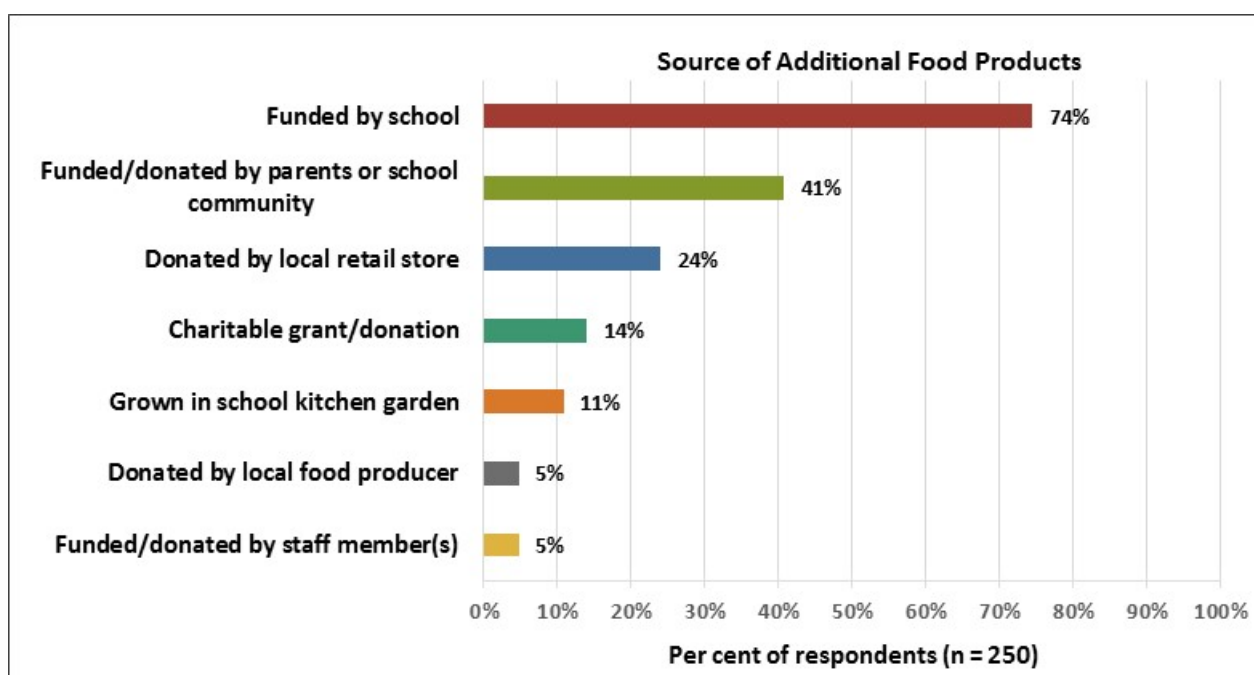


Figure A1.19: Source of additional products provided by schools at their SBP (per cent)

A1.4.2 Provision of Hot/Cooked Meals

To develop a more detailed understanding of the different ways in which SBPs are run, schools were asked whether they offer hot (cooked) food options for their students. Overall, 69% of schools indicated that they do. Geolocation did not seem to be an influencing factor. As shown in Figure A1.20, the proportions of schools offering hot/cooked breakfasts range from 62% in metropolitan and very remote schools to 71% in provincial and remote schools.

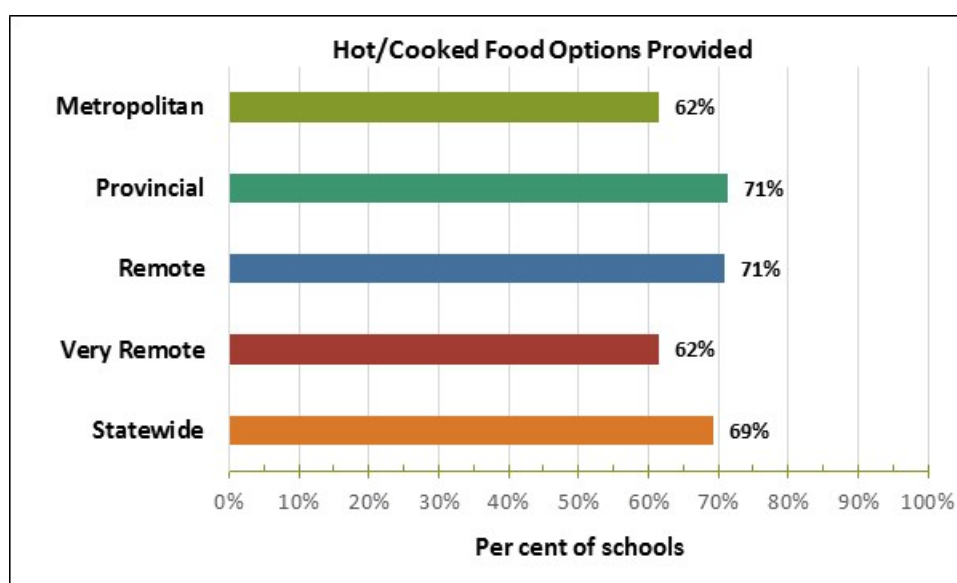


Figure A1.20: Percentage of schools that offer hot/cooked food options, by geolocation

How Often Provided

Of the 223 schools that did provide hot/cooked meals for their SBP in 2016, 63% indicated they did so on each of the days that their SBP operates (see Figure A1.21). A further 20% provided hot/cooked meals on a weekly basis, but not every day (e.g. 'twice per week', 'Tuesdays and Thursdays only', 'every Friday', etc.). Smaller proportions provide hot breakfasts once or twice per term or for special occasions or events, such as community breakfasts. For others, hot foods are only provided during cooler weather or Winter months.

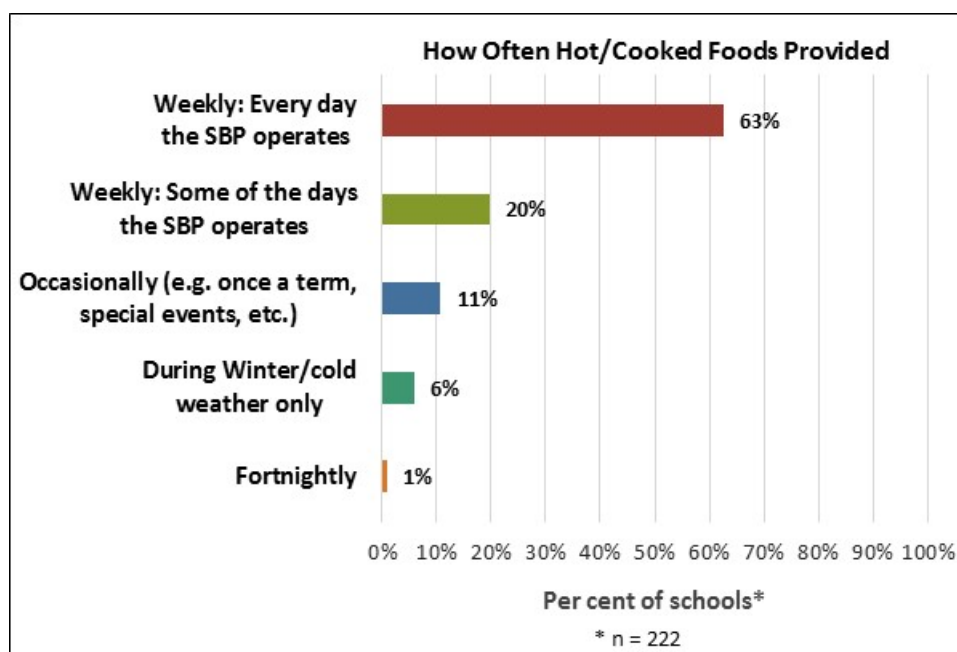


Figure A1.21: How often schools provide hot/cooked food options for their Breakfast Program (per cent)

Types of Cooked Meals Provided

For most schools (66%), the hot/cooked foods provided include the tinned baked beans and/or spaghetti provided by Foodbank. These are typically served with toast or as 'toasties'. Egg-based meals are also commonly provided (37% of schools) in the form of scrambled or boiled eggs, omelette or quiche. Some schools supplement the eggs with meat-based products such as bacon, ham or sausages (13%) and/or vegetables such as mushrooms, tomatoes, avocado or baby spinach (5%). Cheese is commonly added to egg dishes or provided in the form of cheese toasties (6%). Carbohydrate-rich foods such as pancakes, pikelets or muffins are offered by approximately 13% of schools. For a small percentage of schools (11%), toast is the only hot/cooked food provided.

A1.4.3 Access to Other Food Programs

Only 15 schools indicated they receive food or meals through another food/breakfast program. Four were accessing food through SecondBite – a program conducted in partnership with Coles. Others included Manna – a Perth-based charity that provides meals for disadvantaged individuals and families, OzHarvest – a perishable food rescue organisation, and EPIC [Empowering People in Communities] – an organisation based in the Pilbara that also draws on the SecondBite program. Examples of the responses are provided below.

Coles SecondBite

Coles SecondBite program - rolls, additional fresh produce is offered (Perth, Metropolitan)

SecondBite (Perth, Metropolitan)

Secondbite - there are two pickups a week and they offer a variety of food that supplements Foodbank. However, food is not always available. (Perth, Metropolitan)

As well as receiving food through Foodbank, we also get some donations from a group known as the Elvis Fan Club and have just recently registered with a program called Second Bite which is an off-shoot of Coles. SecondBite assist us with bread, 2nd grade fruit and veg (that they can no longer sell) and some tinned products that are dented (that they are also not allowed to sell). These help with some of the cooking groups, Breakfast Club, Crunch & Sip etc. as Foodbank may not always have some of the products that may be needed at the time. (Great Southern, Provincial)

Other

Accessing Harvest Fresh - fresh fruit and some snacks. (Perth, Metropolitan)

City of Mandurah. They co-ordinate the programs in the area and the volunteers (Peel, Provincial)

OzHarvest (Perth, Metropolitan)

Food Rescue. To supplement the fresh fruit and vegetables and bread items. That said, often the fruit and vegetables are past their reasonable eating phase. We make banana bread with the over ripe bananas and guacamole with the over ripe avocados. We bought a freezer to store bread products when we are fortunate enough to receive these (Perth, Metropolitan)

Red Cross, at risk community. (Perth, Metropolitan)

Rotary subsidize our fruit and vegetables for our crunch and sip program. (Wheatbelt, Provincial)

[A] Christian Centre provides us with a weekly food parcel. (Mid West, Provincial)

The school offered breakfast 3 days per week. Our School was approached by Manna and after negotiation was introduced to a commercial company that wished to become involved with their broader community. Jason windows now assist with manpower and funding two days per week. As such breakfast is now able to be offered 5 days/week (Perth, Metropolitan)

We get bread from EPIC [Empowering People in Communities] as we do not have access to bread through any other means (Pilbara, Remote)

Two students receive HACC [Home and Community Care Program] lunches (Goldfields-Esperance, Very Remote)

A1.5 Integration with Other Programs and Initiatives

A1.5.1 Participation in 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.

Almost half (49%) of the SBP sample indicated they were registered Crunch&Sip schools. The breakdown by geolocation (Figure A1.22) shows very remote schools were less likely to be registered for Crunch&Sip. Access to fresh produce may be a factor, but as very remote schools typically have a school-wide focus on health, they may not see the need to participate in additional programs.

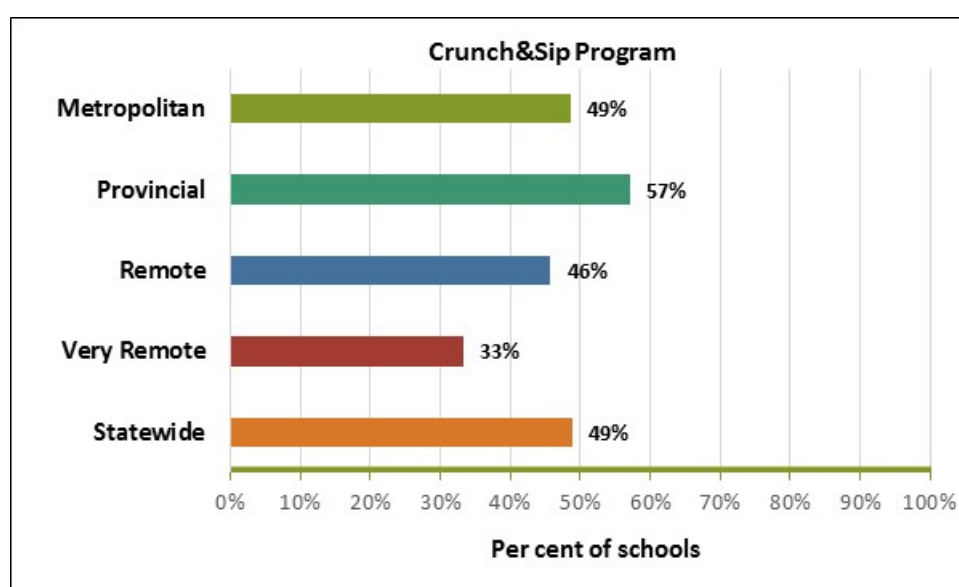


Figure A1.22: Percentage of schools registered for the Crunch&Sip program, by geolocation

Use of Foodbank Products for Crunch&Sip

The Crunch&Sip schools were also asked whether they utilised free fresh fruit and vegetables supplied by Foodbank for their program. Of the 158 schools, almost 45% statewide utilise the Foodbank products. As shown in Figure A1.23, the proportions vary considerably according to geolocation since remote and very remote schools are typically not able to source perishable products from Foodbank on a regular basis.

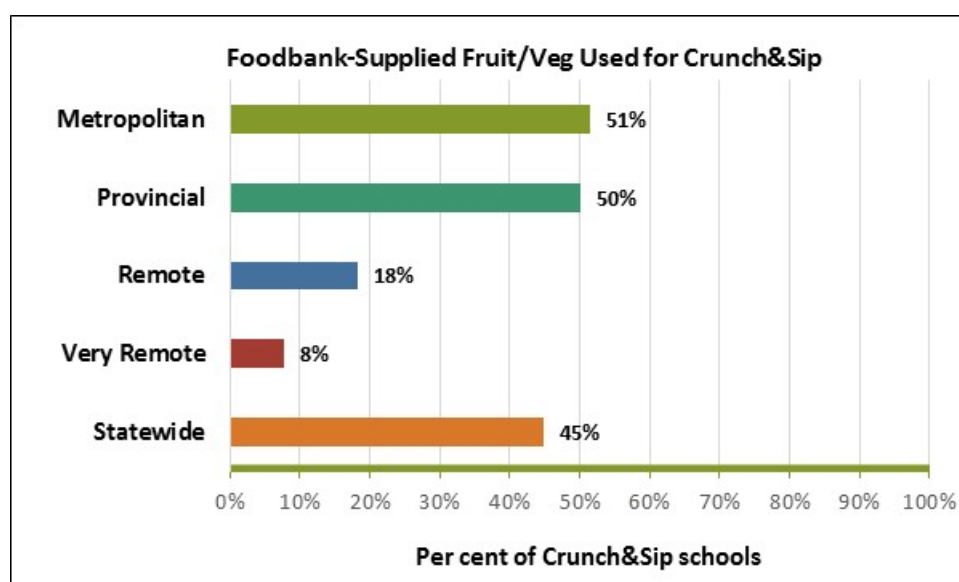


Figure A1.23: Percentage of Crunch&Sip schools (n=158) that utilise Foodbank-supplied fruit and vegetables for their program, by geolocation

All but four of the schools that use Foodbank products for their Crunch&Sip program commented on the benefits of having ready supplies of fruit and/or vegetables. The key benefit was inclusivity – that is, students who can't or don't bring fruit from home are still able to participate. For example:

It means children have access to fresh fruits they may not be getting at either home or breakfast club. All children are provided with fruit if they don't have any for crunch n sip it is shared throughout the whole school and it makes children fit in with their peers. And children are able to have able to have 1-2 pieces of fruit required in their daily diet. (Perth, Metropolitan)

Foodbank products are a huge benefit for the operation of Crunch & sip as not all students are able to attend with a piece of fruit or veg, but are quite happy to sit with the group and feel included when they are able to be given a choice of something to eat, be it fruit or veg that has been provided by Foodbank. (Great Southern, Provincial)

We quite often have students who do not bring fruit so without Foodbank fruit they would regularly have nothing for Crunch and Sip. Two boxes of fruit go in about two or three days so this indicates that there are a lot of students without fruit each day. (South West, Provincial)

Some schools noted that supply of the fruit and vegetables is not guaranteed:

Allows those children that don't bring in fresh fruit to access fresh fruit. We don't always have this available though - depends if someone can get to our Foodbank warehouse which is 50km away. (South West, Provincial)

Not much advantage as we are in the country and fresh fruit and vegetables are rarely available. (Wheatbelt, Provincial)

Others pointed out the general benefits of the Crunch&Sip program in terms of the health and nutritional benefits for students and increased capacity for learning.

Students are more focused on their learning as so many more of them are participating in crunch and sip. Our older male students are eating a lot of the fruit during the morning, and therefore saving their lunch for lunchtimes, which was one of our main reasons for applying. (Perth, Metropolitan)

Children are nourished to start the day if they have had no breakfast or little tea. Fruit is offered which may not be part of their daily food intake. Allows for greater concentration and wellbeing. (Mid West, Provincial)

Students get to have small breaks which is sometimes needed to refocus and remain on task, it has also helped the students that have come to school without any food. (South West, Provincial)

A crunch and sip break allows the student to re-focus and provides them with a nutritional snack to keep their energy levels up and for those who haven't eaten breakfast is their first source of food for the day. (Wheatbelt, Provincial)

A1.5.2 Use of Superhero Foods Resources

Superhero Foods is an approach to nutrition education developed by Foodbank WA for primary school aged children. The Superhero Foods characters are used to deliver key messages about healthy eating and aim to empower students to make healthy lifestyle choices. A range of resources are available, including lesson plans linked to the Health and Physical Education (HPE) learning area of the Australian Curriculum, recipe booklets, placemats for use in the classroom or SBP, cards, games, storybooks, clip art and printable posters. Resources are made available via a dedicated website. While all schools can register for Superhero Foods and gain access to the resources, they are made available for free to SBP schools. Primary students that participate in Food Sensations may be introduced to Superhero Foods through lessons such as 'Joe's Food Choices', 'Homemade vs Takeaway' and 'Australian Guide to Healthy Eating Race'.

Thirty per cent (95 schools) of the SBP sample said they included Foodbank's Superhero Foods resources in their SBP, with remote and very remote schools (33%) a little more likely to do so (Figure A1.24).

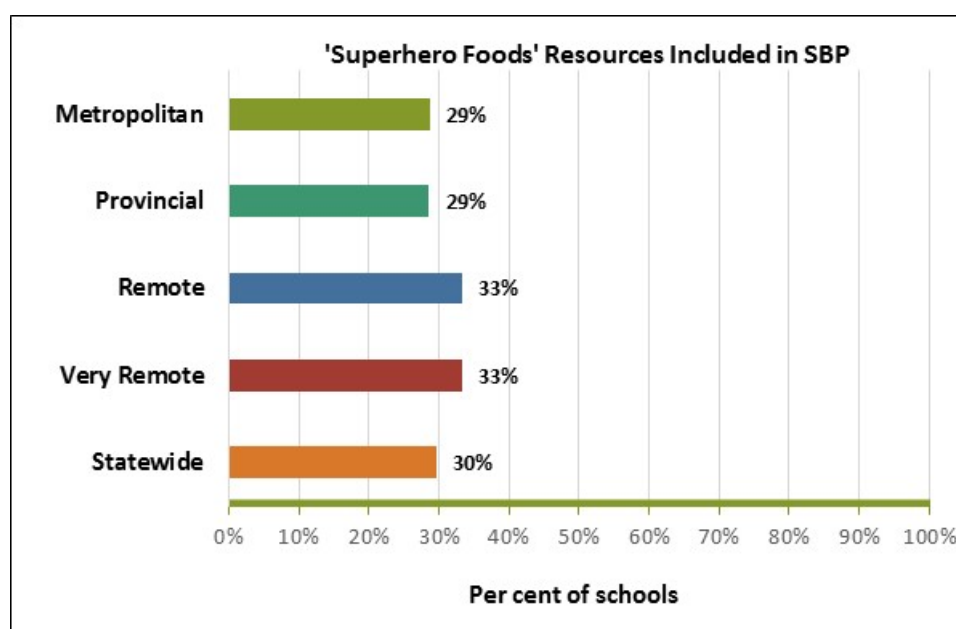


Figure A1.24: Percentage of schools that include 'Superhero' foods resources in their SBP, by geolocation

Most of the schools indicated they use the Superhero placemats and display the posters around the school and/or in the area where Breakfast Club is held. These can be the source of reminders or discussion about healthy eating. For example:

The placemats are used every day. The kids love looking at them and it gets them talking about healthy options. (Perth, Metropolitan)

We have posters up around the room, and teachers use them in the classroom when appropriate (i.e. lessons on healthy eating). (Perth, Metropolitan)

Superhero food resources are put up around the school to encourage students to eat healthy. (Wheatbelt, Provincial)

We have information posters placed around the area where breakfast club takes place. We have also made up some extra information posters using info from the web site to make extra posters. Periodically in the mornings I will refer to the posters and remind students why breakfast is important. (Wheatbelt, Remote)

Placemats are used at breakfast which the students interact with. (Mid West, Very Remote)

Posters are displayed and conversations centre around the superhero foods and how the kitchen garden grows vegetables. (Kimberley, Very Remote)

Some schools also use the Superhero Foods playing cards and/or books:

We have Superhero Foods story books and the cards in the program and the cards [were] the most effective one. (Perth, Metropolitan)

Superhero food cards are played with, book is in room for students to read if they like. (Great Southern, Provincial)

Each class has a set of the super foods cards to use within their classroom. (Kimberley, Very Remote)

In terms of the benefit or effect of using Superhero Foods resources, 16 schools (or 18% of those that incorporate Superhero Foods resources) were unsure or felt it was relatively limited. For example:

Very little. After the first few uses, students were used to seeing them and paid less attention to reading them. (Great Southern, Remote)

Small impact. Children mostly know the better food options and eat the healthier food provided. Children eat what is provided from home regardless of quality. (South West, Provincial)

However, the majority felt that the resources helped to heighten students' interest and/or awareness or provided a stimulus for discussion about healthy eating. The following comments are illustrative of the positive impact that the remaining 70 schools reported:

I think it makes some students at least consider what they're eating, especially when they see the "You are what you eat" slogan with the different food groups mentioned. As part of their Health class, I'm confident that it would have some effect on actual diet and behaviour. (Perth, Metropolitan)

Great effect as far as conversations between students as well as they love trying to solve the puzzles on them. (Great Southern, Provincial)

From an early age it introduces the idea of bad and good foods to students and younger siblings of students that attend breakfast club. (South West, Provincial)

The placemats create conversation about healthy eating. (Wheatbelt, Provincial)

It makes the students aware of healthy foods and gets them talking about them. (Mid West, Very Remote)

Happy and entertaining and makes the kitchen a fun and child centred atmosphere to encourage sense of ownership and community. Plastic tablecloths menus and art surround the walls of the outdoor dining area. (Kimberley, Very Remote)

A1.5.3 Integration of SBP with Other Classroom Programs/Activities

To better understand the value of the SBP to schools, survey respondents were asked whether it is integrated with other school or classroom-based activities and/or programs. As shown in Figure A1.25, 40% of schools statewide do integrate the SBP to some extent, varying from 33% to 49% in different geolocations.

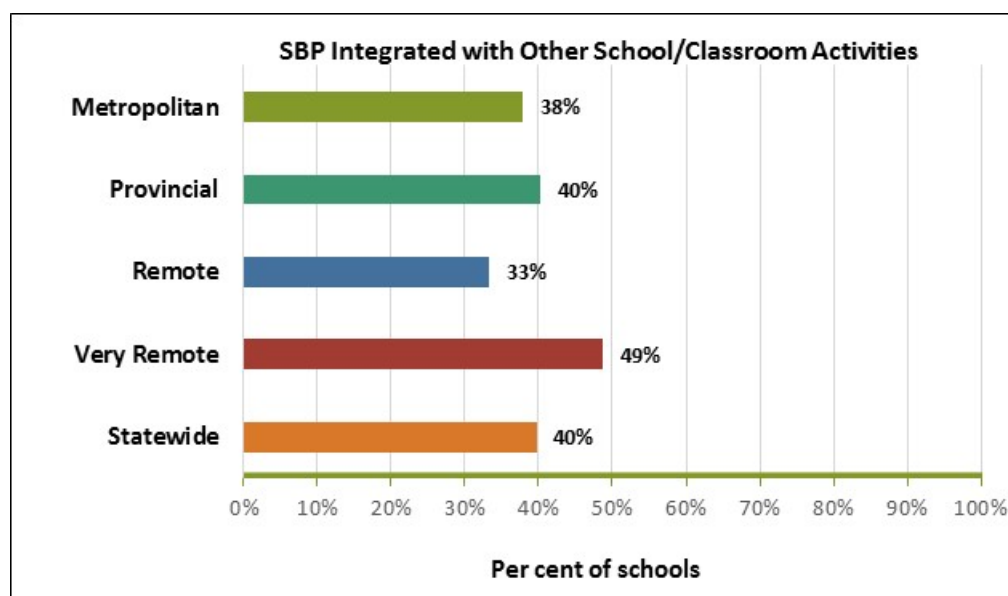


Figure A1.25: Percentage of schools that integrate the SBP with other school or classroom-based activities/programs, by geolocation

The comments provided by respondents highlighted the much wider reach that SBPs can have within schools. The responses were grouped into themes and are provided below along with indicative examples.

Health and Physical Education (HPE) learning area; school-based health programs

Discussions of Food Pyramid, healthy foods and diets, importance of starting the day with a healthy breakfast is discussed with students - especially with the Health teacher. (Perth, Metropolitan)

As part of our health and nutrition classroom program. (Perth, Metropolitan)

Into Health Education curriculum - Nutrition unit. (Mid West, Provincial)

We use Breakfast Club as a reward and encouragement for students to participate in Tuesday / Thursday Smelly Shoe Club - this is where students run, walk, jog around the school oval for 15 minutes at their own pace from 8.20-8.35am. (Peel, Provincial)

The resources on the website used in health curriculum. (Wheatbelt, Provincial)

Benefits are reaffirmed in health classes. (Wheatbelt, Remote)

Forms part of the whole school health and nutrition strategy. (Goldfields-Esperance, Remote)

We supply fresh fruit at recess and multi vitamin each day. This plus the breakfast program is part of our whole school health program. (Kimberley, Very Remote)

Health and PE activities, displayed around school and in community shop. (Kimberley, Very Remote)

In HPE classes for upper primary/secondary. (Kimberley, Very Remote)

Food Sensations

Food Sensations - we ran sessions for students and our Community Nurse has been leading sessions for parents in conjunction with Foodbank. They have been very worthwhile and have resulted in parents from our feeder primary schools attending. (Perth, Metropolitan)

We have had cooking workshops provided by Foodbank at our school. Students were able to learn about healthy foods and taught how to prepare a variety of healthy meals and snacks. (Perth, Metropolitan)

Healthy [Food] Sensations visits to Foodbank. Cooking classes at the school. (Perth, Metropolitan)

Use the Food Sensations programs. Link this nutritional information into health lessons. (Perth, Metropolitan)

Health lessons. A nutritionist associated with Foodbank gave an outstanding talk to students about superfoods. We now use the term 'superfoods' during health lessons and incidentally. (Peel, Provincial)

We have regular dietician sessions around cooking and healthy eating. (Gascoyne, Remote)

Training of staff through the Crunch 'n Sip and the Food Sensations visits and consequently school menus and ingredients chosen to reflect this learning. Cooking by students to reinforce healthy choices. Reinforced The Homemaker Kitchen the School Vegetable Garden and the weekly cooking and the communal dining area. (Kimberley, Very Remote)

Other learning areas/programs

We use it as an opportunity to practice our LOTE subject Auslan Sign Language and to give Hearing and Deaf Children an opportunity to socialise at school which is great for the deaf children as they live so far from each other and other signing people. This is also a great opportunity for students to learn and practice social table manners. Students can also collect Crunch & Sip from the breakfast club to have in class. (Perth, Metropolitan)

We held a Health & Wellbeing Expo in our school in August and we had a table with the Healthy Recipes booklets available for all year groups to take. (Perth, Metropolitan)

Often our teachers will incorporate cooking activities and healthy lifestyle activities into their learning programs. (Mid West, Provincial)

Cooking activities associated with Maths or History. (South West, Provincial)

Sometimes we use the breakfast club food to feed the students during mentoring programs. (Perth, Metropolitan)

Integrated curriculum such as Home Economics - cooking classes/science/art. (Goldfields-Esperance, Very Remote)

Some of the products are used in Maths/cooking activities (baking a slice for the Aged care using weetbix and oats). (Goldfields-Esperance, Very Remote)

School events/celebrations

Teachers use different products during excursions, camps, fun day, and classroom programs. (Perth, Metropolitan)

The surplus produce and products from the Breakfast Program are given to the Hospitality department. The students in these classes use the food items to produce soups and other meals for distribution to the rest of the students. Knowing the food is donated by Foodbank adds to the students' awareness of charitable organisations as well as the needs of homeless or low income families. (Perth, Metropolitan)

E.g. During Mental Health Week, Home Ec always provide a free lunch under the theme of "Food to Improve Your Mood". This year we provided approx. 100 meals of banana smoothies using donated bananas and Breakfast Club UHT milk and donated bread rolls filled with Breakfast Club baked beans or spaghetti. (Perth, Metropolitan)

Foodbank resources are used for whole school activities such as walk to school day breakfasts to promote healthy eating. (Perth, Metropolitan)

Community breakfasts once per term. (Goldfields-Esperance, Provincial)

Anzac biscuits made using oats - produced as part of our school ANZAC Day morning tea. (Wheatbelt, Provincial)

If there is any food left over at the end of the term we have a whole school shared recess or lunch so that no one feels left out or different. (Wheatbelt, Provincial)

The students cook lunch once a week for our school community. Each class has the opportunity to use what is in the kitchen to create a meal. (Kimberley, Very Remote)

Cooking classes

All classrooms run cooking classes and during this time, Foodbank food is incorporated. (Perth, Metropolitan)

Additional items received are included in the weekly cooking class by the teacher. Additional fruit is cut up and provided to students for additional healthy recess snacks. (Goldfields-Esperance, Provincial)

Products from Breakfast program are sometimes used in cooking classes or as examples. Place mats from the SBP are used. The teachers also use the recipes sometimes. It saves the school money and effort and provides the teachers with cheap healthy options in their cooking classes. (South West, Provincial)

Some classes incorporate a cooking class into the weekly timetable to encourage the kids to eat healthy and to work together as a team. (Wheatbelt, Provincial)

School has a cooking reward program on Friday and the students use food products as the basis for some recipes. such as Oats and Wheat Bix. (Goldfields-Esperance, Remote)

Breakfast Programme is integrated into cooking (through Design and Tech programme). (Kimberley, Very Remote)

Cooking classes taught by teachers. Valuable. (Mid West, Very Remote)

Life skills programs

Certificate II Community Services with a food focus. Students plan a menu for each term, prepare, cook and service breakfast to students as part of their evidence source work. They enjoyed and valued how they felt preparing and serving breakfast to students. The class decided to continue helping with breakfast club in their own time for a full extra term. (Perth, Metropolitan)

Independent Living Skills program. Cooking programs. (Perth, Metropolitan)

PCYC life skills program. After school cooking program. Fundraising for camp by cooking lunches by the students. (Mid West, Provincial)

Life skills /food sciences programs are run through the school. Students learn about portion sizes, sharing, table manners etc. (Peel, Provincial)

Life skills - learning how to make a sandwich or prepare a simple meal. Learning how to store food safely so it does not spoil. Learning how to clean up after yourself. Learning what is a healthy option to eat. (South West, Provincial)

Used as cooking goods for Life Skills classes with students with special needs. (South West, Provincial)

Kitchen garden program

We have a large kitchen garden where students grow and harvest foods and prepare snacks in the school kitchen. The food from Foodbank supplements this cooking program. (Perth, Metropolitan)

In conjunction with the school garden program. (Mid West, Provincial)

Used in our Seasons for Growth Program. (South West, Provincial)

A1.6 Impact of the SBP

An important aim of the SBP Coordinator survey is to elicit information about the impact of the SBP. This was approached via a series of items that focused on the effects on students' capacity for learning, personal and social capability, and social relations. Further questions focused on the impact of the SBP on school tone and environment, the overall functioning of the school at both the classroom and whole school level, and potential negative effects of the SBP. The results of these survey questions are presented in sections A1.6.1 – A1.6.8.

A1.6.1 Capacity for Learning

Ratings

Respondents were presented with a series of items and asked to indicate the approximate proportion of SBP students that were positively impacted by the program via a five-point Likert-type (ordinal) scale that ranged from 'all' (students) to 'None'. To assist the survey respondents, indicative percentages were also provided, as shown below. A separate 'Don't know' category (not part of the ordinal scale) was provided - acknowledging that it may be difficult to isolate or attribute the influence of a single program such as the SBP on student outcomes.

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

Nine items were used to elicit information about impact on students' capacity for learning, including: attendance, punctuality (2 items), readiness for learning, concentration, productivity, behaviour, and social skills. Ratings for individual items were provided by between 242 (75%) and 284 (88%) schools.

Figure A1.26 shows the percentage of responses for each category on the 5-point scale, per item. For all nine items, at least 64% of respondents indicated 'all' or 'most' of their SBP students had been positively impacted. 'Readiness for learning' received the highest proportions of 'all' and 'most' ratings (84%). 'On task concentration' and 'productivity in classwork' were also highly rated with composite 'all/most' scores of 81% and 78% respectively. 'Attendance' received the lowest 'All/Most' ratings (64%) and one of the highest proportions of 'Few/None' ratings (10%).

A breakdown by geolocation of the schools' combined 'all' and 'most' ratings is provided in Figure A1.27. Respondents from remote regions tended to give lower ratings than other regions. However, Pearson chi-square tests (appropriate for ordinal/categorical contingency tables) revealed no significant effect for geolocation.

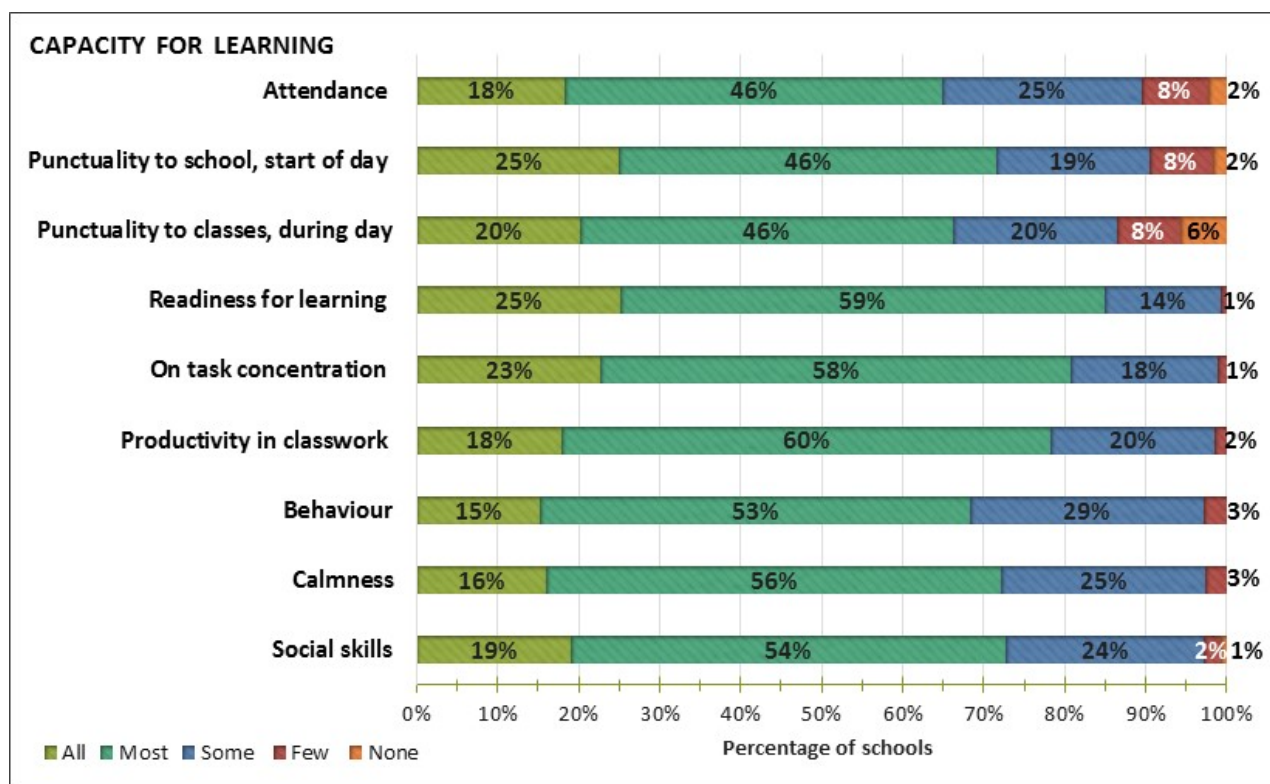


Figure A1.26: Perceptions of the proportions of SBP students positively impacted by the SBP in terms of capacity for learning factors.

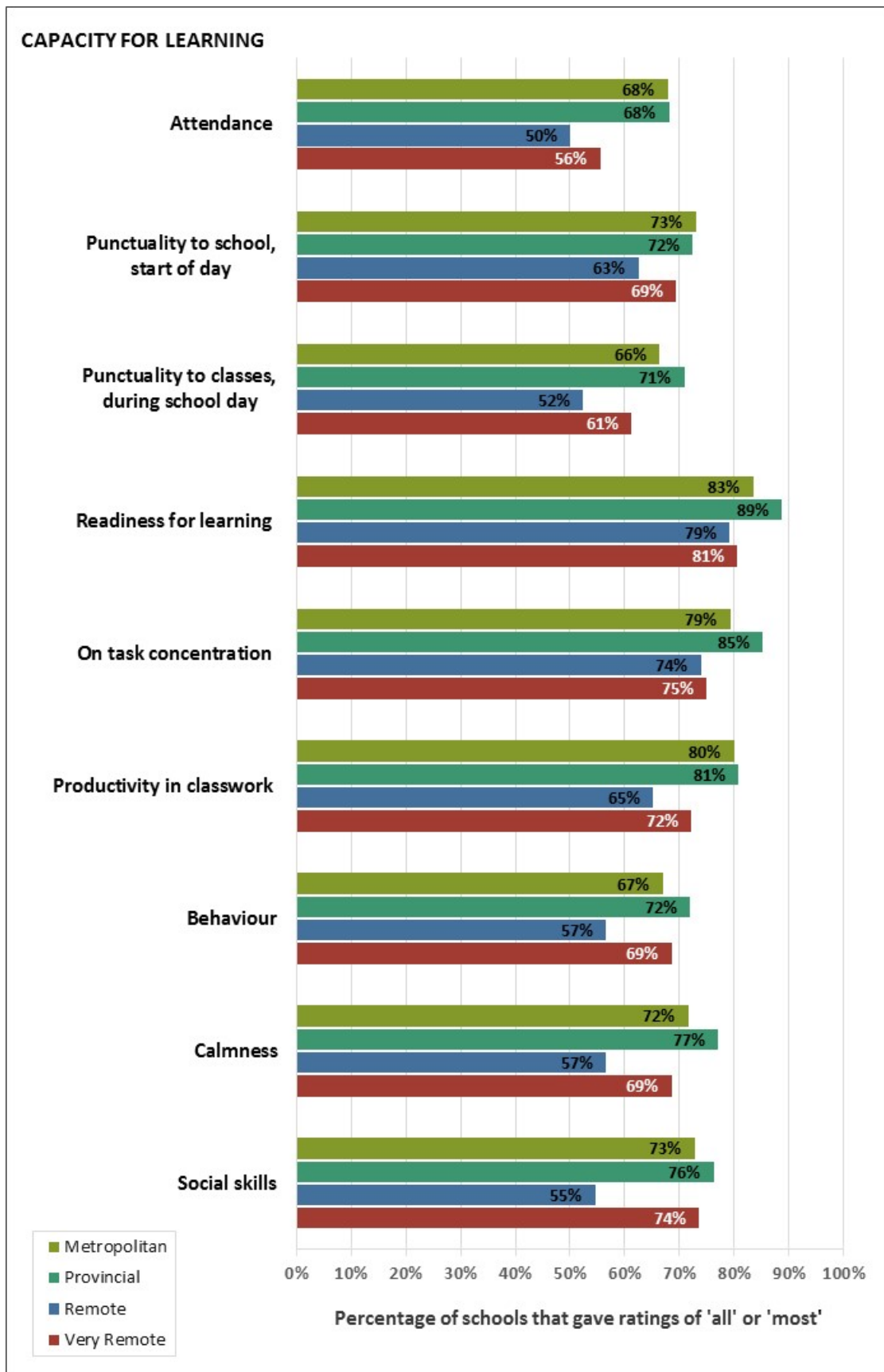


Figure A1.27: Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impacted by the SBP in relation to capacity for learning

Comments/Insights

A total of 191 respondents chose to elaborate on their ratings of the impact on students' schooling. Of these, 15% explained that they were not able to judge the impact. For example:

The Breakfast program, no doubt helps these children, given that some of them have nothing to eat at home. Unfortunately there are other issues such as lack of sleep, that also affects the child. So even though they come in and have a good breakfast, it doesn't mean that all "The Above" will improve. (Kimberley, Very Remote)

It is difficult to gauge the impact the Breakfast Club has on student performance in the classroom. Anecdotaly we could say there seems to be some impact on some students however a direct correlation has not been identified. (Great Southern, Provincial)

The main themes encapsulated by respondents' comments are shown in Figure A1.28. Indicative examples of comments for each theme are provided below the graph.

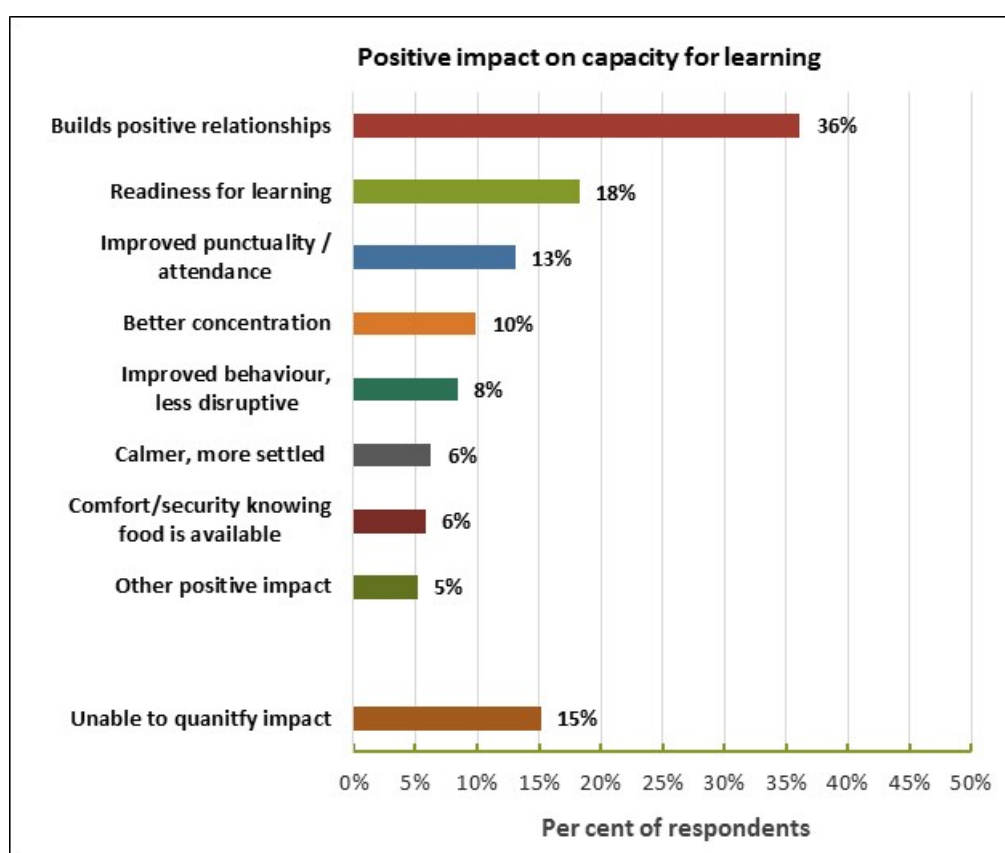


Figure A1.28: Comments regarding positive impact of the SBP on students' schooling (per cent of respondents)

Builds positive relationships

Breakfast Club has a very social atmosphere, students have the opportunity to sit and eat with other students that they would not usually socialise with, over the course of the year it becomes the place to meet before school to have a chat and a laugh before going their separate ways for the day. Students who sometimes do not feel 'safe' at school come to Breakfast Club and the older students tend to take them under their wing with a smile and a chat, not all, but most students begin to feel comfortable and become part of the group. (Perth, Metropolitan)

The Breakfast Program helps to build positive relationships and goodwill among school community, the benefits of which flow into classrooms. (Perth, Metropolitan)

It builds a 'sense of community' at our small school. Parents attend with their children in some cases. (Peel, Provincial)

I have found the Breakfast club a good way of making a connection with students that otherwise weren't feeling included with the school and some of these students have found it a stepping stone to becoming more aligned with the rest of the school community. Some students that weren't attending regularly previously had said they come for Breakfast club day and I have noticed with great satisfaction that these students now attend school regularly although they don't attend Breakfast club all mornings like they used to. (South West, Provincial)

Children feel supported and that caring aspect has had a good impact on relationships. (Goldfields-Esperance, Remote)

I think that it has become a really good place for students to bond at the beginning of the day. Teachers are creating positive relationships with students that they may not normally have had a chance to get to know. I feel that it is a place where students come sometimes just to feel a sense of belonging with the school. (Pilbara, Remote)

Readiness for learning

Breakfast Club food allows all students to be school ready. (Perth, Metropolitan)

The provision of this meal (first for some, second for bus kids who may have left home before 7:00 am) is the single most successful intervention for broad spectrum improvements. I am earnestly attempting to see the program expand to at least three days per week and preferably more. (Great Southern, Provincial)

Having the energy to start the day and focus on the important literacy and numeracy skill development would not be possible if the students had not eaten. (Peel, Provincial)

Students will focus on work once they have had something to eat. (Gascoyne, Remote)

We find that the SBP is a big positive for our school as the students know that they can get breakfast at school when there is none available at home. The students are much better behaved and ready for learning when they are well fed. (Mid West, Very Remote)

Improved punctuality / attendance

On the morning the breakfast program operates the children who participate in the program generally attend on this day and if attending are punctual so they can access the breakfast. It is not possible to say the breakfast club has a direct effect on attendance, punctuality etc. for the other days of the school week. (Perth, Metropolitan)

...Some students that weren't attending regularly previously had said they come for Breakfast club day and I have noticed with great satisfaction that these students now attend school regularly although they don't attend Breakfast club all mornings like they used to. (South West, Provincial)

Students who have had a prior track record of being late to school or poor attendance have an improved attendance and punctuality once engaged in attending Breakfast Club. We teach and promote good social skills at all times during Breakfast Club, and see an improvement in this area in all students. (South West, Provincial)

It provides an incentive for students to get to school in time for a hot breakfast (Gascoyne, Remote)

At least when they have a good breakfast they will attend school and hopefully be able to learn something. (Kimberley, Very Remote)

Better concentration

Most students arrive at school via school bus services and as such have been up early and are hungry when they get to school. Recess is not until 10.50 and students struggle with concentration and productivity if hungry. (Peel, Provincial)

Teachers report that students are much more settled and have higher concentration levels after having breakfast each day. (Great Southern, Provincial)

It helps kids concentrate on schoolwork instead of an empty belly. It also shows a bit of care and attention to kids who don't see a lot of it in their daily lives. (South West, Provincial)

Most definitely we found that concentration and behaviour were much more improved when the children weren't hungry. (Wheatbelt, Provincial)

We do notice that if a student arrives at school late they may not be able to concentrate, so the breakfast program gives them a good start to the day. (Kimberley, Very Remote)

Improved behaviour, less disruptive

Ensuring students have been fed combats the ongoing issue of students coming to school hungry for a variety of reasons and then playing up/trying to be fed during class time. (Perth, Metropolitan)

We are able to discern behavioural and engagement differences when children come to school without breakfast. If children are unsettled or misbehaving when they come to school, the first thing we check is whether they have had breakfast. If not, we feed them and usually see an immediate improvement in student engagement, compliance and behaviour. (Perth, Metropolitan)

We can quite often tell when students have not had a breakfast. They are quite often restless, they have trouble focusing and sometimes are disruptive to other students in class. (Wheatbelt, Provincial)

Most students love the routine of coming to breakfast, chatting with staff, helping younger students make breakfast, then heading off to classrooms. Very positive impact on maintaining appropriate behaviour through the day (Great Southern, Remote)

We find that the SBP is a big positive for our school as the students know that they can get breakfast at school when there is none available at home, the students are much better behaved and ready for learning when they are well fed (Mid West, Very Remote)

Calmer, more settled

...One student in particular has been much settled this whole year on all of the above... despite circumstances being very challenging for this student. All the kids in the program seem to benefit on all of these, but it's really hard for me to say. (Perth, Metropolitan)

Some teachers have said some of the students are calmer (Perth, Metropolitan)

... I believe that the smooth start to the day and the supported transition from home (with the right staff in Breakfast Club) into school definitely supports students by lessening anxiety around the school day. Many daily concerns about uniform, equipment, forms etc. are sorted out in this time and relationships between students that may have been difficult the previous day are re-established and normalised: again lessening anxiety around the school day and so likely resulting in improved behaviour and learning. Knowing that this is what happens at the beginning of each school day is likely to encourage students who may be anxious to attend. (Great Southern, Provincial)

Students' level of anxiety and worry appear to be less after they have eaten a substantial breakfast. (South West, Provincial)

The students who benefit from the Breakfast Program are more settled at the beginning of the day which follows through the entire school day too. (Goldfields-Esperance, Remote)

Comfort/security knowing food is available

Emotional security knowing that their basic needs would be met at school. (Goldfields-Esperance, Provincial)

When food is short at home students are reassured that they can take some food home at the end of the day. One child recently asked me at least a dozen times during the day if he could take some porridge (oats) home! (Gascoyne, Very Remote)

I feel it is a comforting thought for students to know that if there is no breakfast at home there is always breakfast at school. (Goldfields-Esperance, Very Remote)

A1.6.2 Personal and Social Capability

Ratings

The impact of the SBP on students' personal and social capability was explored using six items, namely:

- Self-awareness (*recognising own emotional states, needs and perspectives*)
- Self-management (*using particular strategies to manage self 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

The response rates ranged from 233 schools (72%) for 'Increased physical activity' to 270 schools (83%) for 'Social management'. The percentage ratings for each item are shown in Figure A1.29. Overall, the ratings for personal and social capacity were lower than those for schooling. However, the ratings still reflect a generally positive impact with more than 50% of schools indicating 'all' or 'most' students were positively impacted. The exception was for self-awareness' which was rated 'all' or 'most' by 48% of respondents.

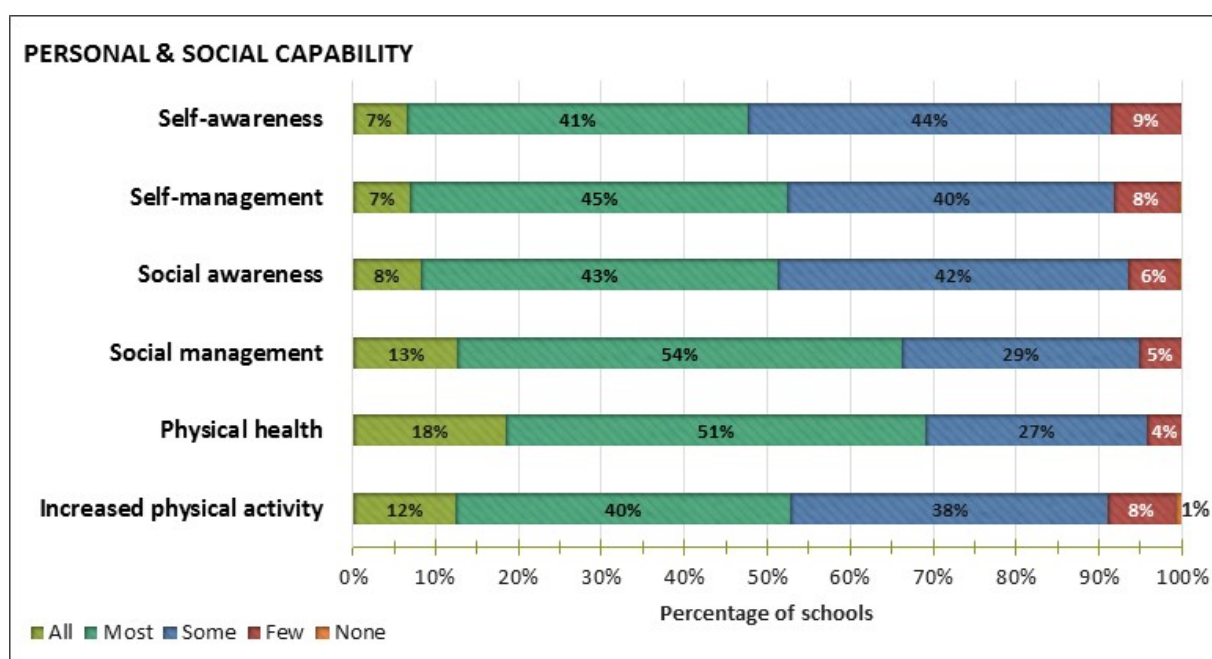


Figure A1.29: Ratings of the proportions of SBP students positively impacted by the program in terms of personal and social capability (per cent)

The mostly highly rated items were 'Physical health' (69% 'All/Most') and 'social management' (67%). The latter is consistent with respondents' comments seen earlier which emphasised the importance of the SBP in building positive relationships. Figure A1.30 provides a breakdown by geolocation of the 'all' and 'most' ratings combined.

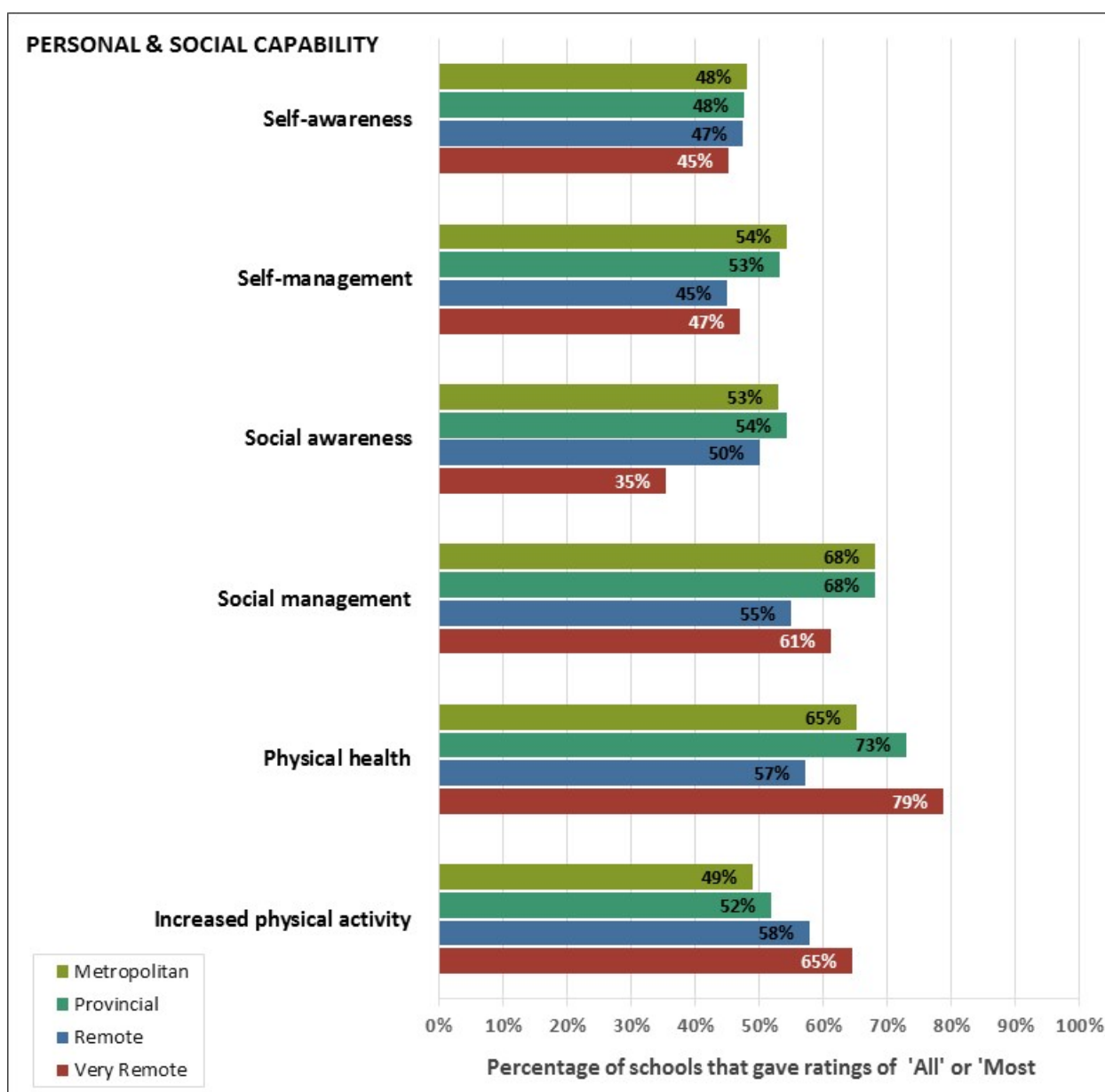


Figure A1.30: Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impact by the program in relation to personal and social capability (per cent)

Comments/Insights

Respondents were invited to provide further comments or insights about the impact of the SBP on students' personal and social capability. Comments were received from 154 schools, or 48% of the sample. More than half (62%) of the comments referred to the positive opportunities that the Breakfast Program provides for students to learn how to interact appropriately with others in a social setting. Some respondents also referred to physical health/activity benefits. Indicative examples of these are provided below.

Positive social interactions

A few of our particularly difficult boys have learned to behave in a more appropriate way with others due to their interactions with adults and other students at Breakfast club. Also some very shy children have begun to interact freely with the adults at breakfast club as well as with other children. (Perth, Metropolitan)

I have seen students helping each other to get their breakfast, particularly older students helping younger ones, and particularly the older students wanting to help with breakfast club. Many have become more patient and understanding about having to wait their turn to get food or drinks and not pushing in. There are many great social and emotional aspects to breakfast club including building greater community in the school. (Perth, Metropolitan)

Social management has most definitely shown an improvement. Dramatic improvement in confidence and social skills with several children. Mentoring by the older students of the younger children who are starting to come to breakfast club. Recognition of other people's needs. (Perth, Metropolitan)

... I can say that from the students who attend Breakfast Club, they all interact well with each other. From sitting at a table with their peers, they all get to know each other.....this includes them understanding their own boundaries, the boundaries of others. They all relate to each better and appear to be more friends (which in turn leads to less bullying) once they have shared a conversation and sat at the same table to eat. (Great Southern, Provincial)

The time that students get together to talk with each other and with staff definitely impacts their social development. (Goldfields-Esperance, Provincial)

Some students who can appear difficult in the school setting become caring and helpful in the family setting of breakfast club. (Wheatbelt, Provincial)

It's great for students to mix with others outside of their usual year group. Older students lead by example in this environment and it's great to see the dynamics between the ages, some older students have shown a great deal of responsibility and leadership to the younger students in this environment and I can see an awareness in them of the impact of their behaviour on the younger students. (Wheatbelt, Remote)

The school is integrated by having a school kitchen - The Homemaker - it provides nurture and nourishment and is a central meeting place. The routines around hygiene food preparation and socialising protocols are effective as the Kitchen assumes an important part of the ongoing conditioning of children from K - 10. Often students are encouraged to eat double portions to build up muscle and weight as under-nourishment can be seen. Adolescents particularly are at risk as are children with FASD due to lack of inhibitory control and scattered feeding patterns. (Kimberley, Very Remote)

Physical health / physical activity

Gives them energy for playing and also makes them happy. (Perth, Metropolitan)

Whilst it is hard to gauge the impact of some of these capabilities I believe that providing students with a nutritious breakfast and positive social interaction at the start of the day improves the physical health of every student attending, and this in turn increases the physical activity that the student does during the day. (South West, Provincial)

They are more willing to be involved in physical activity as they have increased energy. (Goldfields-Esperance, Remote)

We are a school that provides a lot of physical education and recreational activities and our students often eat fruit during the day from the supplies from the breakfast club to sustain the energy required to participate in those activities. (South West, Provincial)

I gave 100% to increased physical activity because if they arrive for breakfast they are also in time for the early morning PE program. (Kimberley, Very Remote)

A1.6.3 Social Relations

Ratings

A further three items were presented to survey respondents to gauge the importance of the SBP as a vehicle for building positive relationships between students and staff, between groups of students, and between students and the parents/carers and/or other volunteers that assist with the running of the SBP. As seen in Figure A1.31 below, social relations with school staff was rated the most highly, with 43% indicating that 'all' SBP students had been positively impacted and 83% indicating 'all' or 'most' were impacted. Social relations with SBP was rated similarly highly (83% 'all' or 'most'), though fewer schools indicated 'all' students had been impacted. The ratings for social relations with SBP volunteers were understandably lower since not all schools use volunteers in the running of their program.

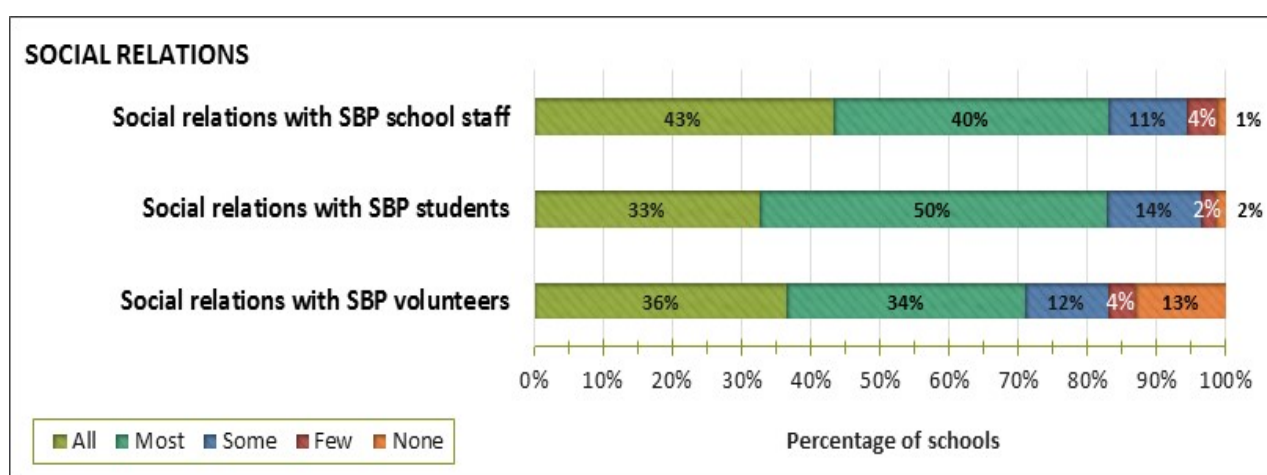


Figure A1.31: Ratings of the proportions of students positively impacted by the SBP in terms of their social relations (per cent)

Figure A1.32 shows the combined 'all' and 'most' ratings for each item, broken down by geolocation. Remote schools tended to give lower ratings than the other geolocations, however, Pearson's chi-square tests revealed no significant effect for geolocation, suggesting the differences are attributable to more than just the remoteness of the schools' locations.

Comments/Insights

Comments and insights about the impact of the SBP on students' social relations were received from 129 respondents (40%). Of these, the most common theme (29%) was the positive benefit of students being able to interact with staff in a more relaxed, social setting. Positive relationship-building with other students (18%) and volunteer helpers (12%) in the Breakfast Program was also strongly represented, while many other respondents made general reference to the positive social atmosphere that is generated by the SBP. Below are examples of the respondents' comments.

Social relations with school staff

The students and parents have loved engaging with staff and each other at Breakfast club. Students have loved the opportunity to sit and eat breakfast with the Principal. The at risk kids are often the ones who seek him out. Staff have enjoyed seeing the Principal being a part of the program engaging with students and helping out in the kitchen. At risk students have been targeted who require positive social interactions and thrive in the Breakfast club environment. (Perth, Metropolitan)

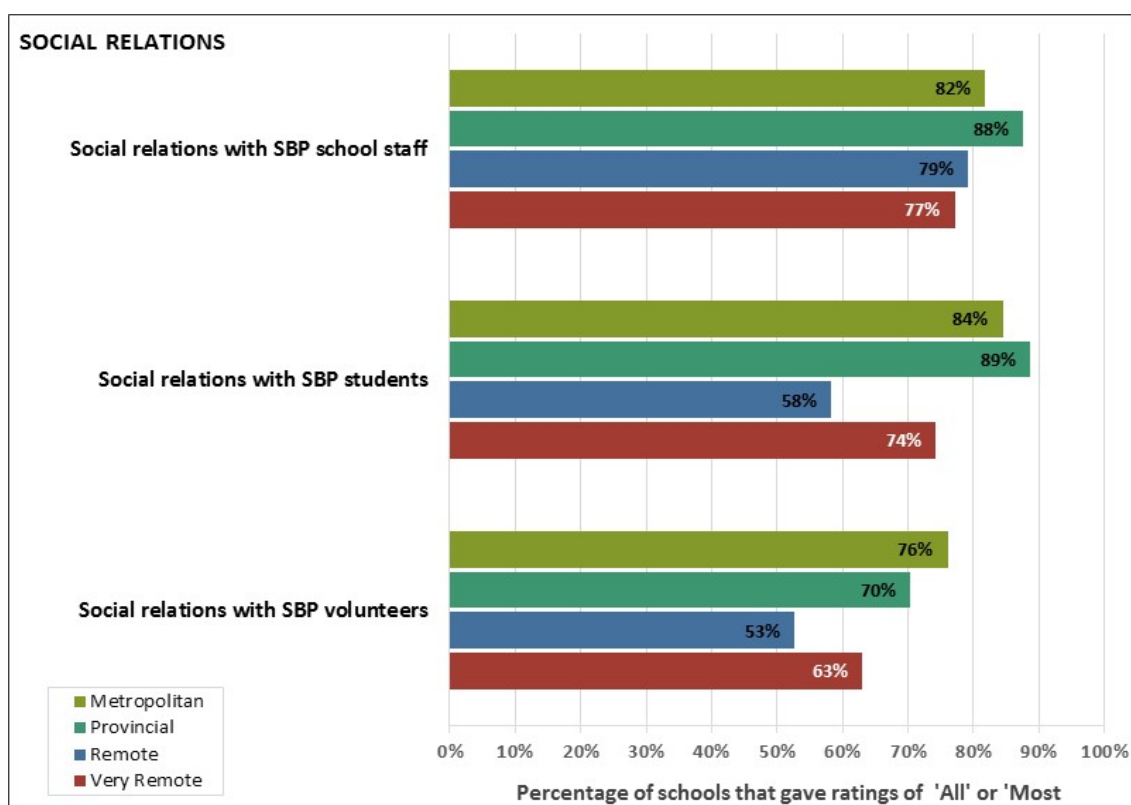


Figure A1.32: Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impact by the program in relation to social relations (per cent)

Social relations with school staff (Cont).

To know that school staff are ready to help and have the resources needed helps build relationships with these children in a very natural way and having this relationships benefits their all-round learning. (Perth, Metropolitan)

There are discussions that are much easier and less confronting we can have with kids when we The BP helps students to develop a trusting relationship with staff members. (Goldfields-Esperance, Provincial)

The breakfast program has a significant positive impact on relationships between students & teachers. We invite all teachers to be a part of this program. (South West, Provincial)

Breakfast program is a great opportunity for the children to socialise with staff before school. It gives them time to settle and prepare for the day. (Pilbara, Remote)

It provides a safe inclusive place in which students can establish new relationships with staff they do not usually mix with. As a school chaplain it provides me with the ability to touch base with students and see how they are going, outside of the usual class room setting. (Wheatbelt, Remote)

Students appreciate staff who help them to have breakfast - this results in good relationships between staff, students and parents. (Mid West, Very Remote)

Social relations with SBP students

The school breakfast program has improved social relations through the shared meal model in which children sit around tables to share meals and engage in conversation with other students and adults. There are opportunities to develop conversation skills, turn-taking, listening and discussion of issues. (Perth, Metropolitan)

The breakfast club program is set so the students can sit at a table with their breakfast and chat to peers around them - making it a pleasant social atmosphere. (Perth, Metropolitan)

All students appear to relate well with each other They have beautiful manners. (Great Southern, Provincial)

Giving the students the opportunity to mix socially with peers (we have no volunteers) means that they develop stronger relationships with a wider range of peers. Together, this helps the students to feel comfortable at school, which results in increased ability to learn. (South West, Provincial)

They have made new friends through being able to sit with students they might not have associated with normally. (Wheatbelt, Provincial)

They get to mix with others years that they would not normally mix with. They learn new social skills and learn what others are doing in the school. They often come to know older students and sometimes when things happen in the yard they feel more comfortable in going to older students for help. (Wheatbelt, Provincial)

When students attend breakfast they generally chatter away and the older students will compare how many weetbix slices they each have... Usually chatter is in home language amongst themselves and they switch to SAE when they want to speak with their teacher/Principal. (Goldfields-Esperance, Very Remote)

Social relations with SBP volunteers

The volunteers and community members have developed a rapport with the students and a better understanding and appreciation of them. (Perth, Metropolitan)

Whilst eating volunteers engage students in a constructive conversations with students. They have a number of positive interactions with a range of students from a variety of backgrounds and circumstances.] (Perth, Metropolitan)

They all say 'Thank you', 'have a good day', or both to the adult volunteer who served them. (Great Southern, Provincial)

Wonderful to see the social interaction between students and adults. Some students came to the program not because they are hungry but rather because they are lonely. (South West, Provincial)

Students are generally able to engage with visitors or volunteers in a positive manner. (Wheatbelt, Provincial)

Stronger relationships are built between coordinator and participants. (Kimberley, Very Remote)

A1.6.4 School Tone/Environment

Ratings

A different rating scale was used in gathering respondents' perspectives on the extent to which the SBP had an impact on the overall tone or climate of the school, and the health promoting environment of the school in particular. A five point Likert-type scale was used, as follows:

Very strong impact	Strong impact	Moderate impact	Little impact	No impact
--------------------	---------------	-----------------	---------------	-----------

As shown in Figure A1.33, only 1% and 4% of the schools said the SBP had 'no impact' or 'little impact' on factors relating to the overall school environment. The ratings for both items were highly similar, with more than two-thirds of schools stating that the impact on school environment was strong or very strong.

Figure A1.34 shows the breakdown of the schools' ratings by geolocation. The contribution of the SBP to the health promoting environment of the school was rated substantially lower by remote schools, however, Pearson chi-square testing revealed no significant effect for geolocation

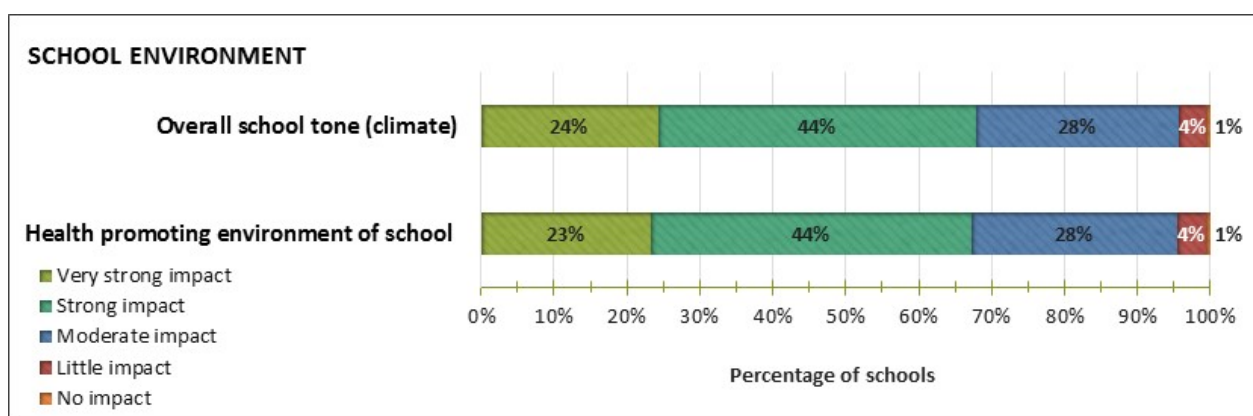


Figure A1.33: Ratings of the impact of the SBP on the school environment (per cent)

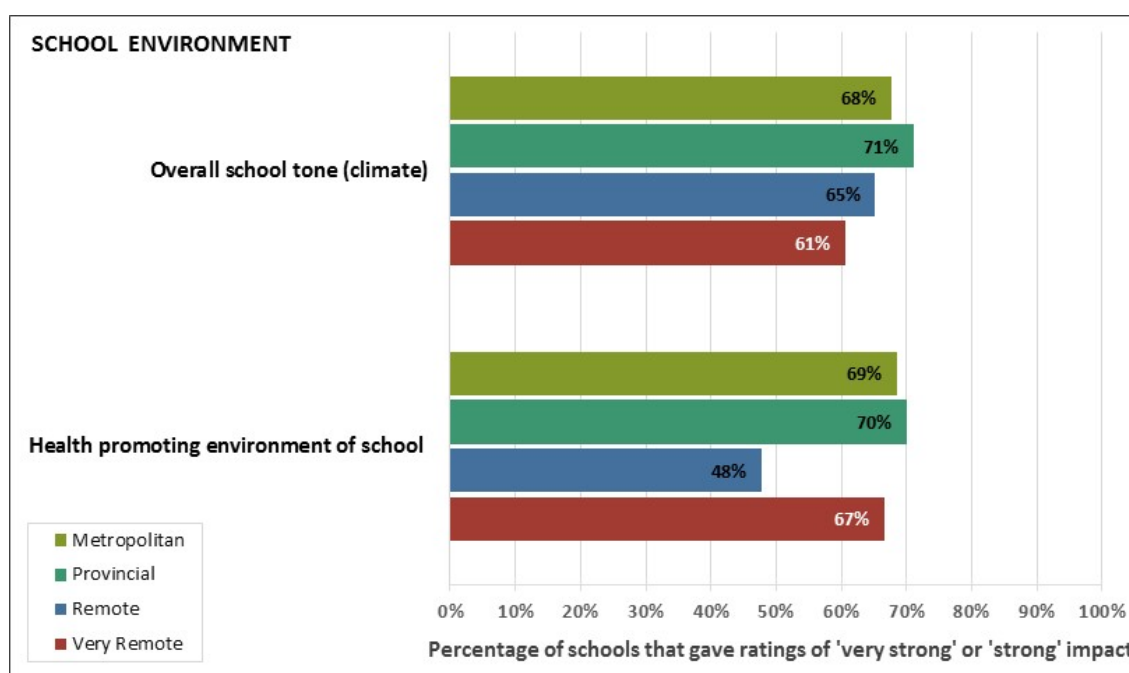


Figure A1.34: Percentage of schools that rated the SBP as having a 'very strong' or 'strong' impact on the school environment (per cent)

Comments/Insights

Approximately 40% of the sample provided further comments or insights about the impact of the SBP on the school environment. Many simply reiterated the imperative of feeding children who are hungry in order to help them learn. However, others did relate their comments directly to the themes of 'overall school tone/climate' (40%) and 'health promoting environment of the school' (30%). Examples of these comments are provided below:

Overall school tone/climate

The program has been running for many years. The climate at the school has improved a lot over the last 10 years. Good to see a positive shift. (Perth, Metropolitan)

It provides an atmosphere of energy and social buzz in the mornings that it runs. There is a sense of caring and supportiveness that is pleasing to the whole school community. A sense of knowing that there is help available for whoever needs it. (Perth, Metropolitan)

...reinforces to students the strong pastoral care of the school and the care and interest that staff have in them, their learning and their wellbeing. (Great Southern, Provincial)

The School Breakfast Program is part of the strategy developed by the school to meet the needs of students. (Peel, Provincial)

Students begin to associate the staff who provide Breakfast Club with healthy eating: i.e. they are confident that the Breakfast staff know about healthy eating and that this is a good thing for everyone. Thus the students begin to try to change their habits accordingly. The overall school tone is impacted greatly by Breakfast Club because it sends a strong message that the school is here to help students and parents, physically and emotionally, as well as academically. (South West, Provincial)

Promotes that the school is caring, inclusive and caters for the needs of individual students. (South West, Provincial)

... I feel the Breakfast Program greatly assists in setting the school tone for the day with students who are productive and calm. To enhance the Breakfast Program mood we often have music coming through the loud speakers. In winter when it is so cold, warm toast, milo or porridge is great. (Wheatbelt, Provincial)

Quality of attendance is overwhelmingly linked to provision of Breakfast Program and the school promotes an atmosphere of safety family and home behaviours which unite the students in a large age range. The philosophy of the school is to provide a holistic and quality education within a family community centred context in order for children to become lifelong learners. The Homemaker and the School Breakfast Program is part of the learning and teaching curriculum with the teachers involved while the local parent workers and volunteers gather at this place and supervise children as part of being interested in education themselves. (Kimberley, Very Remote)

Health promoting environment of the school

All students meet in this area every morning whether they choose to eat or not. Lots of references to healthy eating. Allows discussions about foods that have been taught in the Kitchen Garden program, i.e. this food is a cereal, there is no added sugar in this cereal. This smoothie only has healthy ingredients. (Perth, Metropolitan)

The program supports our Kitchen Garden Program. As a school we promote healthy eating through this program as well as the crunch and sip program. (Perth, Metropolitan)

Having the Crunch and Sip program at the school works hand in hand with the breakfast club in promoting healthy food habits. (Perth, Metropolitan)

Our school is very aware and focused on the environment. We have healthy programs in place - crunch & sip, a waste wise program, recycling, vegetable gardens, composting and worm farms, specialised groups teaching select students self-preservation / independence by teaching them to prepare and cook their own economical healthy foods and dietary requirements, etc. (Great Southern, Provincial)

The whole school is aware that healthy foods are offered if you don't have lunch. (A few students have purposely forgotten lunch in order to have baked beans rather than their usual sandwich.) (Wheatbelt, Provincial)

The breakfast club supports the school's philosophy of healthy eating and vice versa. (Kimberley, Very Remote)

A1.6.5 Knowledge, Skills and Attitudes to Healthy Eating

Ratings

The final series of items that schools were asked to rate aimed to understand the impact of the SBP on students' knowledge, skills and attitudes in relation to healthy eating. A total of eleven items were presented (see Figure A1.35). Five of these sought general information about awareness of healthy eating, ability to select and prepare healthy breakfasts, positive attitudes towards healthy food, and willingness to try new foods. Three items sought information about SBP students' awareness of food hygiene, kitchen safety and safe food handling practices, and a further three items related to awareness of Australian dietary guidelines and the effects on the body of healthy ('everyday') foods and discretionary ('sometimes') foods. The latter items cover concepts that are typically covered in lessons presented as part of Food Sensations.

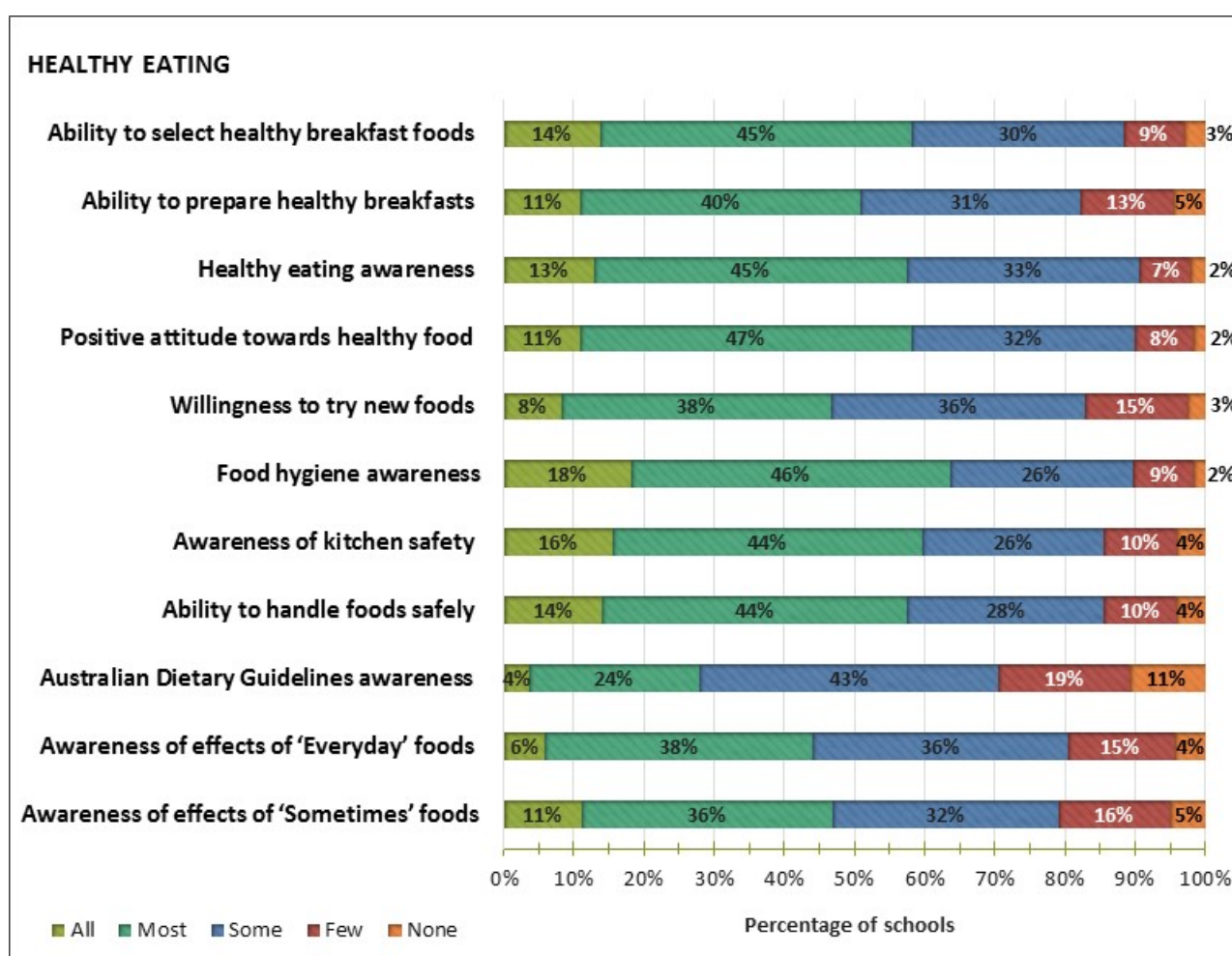


Figure A1.35: Ratings of the proportions of students positively impacted by the SBP in relation to knowledge, skills and attitudes towards healthy food (per cent)

Response rates to these items varied from 251 schools (77%) for the 'Australian Dietary Guidelines' item to 292 schools (90%) for 'select healthy breakfast foods'. For most of the items, at least 50% of the schools said 'all' or 'most' of their SBP students were positively impacted. The exceptions were for 'willingness to try new foods' and the three items that targeted knowledge about the Australian dietary guidelines and concepts of 'everyday' and 'sometimes' foods. The relatively high ratings overall reflect the comments respondents provided elsewhere in the survey in which they described how they try to involve their students in preparing breakfasts and actively promote discussion and awareness about healthy food options.

Figure A1. 36 provides a breakdown by geolocation of the percentages of schools that indicated 'all' or 'most' of their students were positively impacted. No consistent patterns in the responses are evident for which geolocation may be seen as a significant factor, and this is borne out by the lack of statistically significant results using Pearson's chi-square.

Comments/Insights

Comments and insights about the impact of the SBP on students' knowledge and attitudes towards health eating were received from 130 schools (40%). These picked up on various aspects of the 11 items that respondents had been asked to rate. Key areas of focus related to the opportunities that the SBP provides to promote awareness of healthy eating, kitchen safety and food hygiene, and encourage students to try new foods. Other respondents noted that they do not do any 'intentional education through this program' or that it is difficult to judge whether the attitudes and behaviours observed at school in relation to healthy eating are translated to the home – particularly since students are only offered healthy choices at the SBP. While there were many positive comments about students' attitudes to healthy eating, several schools pointed out the difficulty in shifting some entrenched attitudes and behaviours. Examples of these predominant themes are provided below.

Awareness of and attitudes towards healthy eating

Children are becoming more aware of good healthy eating. (Perth, Metropolitan)

When feeding the students we try to pass on positive messages relating to nutrition at the same time. It's the ideal time to discuss healthy foods compared to sometimes foods. (Perth, Metropolitan)

The students have an awareness of what they should be eating and enjoy the healthy breakfasts provided at school, however, I'm not sure this is the same outside the school environment. (Great Southern, Provincial)

The school is actively encouraging healthy nutrition and awareness of healthy foods including healthy lunches and snacks. (Goldfields-Esperance, Provincial)

Breakfast Club has increased students' knowledge and attitudes re healthy eating. They know the type of food they need to have in their lunchbox. Issue is getting parents to support. Too easy to provide pre-packaged items. (South West, Provincial)

A lot more students are aware that eating healthy is better for you. They feel better about themselves and others. (Wheatbelt, Provincial)

Staff look for opportunities to share the benefits of healthy eating and what is and isn't healthy. Students are required to clean up after themselves, including washing dishes and packing away food appropriately. There has also been opportunity to discuss kitchen safety for example the importance of not putting knives in toasters and why, to give an example. We actively work to promote healthy attitudes towards food and encourage students to try new foods as well. (Wheatbelt, Remote)

Children are very inquisitive and we often have informal talks with children sometimes in a group setting and sometimes one on one about healthy food and unhealthy foods, why they are unhealthy for us and how we can make alternative decisions on what we can eat. (Kimberley, Very Remote)

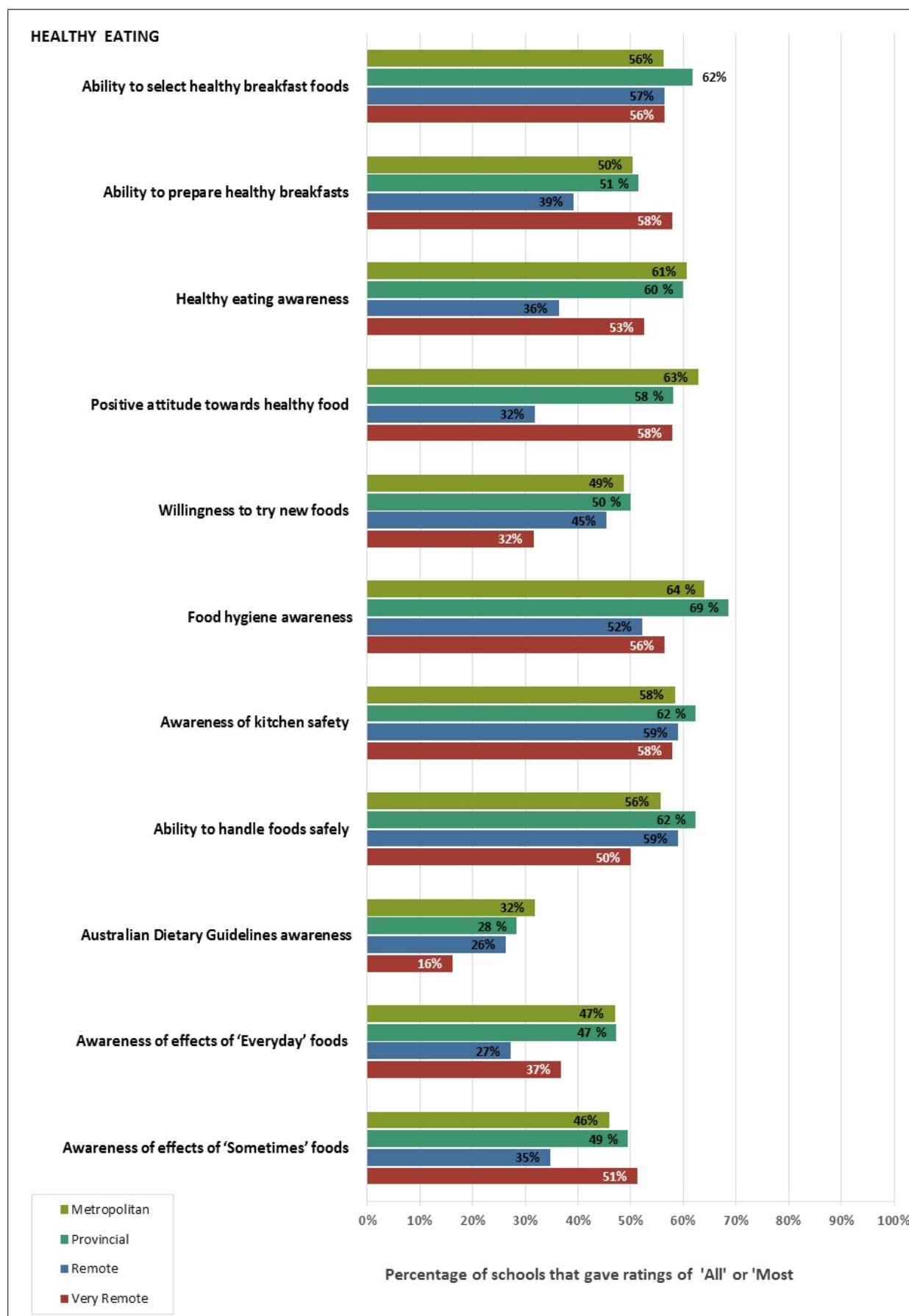


Figure A1.36: Percentage of schools that indicated 'all' or 'most' of their SBP students were positively impacted by the program in relation to healthy eating (per cent)

Kitchen safety and hygiene

When the students make choices, the staff will point out the healthy choice they are making. Most of the above information is covered during class time. During Breakfast Club, they select their own food and are guided towards a balance which included fresh fruit. The food is prepared by the staff prior to the students arriving. Due to the hot food factor, attention is given to carrying and handling food. (Perth, Metropolitan)

It is the year 6s who are actively engaged in the food preparation stage and food safety etc. so effected by most of the above the most. (Perth, Metropolitan)

After attending Breakfast Club for a while the students know about hygiene and safety: they know to wash their hands before serving, they know that they should only touch the handles of cutlery or serving spoons (otherwise they must wash them again); they must not handle sharp knives unless allowed to do so, they must use trays, plates and tongs to handle food, etc. (South West, Provincial)

Students' hygiene and basic food skills improved. (Goldfields-Esperance, Very Remote)

Students have the opportunity to be involved in eating nutritiously and able to learn about food hygiene and kitchen safety. (Kimberley, Very Remote)

Willingness to try new foods

Most parents comment they don't see their children eating this food at home - surprised they will try new things. (Perth, Metropolitan)

Has made some students willing to try more fruits and vegetables. (Perth, Metropolitan)

More willingness to try new foods and to encourage friends to try new things by learning and gaining confidence from each other. (Perth, Metropolitan)

... I also have not come across a student yet who isn't willing to try a food that they haven't tried before when they come to Breakfast Club. I say "just try a small bit and if you don't like it, you can leave it. But if you like it then you can have more." (Great Southern, Provincial)

Before Breakfast Club started this year, many of our students had not eaten a pear before. Students were encouraged to try this food item and this promoted the students to try more new foods throughout the year e.g. home-made oat and pear slice etc. (Peel, Provincial)

Being exposed to a variety of food has expanded the students food tastes. There is no punishment if you take something and don't like it, it is just a part of growing up and trying things. (South West, Provincial)

If there are any new foods available the students will try them. (Gascoyne, Remote)

Students are trying different things. (Pilbara, Remote)

Difficult to shift students' attitudes/choices re healthy eating

Despite knowing that seeded and high fibre bread is better for them the students still prefer (and ask for) white bread. (Perth, Metropolitan)

Some of the students will not try new stuff. We have tried different ways but they will [not] give it a go. We often talk about trying new foods. As [our school] is a special needs school, our students are very much routine-based and any new thing is always difficult to introduce. (Perth, Metropolitan)

Students are not prepared at this stage to try new foods. (Perth, Metropolitan)

[Our] students have a variety of disabilities (mainly ID and ASD). Despite demonstrating and showing students the correct choices, etc. not all students have the capacity to understand. (Perth, Metropolitan)

For some it is still not cool to eat healthy food. A major barrier is the white bread issue where the majority will not eat granary or wholemeal bread products. Some, especially males, are reluctant to accept and contribute to food preparation or cleaning up afterwards. Some long held and inherited attitudes towards male and female roles are difficult to overcome. Sometimes the

impetus comes from within the group rather than from a trainer or a support person. (Perth, Metropolitan)

Most students have an awareness but it doesn't impact enough to warrant them making major changes. (Goldfields-Esperance, Very Remote)

Very conditioned in what they will eat. (Goldfields-Esperance, Remote)

I think they all know what healthy eating is but not always applying it. (Kimberley, Very Remote)

Two further aspects of impact were explored in the SBP Coordinator Survey via questions about the impact of the SBP at the whole school level versus classroom level. Results of these items are presented in sections A1.6.6 and A1.6.7, respectively

A1.6.6 Whole School Impact

Ratings

Figure A1.37 presents a summary of schools' ratings of the whole school impact of the SBP. Statewide, 71% of schools indicated the SBP had positively impacted on their overall functioning at the whole school level. This varied from as high as 87% for very remote schools and 61% for remote schools. Only 15 schools (5%) indicated there had been no impact at whole school level, while 72 schools (23%) were unsure.

Comments

Unsure about impact

Respondents that indicated they were unsure about whole school impact were asked to elaborate on their answer. A total of 59 schools responded. Of these, 39% stated they did not have access to sufficient data or feedback to make a judgement – often because of their particular role in the school, a further 22% were unable to 'disentangle' the effect of the SBP from other programs and initiatives, 20% said the program had not been running long enough to determine impact, and 9% indicated their program involved too few students for there to be a whole school effect. The remaining 10% of respondents reiterated that they were unsure how to measure or judge impact.

Positive comments about whole school impact

The 229 schools that answered 'Yes' to the question about whole school impact were also invited to elaborate on their answer. Comments were provided by 217 schools (95% of respondents) and these are displayed in Figure A1.38 according to the main themes or issues that were raised. It is clear from the responses 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 spin-offs for attendance, engagement and capacity for learning.

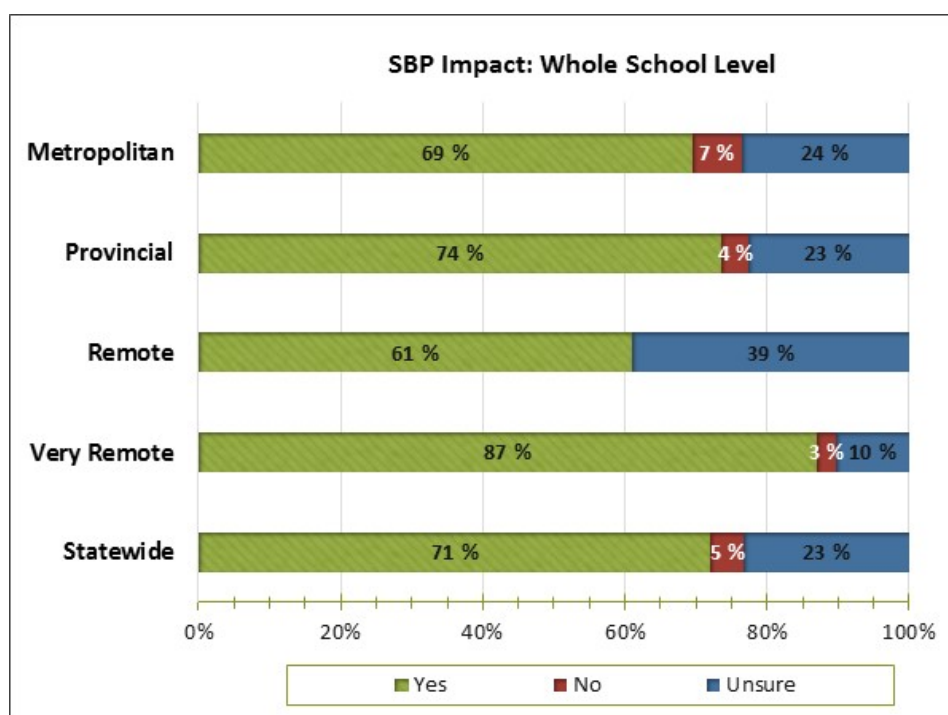


Figure A1.37: Perceptions about impact of the SBP on the functioning of the school at the whole school level, by geolocation (per cent)

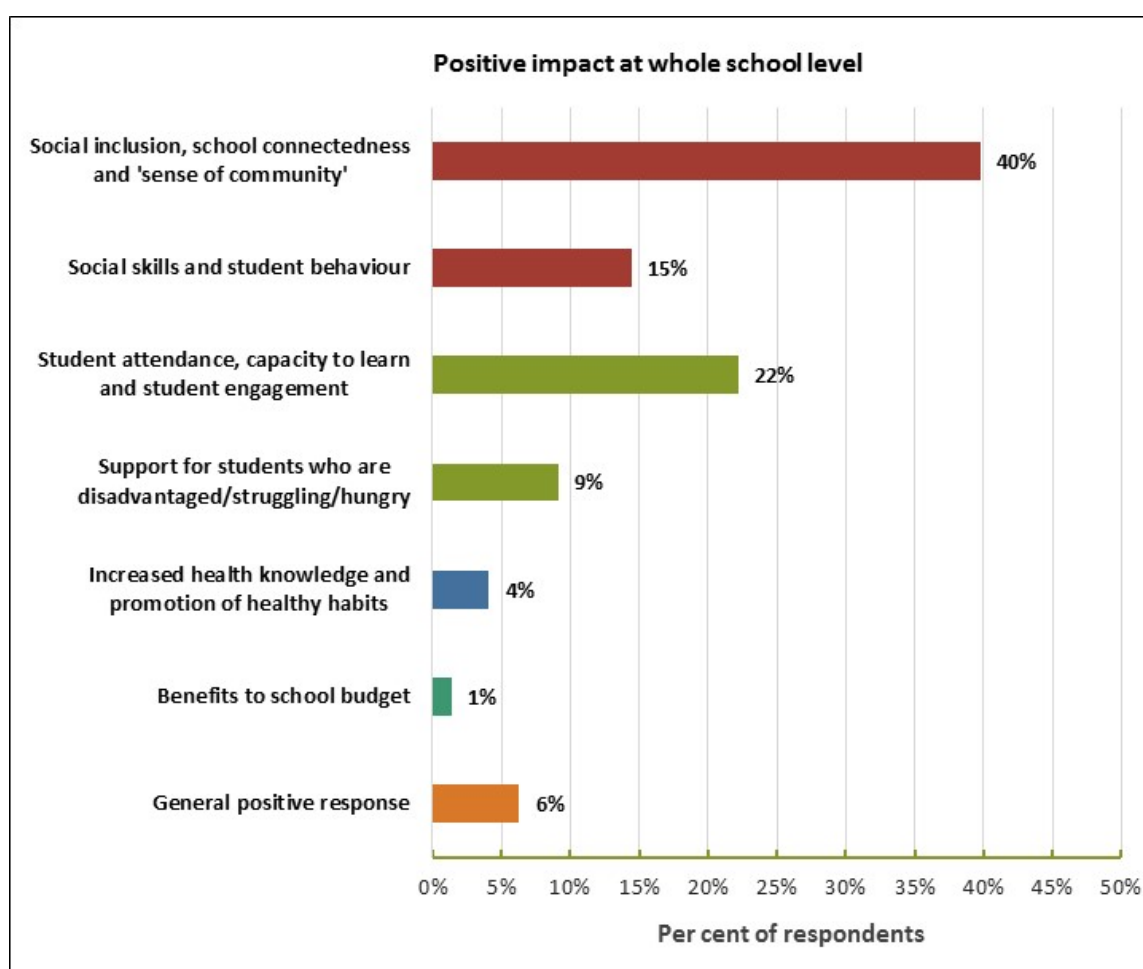


Figure A1.38: Comments about positive impact of the SBP at the whole school level (per cent)

Social inclusion, school connectedness and sense of community

... children and parents know that our school will help meet this basic need for food, therefore creating a trust and reliance on our school community. This leads to more harmonious relationships between school and community. (Perth, Metropolitan)

I feel the BC has helped promote greater school community cohesion as it has encouraged parents to be more involved and active in the school context. Additionally, the sense of feeling cared for and the benefits of having a decent breakfast (not starting the day hungry) flows onto benefit the students learning and the classroom environment as well. The whole school is supportive of this program and teachers have volunteered to fill in when needed as well. The practical and psychological/emotional benefits both individually and corporately confirm the value of this program. (Perth, Metropolitan)

The Breakfast Program has helped to develop a positive atmosphere within the school community also the relationships that have developed between volunteer staff/students and the participating students have been positive and noticeable. (Great Southern, Provincial)

Students are enthusiastic about attending school, socialising with one another, and serving others. I have students coming to Breakfast Club every time asking how they can help, asking to cook, asking to serve. This is a very positive outcome for the whole school. (South West, Provincial)

It has improved relationships between staff and students, as well as impacting on student behaviour and learning. It is a valuable program and an essential element of our school's pastoral care approach. (Wheatbelt, Provincial)

This year we have run breakfast club differently involving more students and staff and also more regularly. It has been something that students involved in look forward to, where they build new relationships and also develop new skills. It builds a greater sense of community within the school environment which in turn benefits the entire school community not just those involved in breakfast club. (Wheatbelt, Remote)

Students always know that if they need to have breakfast it is available to them. This helps to build trust between the students and the school - students know that teachers/staff care about their well-being. (Mid West, Very Remote)

Social skills and student behaviour

Most students were able to find a safe place every morning where they can have a healthy breakfast and they can develop their social skills. This has improved their behaviour having a direct impact on the way they start their day in the class. Changing the environment is very positive and helps the students to improve their learning process. (Perth, Metropolitan)

Minimised behaviour / social issues for students involved in program which positively impacts on the overall playground behaviour and management. (Perth, Metropolitan)

Students' concentration and behaviour has been impacted positively. Students' participation levels are improve if they have breakfast each morning and they are more inclined to be involved in whole school events such as Gala Day, school assemblies, and sports carnivals. (South West, Provincial)

If we didn't have the school breakfast program that we have then I don't think the concentration levels of our students would be as high as they are and would probably result in poor choices and behaviour.> SBP has become embedded in our core business. We value what it brings to our students and see it as another tool to help us create successful students. (South West, Provincial)

Improved student readiness for learning. Reduced behaviour incident (Wheatbelt, Provincial)

Knowing the students have a good start to the day improves behaviour and their ability to get on with their learning. Also for our school when student know they will get fed at home that evening relieves them of the anxiety formed through hunger. (Gascoyne, Very Remote)

Students are fed beginning of the day ready to learn. Better behaved, better focused, better all round. (Goldfields-Esperance, Very Remote)

Student attendance, capacity to learn and student engagement

Student attendance is positively affected by the program, so too student abilities to function in classrooms. (Perth, Metropolitan)

All students have the opportunity to start the day with a healthy breakfast and improve concentration and results, which is reflected in the schools data collection, for not only educational outcomes but for behavioural issues as well. Our school community and the local community are aware of the programme and support it in a variety of ways such as donating time as volunteers, donating products and money, and our P and C has conducted fund raisers to ensure the programme is funded into next year. (Great Southern, Provincial)

I believe the breakfast program has contributed to the increase of our overall attendance to school, increased participation in classes and relationships between students and staff. (South West, Provincial)

Students are at school on time - less lateness. Students able to concentrate longer due to healthy breakfast. (Mid West, Remote)

Before the breakfast program, teachers were providing students who turned up hungry with toast or a snack and this was taking up their class preparation time and was difficult to manage. Students would arrive at any given time, and were often difficult to engage with if they hadn't eaten breakfast. The program, now led by one of our admin staff, has encouraged students to arrive on time and be ready for learning. Teachers feel more in control of their mornings and are starting the day stronger. (Kimberley, Very Remote)

The option for all kids to access breakfast if needed makes students feel better and concentrate more readily. This impacts attention, behaviour and quality of learning in all classrooms across the school. It also improves attendance across the school because parents are not keeping kids home to wait for the shop to open if there is nothing in the house for kids to eat before school. (Kimberley, Very Remote)

Support students who are disadvantaged/struggling/hungry

It shows the school takes a holistic approach to improving the wellbeing of the students. For some students recess and lunch would have been a horrible time, watching others eat while they go hungry. This basic human need has been met. (Perth, Metropolitan)

Ensures those needy students have breakfast and ensures that all other students know that breakfast is available if they need it (or want it). (South West, Provincial)

We have a high number of students coming from homes that don't always meet their basic needs. The school breakfast program enables all students to access food 5 days a week. Food is often a way to soothe students who are suffering heightened episodes. It helps bring students back down. (Kimberley, Very Remote)

It is a very positive feeling to know that all children can be fed before they begin school and that food is available if people are hungry. (Kimberley, Very Remote)

Increased health knowledge and promotion of healthy habits

The students are having a good start to their day, connecting with other students and taking responsibility for their healthy food choices. (Perth, Metropolitan)

The program is great for kids to learn about healthy eating, cleaning up after themselves, being active and being social. (Perth, Metropolitan)

Improved eating habits. Impacts on student readiness for the day. Settles students before commencing in class. Calming influence on students. Improved behaviours. (Perth, Metropolitan)

Benefits to school budget

Being able to feed kids well without spending too much school money that should go on other things. (Perth, Metropolitan)

It removes the need to allocate budget money. We supplement if the budget allows if it doesn't students need to accept what comes from the breakfast program. (Kimberley, Very Remote)

A1.6.7 Classroom Impact

Ratings

Respondents were asked whether the SBP had positively impacted on their school at the classroom level. As shown in Figure A1.39, statewide, 72% of schools indicated there had been positive impact. There was less 'certainty' about impact among the metropolitan schools, with 10% stating there was no impact, and 22% indicating they were unsure. In part, this may be related to the role of the respondent. In the larger metropolitan schools, the staff coordinating the SBP may not have much contact with the teachers. Indeed, the two key reasons that respondents gave for indicating they were 'unsure' about impact at the classroom level were: 'lack of data or feedback' and 'unable to comment – not directly involved with the SBP'. Indicative examples of comments from the 65 schools that indicated they were unsure about impact at the classroom level are provided below.

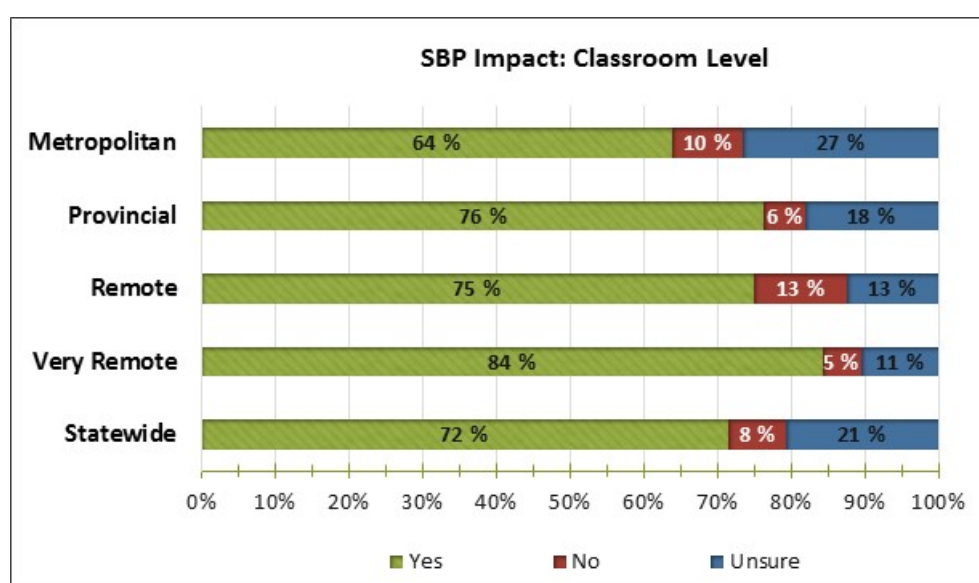


Figure A1.39: Perceptions of whether the SBP has impacted on the functioning of the school at the classroom level, by geolocation (per cent)

Unsure about impact

In the early days staff would come and tell you that the classroom had improved and the behaviour of 'x' was much better. We have been running Breakfast Club now for 6 years so I do not get the feedback that we used to get. The fact that so many students access breakfast, I would imagine if they did not, behaviour would be as it used to be. (Perth, Metropolitan)

As I am not in the classrooms directly it would be hard for me to say at a class room level what the impact is. (Perth, Metropolitan)

Difficult to measure the direct links between the breakfast program and effects in the classroom. It would definitely have a positive effect. (Peel, Provincial)

I have not requested any feedback to get an overall picture from staff whose students attend (Wheatbelt, Provincial)

Most breakfast club students are in lower primary classes. Teachers have not reported back to me if there has been a change in students that have attended this year. Most breakfast club students have been attending for several years now, and it has become a way to maintain behaviour. (Great Southern, Remote)

We have not tracked it back to a classroom level specifically. We imagine it would have an impact with readiness to learn but have done no formal observation or tracking of this. (Kimberley, Remote)

Positive Comments About Classroom Impact

Almost all (211) of the 216 schools that indicated the SBP had impacted on the functioning of their school at the classroom level provided further comments. The key themes or indicators of impact are shown in Figure A1.40. A large majority of schools described impact in terms of students being better able to attend to their learning in class. These comments have been categorised according to the following: better concentration and focus in class (31%), readiness for learning (18%), calmer, more settled or improved mood (17%), improved behaviour, less disruptive (11%), better engagement/participation (10%) and better social skills and relationships in class (6%). Indicative examples are provided below Figure A1.40.

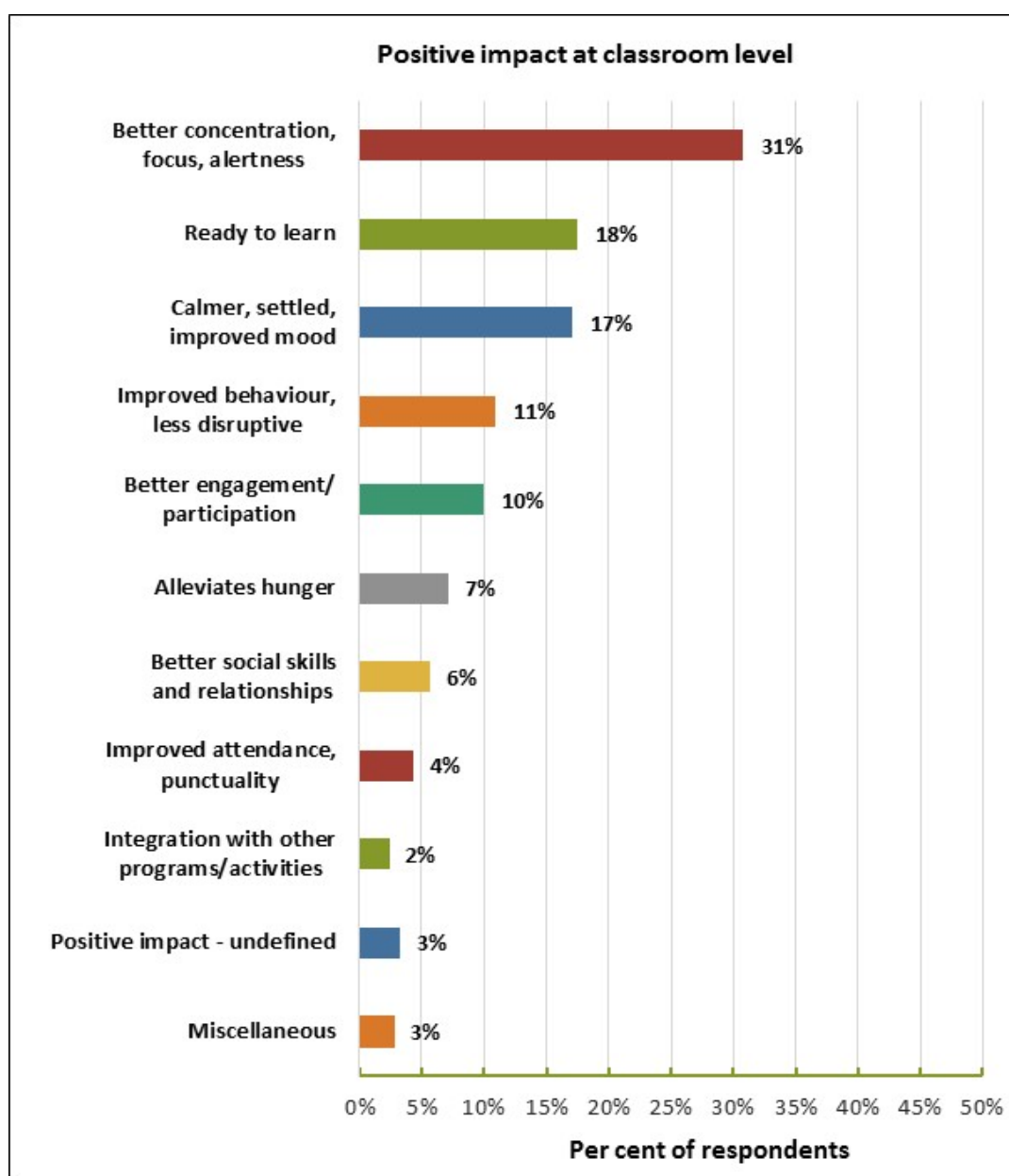


Figure A1.40: Comments about positive impact of the SBP at the classroom level (per cent)

Better concentration, focus, attention, alertness

Students have access to a healthy breakfast which enables better concentration which enhances better learning in the classroom. (Great Southern, Provincial)

Children having access to food has enabled students to maintain greater focus during the course of the school day. (South West, Provincial)

Students who are lucky to eat at school are able to energise their day. Their focus is improved. This is noticed when they come in without having breakfast. (Wheatbelt, Provincial)

Students are able to participate and concentrate for longer and at a higher level when they have accessed food before school and at recess. Students have become aware of the importance of breakfast and the benefits of eating healthily before school. (Wheatbelt, Provincial)

Hungry children have difficulty learning - children who know that their teacher cares about them will be more ready to build positive relationships - breakfast also promotes concentration and an environment for learning. (Mid West, Very Remote)

Students are focussed and can concentrate on what is being taught rather than being fatigued or worried about siblings who have not had anything to eat. (Pilbara, Very Remote)

Calmer, settled, improved mood

Impacts on student readiness for the day. Settles students before commencing in class. Calming influence on students. Improved behaviours. (Perth, Metropolitan)

There is one main attendee who will disrupt the whole class if he is hungry and will try to shout at everyone. Other children are more settled after breakfast. (Perth, Metropolitan)

Teachers have said they noticed students are happy and talking about breakfast club when they return to class. (South West, Provincial)

On the days Breakfast club is not on, the students are hungry and feel unwell or slow before recess and lunch. Lot of students miss the social connection that morning. Students have a better day at school when Breakfast Club is on. (Wheatbelt, Provincial)

Students who have eaten breakfast tend to respond more positively to their peers, to the classroom teacher and to the general demands of the classroom. (Goldfields-Esperance, Very Remote)

Students are more settled and can access learning. (Kimberley, Remote)

Improved behaviour

Minimised behaviour / social issues for students involved in program which positively impacts on the overall classroom behaviour and management. (Perth, Metropolitan)

Calmer behaviour which enhances better learning in the classroom. (Great Southern, Provincial)

Of course the students function better if they are not hungry. If they have eaten and are still unhappy we can look for other reasons that might be causing the behaviour. (Kimberley, Very Remote)

Improved attendance, punctuality

Teachers who help at the club have the highest levels of attendance at classroom level as the relationship between student and teacher outside the classroom is positive. (Perth, Metropolitan)

It increases earlier attendance rates. For some it is the knowledge that food exists that entices them to come, but not always participate. Regularity of meals is also important so that students can predict when is the best time to arrive. Once they are within the premises, a range of engagement attempts are employed to keep them participating, even for a short time, until they feel comfortable to stay for longer periods. Knowing that lunch is also available means they may stay longer. For many it is the last meal for the day until we see them again. (Perth, Metropolitan)

Arriving on time. (South West, Provincial)

Students getting to school on time for the beginning of the day, (South West, Provincial)

It has had an impact on the attendance rate (Gascoyne, Remote)

A1.6.8 Negative Effects of the SBP

While much of the focus of the survey has been on determining whether the SBP has exerted a positive influence on students and school communities, it is also important to consider whether running a Breakfast Program may have negative consequences, albeit unintended. Only 15% (46) of respondents indicated there are or may be negative effects. Figure A1.41 shows that concerns were more prevalent within the very remote schools (24%).

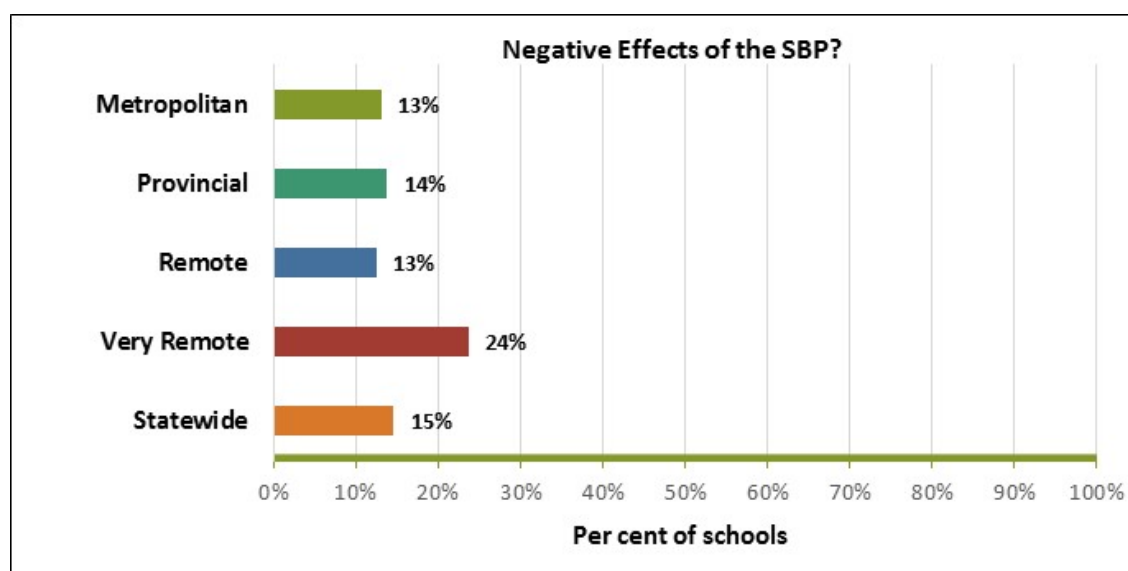


Figure A1.41: Percentage of schools that indicated there may be negative effects of the SBP, by geolocation

Explanatory comments provided by the 46 respondents indicate a key concern (47%) is whether providing food for students diminishes the responsibility of families or builds an unhealthy dependency on schools.

Some people grapple with the concept of the 'Breakfast Program'. Mainly because they feel that it takes away the responsibility of the parents and also that it teaches entitlement to the students. We have looked at changing the way we run the program. i.e. students cook and prepare their own breakfast and help with the younger students. They also have to do their own dishes. (South West, Provincial)

Some parents choose not to give their child anything and often rely on the school to provide for recess and lunch. The ownership they should have for their children's nutritional needs are often diminished in specific cases. (Wheatbelt, Remote)

Just possibly takes away the responsibility for parents/families to be accountable for children's welfare. (Goldfields-Esperance, Very Remote)

Some parents might take advantage of the school feeding their children and let the responsibility of providing meals to their children slip. (Kimberley, Very Remote)

One respondent noted that there is no mechanism to ensure students will receive adequate nutrition during school holidays and after they leave school:

Supporting a reliance on school to provide meals without a clear and proven transition process for meals after leaving school in year 12 or during holiday periods. (Goldfields-Esperance, Provincial)

As a means of keeping disadvantaged parents/carers involved in feeding their children, one very remote school has adopted a novel approach to their SBP:

We run our school breakfast program discreetly and only offer a basic meal of weetbix or sometimes toasted sandwiches as to [not] take responsibility away from parents to meet basic needs of their children. When parents are in need we offer to take breakfast products to the home so they can continue to be the provider for their children and share the meal with them. (Kimberley, Very Remote)

Six (13%) respondents noted that students may experience some stigma or sense of shame associated with needing to access the SBP – hence why many schools elect to open the SBP to all students, regardless of need. For example:

We have made a large effort to de-stigmatise the school breakfast club program. We still have a number of staff who don't understand the research that the more open it is to everyone, the more the students who need it the most will come. They do share with others that Breakfast Club is only for needy students so then the stigma is hard to shake completely. (Perth, Metropolitan)

The breakfast programme can be looked upon as a place for only poor families therefore everyone who attends must be from a poor family (Perth, Metropolitan)

Not at our Breakfast Club, but I personally have always had concerns about negative remarks that some people do make with regard to those attending Breakfast Club. Anyone is welcome at ours, but I have seen some where it is believed that they are only for those who don't get fed at home. This can lead to some pointing fingers and saying things like "Typical, not being fed" or parents telling their child "don't go there or I may get in trouble". End result being....the ones that are in most need don't come. This be it because they are worried what people will think of them, or do. We are there to help, not judge... (Great Southern, Provincial)

There can at times be a negative view from others in the broader community about disadvantage, and that it is another hand out (Peel, Provincial)

There can be negative effects if one is not careful. There can be a perceived stigma attached to attending Breakfast Club, in that it is 'only for poor students.' We purposefully encourage all students to come and join us, and we regularly remind students where it is held. Thus, I don't believe we have any negative effects occurring in our school environment. (South West, Provincial)

At a more pragmatic level, several respondents noted that the SBP placed pressures on staffing and resources and reliance on volunteer support.

It requires resourcing by the school staff. (Perth, Metropolitan)

With a lack of volunteers it is difficult to recruit staff and the ones who do help are normally very involved in other areas of the school which can burden them further. (Perth, Metropolitan)

You need to tread a fine line between having a financially viable canteen and not giving out free meals to students who can afford to buy or bring their lunch. (Perth, Metropolitan)

Volunteer staff time. (Perth, Metropolitan)

While others were concerned that classes can be disrupted if/when students arrive late after attending Breakfast Club.

When the breakfast club runs over time and children are late to class in the mornings it can lead to a disruptive start to the day. (Perth, Metropolitan)

A1.7 School Partnerships and Collaboration

The following sections examine the staffing, volunteers and partnership arrangements that schools have established in order to run their Breakfast Program.

A1.7.1 Staffing of Breakfast Program

Types of Staff and Volunteers

Schools were asked to indicate the types of school staff and other helpers that are involved in running the breakfast program. Seven categories were provided, with the option to define other types of helpers. A total of 316 schools (98%) provided information.

As shown in Figure A1.42, more than half the schools rely on staff volunteers (55%) and/or assign existing staff to run the Breakfast Program as part of their formal duties and workload (53%). Around 10% of schools have created a paid position specifically to run the SBP.

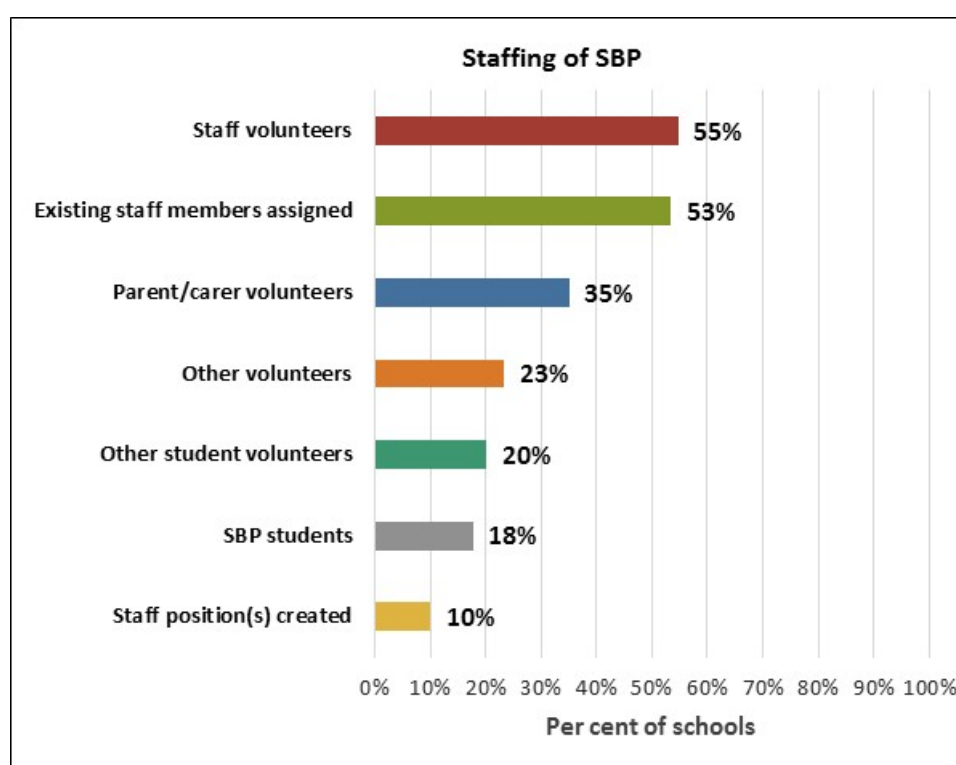


Figure A1.42: Types of staff and other helpers involved in running the School Breakfast Program (per cent)

More than a third (35%) of SBP schools rely on support from parents/carers to run their Breakfast Program and 23% receive help from 'other' volunteers. As some schools use both parents/carers *and* other volunteers, the overall percentage of schools drawing on adult volunteers is 49%. 'Other' volunteers – that is, from outside of the school, tend to come from community organisations such as local church groups, Red Cross, CWA, Salvation Army, or are retired members of the community.

A total of 105 schools (32%) enlist students to help run the SBP. These may be the SBP students themselves (56 schools, 20%) or other students (64 schools, 18%). Fifteen of the schools use both SBP students and other student volunteers.

Number of Staff and Volunteers Involved in Running the SBP

Schools were asked to report on the level of staffing and volunteer support used at the SBP. Figure A1.43 shows the distribution of schools according to the number of staff that would be on duty at the SBP on a typical day. Some schools do not involve staff at all (17 schools, 6%), while three schools (1%) have more than 15 staff involved on a typical SBP day. The majority of schools (63%) have only one or two staff on duty.

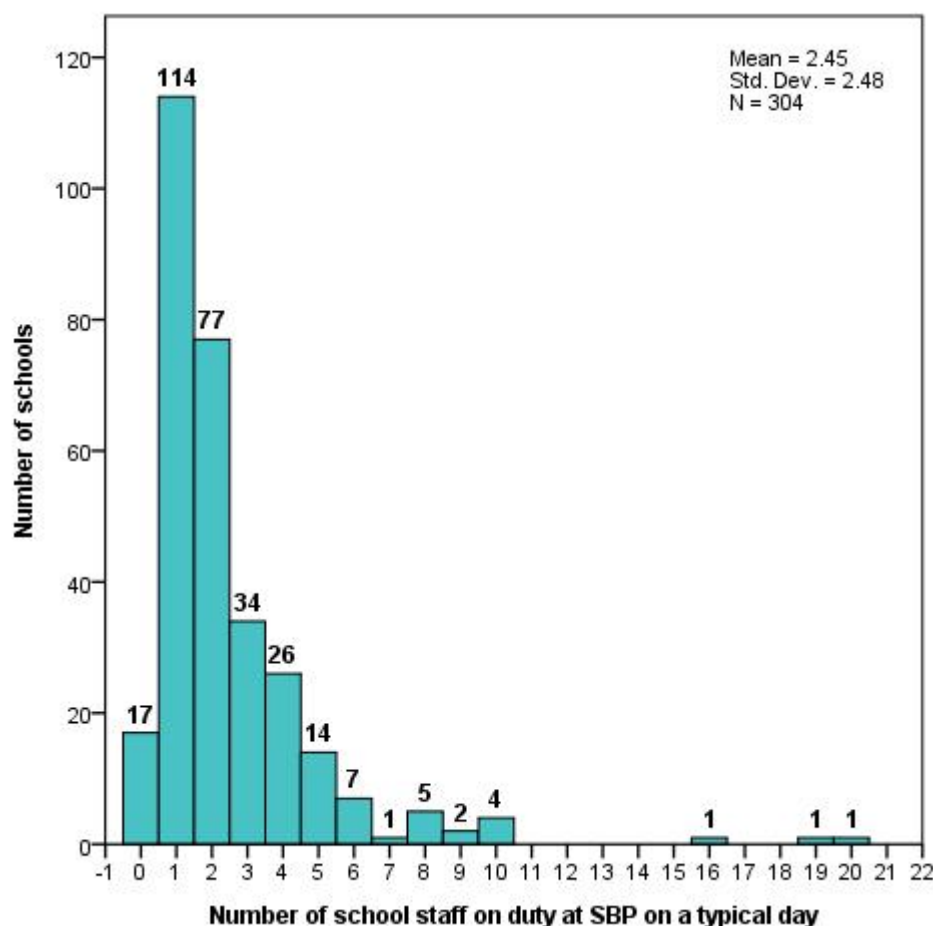


Figure A1.43: Distribution of schools according to number of staff on duty at the SBP on a typical day

Figure A1.44 shows the distribution of schools according to the number of volunteers that assist with the running of the SBP on a typical day. Of the 240 schools that provided information, 32% have no volunteers. Most schools (27%) use only one volunteer, almost 20% enlist two volunteers, and smaller proportions have three or more volunteers assisting with SBP each day. The 3 schools that reported having 14 or 15 volunteers per day were relying on SBP students to assist or had enlisted students studying a Cert IV in Community and Youth Work to run their program. The school that report having 10 volunteers per day relied on parents and teachers.

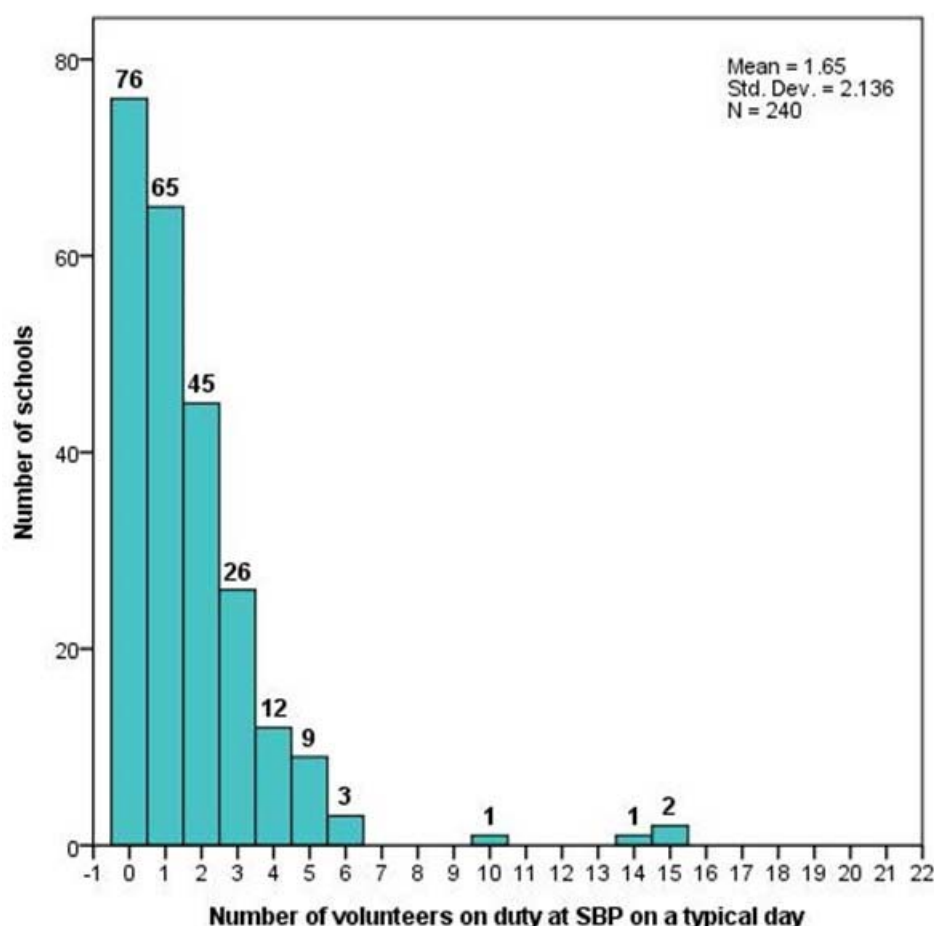


Figure A1.44: Distribution of schools according to the number of volunteers on duty at the SBP on a typical day

Student Involvement

The 56 schools that indicated they involve SBP students in running the Breakfast Program were asked to describe the extent of that involvement. Responses were received from 51 of the schools. Involvement of the SBP students ranged from being responsible only for returning their dirty dishes after eating through to running the whole program themselves. For most of the schools, SBP students were involved in setting up (chairs, tables, plates, utensils, etc.), preparing toast and cold foods, handing out food/drinks, and clearing/packing away. A few schools involved students in cooking items such as toasties and pancakes, but several noted that school rules/policies do not allow students to be in the food preparation or canteen area. Examples of the range of the SBP students' involvement in running the SBP are provided below:

Setting up/cleaning away

Getting food out of the cupboard and doing dishes. (Perth, Metropolitan)

Only in preparing the outside area where the food is eaten, chairs etc. And pouring milo, handing out serviettes. Small duties but not relating to cooking or knives for their own safety. (Perth, Metropolitan)

Breakfast is served to the students. They are expected to pick up their dishes and put them into a bucket of warm soapy water and then tuck their chairs in as they leave. (Perth, Metropolitan)

The students order their food on arrival at the Breakfast Club and this is prepared by a volunteer while the student reads to another volunteer. When students have read and eaten their breakfast

they then wash and dry their dishes. The older students often help the younger students. (Great Southern, Provincial)

They only wash and dry the dishes at the moment as not most don't arrive early to school to help with the setting up due to the fact that they come on the school bus and it doesn't arrive until 8.25am. (Goldfields-Esperance, Provincial)

Preparing and/or serving food

Some students serve drinks, cook toasties, pancakes, and help clean up. (Perth, Metropolitan)

Clean up their table, put away chairs. The year 6 helpers are also partaking in the breakfast club program. They learn skills in the kitchen such as making/preparing food, serving and clearing away. (Perth, Metropolitan)

Students are involved with assisting staff with cold foods serving cereals, fruit, juice. Some students with learning difficulties help with this and the clean-up such as wiping tables folding table cloths, washing and drying dishes. Stacking chairs, sweeping floors and helping empty bins. We use this as a learning life skills and social awareness. (Perth, Metropolitan)

Setting up chairs, toasting bread and spreading butter / vegemite, serving to students, opening tins of fruit, pouring juice or water, cooking bacon and eggs on the BBQ, washing and drying up. (South West, Provincial)

Students assist each day. They set out the chairs. After hand washing: they set up the benches with plates, bowls and cutlery, cereal, sugar, milk, juice. Some students prepare toast, or serve cereal and juice to students. (Great Southern, Provincial)

Cert IV Students in Community and Youth Work are required to run the breakfast program as part of their studies. (Mid West, Provincial)

Students are supervised and they are involved in the whole process of setting up, preparing and cleaning up after themselves. (Goldfields-Esperance, Very Remote)

Getting water ready to wash dishes, buttering toast, serving meals to other students. (Kimberley, Very Remote)

Recruitment of Volunteers

To gain a deeper understanding of the different approaches schools apply in the running of their SBPs, they were asked to describe how they recruit or access volunteers. More than half the sample provided information (166 schools).

Many of the schools reported using various methods to recruit volunteers from within their school community, such as school newsletters, special flyers sent to parents/carers, announcements at assemblies and school events, or approaching parents/carers individually or via P&C meetings. For example:

Flyers sent home and in the newsletter. Currently the school health and wellbeing committee attends every breakfast club. (Perth, Metropolitan)

Mention the breakfast program during staff PD days, advertise on our Facebook page for volunteers, mention it in our term newsletter. (South West, Provincial)

Word of mouth / newsletter requests / announced at assembly. (Wheatbelt, Provincial)

Through newsletter articles, word of mouth and information sent home to families. (Wheatbelt, Provincial)

We personally ask people or we don't get volunteers. (Goldfields-Esperance, Remote)

Requests through school newsletter. (Pilbara, Remote)

Other schools directly approach local church groups, community organisations, universities or charitable organisations:

When the program started the school approached the local council for ways to recruit volunteers and this was posted through their site. We then selected a volunteer from a retirement facility who has run the food preparation side of the program with extra volunteers she has recruited. (Perth, Metropolitan)

Parents, Jason Windows, local church, Curtin University Faculty of Health Science. (Perth, Metropolitan)

The school breakfast program is partially supported by the local Rotary Club this was a great way to also make the community aware of the needs for volunteers. (Perth, Metropolitan)

Partnerships with Lions. (South West, Provincial)

Volunteers come from a neighbour private school as part of their community involvement. (South West, Provincial)

Phone call to long standing community members who have expressed interest in the past. (Wheatbelt, Provincial)

University Students on placements, parents. (Mid West, Very Remote)

Through the women's centre. (Goldfields-Esperance, Very Remote)

Red Cross. (Kimberley, Remote)

Some novel ways of accessing volunteers include the following:

We are often approached by university students studying nutrition who need to participate in a Breakfast Club as part of an assignment... (Perth, Metropolitan)

... Local police come in once a month to cook the bbq and eat with the kids. (Perth, Metropolitan)

Volunteers are mostly visitors looking to do something to help out. We do not actively recruit. (Kimberley, Very Remote)

Through 'Work for the dole' volunteers and community members willing to help. (Kimberley, Very Remote)

Difficulty Accessing Sufficient Volunteers

Of the 187 schools that reported involving parents/carers, student volunteers (other than SBP students), and other volunteers in the running of their Breakfast Program, more than half (95 schools, 51% - statewide) indicated they had difficulty accessing sufficient numbers. Not surprisingly, this was particularly true for very remote schools where 65% reported difficulty accessing volunteers (see Figure A1.45).

Most of these respondents (85 schools) chose to provide some comments about the challenges they face in accessing volunteers. A common reason was simply the general busyness of people's schedules and the fact that many parents work full-time or are caring for younger children.

Schools in remote communities reported some additional challenges unique to their context:

They don't turn up especially in winter, or ring to say they are not coming. There is no interest in this type of volunteering in the community. (Goldfields-Esperance, Remote)

We are a remote community, and have few visitors to the community. We have not been able to find local workers to run the canteen. (Kimberley, Very Remote)

We are a small community and mostly all the volunteers are also volunteers on other committees and organisations who tend to be spread thin and eventually get burnt out. We always encourage past and present families to help out, however this can be short lived. (Kimberley, Very Remote)

It can be difficult in communities with 'sorry time'. (Kimberley, Very Remote)

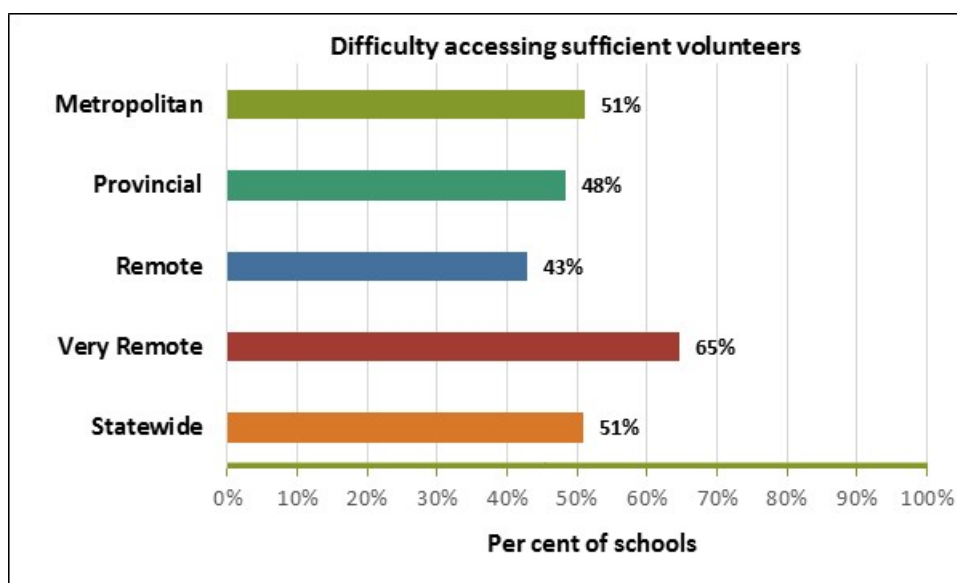


Figure A1.45: Percentage of schools that report difficulty accessing sufficient volunteers to run their SBP, by geolocation

A few schools reported concerns that sections of their parent communities were not supportive of the Breakfast Program and therefore unwilling to assist:

...I think some people may not agree that it is the schools responsibility to provide breakfast to students at our school. (Perth, Metropolitan)

Parents can't be bothered, don't think it is their job, they give their children breakfast what's wrong with the other parents giving their children food. (Wheatbelt, Remote)

No-one wants to commit. Others believe that the parents should be providing the food before the children come to school. (Goldfields-Esperance, Very Remote)

Some metropolitan schools with high migrant populations reported that language and communication presented additional barriers for many of their parents/carers:

Low socio economic area. Some parents lack confidence working with others. 46 languages in the school, many parents feel they lack language skills to communicate clearly. (Perth, Metropolitan)

Our community has high EAL numbers and this poses language issues. (Perth, Metropolitan)

Our school has a large migrant and non or low English speaking population whom it is difficult to communicate the need for volunteers to. (Perth, Metropolitan)

Finally, one respondent explained that the level of disadvantage in their student population was such that volunteers needed to have very strong convictions in order to cope with the attitudes and behaviours of some students:

Our student audience is difficult to engage and not 'sexy' from point of view of funders and volunteers alike. People with very non-judgemental attitudes must want to work with this target audience and must have a very high level of social conscience to participate and not take offence to some of the attitudes and behaviours of young people who have been overlooked, disempowered and disadvantaged. (Perth, Metropolitan)

A1.7.2 Partnerships with Local Food/Produce Suppliers

In an earlier section we saw that some schools received product donations from local retail stores for their SBP. To explore this further, schools were asked whether they had formed any partnerships with local food/produce suppliers. Figure A1.46 shows that 22% of schools statewide have formed such partnerships (68 schools). Not surprisingly given issues of access and availability, few schools in very remote regions (11%) have partnerships with local suppliers.

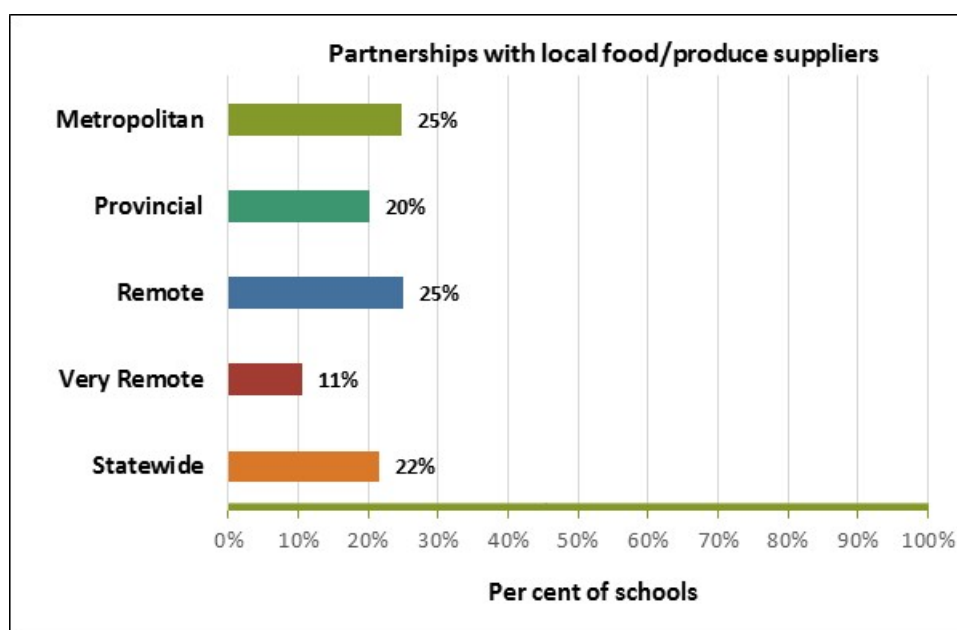


Figure A1.46: Percentage of schools that have formed partnerships with local food/produce suppliers, by geolocation

Descriptions of the partnerships with local suppliers were provided by 66 schools. The most common partnership was with supermarkets: 18 schools said they received support from independent grocery stores (e.g. IGA or Farmer Jacks), 10 schools received products from the large supermarket chains - Coles or Woolworths, and 7 schools received products from other local or regional stores. For example:

IGA Stores

IGA through the community chest program donated some funds to help purchase a variety of fresh produce for the Breakfast Club program. (Perth, Metropolitan)

The local IGA donates their left over fresh food each week on Tuesday. (Goldfields-Esperance, Remote)

IGA - 2 free loaves per week. Donation for the purchase of fresh bread, butter, and apples. (Peel, Provincial)

Coles and Woolworths

The local Coles supplies enough bread & fruit to keep us going along with the occasional donation of eggs & other foods as available. (Perth, Metropolitan)

Woolworths will supply fresh fruit when requested. (Goldfields-Esperance, Remote)

Other Local Stores

Families who run the local roadhouse supply us with margarine/other products from time to time and save their scraps for our chickens and composting and worms. (Kimberley, Very Remote)

We get donations from the local supermarket when we can, this is not a consistent produce and items vary from sausages to bread buns to jam or marmalade. (Kimberley, Very Remote)

Kimberley Tucker Truck now provides bread eggs and fresh fruit each fortnight when community is accessible (Kimberley, Very Remote)

Donations from local bakeries were also very common, with 21 schools receiving bread products - often unsold or day-old – from stores such as Brumby's, Baker's Delight or independent bakers:

Bakeries

Baker's Delight provides bread. A staff member picks up the bread from the shop once a week. The bread is frozen. (Perth, Metropolitan)

Local bakeries give us their left over bread and rolls at the end of the day. This is used to make toast in the morning and provide sandwiches for lunch. Extra bread is made available for families to take home at the end of the day. (Perth, Metropolitan)

Local bakery- donating one day old bread suitable for toasting. (Wheatbelt, Provincial)

Bread comes from Brumby's. (Goldfields-Esperance, Remote)

Four schools noted that they receive fresh produce from a local grower or orchardist, such as:

Orchardist/Growers

Local orchards donate fruit. (South West, Provincial)

Donations from local Lettuce company and egg company. (Wheatbelt, Provincial)

Finally, 11 of the schools reported that they received food donations from their local parish, charitable groups, food rescue organisations or community groups. For example:

OzHarvest [food rescue charity]. (Perth, Metropolitan)

St Vincent De Paul donates our Milo. (Perth, Metropolitan)

Our local Rotary Club has provided very valuable financial assistance. (Great Southern, Provincial)

WestAus [Crisis & Welfare Services] provides the juice concentrate and margarine. (Peel, Provincial)

Supplied with some items at no cost. Other items given a discount. Receive funds through Community Chest program for operation of breakfast program. (South West, Provincial)

A1.7.3 Other Community Partnerships

Schools were asked whether participation in the SBP had led to other community partnerships – that is, partnerships other than with food/produce suppliers. Statewide, only 17% of SBP schools reported other community partnerships. Metropolitan schools (20%) were a little more likely to have formed such partnerships (see Figure A1.47).

Respondents were asked to describe the community partnerships that had been formed and the benefit to the school. Of the 53 schools, 12 referred to support from local charitable organisations, community organisations or youth groups, and 11 referred to donations or support from local church groups. Examples are provided below Figure A1.47.

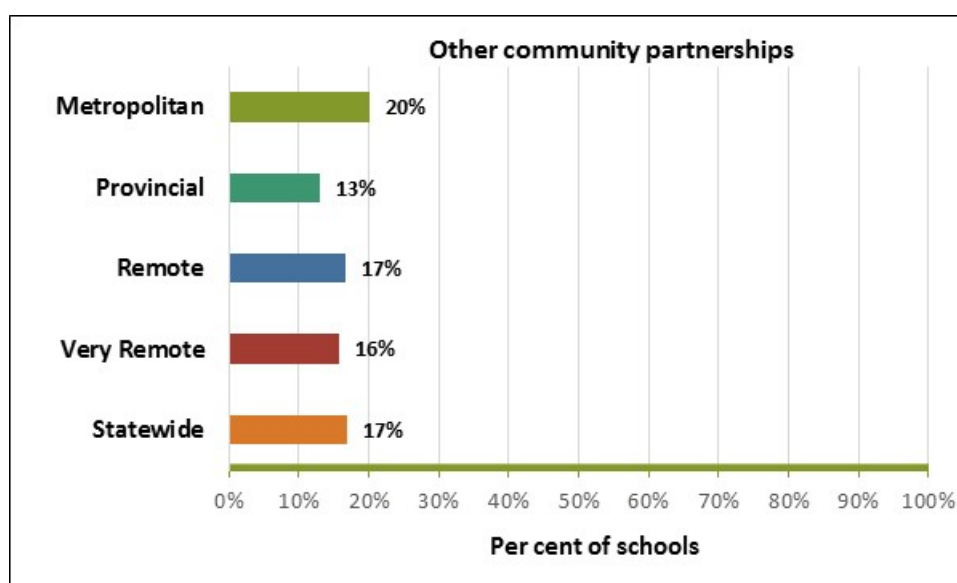


Figure A1.47: Percentage of schools that have formed other community partnerships, by geolocation

Charitable organisations/youth groups

Local service group make donations to program. Strengthened standing within community as willing to support our students through program. (South West, Provincial)

The local Rotary Club has given us financial assistance which enables us to maintain and run our programme efficiently and effectively. (Great Southern, Provincial)

Local Community Policing - connect kids to the police in a positive way. (Perth, Metropolitan)

We partner with Save the Children to provide breakfast for holiday programs during term breaks. (Kimberley, Very Remote)

Church Groups

One of the local churches supplies bread, fruit. This church is organising for volunteers to help in other areas across the school. (Perth, Metropolitan)

We are able share any remaining food that hasn't been used with the local church group for a cooking program. (Goldfields-Esperance, Remote)

The program is supported by local church groups which increases the choice students have for breakfast. (Wheatbelt, Remote)

Four of the schools had received support from local government or local community organisations:

Rockingham City Council - provide funding for Walk Safely To School Day. (Perth, Metropolitan)

Kimberley Land Council donate funds to allow us to provide fresh fruit and vegetables and more protein based meals for our students. This builds upon the healthy start from breakfast, and encourages daily fruit and vegetable intake. (Kimberley, Very Remote)

Shire provided additional funding to support our breakfast club so we can purchase items not available from FB. (South West, Provincial)

Other community partnerships described by respondents included Foodbank and Food Sensations (6 schools), local schools and universities (6 schools), and support from community members (4 schools). Thirteen of the respondents also referred to donations from bakeries or local supermarkets, as covered in the previous survey item.

A1.8 Improvement and Sustainability

The final section of the SBP Coordinator Survey sought to understand the measures schools implement, if any, to improve the operation of their SBP and/or ensure its sustainability.

A1.8.1 School-Based Changes/Improvements to the SBP

To start, schools were asked whether they had made any change or improvements to their SBP and, if so, to provide some details. More than a third (35%) of the schools reported they had made changes or improvements to their SBP in 2016. On the basis of geolocation, 40% of metropolitan schools had made changes compared to only 29% of provincial schools (Figure A1.48).

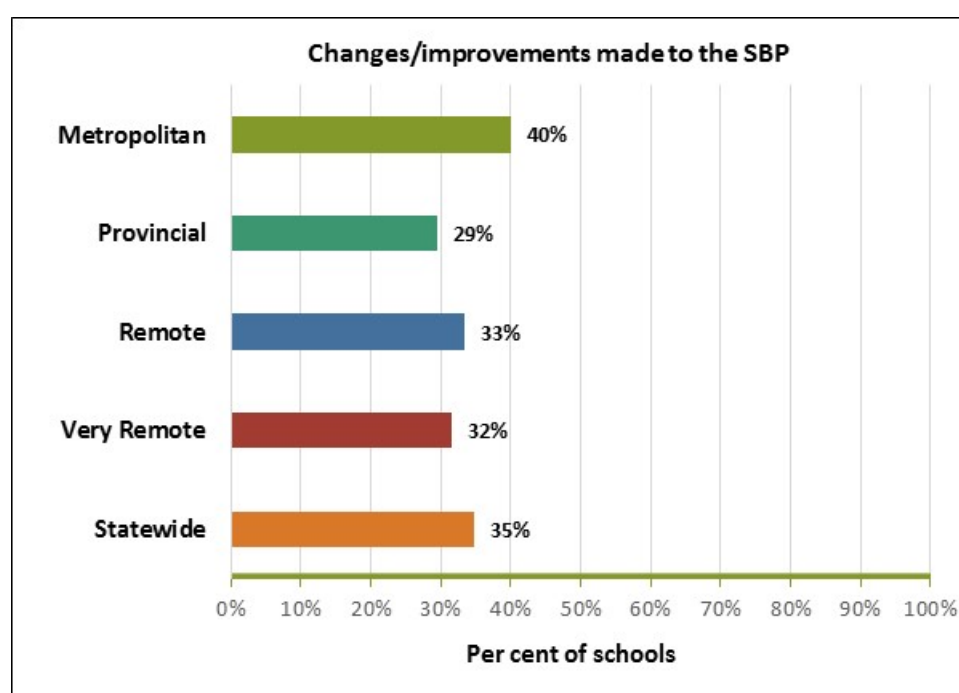


Figure A1.48: Percentage of schools that made changes or improvements to their SBP in 2016, by geolocation

The types of changes implemented by the 110 schools fell into three broad categories relating to food products, operational changes, and staffing/voluntary support. Modification to food menus or the variety of foods offered was the most cited change or improvement (31%). For some schools this involved the introduction of cooked breakfasts or new recipes, while others provided more fresh foods or secured donations of food products to augment their breakfast menus.

Operational changes mainly related to increased number of days or widening of access to encompass more students (25%) or to improved facilities and/or equipment (24%). Procedural changes were implemented by 9% of schools – including codes of conduct for student behaviour, and others added games or activities (4%) or improved the promotion and communication of the SBP (2%).

Staffing changes/increases were mentioned by 23% of the schools. These included greater staff involvement or the appointment of staff. Changes involving volunteers (10%) included recruiting more parent helpers, enlisting more students and/or introducing an induction process for new volunteers.

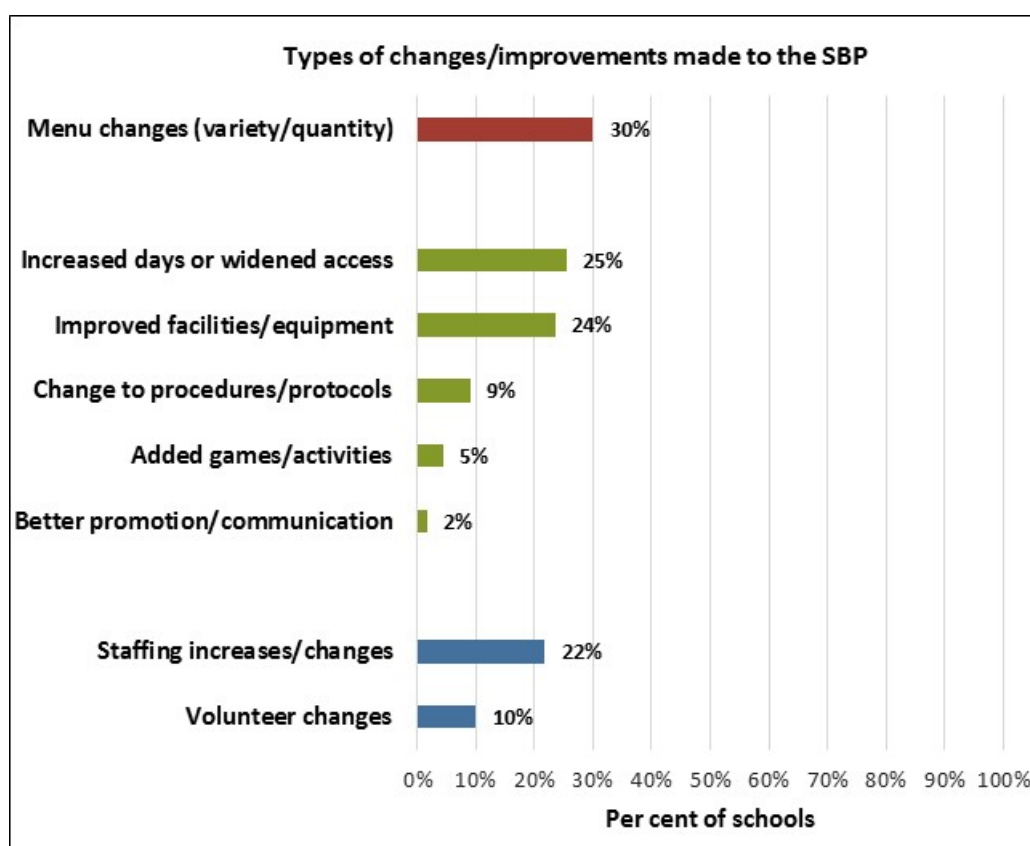


Figure A1.49: Types of changes/improvements made to the SBP (per cent)

The following are indicative examples of the main responses categories shown in Figure A1. 49.

Menu changes

The ladies make up different ways to use the foods that we get from food bank e.g. baked bean waffles. (Perth, Metropolitan)

More variety of foods offered, (Wheatbelt, Provincial)

This year there has been more of a focus on healthy breakfasts. Staff have been providing more variety, including hot foods. (Goldfields-Esperance, Provincial)

Have provided the students with extra rather than just a small breakfast-if they want more, they get it. (Goldfields-Esperance, Remote)

I am hoping to use the oats frequently and the weetbix biscuits in slices and breakfast biscuits, pancakes. (Goldfields-Esperance, Very Remote)

The school usually relied upon oats, weetbix and juice, due to lack of volunteers, but this year one of the teachers was happy to do cooked breakfasts twice a week. (Kimberley, Very Remote)

OPERATIONAL CHANGES

Increased days/widened access

We increased the program days of operation from 3 to 5 days. We bring fresh fruit out at recess for hungry children to access. (Perth, Metropolitan)

Breakfast club continues on a Friday for all students, but we now formally offer breakfast to our Aboriginal students on Monday, Tuesday and Wednesday as well as Friday. (Perth, Metropolitan)

We have a 'little breakfast' on Tuesday & Thursday. As some children [would]] hungry on 'off' days, we make toast for those who haven't had breakfast. (Goldfields-Esperance, Provincial)

We are taking breakfast to the Pre-primary and Kindy classes, in effect doubling the number of children who are receiving breakfast. (Great Southern, Provincial)

This year we ran breakfast club every school day (previously it was only 2 or 3 days per week). (Mid West, Remote)

Improved facilities/equipment

We have purchased new benches and stools to cope with the increasing numbers. (Perth, Metropolitan)

This year the location of the breakfast room was changed which made the breakfasts more accessible. Better storage facilities were also established. (Great Southern, Provincial)

The room has been revamped and made a focus breakfast zone. Games added to the table for students to play / engage with other students while eating or visiting. Curtains put up in room / tablecloths on tables. Clean up of room - removal of non essential furniture / equipment. (Wheatbelt, Provincial)

We have installed a kitchen specific sink, hot water system, washing machine. (Pilbara, Remote)

...Family coloured plastic tablecloths, big red plastic tubs, happy patterned plates and cutlery and generally investing meaning and value into the behaviour of eating breakfast, had a team of ten spring clean all areas as staff returned from a school camp highly motivated to work as a team. (Kimberley, Very Remote)

Change to protocols/procedures

Improved food handling and hygiene standards. Established partnership with local church. (Perth, Metropolitan)

Having two set days (in week 1 and week 5) when staff know that we will be ordering has streamlined the process. (Perth, Metropolitan)

Students now prepare their own breakfast and make their own lunches, if required. They also have to do their own dishes. (South West, Provincial)

Revisited code of conduct in Breakfast club for students. (Wheatbelt, Provincial)

Added games/activities

Updated games equipment in the venue. (Perth, Metropolitan)

Games added to the table for students to play / engage with other students while eating or visiting. Curtains put up in room / tablecloths on tables. Clean up of room - removal of non essential furniture / equipment. (Wheatbelt, Provincial)

STAFFING/VOLUNTARY SUPPORT

Staffing increases/changes

Freed up staff from school meetings to be at breakfast club to help. (Perth, Metropolitan)

Added a staff member to increase supervision and assist with the food preparation. (Goldfields-Esperance, Provincial)

We now have the two staff on duty each morning to support high needs students. (Great Southern, Provincial)

Volunteers

Sought volunteers from outside the local community. (Perth, Metropolitan)

Got some parent volunteers. (Wheatbelt, Remote)

Increased use of student assistance for setting up, preparation, serving and cleaning up. (South West, Provincial)

Integration of older students to assist as part of their community assistance program. (Goldfields-Esperance, Remote)

A1.8.2 Improvements Needed

Schools were also asked whether they felt improvements (other than those already made in 2016) were needed to the internal operation of their SBP. Statewide, one-quarter of the schools (77 schools) indicated improvements were needed at the school level. This varied between 22% for very remote schools and 33% for remote schools (Figure A1.50).

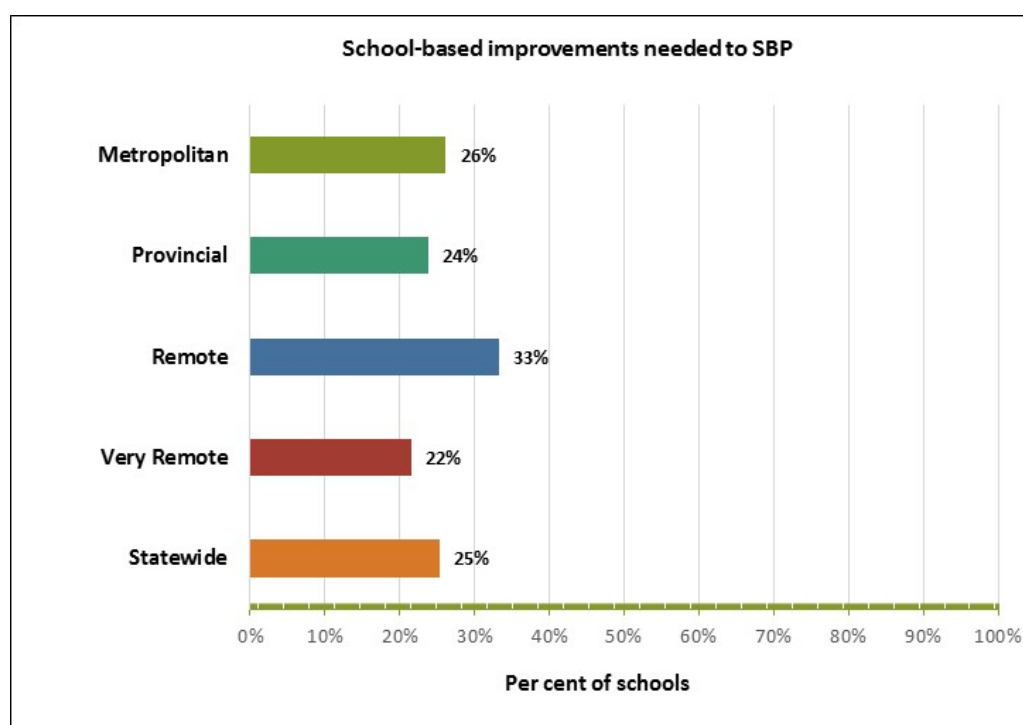


Figure A1.50: Percentage of schools that identified the need for school-based improvements to their SBP, by geolocation

The aspects of SBPs needing improvement that were cited by the 77 respondents closely correspond to those identified as having been implemented in 2016. This provides further corroboration that even though schools vary greatly in terms of their demographic and contextual factors, they face many of the same challenges in ensuring the SBP meets the needs of their school community and is sustainable.

Figure A1.51 displays the improvements needed, separated into the same three broad areas or domains as for the previous section. That is: food products, operational changes, and staffing/voluntary support. The need to secure sufficient staff and/or volunteers to run the SBP was the improvement most commonly identified by schools. In terms of operational changes, improvements to SBP procedures/protocols were the most heavily cited, followed by improvements to facilities/equipment and the need for continuous improvement or planning measures. Some schools identified the need to promote the SBP more heavily in order to secure more 'buy-in' from the school community. The need to expand the SBP and offer breakfasts on more days, and more secure funding were also cited.

In relation to food products, 9% of respondents cited the need for Improvements to their SBP menus. Indicative examples of the various categories of school-based improvements identified by schools are provided beneath Figure A1.51.

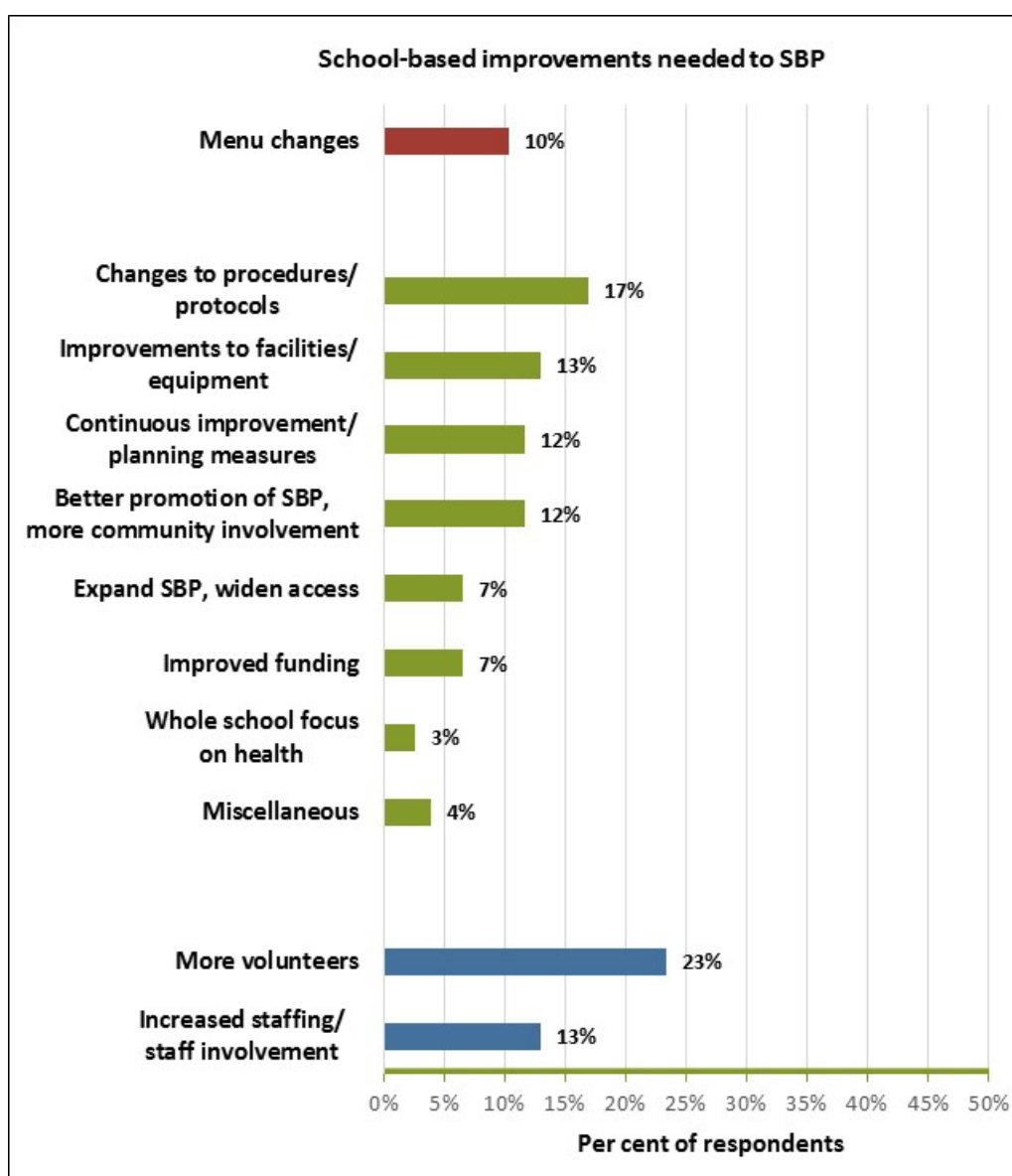


Figure A1.51: School-based improvements needed to SBPs (per cent)

STAFFING/VOLUNTEERS

Increased staffing/staff involvement

Consistent staff involvement. Currently part time staff involved. (Perth, Metropolitan)

On days the chaplain does not work the program does not run properly - hit and miss really; staff say they will volunteer but really don't when they are needed - say they are busy preparing for their school day. (South West, Provincial)

Other staff involvement to cover days I am not here to run the program. (Great Southern, Remote)

Broadening the staff /ATA/volunteer base to take pressure off the teachers. (Kimberley, Very Remote)

More volunteers

More volunteers to help run the program on busy days. (Perth, Metropolitan)

I feel it would be helpful to recruit more parents as fill in parents in the event of sudden fall off of volunteers. (South West, Provincial)

OPERATIONAL CHANGES

Changes to procedures/protocols

...putting into place a system and guidelines for all helpers to follow to ensure maximum hygiene practices are followed, ongoing menu variety and efficient ordering processes are implemented. (Perth, Metropolitan)

Education of students, setting up and control of the food process. (South West, Provincial)

More organization in the Kitchen. (Kimberley, Very Remote)

Improvements to facilities/equipment

The actual physical space is not good to have parent volunteer help. It can also get quite overcrowded and noisy for other staff and students trying to use the area. We also need greater Freezer storage for food and supplies of extras like butter/margarine and milo. (Perth, Metropolitan)

A bit more colour and different size posters with different messages about healthy eating. Colourful and engaging posters. Painting the room. Encouraging, positive messages/notices/posters. Different talk topic cards. Social skills cards? - explaining how to deal with things. (Wheatbelt, Provincial)

Upgrade of facilities: kitchen, storage, crockery, cutlery etc. (Great Southern, Provincial)

We would like to jazz up the breakfast room in order to create a more welcoming environment. This would include some colourful cushions, games and posters (healthy eating messages etc.). (Mid West, Provincial)

Greater promotion of SBP and community partnerships

Promote actively amongst the parent and citizens committee and other school representative committees the benefits of the program for students. Advertise and promote the days of operation to the school community (Perth, Metropolitan)

More promotion of the breakfast club to the community would ideally help with some attendance concerns. (Pilbara, Remote)

We could be doing more to make it sustainable, possibly encouraging a read and eat program in the mornings; making partnership with local suppliers; use Bunnings local partnerships; swap meet, bring and share, etc. (Mid West, Provincial)

Expand SBP / widen access

Ability to run it every day. (Perth, Metropolitan)

Build on a strong beginning to the program. Increase operating hours. Expand to a whole school initiative. (Perth, Metropolitan)

It needs to be more accessible. (Mid West, Provincial)

Improved funding

A bigger budget which would allow for more variety of breakfast. (Wheatbelt, Provincial)

Funding for someone to run the program. (Goldfields-Esperance, Very Remote)

FOOD PRODUCTS

Menu changes

Give a wider choice of food to the students as we have many who don't eat good food regularly because of circumstances at home. (Perth, Metropolitan)

More diversity in menu options. (Wheatbelt, Provincial)

Fresh fruit should be included but school unable to provide this twice in one day. (Kimberley, Very Remote)

Factors Limiting Improvement

Almost two-fifths (39%) of the SBP sample indicated there were factors limiting their school's ability to improve or expand its Breakfast Program. As shown in Figure A1.52, the proportions of schools affected ranged from 33% for remote schools to 45% for very remote schools. The pattern of responses suggests that geolocation is not the strongest factor at play.

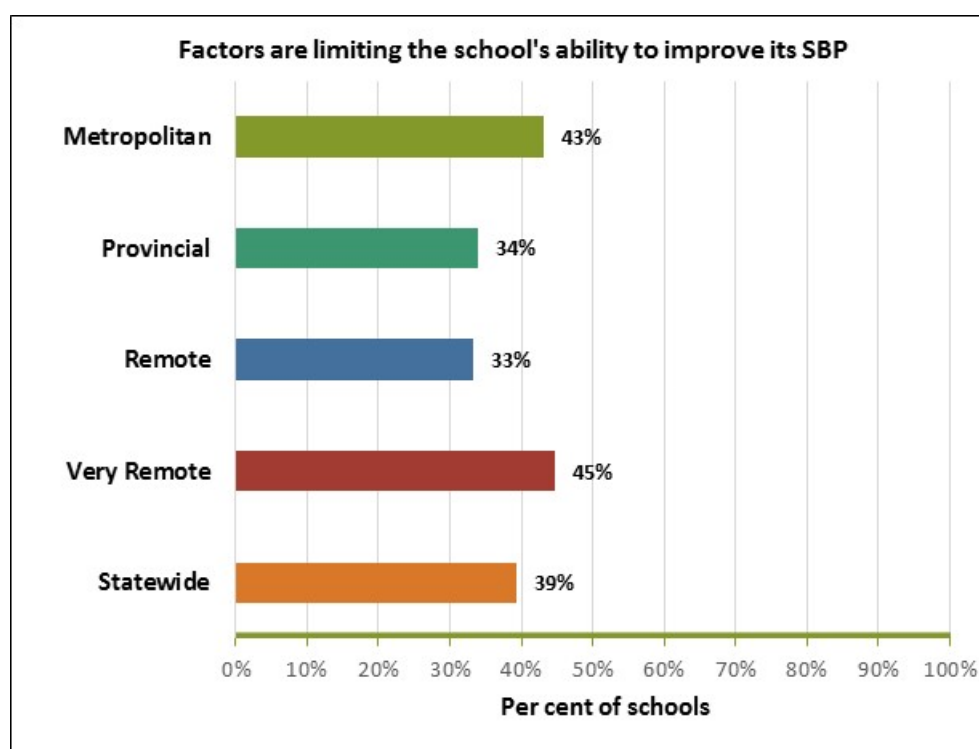


Figure A1.52: Percentage of schools that indicated factors were limiting their ability to improve or expand the SBP, by geolocation

As we might expect, the factors schools identified as limiting improvement of their SBPs are highly congruent with those identified in the previous section as needing improvement. Figure A1.53 shows that staff availability and restrictions on staff time and lack of volunteers were the most often cited factors limiting improvement. Factors that inhibit operational improvements included insufficient funding, inadequate facilities and/or equipment, and insufficient participants. Some schools cited lack of access to food supplies as a hindrance to improvement or expansion. Small proportions of schools noted that negative attitudes to the SBP among parts of the school community prevented its expansion, while others pointed out that expanding the SBP to include more students and/or more days would have serious consequences for the financial viability of their school canteen.

Examples of the respondents' comments are provided below Figure A1.53, grouped according to the main categories.

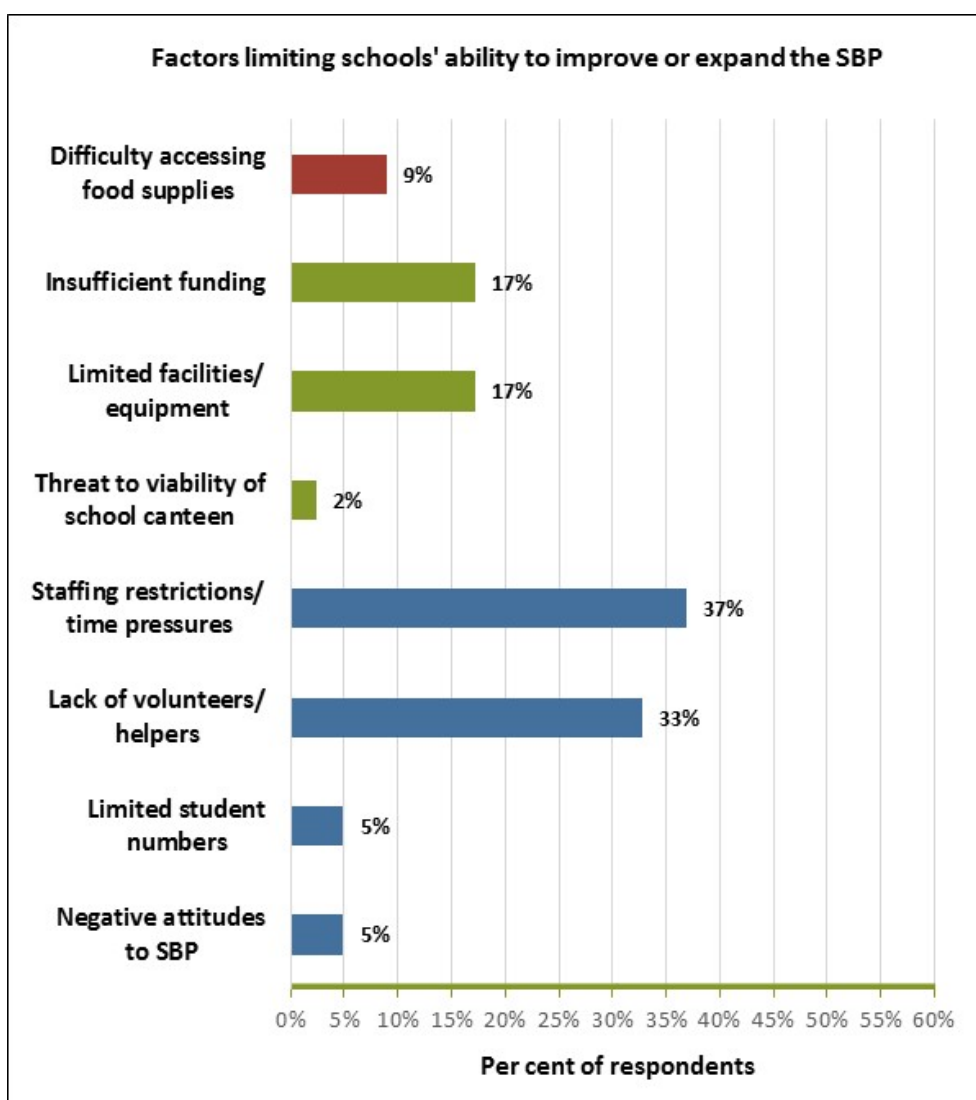


Figure A1.53: Factors limiting schools' ability to improve or expand their SBP (per cent)

FOOD PRODUCTS

Difficulty accessing food supplies

Accessing the Foodbank warehouse and ensuring there is suitable transportation and timeliness of access to food for the program. (Perth, Metropolitan)

Our geographic isolation! We would love to have fresh food that we can freeze delivered - we have asked to have our delivery sent to another school for us to collect so that we can receive the fresh food. (Gascoyne, Very Remote)

Transport of fresh supplies difficult. (Kimberley, Very Remote)

OPERATIONAL FACTORS

Insufficient funding

Funding is the main issue. (Perth, Metropolitan)

Limited funding for additional items. (Goldfields-Esperance, Remote)

Finance. (Mid West, Very Remote)

Limited facilities/equipment

We have a small kitchen area from which we serve and it is limited by space, there is a lack of room for students to sit. (Perth, Metropolitan)

Storage room for equipment/fridge. (Peel, Provincial)

We serve breakfast on a verandah. No room for sitting around tables for social interaction. Limited possibility to involve children in chores. (South West, Provincial)

Size of our kitchen and storage space for the food when it is delivered at the beginning of each term. (Goldfields-Esperance, Remote)

Threat to viability of school canteen

If we conducted a full Breakfast Program the canteen would suffer financially in the morning. We cannot just target the students that would need it but need to invite all and therefore sales would be lost. We also need the canteen to be sustainable for all of the school population (Perth, Metropolitan)

We have a school canteen which we need to be supportive of, not to take away from their business, so we have very limited variety of foods offered, to help those who only NEED it. (Perth, Metropolitan)

STAFFING/VOLUNTEERS/COMMUNITY

Staff restrictions/time pressures

Time. It is run from 8.30 - 9.15 and then another 1/2 hour to clean up, involving both staff and students. This cannot be sustained every day. (Perth, Metropolitan)

Would like to see School Breakfast Program operate 5 days per week but Chaplain not available. (Peel, Provincial)

Small school limited hands. Coordinator only onsite 1 day a week so limited time to collect food etc. (South West, Provincial)

Time constraints for teaching staff and EAs to assist and still get to their classrooms on time. (Wheatbelt, Provincial)

We do have issues with staff being absent at times and sometimes with no notice. This requires volunteers to get breakfast served. This causes issues from time to time. (Kimberley, Very Remote)

Lack of volunteers/helpers

Yes, lack of consistent volunteers. (Perth, Metropolitan)

Would need additional committed volunteers to operate even twice weekly. Too much for existing group of volunteers to expand at present. Many parents don't see that they need to support the school at any level. (South West, Provincial)

Lack of community volunteers to assist with breakfast program. (Kimberley, Very Remote)

It is impossible to get volunteers and ATAs to come in early - ATAs require payment for extra hours and someone needs to come in to unlock kitchen for them. (Kimberley, Very Remote)

A1.8.3 Support from Foodbank to Improve SBPs

Schools were asked whether there were ways in which Foodbank could assist them to improve the internal operation of their Breakfast Program, and if so, to describe these. As shown in Figure A1.54, 21% (67 schools) of the sample identified one or more ways in which Foodbank could assist.

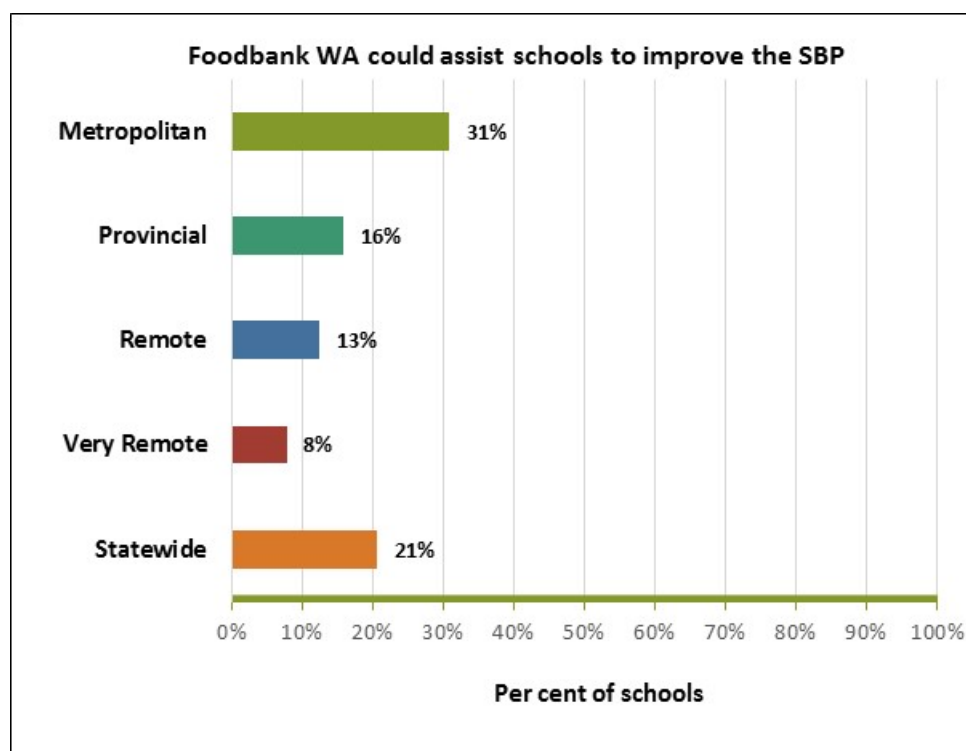


Figure A1.54: Percentage of schools that identified Foodbank WA could assist schools to improve the operation of the SBP, by geolocation

The most frequent request (34 schools) was for products to be delivered directly to the school. Of these, 29 were metropolitan schools and 6 were provincial schools, thus explaining the strong representation of these geolocations in Figure A1.54 above. For example:

If there was a metropolitan delivery service - we were unaware - but that would certainly significantly assist with the management of the ongoing operation of the service. (Perth, Metropolitan)

If they were able to deliver products to our school, we would be able to include fresh fruit, vegetables and milk in the menu. Because of the distance, we only order products 2-3 times a year. (Perth, Metropolitan)

If we had deliveries we could use the fresh fruit and veg and bread from Foodbank. As it is I take time off to collect our goods. A cost [saving?] could be made. (Perth, Metropolitan)

Provide delivery of the products as this is a huge commitment by staff to collect and deliver to the school.. (Perth, Metropolitan)

Delivery would be great along with adding some more options to choose from on the list of foods available. (Mid West, Provincial)

Delivery of food. (South West, Provincial)

Deliver the required foods. (South West, Provincial)

Two of the schools said the reason for requesting a school delivery service was because they found it difficult to access their Foodbank branch within the limited opening hours:

We have people who could pick up after 3pm but Foodbank is closed - longer opening hours - at least on one day would be helpful. (Perth, Metropolitan)

Delivery to school would be fantastic as that is one issue we find difficult - getting there within the opening hours. (Perth, Metropolitan)

One provincial school specifically requested an extension to the Foodbank Branch opening hours so that staff don't need to collect food during school time.

Expansion of hours for pickup of foods as we have to travel a way to get it, makes an impact with staff having to do this during the school day. (Peel, Provincial)

Other responses by schools fell into three main categories:

- Increased range and/or availability of food products (19 schools):

Provide a few more options for program at no cost or little cost. (Perth, Metropolitan)

Increase variety of options such as fresh milk, frozen fruits, eggs in breakfast program. Delivery of products. (South West, Provincial)

Provide bread, as apart from the school expense, supplies of bread in our local store are often sold out /depleted by the end of the day. It is also very expensive e.g. \$3-\$4 loaf. Otherwise, Foodbank is providing a terrific resource for use throughout our school. (Wheatbelt, Provincial)

Expand their products to include bread and margarine to take the financial burden off the school. (Wheatbelt, Provincial)

If there are any other ingredients that the schools could purchase even at a nominal price e.g. sauces, lentils, rice to bring the cost down for the school that already have to spend to feed the kids, Morning tea, lunch each day. (Goldfields-Esperance, Very Remote)

- Increased access to Food Sensations sessions or Foodbank presentations (5 schools):

I know this may be difficult considering staffing constraints etc., but having a representative from Foodbank WA attend the school and either talking about SBP; healthy eating etc. at an assembly or going into classrooms and running a session on this would boost the profile of SBP in the school and potentially lead to a greater impact. (Perth, Metropolitan)

More on site sessions around healthy foods. (Perth, Metropolitan)

Increased number of Food Sensations opportunities. (Perth, Metropolitan)

When they have cooking or teaching program it is always done in Perth. Not all of us can go to Perth. They could come out and do a teaching/cooking demo in one town where others can easily travel to. (Wheatbelt, Provincial)

More visits from you visiting team to provide healthy cooking lessons please! . (Gascoyne, Very Remote)

- Links to local food suppliers (3 schools):

If they could have surrounding grocers who would share with school with approval of Foodbank. this will ensure there is not a need for shops to travel to Foodbank. If this were to happen once a month it would be a great advantage. I am not always available to travel to Foodbank due to time and distance. (Perth, Metropolitan)

Provide links with local suppliers for fresh produce and dairy products. (Perth, Metropolitan)

Because we are outside the metropolitan area, it is difficult to provide direct support, however linking us with companies that support Foodbank could be useful. (Wheatbelt, Provincial)

- Provision of support materials (2)

Providing small amount of induction materials for breakfast club parent/community volunteers. For example a letter that could go home with slip asking for volunteers, a welcome pack, badge with Breakfast Club Volunteer on it. Resources that make it easy for the school to recruit volunteers and make the volunteers feel 'part of something.' I am not referring to resources that make more work for the co-coordinator such as formal inductions etc. (Perth, Metropolitan)

Providing food charts. (South West, Provincial)

- Timing of food deliveries (2 schools)

Deliver fruit at start of week instead of at the end of the week. (Perth, Metropolitan)

Deliveries to arrive closer to the beginning of term. (Pilbara, Remote)

- Notification of product availability (2 schools)

Weekly email with brief overview of supplies e.g. bread, dairy, fresh produce available. (Perth, Metropolitan)

Notification of deliveries to Foodbank of yoghurts, bread etc., to ensure the timely collection by staff members before they run out. (Perth, Metropolitan)

A1.8.4 Other Sources of Support for SBPs

The last of the questions relating to improvement asked schools what support from other sources (e.g. Dept. of Education, other schools, community organisations, etc.) could help improve the operation or impact of their SBP. A total of 198 schools (61%) chose to respond to the question. Just over one-quarter (26%) of the respondents said that additional support was not required, and a further 15% were unsure.

As might be expected, the responses that did identify sources of support reflected many of the same issues and aspects of SBPs that were noted earlier as needing improvement. Those most frequently suggested related to additional funding and resources. Many schools simply referred to 'funding' for unspecified purposes, while others suggested funding could be used to improve the SBP facilities and equipment. Donations of food products and access to more fresh produce were also commonly mentioned.

Access to more volunteers and helpers to run the SBP was again raised by respondents, with one suggesting that a central volunteer pool could be established from which schools could invite people to assist with their SBP. Community support and partnerships with local organisations such as sporting clubs were also suggested as means of raising awareness and promoting the need for additional support.

Suggestions for Information sharing among SBP schools were also put forward by respondents. These included sharing of recipes, activities and resources that work well in SBPs.

Within the 'miscellaneous' comments, two of the very remote schools noted that their isolation precluded them receiving any additional support, with one noting:

Our isolation requires us to go to lengths other schools do not need to do to make it happen. No real short cuts. (Goldfields-Esperance, Very Remote)

Finally, one respondent pointed out the need for state government funding bodies to understand that disadvantage is more prevalent than is often recognised:

...we have SBP and...volunteer our time and put resources to feeding needy children in middle class areas, not just low socio economic areas. Mining turndown has affected our families greatly but government stats don't show this. (South West, Provincial)

Further examples of comments relating to the main categories are provided below Figure A1.55.

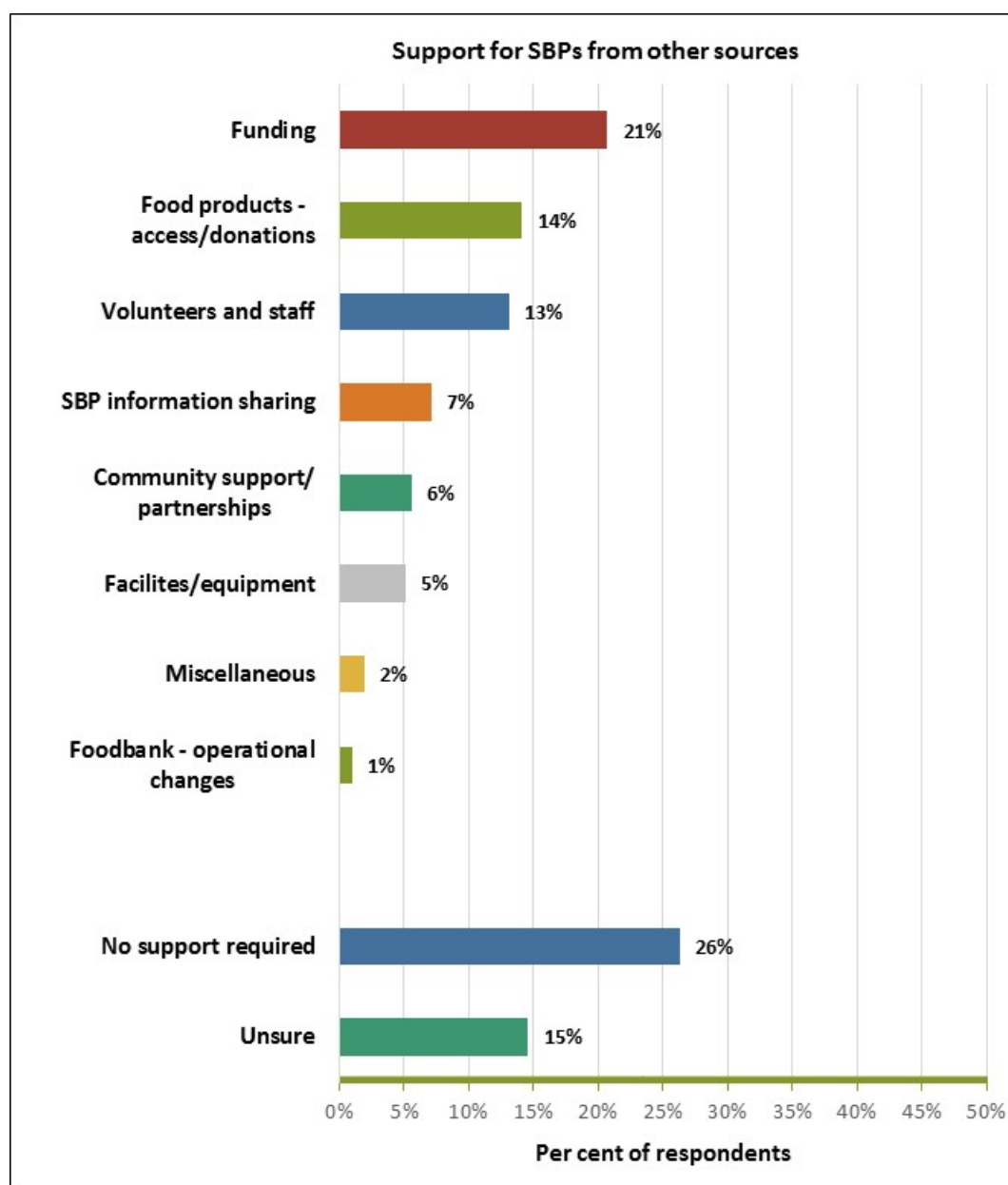


Figure A1.55: Support for SBPs from other sources (per cent)

Funding

A regular budget from the Dept. would be beneficial! (Perth, Metropolitan)

Ensuring that funding is provided to keep the programme continuing. (Great Southern, Provincial)

Funding for a coordinator. (Pilbara, Very Remote)

Providing additional funding to assist in the daily management of the program. (Goldfields-Esperance, Remote)

Food products-access/donations

Any community who would like to finance any donations, such as companies like nestle, Kelloggs or any other companies like this, it would be very beneficial. Perhaps a breakfast club week where donations could be made at schools a few times a year. (Perth, Metropolitan)

Access to fresh fruit and bread. (Mid West, Very Remote)

Be provided with fresh bread from local community IGA. (Kimberley, Very Remote)

The local supermarkets could get on board and supply some breakfast items every term, even extra fruit. (Wheatbelt, Provincial)

More volunteers & staff

Additional volunteers as these also act as role models for students. (Perth, Metropolitan)

Volunteers for prep and engagement. (South West, Provincial)

consistent volunteers. (Kimberley, Very Remote)

SBP Information sharing

Info/training about extra activities that we could run during the Breakfast Club to make it bigger and nicer! (Perth, Metropolitan)

Easy ways to promote healthy eating during breakfast club - without adding more workload to teachers. (Mid West, Remote)

Discussion with other schools of similar size to see how they operate/ what foods they provide and when. (Wheatbelt, Provincial)

Some handy recipes and ideas to be circulated amongst the breakfast clubs using the ingredients supplied by the Foodbank. (Goldfields-Esperance, Very Remote)

Community support/partnerships

Would love to see sporting clubs getting involved in Breakfast clubs as this would encourage good eating and good health and wellbeing. (Perth, Metropolitan)

Having community involvement would be good - Education is the key and we can only keep trying to achieve this with in our community. (Goldfields-Esperance, Very Remote)

Connection with DCPFS and other social support groups to ensure there is a home food program being accessed through Foodbank. (Goldfields-Esperance, Provincial)

Facilities/equipment

Better cooking facilities. (Perth, Metropolitan)

Having a room specific for the program. (Peel, Provincial)

A1.8.5 Sustainability of the SBP within Schools

Survey respondents were asked whether the current operation of the SBP at their school is sustainable. A large majority (87%) of schools indicated it was sustainable, with remote (92%) and very remote (95%) schools more likely to do so. As shown in Figure A1.56, only 1% of the sample (3 schools) indicated the SBP is not sustainable, and all of these were based in the metropolitan area.

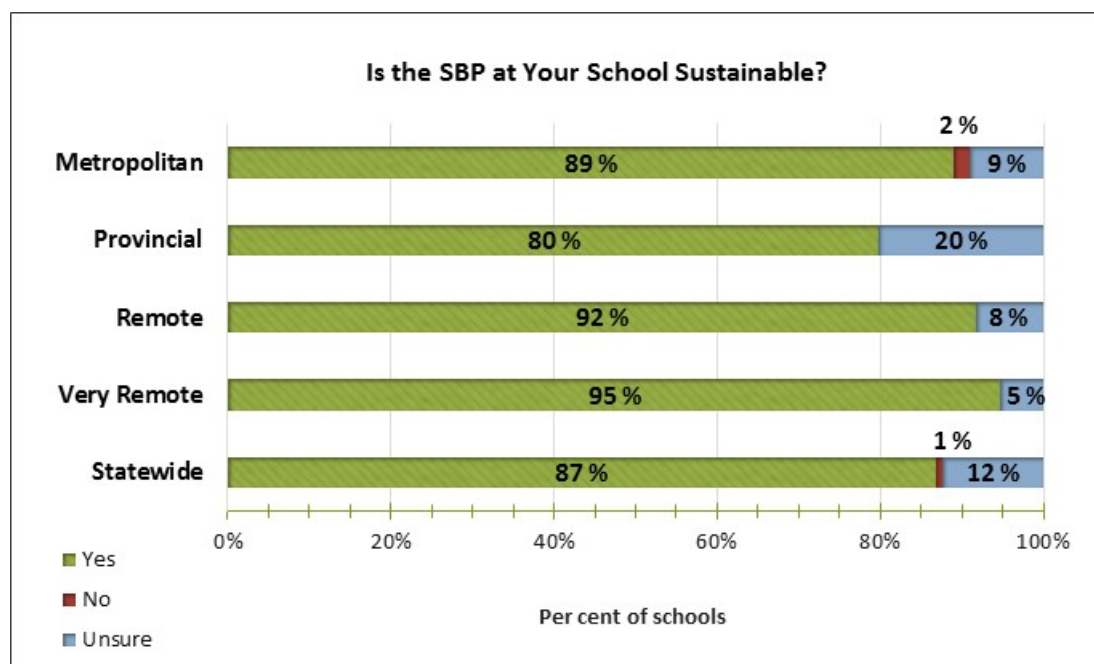


Figure A1.56: Respondents' views on the sustainability of the SBP at their school, by geolocation (per cent)

Almost one-eighth (12%) of schools indicated they were unsure about the sustainability of the SBP. These 39 respondents, along with the 3 schools that indicated the SBP was not sustainable, were asked to describe what they believe is needed to ensure its sustainability. Their responses echoed those seen previously in relation to improvement, with no new or unexpected issues raised.

Some respondents noted more than one factor. Almost four-fifths (79%) stated that extra staffing and/or volunteer support were needed for sustainability. These included special mention of the important role of school Chaplains and preference for having dedicated roles for staff rather than relying on volunteers. Ongoing funding to secure staffing and resources was also noted (18%), along with continued support from Foodbank (8%), and access to food donations (8%).

Strategies to Ensure Sustainability

All schools were asked to describe the strategies or measures that their school uses to help ensure the ongoing operation of the SBP. Responses were received from 268 schools (83%). Of these, 17 schools (6% of respondents) said that they didn't need to use any particular strategies. Reasons ranged from 'it is so well regarded there is no need for such strategies', to 'we keep it simple', or 'it just happens'.

The remaining schools put forward a range of strategies that echoed many of the same themes seen throughout the survey responses (see Figure A1.57). The most prevalent strategy involved the rostering of staff and commitment of staff resources (39% of respondents). Many schools see this as both the biggest challenge and most important factor for them to ensure the successful operation of their SBP. The recruitment, retention and valuing of volunteers was also stressed by many schools as essential to the sustainability of the SBP. For some schools (6%), the involvement of students in running the program alleviated the pressures on staff and other volunteers.

From a resourcing perspective, embedding the SBP within the school plan and/or budget was seen as very important for many schools (15%), and/or acknowledgement that the SBP is an integral part of the whole school ethos and 'what we do' (6%). The logistics of running an SBP can be complex – particularly where large numbers of students are accessing the program. Hence, having dedicated facilities and well-established

procedures to ensure adequate food supplies and effective communication between staff and helpers is very important. These issues were raised by 12% of respondents.

Finally, engagement with stakeholders and the wider community is also seen as important to the sustainability of SBPs by many schools. Active promotion of the program within the school community was noted by 11% of respondents and 9% stressed the need to develop partnerships with local business and/or community groups. Examples of the response categories are provided below Figure A1.57.

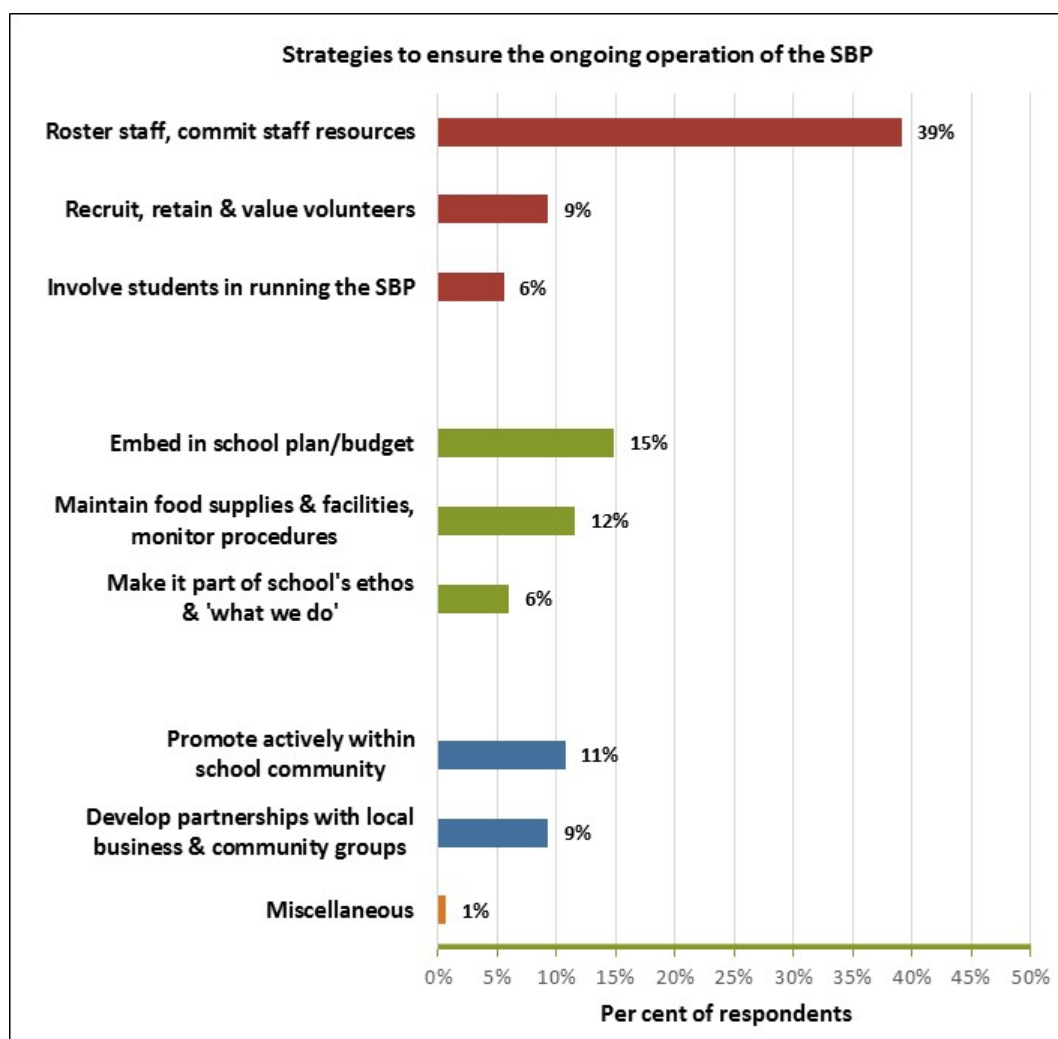


Figure A1.57: Strategies identified by schools that help ensure the ongoing operation of the SBP (per cent)

Roster staff, commit staff resources

A formal staff volunteer roster has been developed and the program is monitored informally on a daily basis. (Perth, Metropolitan)

Timetabling morning staff to cover the role, provision of staff and time to order and collect food, creation of procedures for recess and lunch meals as needed. (Goldfields-Esperance, Provincial)

Staff are allocated to oversee the program and for collection of food. (Peel, Provincial)

Time for staff to shop for food in daily duties. Time for staff to prep for food in daily duties.. (South West, Provincial)

The Principal and registrar have taken the bulk of the responsibility as staff feel they do not have enough time before school. (Wheatbelt, Remote)

We have paid staff who are there to serve breakfast as part of the employment. (Kimberley, Very Remote)

Staff roster to run breakfast club. (Kimberley, Very Remote)

Recruit, retain and value volunteers

We recognise and celebrate the work our volunteers do for breakfast club. Staff are asked to help out from teachers to educational assistants. (Perth, Metropolitan)

Flexibility, recruitment of volunteer staff, giving volunteers a job, (Perth, Metropolitan)

Volunteers are supported and encouraged. (Goldfields-Esperance, Provincial)

Positive feedback to the volunteers from the school staff. Inclusion of staff participation on the duty roster ensures ongoing success. (Peel, Provincial)

A range of volunteers so that they don't get overloaded. (Pilbara, Remote)

Developing and sustaining positive relationships with volunteers, involving staff and students to assist. (Wheatbelt, Remote)

Use of volunteers. (Goldfields-Esperance, Very Remote)

Involve students in running the SBP

Students responsible for helping themselves and washing/ cleaning up. (Perth, Metropolitan)

Allocated Year 6 students who in teams work to set up / pack up breakfast club. (Peel, Provincial)

It is low key, easy to supervise and is student driven. Students are responsible for getting their breakfast ready and cleaning up after themselves. (South West, Provincial)

In having the students play a large part in the running of Breakfast Club we are ensuring that it is a sustainable program, because it can continue to operate when regular staff are away and relief staff come in: the students know what to do and where everything is. (South West, Provincial)

There is a roster set up for each day showing the students what their jobs are that day. (Wheatbelt, Provincial)

Embed in the school plan/budget

The Principal fully supports the work we do and gives us a budget to provide for this . (Perth, Metropolitan)

The breakfast program is a high priority in our school because of the impact it has on our students daily lives our Principal and Deputy ensure that we are provided with what is required to keep us going seeking financial support. Dedicated and generous team members. (Perth, Metropolitan)

The School Breakfast Program has been embedded into the Student Services Strategic Plan as an ongoing strategy to provide students at risk with support. (Great Southern, Provincial)

The program is factored into our strategic planning. (Mid West, Provincial)

It is not considered an optional add-on to the school day but is and has been for a long time treated as an integral part of the school day and specifically timetabled as such. (Goldfields-Esperance, Very Remote)

Maintain food supplies & facilities, monitor procedures

Address concerns raised by staff / volunteers involved. Constantly monitor student participation and constantly consult teachers for children who need to be added to the program. (Perth, Metropolitan)

Regular reviews and ensuring equipment is functional. (Goldfields-Esperance, Provincial)

On site coordinator. Dedicated room for food storage, preparation and consumption. Tables and chairs, and food utensils all purchased. (Goldfields-Esperance, Remote)

Supplies are picked up regularly and many on school staff help with carrying storing supplies and know how to operate the roles and functions involved in the School Breakfast Program. This has been the best strategy to share the importance and status of the role amongst a range of staff to diversify and improve standards. Therefore possessiveness of the program is not encouraged but empowering all the adults to lead and take initiative according to policy rules helps to share the load and lessen the habitual routines and the initiators are asked to show creative input such as a new way of presenting and sharing food. (Kimberley, Very Remote)

Organisation between staff running the program also communication with Foodbank to ensure ordering of products. (Mid West, Very Remote)

Make it part of the school's ethos and 'what we do'

Breakfast Program at this point in time is just a given. It is part of what goes on at the school. (Perth, Metropolitan)

Breakfast program is seen as an integral in the running of our school as it is focussed on the wellbeing of all students & their ability to learn. (Perth, Metropolitan)

The importance of offering breakfast takes high priority at this school and is embedded in its culture, ensuring sustainability. (Wheatbelt, Provincial)

Commitment to providing a nutritious breakfast for students every day. (Goldfields-Esperance, Remote)

Policy and our Duty of Care for these students. Meeting their basic needs is paramount in any school. (Goldfields-Esperance, Very Remote)

Promote actively with the school community

We always promote our Breakfast program to our students and their families so they know that their child can come to school with having the support from our staff to ensure their child can get something to eat without feeling shame. (Perth, Metropolitan)

Ongoing promotion in school community. (Goldfields-Esperance, Provincial)

Speaking to the community about its ongoing importance and providing a location for the programme to continue. (Great Southern, Provincial)

Ongoing promotion of the breakfast program through school PA announcements, newsletter articles etc. (Mid West, Provincial)

Constant advertising of the program in school newsletters, website and through environmental print on site. (Wheatbelt, Provincial)

We are letting parents know about the program and if they are willing to come into the school to volunteer, and also meet the staff, then it will overcome their parents fears of not coming into the school because their own experiences at school. (Gascoyne, Remote)

Develop partnerships with local business and community groups

Partnerships with local business. (Perth, Metropolitan)

Ongoing networking with churches in the area through the Chaplain. Regular funds cards received from the local Coles. Wonderful to have their support! (Perth, Metropolitan)

Our BC is run by the generous contributions of both school and community volunteers. Our P and C is on board with ongoing financial assistance as are local businesses. (Great Southern, Provincial)

In accepting donations from local community members and also utilising eggs and food grown at school we are ensuring that it is a sustainable program, because we can continue the program even if supplies from Foodbank are reduced. (South West, Provincial)

Maintaining our relationship with the Red Cross and our volunteers. (Kimberley, Remote)

A1.8.6 Strengths of the SBP

To gain further insights as to the impact and effectiveness of SBPs, schools were invited to describe what they see as the strengths of their Breakfast Program. Responses were received from 277 schools or 85% of the sample. Strengths identified by the schools were highly consistent with the comments provided by schools in relation to SBP impact. Social benefits were again prevalent, and as shown in Figure A1.57, positive social interaction and relationships were the most often cited (31%). Factors relating to the availability, accessibility and consistency of the SBP were seen to contribute strongly to its effectiveness (28%).

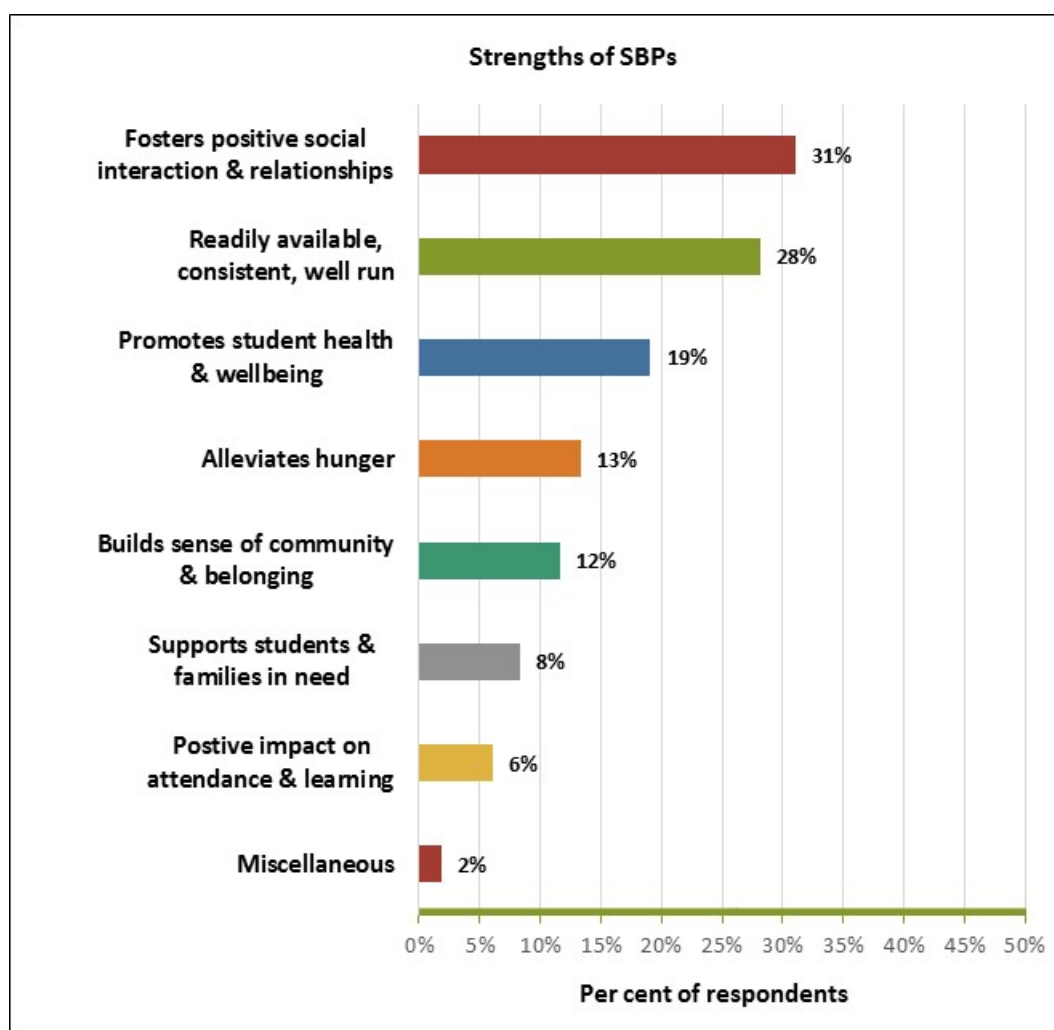


Figure A1.58: Strengths of SBPs identified by schools (per cent)

Schools also noted that their SBP has a positive influence on the health, mood and wellbeing of students (19%) and/or helps to promote community spirit and foster a sense of belonging (12%). The provision of support for disadvantaged students was in itself seen as a strength (8%), as was the positive influence on students' attendance and readiness to learn (6%). A few indicative examples are provided below.

Fosters positive social interactions and relationships

Students learn an acceptable form of socialisation. Students socialise with one another and with those running the program. Students are learning to serve one another. Students chat to Chaplain whilst they are rating their breakfast. (Perth, Metropolitan)

Willing and friendly staff who strive to connect with students, not just offering food but offering social and emotional support. There is also a strong emphasis on using manners, assisting with

washing up when necessary, and talking about healthy eating habits. It's a fantastic environment. (South West, Provincial)

Giving students a positive start to the day. Making students feel wanted within the school community. (South West, Provincial)

Students are happy and having breakfast. They get to sit and chat with others building their social skills as well as their personal skills. Teaches the students some responsibility for others and themselves (being safe in the kitchen, working with others). (Wheatbelt, Provincial)

Readily available, consistent, well run

Consistency is the key. (Perth, Metropolitan)

Consistency for the students, knowing that the program is there every day for them in case they have forgotten to have breakfast or their lunch. (Great Southern, Provincial)

That the community knows the programme is available for them when it will be needed. (Great Southern, Provincial)

It runs smoothly, on time, every day. (Kimberley, Very Remote)

Promotes student health and wellbeing

Students are getting adequate nutrition to function and be healthy. (Perth, Metropolitan)

Social and emotional wellbeing of our students as their basic needs are being met. (South West, Provincial)

By offering the breakfast program it positively impacts on the mood and tone of the school. (South Good will, encouraging students to start the day with a healthy breakfast, the opportunity to talk. (Goldfields-Esperance, Provincial)West, Provincial)

Alleviates hunger

Feed those who can't feed themselves. (Perth, Metropolitan)

Invaluable to keep our children from being hungry throughout the day. (Mid West, Provincial)

It is present but not advertised widely. It is really a safety net for those students who can't access food from anywhere else. (Kimberley, Very Remote)

Builds sense of belonging and community

I believe it has helped develop a strong sense of community in our school (Perth, Metropolitan)

Community building. Belonging. (South West, Provincial)

Support for families and young people in need has increased community support for our school. (Mid West, Provincial)

Community relationships are strengthened. Students of all year groups socialise and help each other. Breakfast club is very important to all staff and students, we all have ownership of it, we are very proud of the program. (Wheatbelt, Provincial)

Supports students & families in need

Assisting families in need. (Perth, Metropolitan)

Feeding disadvantaged children and those who have both parents working from early hours. (South West, Provincial)

Providing the food for those students who are needy. (Wheatbelt, Provincial)

Positive impact on attendance & learning

Students coming to school on time and absentees are [reduced]. (Perth, Metropolitan)

Students able to focus in class and on their studies as they are not distracted by the effects of Impact on learning. (Wheatbelt, Provincial)being hungry; (Great Southern, Provincial)

The students all start the day in a healthy way. It is an incentive to come to school. (Kimberley, Very Remote)

A1.9 Further Comments

The final item on the 2016 SBP Coordinator survey invited respondents to provide further comments. More than 60% (197 schools) of the sample chose to do so. All of the comments were positive in nature, though 4 respondents acknowledged challenges such as maintaining adequate staffing and long distances travelled to collect food supplies. In relation to travel distance, one school suggested the establishment of a north metropolitan Foodbank branch since they found it difficult to access the Perth depot located near Perth airport.

Collectively, the final comments provided by the 197 school representatives send a clear message that the School Breakfast Program is having a positive impact in their schools. A cross-section of the comments is provided below. Comments shown in the first group point to positive attributes of the program delivery such as quality, efficiency, efficacy, innovation and/or flexibility. The second group of comments highlight the need for the SBP and indicate, either explicitly or implicitly, the need for its continued operation.

Program Quality, Efficiency, Efficacy, Innovation and Flexibility

Food Sensations programs are fantastic - both the program and staff delivering it. Convenience of fruit delivery is excellent - particularly when so far from Foodbank's base at airport. (Perth, Metropolitan)

The service that Foodbank offers in supporting these programs is invaluable. The quality of food and the helpful staff at the food collection centre means schools are able to create these programs and continue them in a sustainable manner. (Perth, Metropolitan)

SBP essential in some schools and grateful that Foodbank had the foresight to provide not only the food but the additional resources for students about Superhero Foods. (Perth, Metropolitan)

A great program and I am very glad that isolated schools like [ours] can be involved in it. (Great Southern, Provincial)

It's so simple, so easy to provide, and yet has such far-reaching positive effect to the whole school community. (South West, Provincial)

Great work! The school breakfast program has been running smoothly for a while now and as the saying goes, why fix something that isn't broken. (South West, Provincial)

It is a great program in that it is easy to work with Miranda who is a great support and is always helpful. She always keeps us informed as when the breakfast items have been dropped off... and the ordering process is simple and easy to do on a termly basis.-Thank you to all the Foodbank team. (Goldfields-Esperance, Very Remote)

It's a great program and one that can be used in all different school scenarios across the state. (Goldfields-Esperance, Very Remote)

The program is very positive though supplies are a long way away in Kalgoorlie. Great service in Kalgoorlie. Prompt action by Foodbank. Foodbank visiting educators at the local sports interschool – very, very good! (Goldfields-Esperance, Very Remote)

Foodbank is great at understanding the remoteness of where we are and what we face, they are very quick to respond. (Kimberley, Very Remote)

Benefits and Need for Continuation of SBP

The service from Foodbank is great. It is difficult to imagine that the need for support for local families to provide food to their children will decline any time soon. Families are struggling financially and emotionally at times to provide good nutrition for their children. (Perth, Metropolitan)

We see it as an essential part of the operation of our school. The role of the Chaplain and the Breakfast Program are very closely intertwined. The pastoral care aspect in our school with a low ICSEA is very important. (Perth, Metropolitan)

It is a very worthwhile programme to operate in schools, particularly in low socio-economic areas as it fills a need for some families. It provides a tool for positive interactions with teachers and other school staff with children and their families. (Perth, Metropolitan)

I have worked in 3 schools that have been assisted by the program. The program is beneficial and should be supported. (Perth, Metropolitan)

It has been something I have been committed to over a 13 year period and seen many people benefit, whilst it does not have sufficient media attention it is absolutely worthy of recognition and support from many bodies. (Perth, Metropolitan)

I don't want there to be a time that we can't provide breakfast club to our students. It has become an integral part of the school environment. (Perth, Metropolitan)

This program is excellent and would be sorely missed if it was not operating. (Perth, Metropolitan)

Our school relies on the School Breakfast Program to be able to supply nutritious healthy breakfasts and lunches for our students and their families. We would not be able to have the program without the support of Foodbank. (Great Southern, Provincial)

This program provides food for students who otherwise wouldn't eat that day and is an essential process in student learning. (Mid West, Provincial)

It is a wonderful program that enables our school to provide a nutritional breakfast to all students. Without the program the Breakfast Club would not be possible at our school. (Peel, Provincial)

We believe it makes an important difference to the lives of a significant number of our at risk students. If their physical needs are met we can then concentrate on assisting them with their emotional and learning needs. (South West, Provincial)

It is a wonderful program, please don't stop it. (South West, Provincial)

We are extremely grateful to the breakfast program as it gives us the opportunity to support those most in need. Having the program has made a significant difference to our relationships, the students health and focus on their education. (South West, Provincial)

The School Breakfast Program is essential to schools. We are thankful that we have Foodbank to support us in our Breakfast Program. (Wheatbelt, Provincial)

I feel it's a very important program and essential to schools. (Wheatbelt, Provincial)

It is important for schools. The benefits are difficult to measure, but the impact is obvious. (Wheatbelt, Provincial)

This is an incredibly worthwhile program that needs to continue. (Goldfields-Esperance, Remote)

[Our school caters for] Aboriginal students from remote communities. The breakfast program supports the school's capacity to provide a range of healthy and nutritious breakfast options. (Goldfields-Esperance, Remote)

The Foodbank WA SBP is an absolutely wonderful program which I would hate to see stop as it makes such a difference. (Wheatbelt, Remote)

Many thanks to the wonderful service you provide for students in remote communities. (Gascoyne, Very Remote)

Couldn't do without it. (Goldfields-Esperance, Very Remote)

*I think it is a wonderful program. Without it we would not be able to have our Breakfast Program.
(Kimberley, Very Remote)*

We are very grateful for the provision of this food as we could not afford to provide this sort of food to the children. (Kimberley, Very Remote)

Thank you for the program. It serves a great need in our community without being a burden on anyone. (Kimberley, Very Remote)

Foodbank provides a valuable resource to the school - it is a very important aspect of our school planning/management. (Mid West, Very Remote)

A2. SBP CASE STUDY DATA

The following sections provide a summary of the data collected from the case study schools in relation to the School Breakfast Program. As described in the 'Overview' section of the report, to date the case study data is limited to interviews and/or focus groups since this was the only data that was collectible and available at this time.

A2.1 Very Remote School

A2.1.1 SBP Operation

The SBP operates 5 days a week, serves on average 30 breakfasts a day and is run primarily with school staff. It has its own designated space within the school including outdoor tables and is part of a wider 'homemaker' service that the school provides. The SBP joins onto the morning sport program which facilitates punctuality and attendance. The Principal commented that it is a good opportunity for him/her to touch base with students first thing in the morning to find out what is happening and to monitor their well-being.

A2.1.2 SBP Impact

Within the school it is clear that not every student has food before coming to school and the SBP enables students to be fed which enables brain function and facilitates learning. At the classroom level there was a positive impact on students' capacity for learning, particularly their ability for increased concentration and positive social interaction. The Principal emphasised that the reading and literacy gaps in students learning were closing and that Foodbank and the SBP have a "direct impact on this".

At the community level, the SBP contributed to the overall feeling of community and the school being a "safe place" that is there to back up parents and caregivers in a consistent manner. Foodbank was described as "part of our school culture and well-being development within and across the school" and links in with other inter-agency programs to support students including ear health as an example.

A2.1.3 SBP - Helps and Hindrances

The understanding of Foodbank and its staff and the regular contact was seen as a help with the key hindrance to the SBP being some groups within the community relying on the service, so it has not been advertised to the community in 2016.

A2.2 Provincial School

A2.2.1 SBP Operation

The SBP operates in the school daily in a designated arts area and 2 days a week in the wet area from 8:30-8:45am. It is staffed by 2 volunteers and one staff member and the School Chaplain. The schools utilises the designated space as it is treated as an opportunity for students to have a sit down meal with up to 40 students per day representing a mix of the entire student population from primary to secondary students. Some secondary students attend but it is mainly primary students in attendance. The school Principal and Chaplain complete food orders.

A2.2.2 SBP Impact

A lot of the kids that are attending the school were said to come to school hungry and kids are taken out of class and fed with Foodbank Food if they miss SBP in the morning. At the classroom level the key impact was described as contributing to a 'settled' classroom given lots of the students' bus to the school which leaves early so have often had breakfast at home but are hungry by the time they reach the school.

A2.2.3 SBP - Helps and Hindrances

The biggest help to the SBP was identified as the volunteers and support from Foodbank as far as some selected products. Toast and milk was said to be the easiest options to offer students and they could access other food but have elected not to. Apples and other fruit have been accessed from other local options. Key Hindrance was explained as storage space and the use of a working classroom for the program. They like the students to be able to sit down for their breakfast as it promotes socialisation. Finance was getting tight so spending money on food for kids is something that will be looked at in 2017.

A2.3 Metropolitan School (Primary)

The SBP operates 3 days a week on a Monday, Wednesday and Friday with all students at the school welcome. There are typically up to 100 students per day in attendance. The operation of the SBP is very streamlined and involves a classroom teacher as the Coordinator and the Deputy Principal who has general oversight of the program. SBP starts at 8pm and goes through till around 8:45 with staff, usually 3 Education Assistants (EAs) and volunteers arriving at school at 7:15 for a 7:30 set up and preparation. SBP operates in a permanent undercover space and wet area set up for food preparation with benches for students to be able to sit when eating. The main tasks of the Coordinator were identified as looking after the budget, ordering product, checking storeroom and coordinating the staff and volunteers. The Deputy Principal, Coordinator and key stakeholders interviewed all expressed appreciation for the high level quality of the food products sourced from Foodbank WA.

On a Monday and Wednesday a typical basic breakfast of cereal, toast, tinned fruit and milk is served whereas on Fridays a cooked breakfast is served usually incorporating baked beans and spaghetti, and occasionally eggs. Most of the food used in the SBP is sourced from Foodbank WA with donations of bread/rolls and juice from local contacts periodically during the year. The SBP at times throughout the year puts on 'special breakfasts' that are linked to school events and initiatives. The food sourced for the SBP is also used in food packages for families in need and to make sandwiches for students who do not have lunch.

There was overwhelming agreement that the food offered at the SBP was 'high/good' quality with a variety of healthy food options supplied for the SBP. This was seen as important by all stakeholders and a key factor in the success of the program.

It is clear that the school in the operation of the SBP has invested considerable resources and energy over a long period of time in setting it up as a 'community event' that is welcoming of all students and their parents/caregivers. This notion was reinforced by all stakeholders interviewed which contributed to no stigma or shame being attributed to attending the SBP and contributed to large numbers of students and parents attending. The 'community culture' that has developed around the SBP has contributed to a high level of impact detailed by all stakeholders interviewed. As the principal explained,

But in terms of the community it is as much as come in, enjoy, have a bit of a social interaction with each other. We know the community we are in as nutrition is not always high for some families so it's much about providing that opportunity for them and easing that pressure without us placing a judgement or value on whether they are being fed at home or not been fed properly and things like that. So really it is pushed as a community program and it's everyone come along. Parents come along and join in breakfast and anyone come along which has been the main emphasis of it...so very positive and very much embraced by the staff here.

A2.3.1 SBP Impact

The feedback from the first round of interviews was overwhelmingly positive from all stakeholders. There were a number of key impacts of the SBP identified by the staff, parents/caregivers and students of the school. These were jointly described, and could be categorised as, socialisation/enriching relationships that build a sense of community; learning at the class/school level; improved behaviour; attendance; healthy eating/messages. It is clear that there is overlap between the categories. Please note that BC refers to Breakfast Club which is how the SBP is known and referred to in the school.

Socialisation/Enriching Relationships that Build a Sense of Community

The key school impact identified by the Deputy Principal was “cementing the relationship between home and school” as the SBP was observed to build relationships between the students, parents/caregivers and the school. This was particularly the case for the ‘difficult’ students with reference to behaviour. The Deputy Principal commented that the SBP was, “a big part of our pastoral care across the school”. The other Deputy Principal commented,

Provides a sense of community as we invite the parents to come in and they are not only communicating with their own children without electronic devices around like you might normally have in a household but parents are also communicating with each other which is fantastic. So it's really good because these parents would not normally communicate together as their children are in different age groups and different classes so I think it's another opportunity for them to come together. Same for the kids and helps negate behavioural issues in the playground as well.

Teacher comments:

A lot of teachers walk through and it brings people together. Encourages parents to be more involved in the school which is a huge benefit for us as teachers and if they feel comfortable then they are more likely to come to school for special events, coming into the classroom helping or approaching the teacher when there is a problem so at a wider community level I think it means that people feel a bit of ownership I guess of the school which is good.

At a school level it gives more of a sense of community so it is there for parents as well they are welcome to come in and have a chat with people serving and I am in a classroom next to the BC so I will walk through often and say good morning to everyone so it's quite a social event as well.

Parent/ Caregiver comments:

A lot of meet and greet and get to meet a lot of teachers that you don't get a chance to meet when you drop them off so have got a chance to meet a lot more teachers which has been really great.

It helps kids socialise as its all year groups as well so they are hanging out with all kids so I have a son in grade one so it has helped him get to know the older kids so when they are out in the playground as well he's got familiar faces he can go to. I feel they look out for him in the playground.

That is another benefit with the teachers they have chats with the teachers and not telling them what to do its building rapport with the kids as well. They can chat to kids here about their weekend, what they did last night, it's just a normal chat and not about school and it's not disciplining them or whatever so then I think it makes the kids more comfortable with the teachers around the school and builds more positive relationships between them.

It builds community within the school. Get to know some people as I am not the most open parent out there and that's where I try and break my kids out of that, if I don't know people I don't really talk like I've been here my oldest is 19 so I have got to know a lot of the teachers and got on well with them and they have helped quite a bit and to try and break us out of the way we are because we are very quiet and don't really associate with a lot of people so breakfast club has helped me get to know a lot more people.

Student Comments:

You socialise a lot with people that you don't know like teachers maybe and maybe kids and students from other classes and you make friends (Year 6).

Like going to breakfast club to hang out with my friends (Year 6).

You go and talk about things with your mates and upcoming events and you get to eat a lot of food that the awesome teachers prepare for us before school (Year 5).

You sit with your mates and talk about stuff and make more new friends (Year 4).

Learning Classroom/School Level

All participants interviewed made reference to the positive impact that the SBP had on student learning which included students being able to concentrate more, having energy to engage, being more focussed and more settled in the classroom. The administration made comment that the SBP contributes to a more settled atmosphere/climate across the school. At the class level, whilst not with every child, it was acknowledged that with some students they are much more settled when they are not “hungry and angry”. The following examples from the stakeholders interviewed explain further the perceived impact:

Students:

It can fill your tummy up so when you are doing work you don't tell the teacher that you are hungry (Year 4).

Helps you to get switched on when you are in class. It means like when you eat breakfast it makes you click on when you are in class and doing your work (Year 4).

It would help you to learn more instead of not getting breakfast in the morning and if you did not have breakfast it would like not help you as much to learn. It means you would not have the energy to do things (Year 5).

It helps your brain learn and you can actually go through the day without tiredness or sleepiness. It gives you more energy (Year 6),

Learning, it helps my learning. Helps with getting to class and concentration (Year 6).

Helps me focus a lot (Year 6).

If you didn't have your breakfast then you wouldn't be able to concentrate at class but if you went to BC without having breakfast and you ate you would be able to concentrate better (Year 6).

Teachers:

At the class level it has a huge impact. We have quite a few kids who will come with a minimal or no breakfast and for them having the option of walking in without the stigma, without having to go and physically ask someone or tell someone, they can come in and eat something with their friends it's no stigma attached. Everyone is having a good time there are parents that come in so for them you know it's great because they're accessing food which some of them would not necessarily discuss or tell us sometimes. In terms of their learning, you know they are more focussed they're more alert you know their basic needs are met where as if they weren't they're sitting there with a hungry tummy getting grumpy and not learning which can then impact on their learning long term.

Parents Caregivers:

They will focus a lot more in class as they will have the boost of energy from food.

It makes them concentrate a bit more as well, especially the younger ones.

It helps them prepare for the day and they are not going to be hungry and will have a full belly so they are going to concentrate and it sets them up for the rest of the day.

Improved Behaviour

The positive impact on student behaviour was referenced by all stakeholders interviewed. Comments centred on students being less distracted and more settled when they attend SBP and a reduction in behaviour incidents. It was also interesting to note that on non SBP days, students that were identified by the EAs - often due to their disruptive/inattentive behaviour, were provided breakfast. Further elaboration can be found below.

Students:

Your tummy hurts and you get distracted when hungry and sometimes get headaches. Helps me behave better (Year 4).

We sometimes get naughty when don't eat breakfast we talk back to teachers and don't do your work and get distracted (Year 4).

Helps not get distracted (Year 5)

It sort of changes if I don't have breakfast, if I don't have enough breakfast one morning I am not so happy and a bit silly in the morning of I don't have breakfast at home or at BC I would not be as silly. If I don't have breakfast I start getting tired like around the 10am mark which is our learning time and if I don't have breakfast then I try really hard to stay up but if you go to BC and eat even just one piece of toast then like you can get more energy in you and you can stay up for longer (Year 6).

Well I always go to BC in the morning but usually I am most of the time hungry and then I get really angry and stuff I get anger problems so BC helps me with this (Year 6).

[With reference to not going to BC] You get in trouble because you are not focussed and your brain does not concentrate on what you have to do because you are hungry (Year 6).

Parents/Caregivers:

My middle son who comes here gets out of hand and had quite a few problems with him and it normally works out it is the days he is not having breakfast and if he misses breakfast club then it's happening that day as well. He has a short attention span to start with but when he hasn't had anything to eat or says and starts saying he is hungry when we first get here, then I know his day is going to be a bit hectic. I let the teacher know and sometimes it can get out of hand and he is up in the office for most of the day.

Teachers:

It certainly helps with our behavioural issues because there are many families that come to school without having breakfast in the morning and we have noticed that with the students that attend breakfast club that particularly in that morning session their behavioural issues are significantly reduced. I also find that it also helps that they know breakfast club is on three mornings a week it helps with their daily routines as well so they know they can come to school early on those three morning come to BC have their breakfast and then they can go over to their classroom to start the day.

Principal:

It's a community event not a stigma and no shame associated with it. More about come to BC. We know how the kids are going first thing and can talk with their teachers about how they are tracking and if things are bubbling along.

Improved Attendance

It was clear from stakeholder responses that the SBP had a positive impact on student attendance and punctuality to class as highlighted in the following comments.

Students:

Like coming to class on breakfast club days (Year 4).

I have learned to be on time at school when there is BC (Year 5).

The best thing about breakfast club you're able to go there in the mornings and able to eat (Year 5).

Helps with getting to class and concentration (Year 5).

Helps me come to school and turn up on time (Year 6).

Helps coming to school on BC days and turning up on time (Year 6).

Principal:

Overall our attendance is pretty good. It helps with the later part of the week and Mondays which is an interesting day if they have had big weekend they may not come on Monday and can wane a little by Friday. BC helps with this and hence the Monday and Friday. We add incentive with cooked breakfast on the Friday.

Parents/Caregivers:

It's all good, I love it and my kids love it and makes them want to come to school.

Learning About Healthy Eating/Messages and Nutrition

Respondents commented on how the SBP is a conduit for promoting healthy eating and the selection of healthy food within the school.

Parents:

You know they will be eating really good healthy food.

Happy my kids enjoy it all. It's all healthy which is important.

They serve lots of different types of food that is quite good.

Principal:

Quality pretty good, good variety and wholegrain and not high sugar foods, It is about students being at their optimum first thing in the morning there is a strong focus on modelling this is what a good healthy breakfast would look like in the morning. It's incorporated into overall health program.

It is really promoted in the community just as an opportunity for the kids to come along. We realise the value of good nutrition and the modelling of good nutrition and things like that.

Students:

I've learned how to eat healthy and how much food can help you like toast fruit and vegetables (Year 4).

Healthier food like smarter choices for like why would you go for something fattier than like a plumb or something (Year 5).

Well, I think all the food like, I would say like the healthier food would help you do better work and make you smarter (Year 6).

Teachers:

It's obviously good for their nutrition as well and providing them with those healthy eating messages. So huge benefits across the board I think for the school.

'Integrated' Impact

The interrelationship of the categories used to highlight the impact of the SBP has already been intimated, though special mention needs to be made of the 'integrated impact' of the SBP according to the stakeholders interviewed. The SBP by both the principal and deputies was listed as in the top 3 programs that they run at the school and has become embedded in the school culture and functioning. It is important to note that whilst there are clear categories of impact outlined from the interviews they were often not discussed in

isolation but in an integrated, cumulative and interrelated fashion. The following comments provide some insight into the notion of an 'integrated impact'.

Principal:

It's a range of things, for some families it is really needed from a poverty aspect and those sort of things and disadvantage aspect. For a lot of families and kids it's a great way to start the school day. Some have breakfast at home and coming in to be a part of it but in terms of building school spirit and school culture and all of that I see that as being as important as the healthy food message that is obviously the underlying driver of the program. It's something we categorically need in this type of school from all of those aspects. And for some families it is the start of the conversation for other things like emergency food hampers and do some emergency lunches and all that and this is the program that kicks it all off. It is one of our key pastoral care programs and one of our 3 biggest programs within the school. What happens in breakfast club gives us the impetus to follow up in other programs in the school.

With reference to working with difficult parents, students and enriching relationships the principal explained:

I think it has a positive impact with some tough parents who may not have shared a brilliant relationship with the school. We've been able to bring some of them in and who have been quite negative in the past, but the informal conversations we are able to have with them and staff members just changes the relationship a bit. It's more informal more social at breakfast club so it allows them to see you more as a person and not as the principal or teacher or the deputy and more approachable when we need to have the tougher conversations or when they feel more comfortable to come in and have a chat to us about some of their concerns...They see us in a different light and that is important so it does have that community impact. And the same with the kids - so if you have just given the kid breakfast in the morning and then they are having a rough day later on and you are interacting with them they are less likely to be ready with the anger and all the rest of it like 'I saw you at breakfast club today and you started the day off really well' and then that kind of softens the whole tone of the conversation and deescalates the situation.

Teacher:

A lot of teachers walk through and it brings people together. Encourages parents to be more involved in the school which is a huge benefit for us as teachers and if they feel comfortable then they are more likely to come to school for special events, coming into the classroom helping or approaching the teacher when there is a problem so at a wider community level I think it means that people feel a bit of ownership I guess of the school which is good.

It links to a number of our already existing programs involving parents and students.

From a parent/caregiver viewpoint some of the parents discussed the importance of the SBP given their life circumstances and dealing with the very real notion of disadvantage and making ends meet. The comment below provides some further insight into some of the more far-reaching and longer term impacts of the SBP from a family perspective.

Parent:

It is a bit of both for me not having time in morning but also not having enough to go round as my partner is on parental leave and she is still getting nothing as problems with getting it as it is meant to be from when you are not working, the whole system around getting that happening is impossible. So at the moment it is living off one payment, one Centrelink payment and trying to provide everything you need for the whole family so it {breakfast club} really does help out.

The SBP is used as a vehicle to intentionally teach manners and social skills with messages about healthy eating being more informal through the use of posters and conversations.

A2.3.2 SBP - Helps and Hindrances

The major help identified by all stakeholders was the willingness of the staff and volunteers to put in the time to support the program. Staff, including teachers and EAs, arrive at school at 7:15 on three mornings a week which was described as a big time commitment in organising their own families. The BC was on a number of occasions described as a very 'slick' operation and very well organised and run which contributed directly to its effectiveness. Having a dedicated teacher who was the SBP coordinator was also seen as a major help to the program and its success.

Another help of the SBP outlined was how embedded the program was within the school as according to the Deputy Principal "we give it a high profile and is a 3 day a week proper event within our school". The location of the SBP was also identified as a help to the success of the program as it was run in a large classroom wet area with a kitchen and numerous desks and chairs for people to be seated.

At the community level the SBP was again acknowledged to build a sense of community given "we get considerable numbers of parents and grandparents at the school on SBP days" (SBP Coordinator). From the running of the SBP other partnerships with local retailers and not-for-profit organisations have resulted in the donation of product namely bread/juices and volunteer support for the SBP which has been beneficial to the school. Excess food is taken to the parent and child centre on site and distributed to families in need and across the other classes in the school.

The biggest issue raised in hindering the operation of the SBP was "getting two staff to go for a whole afternoon to source product at the times they (Foodbank WA) are open" (Deputy Principal). This distance and time taken for staff to do this, and the covering of them while they are away for the 4 hour round trip plus unloading, was seen as a hindrance. Another issue raised by the school principal as a hindrance was the workload implications for staff expressed in the following:

Workload for staff and burn out for staff and how we can reward staff for the extra effort. Always concerned as lots of the same staff doing the same things. We always have to review how it is going and look at ways of changing it up.

Other hindrances outlined from parents/caregivers and students was that they would prefer the SBP to be five days a week. Many of the parents said they understood the extra burden this would place on the school and school staff, but thought it would be beneficial for it to run five days instead of three.

The SBP was seen to be "very sustainable and something that is ingrained in the school". It was said to be "just part of the school" and if "we were not there to run it other staff would come in and take over" which further demonstrates its importance to the school. Administration and school staff explained the importance that the program remain funded given its 'huge' importance and impact on the school.

Final comments outlined how valued the SBP is within the school with everyone realising there is a need that can be met effectively and it is a "real positive in building connections with the kids and their families". There was unanimous support for the SBP continuing and many stakeholders expressed they could not imagine the school without the SBP. Related comments included:

Parents:

Teamwork from staff, they show a lot of teamwork which reflects back to the students as well so they are showing the students how to do team work.

Definitely like the program to continue. It is a really good program and one of the most important the school offers and should be in every school.

Passionate staff categorically work at the school for a reason and this is integral to the kids. Everyone is prepared to pitch in and help.

Staff really good and the food is really good and my kids have been here since xxxxx started and she is 17 now so over 10 years.

Principal:

Definitely having the key coordinator and having her as a full time staff member who is very experienced and well known across the school has been hugely beneficial for us. The other Deputy plays a significant role as well. We have very dedicated and interested EA's. Having these key people on board each week has played a huge role in its success.

Teachers:

Organisation, having someone in charge, staffing, having enough people to be involved Trying to make it a friendly environment for everyone and making sure we are providing that friendly atmosphere for everyone.

Staffing is an issue at times when people are away EA's can't be in the class but overall the benefits out way the negatives so we adapt because it is so important.

Students:

It's good to have breakfast club at our school (Year 4).

I would like to say how great an experience it is to eat healthy (Year 4).

Helps us learn manners and little and big kids like it and helps us respect the teachers for giving it to us (Year 6).

It's great and we are lucky we have it at school and we all think it should keep going (Year 6).

Other students at other schools should have it as well (Year 6).

A2.4 Preliminary Case Study Conclusions

Please refer to Section B2.4 for preliminary conclusions relating to case study data for both the School Breakfast Program and Food Sensations.

B. FOOD SENSATIONS

B1. FOOD SENSATIONS SURVEYS

B1.1 Survey Sample Characteristics

B1.1.1 Response Rate and Demographics

All schools registered for the School Breakfast Program are eligible to access free Food Sensations sessions. In 2016, 73 of the 426 registered schools⁴ received Food Sensations sessions, and a total of 3,236 students participated. The geographic distribution of the participating schools was 49 metropolitan (2,036 students) and 24 non-metropolitan (1,200 students).

Within the participating schools, surveys were only distributed to students from Years 4 – Year 12 (and in some cases to Year 3s) because of the reading and comprehension levels required to successfully complete the survey. Students were asked to complete surveys before ('pre') and after ('post') their Food Sensations session. Primary and secondary students received different survey instruments, hence their results are analysed and reported separately. Teachers completed a 'post' survey only to provide feedback about the suitability and effectiveness of the Food Sensations session.

Survey responses were received from only 43 of the 73 Food Sensations schools (i.e. 24 metropolitan, 19 regional), representing a school response rate of 59%. Within these schools, responses were received from 111 teachers and 1,597 students. This means that slightly less than half (49%) of the participating students completed and returned surveys.

In terms of geolocation, only two schools were classified as very remote. One was located in the Gascoyne region and the other in Goldfields-Esperance. The responses from these 2 schools (i.e. 4 primary students, 3 primary teachers, and 2 secondary teachers) have been combined with the 'remote' geolocation category in the remaining analyses.

The distributions of the primary students, secondary students, and teachers according to various demographic factors are provided in Tables B1.1, B1.2 and B1.3, respectively.

⁴ A further 8 schools joined the SBP towards the end of the year, but these are not included in the analyses.

Table B1.1: Distribution of 2016 primary student sample (n=1,342)

Survey Completion	N	%
Pre-and post	973	72.5
Pre-only	232	17.3
Post only	137	10.2
Gender	N	%
Male	661	49.6
Female	671	50.4
Year Group	N	%
Year 3	106	8.2
Year 4	415	32.0
Year 5	427	33.0
Year 6	347	26.8
Geolocation	N	%
Metropolitan	771	57.5
Provincial	454	33.8
Remote	113	8.4
Very Remote	4	0.3

Table B1.2: Distribution of 2016 secondary student sample (n=255)

Survey Completion	N	%
Pre-and post	168	65.9
Pre-only	61	23.9
Post only	26	10.2
Gender	N	%
Male	146	57.3
Female	108	42.5
Year Group	N	%
Year 7	73	29.4
Year 8	41	16.5
Year 9	51	20.6
Year 10	30	12.1
Year 11	32	12.9
Year 12	21	8.5
Geolocation	N	%
Metropolitan	138	54.1
Provincial	54	21.2
Remote	63	24.7

Table B1.3: Distribution of 2016 Teacher sample (n=111)

School Role/Position	N	%
Principal/Deputy Pr.	8	7.2
Secondary Teacher	19	7.1
Primary Teacher	74	66.7
Education Assistant	7	6.3
Pastoral Care	1	0.9
Administration	2	1.8
Geolocation	N	%
Metropolitan	60	54.1
Provincial	30	34.6
Remote	12	10.8
Very Remote	5	4.5

- *Student survey completion:* Almost three-quarters of Primary students and two-thirds of Secondary students completed both the pre- and post-lesson surveys (Primary 73%, Secondary 66%).
- *Students' gender:* Overall, males and females were evenly distributed in the 2016 sample (males 51%, females 49%). The primary students' sub-sample (n=1,597) was evenly distributed while in the secondary sample male students were more highly represented than females (57% vs 43%).
- *Students' year group:* A sizeable majority (77%) of the student sample were upper primary students (Years 4-6). Within the primary students' sub-sample, Year 4 (32%), Year 5 (33%) and Year 6 (27%) accounted for 92% of survey participants.

In the secondary students' sub-sample, participation rates for upper secondary students were relatively low. Year 7 (29%) and Year 9 (21%) students made up half of the sample, whereas Year 11 and 12 - accounted for only 21% of participants. This pattern of participation is to be expected as senior students are likely to be involved in more specialized fields of study and the allocation of time for extra curricula activities such as Food Sensations can be problematic for schools.

- *Teachers:* Primary teachers comprised two-thirds of respondents (67%). This was not unexpected as primary schools participated in FS lessons at a greater rate than Secondary schools. Secondary teachers and Principals/Deputy Principals participated in similar proportions at (7% each), and Education Assistants comprised 6% of the sample. Over half (54%) of all school staff who participated in the Teacher surveys were from metropolitan schools.

B1.1.2 Food Sensations Lessons

A variety of nutrition education and cooking lessons targeting particular age groups and content are available to schools as part of the Food Sensations initiative. These include:

- *Eat Like a Rainbow Snake* (Foundation Year 2)
- *Australian Guide to Healthy Eating Race* (Year 3 – 6; Year 7 - 8; Year 9 – 10)
- *Sugar in Drinks* (Year 3 – 6; Year 7 - 8; Year 9 – 10)
- *Homemade vs Takeaway* (Year 3 – 6; Year 7 - 8; Year 9 – 10)
- *Joe's Food Choices* (Year 3 – 6)
- *Value for Money* (Year 7 – 8)

Based on information provided by the teacher survey respondents, lessons delivered to the schools within the 2016 FS sample included: Homemade vs Takeaway (37% of classes), Joe's Food Choices (24%), Australian Guide to Healthy Eating Race (21%), Eat Like a Rainbow Snake (5%) and Sugar in Drinks (4%). The 'Value for Money' lesson was not delivered to any of the schools that completed surveys.

B1.2 Primary School Student Survey

Students participating in the Food Sensation lessons completed a pre- and post-lesson survey to measure any changes in their skills and knowledge that could be attributed to the FS lesson. The questions were identical in each survey.

B1.2.1 Total Survey Scores

Students could score a maximum of 42 points on the survey. Table B1.4 below shows students' average total scores at pre-test and post-test. The small average improvement of 2 points (out of 42) was statistically significant, as determined by the non-parametric Wilcoxon signed ranks test ($z = -14.055$, $p < 0.001$)⁵. Note that a non-parametric test for repeated measures data was used rather than the parametric paired samples t -test since the data violated the assumption of normality.

Table B1.4: Primary students' pre- and post-test total scores

	Total Score		
	Mean	N	Std. Deviation
Pre	33.5	972	5.182
Post	35.5	972	5.276

B1.2.2 Awareness of the Links Between Food Choice and Health

Primary school students were presented with a series of 12 food items in Question 1. Each item had three responses – a slouched and unhappy picture of a boy and girl, a fit and healthy picture of a boy and girl, and a 'don't know' question mark. Students were asked to 'Tick what your body would look like if you had this food or drink every day'. Pre- and post-test results are shown in Tables B1.5 and B1.6, respectively. The items which students found most challenging to correctly identify were: fish, sports drink, sausage, bread and chops. Figure B1.1 provides a comparison of the pre- and post-test results for correctly identified food items. Not surprisingly, the largest improvements in correct responses were: Fish (+15.7 percentage points), Sports Drink (+15.7), Bread (+10.9), and Chops (+14.0).

Seven of the items reported significantly different results between pre- and post-test. McNemar tests for repeated measures categorical data showed significant increases from pre- to post-lesson surveys for milk ($\chi^2=8.681$, $p = 0.003$), fish ($\chi^2=35.779$, $p < 0.001$), potato chips ($\chi^2=6.942$, $p = 0.008$), sausage ($\chi^2=13.682$, $p<0.001$), sports drink ($\chi^2=65.434$, $p<0.001$), bread ($\chi^2=29.867$, $p<0.001$), and chops ($\chi^2=41.252$, $p<0.001$).

⁵ For this evaluation, the significance level has been set at 0.05, as is common practice in the social sciences.

Table B1.5: Primary students - Items identified correctly and incorrectly as healthy or unhealthy for the body – pre-test

	PRE-TEST			
	Correct		Incorrect	
	<i>n</i>	%	<i>n</i>	%
Milk	803	82.5	66	6.8
Broccoli	916	94.1	30	3.1
Soft drink	894	91.9	38	3.9
Fish	648	66.6	129	13.3
Water	929	95.5	27	2.8
Potato chips	871	89.5	46	4.7
Sausage	538	55.3	268	27.5
Sports drink	569	58.5	280	28.8
Banana	916	94.1	37	3.8
Bread	744	76.5	115	11.8
Chops	506	52.0	300	30.8
Cake	887	91.2	52	5.3

Table B1.6: Items identified correctly and incorrectly as healthy or unhealthy for the body by primary students– pre-test only

	POST-TEST			
	Correct		Incorrect	
	<i>n</i>	%	<i>n</i>	%
Milk	880	90.4	45	4.6
Broccoli	907	93.2	30	3.1
Soft drink	904	92.9	24	2.5
Fish	801	82.3	76	7.8
Water	921	94.7	25	2.6
Potato chips	900	92.5	27	2.8
Sausage	623	64.0	225	23.1
Sports drink	722	74.2	160	16.4
Banana	918	94.3	30	3.1
Bread	850	87.4	60	6.2
Chops	642	66.0	228	23.4
Cake	895	92.0	42	4.3

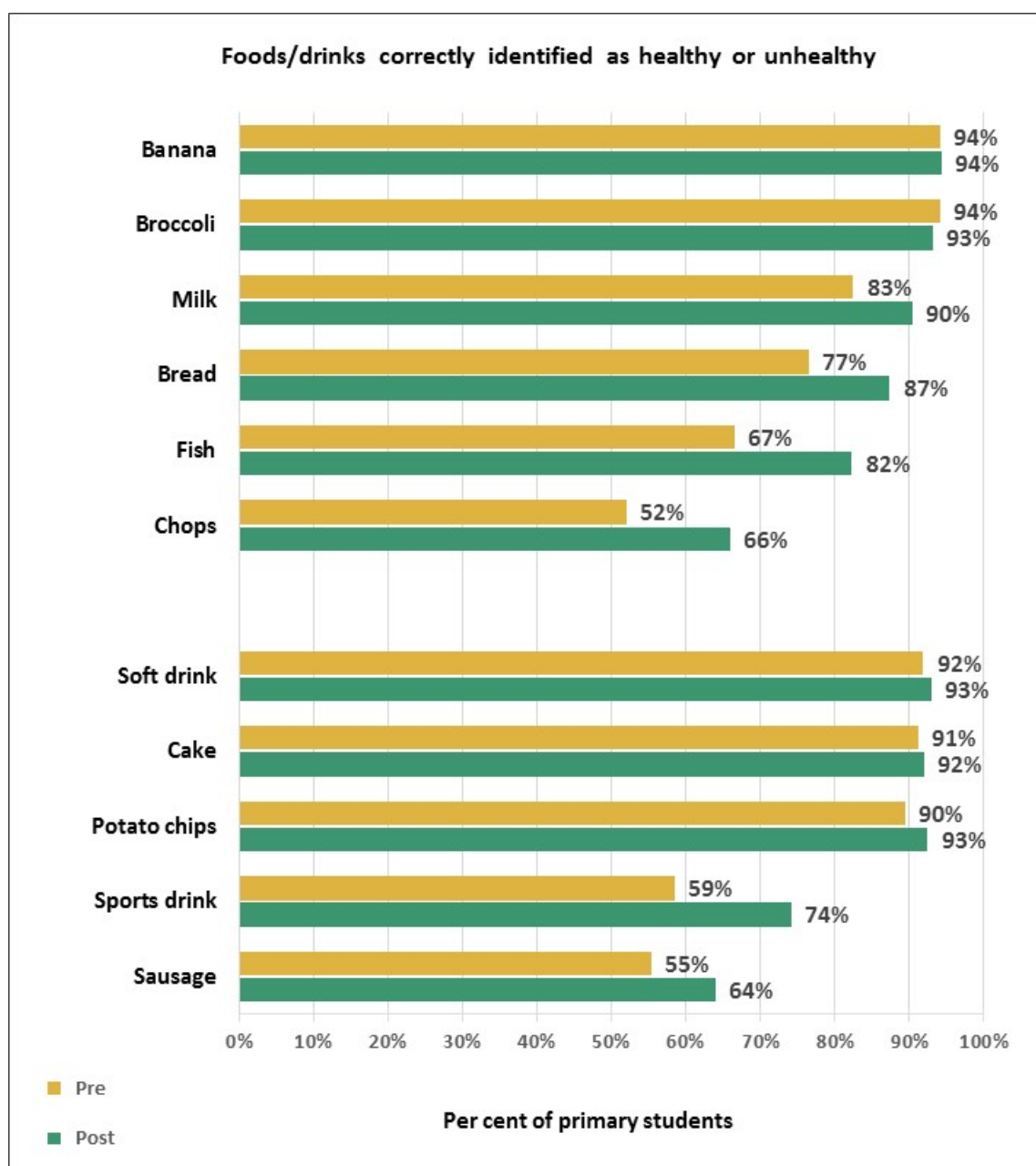


Figure B1.1: Foods/drinks correctly identified as healthy or unhealthy for the body by primary students, pre- vs post-test (per cent)

To determine overall changes in primary students' perceptions of health/unhealthy foods and their impact on the body, responses were summed to produce a pre- and post-test total score. These were then compared using the Wilcoxon signed ranks test. As shown in Table B1.7, the small average increase from pre (9.51) to post (10.44) was statistically significant. Significant differences were also found for each geolocation after applying a Bonferroni correction for multiple comparisons which set a more conservative significance level of 0.012 (i.e. $0.05/4 = 0.0125$)

Table B1.7: Primary students - Total number of food items correctly identified as healthy or unhealthy for the body - pre vs post by geolocation

	Total Score*			
	Pre	Post	Wilcoxon signed ranks test	
	Mean	Mean	<i>z</i>	<i>p</i> ¹
All Schools				
Primary students	9.51	10.44	-15.008	< 0.001
Geolocation				
Metropolitan	9.64	10.42	-11.027	< 0.001
Provincial	9.31	10.49	-9.317	< 0.001
Remote/Very Remote	9.29	10.46	-4.092	< 0.001

* Range = 0 – 12

¹ *p* level adjusted to 0.012 after applying a Bonferroni correction for multiple comparisons

B1.2.3 Understanding of the Concepts of 'Superhero' and 'Zombie' Foods

Using the same response categories as the first survey question, students were asked how they would look if they ate 'Superhero' foods or 'Zombie' foods each day. Results for this question are shown in Figure B1.2. The students had no difficulty distinguishing between the positive effect of 'superhero' foods and negative effects of 'zombie' foods. Since more than 90% of primary students gave correct answers at pre-test, there was little room for the Food Sensations sessions to demonstrate impact on students' understanding. A breakdown of the results by DRD region is provided in Table B1.8. The pattern of student responses was similarly high in each geolocation.

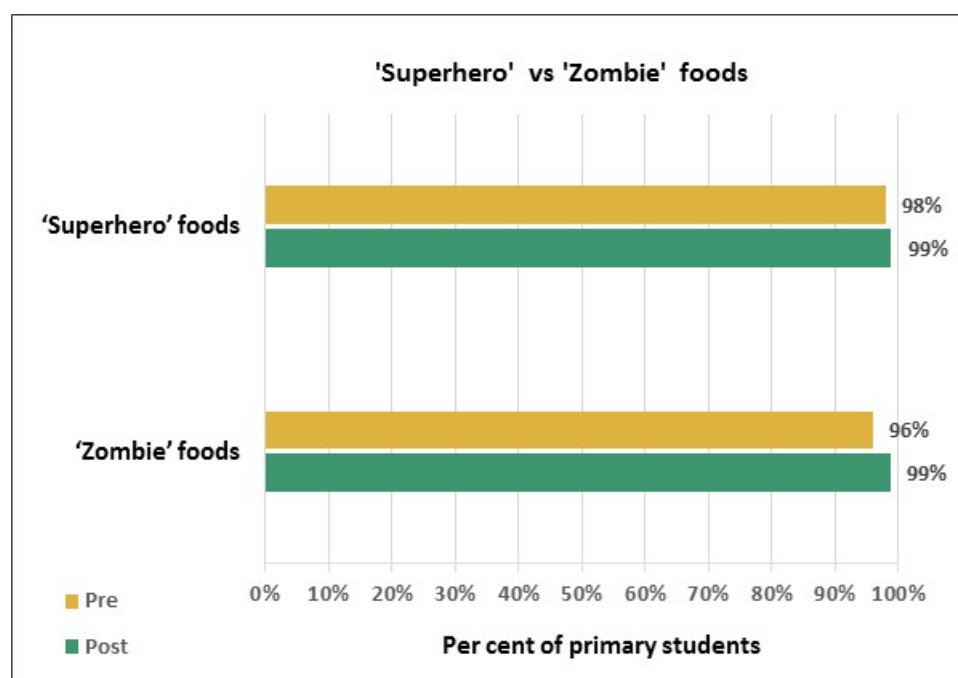


Figure B1.2: Identification of the health effects of 'Superhero' and 'Zombie' foods by primary students, pre- vs post-test (per cent)

Table B1.8: Primary students' correct answers for 'Superhero' and 'Zombie' foods – pre vs post by geolocation

	Correct Responses			
	'Superhero' foods		'Zombie' foods	
	Pre %	Post %	Pre %	Post %
All Schools				
Primary students	98.1	98.9	96.1	98.7
Geolocation				
Metropolitan	98.0	99.3	96.1	99.2
Provincial	97.9	98.4	96.6	98.0
Remote/Very Remote	100.0	98.2	94.3	97.8

B1.2.4 Ability to Categorise Healthy and Less Healthy Foods and Drinks

Primary students were asked to identify foods and drinks that would be healthy to have for breakfast from a total of 18 items. There were 11 healthy food items in the list. Results for this survey are presented in Tables B1.9 (pre-test) and B1.10 (post-test) and Figure B1.3 (pre vs post).

Table B1.9: Foods/drinks identified by secondary students as being healthy to have for breakfast – pre test only*

	Correct		Incorrect	
	<i>n</i>	% ¹	<i>n</i>	% ¹
Eggs	832	85.5		
Tomato	727	74.7		
Wheat Biscuits	782	80.4		
Banana	677	90.1		
Apple	884	90.9		
Yoghurt	697	71.6		
Bread/toast	849	87.3		
Water	903	92.8		
Rice	499	51.3		
Baked beans	534	54.9		
Milk	891	91.6		
Hot chips			14	1.4
Ice cream			7	0.7
Donut			16	1.6
Chocolate biscuits			11	1.1
Lollies			7	0.7
Potato chips			7	0.7
Soft drink			10	1.0

* Healthy food items have been grouped together and shaded

¹ Per cent of total group

Table B1.10: Foods/drinks identified by primary students as being healthy to have for breakfast – post test only*

	Correct		Incorrect	
	<i>n</i>	% ¹	<i>n</i>	% ¹
Eggs	851	87.5		
Tomato	798	82.0		
Wheat Biscuits	820	84.3		
Banana	908	93.3		
Apple	903	92.8		
Yoghurt	801	82.3		
Bread/toast	890	91.5		
Water	918	94.3		
Rice	610	62.7		
Baked beans	686	70.5		
Milk	903	92.8		
Hot chips			9	0.9
Ice cream			7	0.7
Donut			6	0.6
Chocolate biscuits			6	0.6
Lollies			4	0.4
Potato chips			8	0.8
Soft drink			3	0.3

* Healthy food items have been grouped together and shaded

¹ Per cent of total group

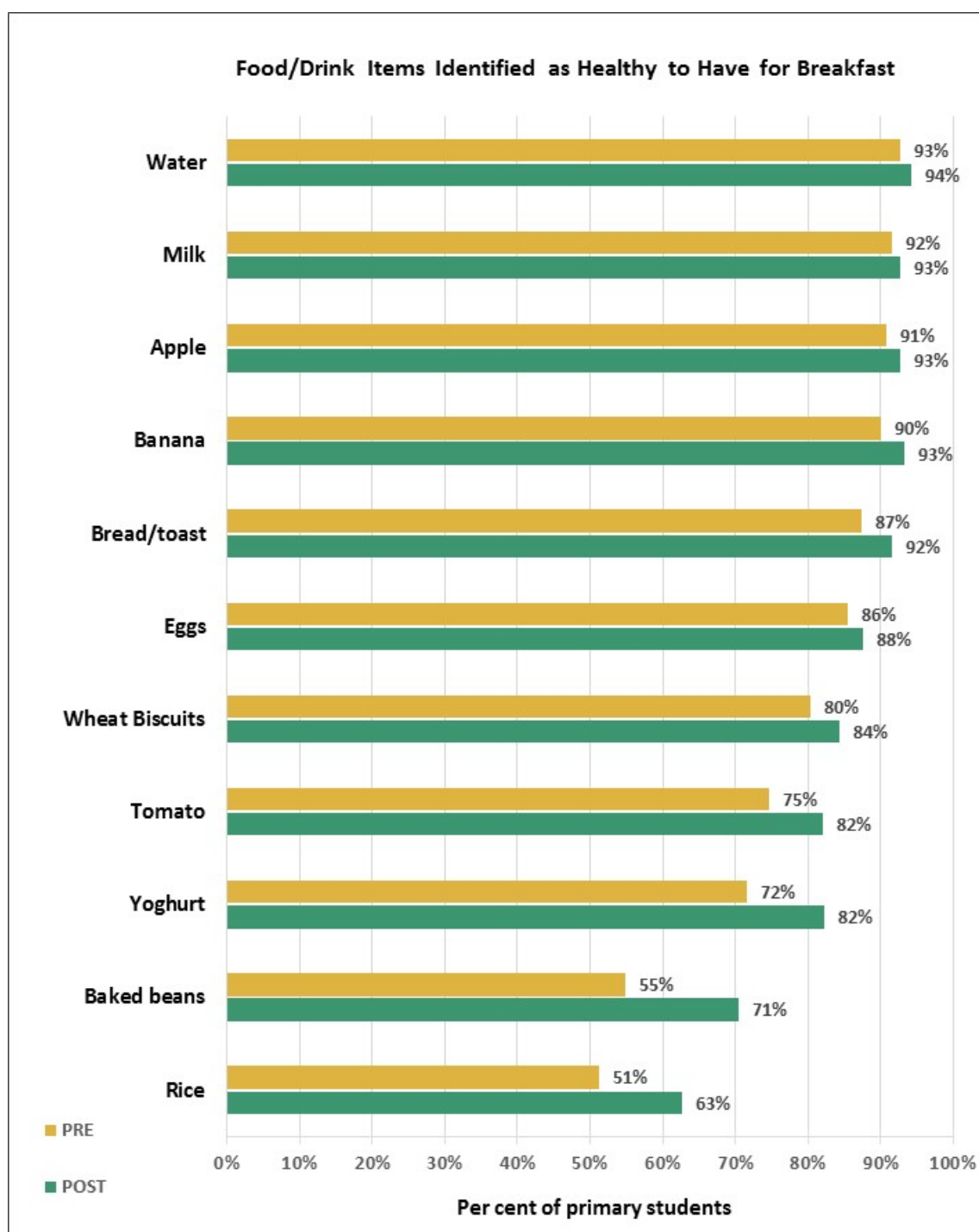


Figure B1.3: Food/drink items correctly identified as healthy to have for breakfast, pre- vs post (per cent)

Mean scores were calculated for the total number of items correctly identified as healthy by the students (range 0-11). Wilcoxon signed-rank testing of the total scores showed a significant increase in correct answers from pre- to post-test for the whole sample and within each geolocation (Table B1.11).

Table B1.11: Mean scores for items correctly identified as healthy to have for breakfast - pre vs post by geolocation

	Total Score*			
	Pre	Post	Wilcoxon signed ranks test	
	Mean	Mean	<i>z</i>	<i>p</i> ¹
All Schools				
Primary students	8.83	9.59	-12.752	< 0.001
Geolocation				
Metropolitan	9.06	9.63	-8.227	< 0.001
Provincial	8.49	9.54	-8.863	< 0.001
Remote/Very Remote	8.39	9.43	-4.151	< 0.001

* Range = 0 – 11

¹ *p* level adjusted to 0.012 after applying a Bonferroni correction for multiple comparisons

B1.2.5 Awareness of the Nutritional Value of Take Away Food

In order to measure students' nutritional knowledge, one question asked, 'In general, take away foods are high in...?'. Students were provided with seven responses and could choose as many as applied. The response categories were: salt, sugar, vitamins, minerals, fat, fibre and 'don't know'. Pre- and post-test results are shown in Tables B1.12 and B1.13, respectively. The 'correct' items are shaded.

Table B1.12: Characteristics of take away foods correctly and incorrectly identified by primary students – pre-test only

In general, take away foods are high in:	Correct		Incorrect	
	<i>n</i>	%*	<i>n</i>	%*
Salt	692	71.1		
Sugar	710	73.0		
Fat	823	92.1		
Vitamins			81	8.3
Minerals			77	7.9
Fibre			84	8.6

* Per cent of total group.

Table B1.13: Characteristics of take away foods correctly and incorrectly identified by primary students – post-test only

In general, take away foods are high in:	Correct		Incorrect	
	<i>n</i>	%*	<i>n</i>	%*
Salt	806	82.8		
Sugar	806	82.8		
Fat	849	87.3		
Vitamins			46	4.7
Minerals			57	5.9
Fibre			78	8.0

* Per cent of total group.

A direct comparison of the correctly-identified characteristics from pre- to post-test is provided in Figure B1.4. The proportions of students able to correctly identify characteristics of take away foods showed moderate increases for 'salt' and 'sugar', and a small decrease for 'fat'.

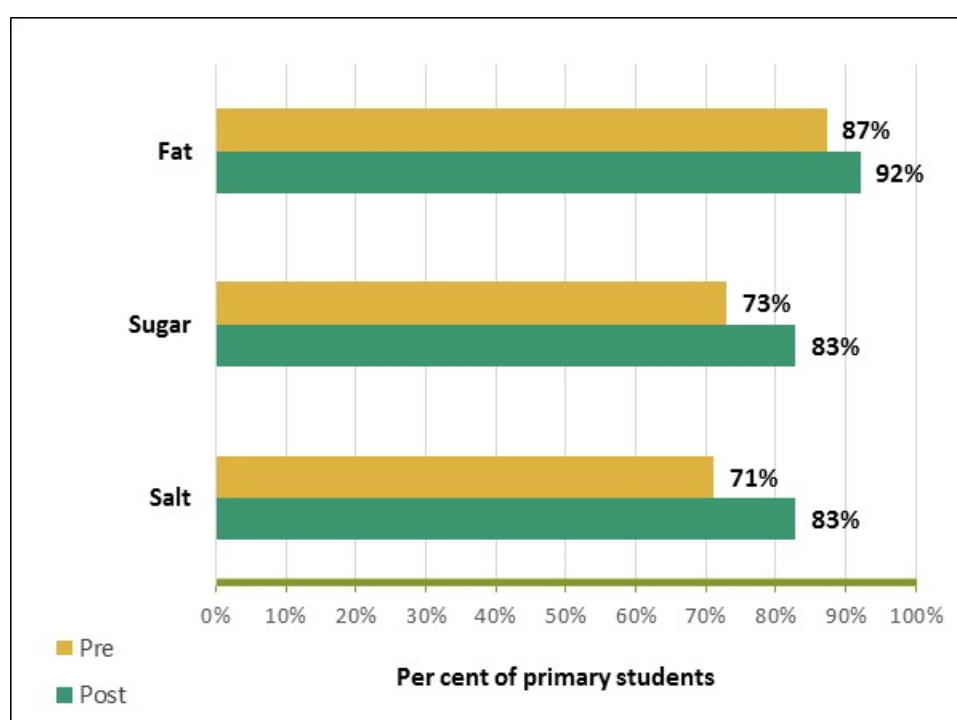


Figure B1.4: Correctly identified characteristics of takeaway foods, pre- vs post-test (per cent)

To gain a more comprehensive picture of students' knowledge of the nutritional value of takeaway foods, total scores for correctly identified characteristics at pre- and post-test were produced and then compared. Table B1.14 provides a cross-tabulation of these results. From this it is evident that more students were able to correctly identify all 3 characteristics at post-test (568 students or 81% of sample,) than at pre-test (568 students or 66% of sample). Application of the Wilcoxon signed ranks test showed the change was statistically significant (pre-test mean=2.49, post-test mean=2.70, $z=-8.083$, $p < 0.001$).

Table B1.14: Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre- vs post-test

		Post-Test				Total
		<i>None</i>	<i>1 correct</i>	<i>2 correct</i>	<i>3 correct</i>	
Pre-Test – Correct Items	<i>None</i>	7	2	1	10	20
	<i>1 correct</i>	3	37	18	34	92
	<i>2 correct</i>	1	6	38	136	181
	<i>3 correct</i>	2	12	33	521	568
Total		13	57	90	701	861

* Excludes missing data and 'don't know' responses

The trend seen for the whole regional sample held true within each geolocation. As shown in Table B1.15 below, more students were able to identify all three 'negative' characteristics of takeaway foods after participating in the Food Sensations session. (NB: Pink and green shading indicates the total pre and post-test numbers, respectively.) Application of the Wilcoxon signed ranks test showed that only the improvements from pre- to post-test for the metropolitan and provincial geolocations were statistically significant after applying a Bonferroni correction for multiple testing (i.e. $p < 0.012$).

Table B1.15: Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre vs post by geolocation

Pre-Test – Correct Items	GEOLOCATION		Post-Test – Correct Items				Total
			<i>None</i>	<i>1 correct</i>	<i>2 correct</i>	<i>3 correct</i>	
	Metropolitan	<i>None</i>	3	2	0	5	10
		<i>1 correct</i>	1	24	7	23	55
		<i>2 correct</i>	1	5	15	73	94
		<i>3 correct</i>	0	4	15	346	365
		Total	5	35	37	447	524
	Provincial	<i>None</i>	4	0	1	5	10
		<i>1 correct</i>	2	11	8	11	32
		<i>2 correct</i>	0	1	17	54	72
		<i>3 correct</i>	2	7	14	154	177
		Total	8	19	40	224	291
	Remote / Very Remote	<i>None</i>	0	0	0	0	0
		<i>1 correct</i>	0	2	3	0	5
		<i>2 correct</i>	0	0	6	9	15
		<i>3 correct</i>	0	1	4	21	26
		Total	0	3	13	30	46

* Excludes missing and 'don't know' responses.

B1.2.6 Knowledge of the Amount of Sugar in Soft Drinks

Students were asked one question to measure their knowledge of the amount of sugar in a typical can of soft drink, with five response categories including 'don't know'. As shown in Figure B1.5, students tended to over-estimate rather than under-estimate the amount of sugar in soft drinks. The largest proportions of students chose the correct '8-10 tsp' or incorrect '11-12 tsp' categories, accounting for over 70% of students in total.

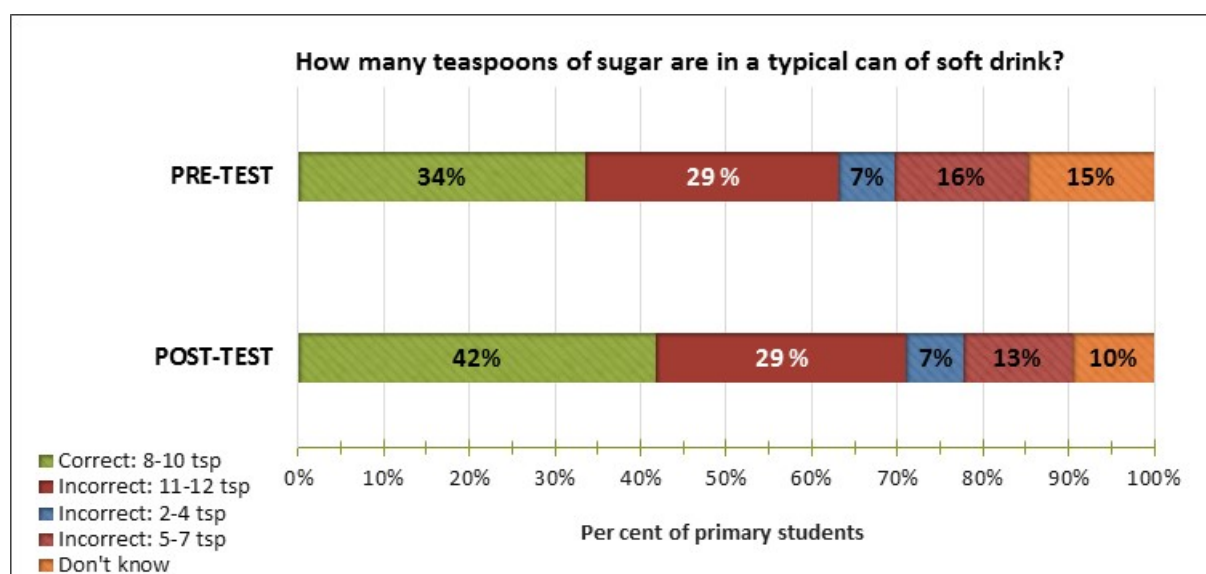


Figure B1.5: Primary students' responses to 'how many teaspoons of sugar are in a typical can of soft drink?' – pre- vs post-test (per cent)

A breakdown of the primary students' responses by geolocation is provided in Table B1.16. Increases from pre- to post-test are evident across all groups. To test for statistical significance, the McNemar test for repeated measures categorical data was used after first recoding students' responses as 'correct' or 'incorrect'. Results of the McNemar test showed there was a significant tendency for students to correctly identify the number of teaspoons in a typical can of soft drink after completing the Food Sensations session ($\chi^2=19.838$, $n=918$, $p < 0.001$). At the regional level, statistically significant improvements from pre- to post-test were found for metropolitan ($p < 0.001$) and remote/very remote ($p = 0.002$) regions.

Table B1.16: Correct responses to ‘how many teaspoons of sugar are in a typical can of soft drink?’ – pre vs post by geolocation

	Sugar in a typical can of soft drink	
	PRE	POST
All Regions	%	%
All students	33.6	41.8
Geolocation	%	%
Metropolitan*	32.4	41.5
Provincial	35.9	40.3
Remote / Very remote*	32.7	54.5

* $p < 0.001$

B1.2.7 Attitudes and Beliefs About Nutrition and Healthy Eating.

Students were presented with eight statements to measure their knowledge, attitudes and beliefs about nutrition and healthy eating. For these items, student could respond ‘yes’, ‘no’, or ‘I don’t know’. The students’ responses were re-coded as ‘correct’ or ‘incorrect’. As two of the items were negatively worded, these were coded as ‘no = correct’, while the others were coded ‘yes = correct’. Figure B1.6 shows the pre- and post-lesson survey ‘correct’ results for all primary students.

It is evident that prior to their participation in a Food Sensations lesson the primary students had relatively strong awareness about the importance of healthy eating. Hence, for most items there was little opportunity to demonstrate change or improvement from pre- to post-test.

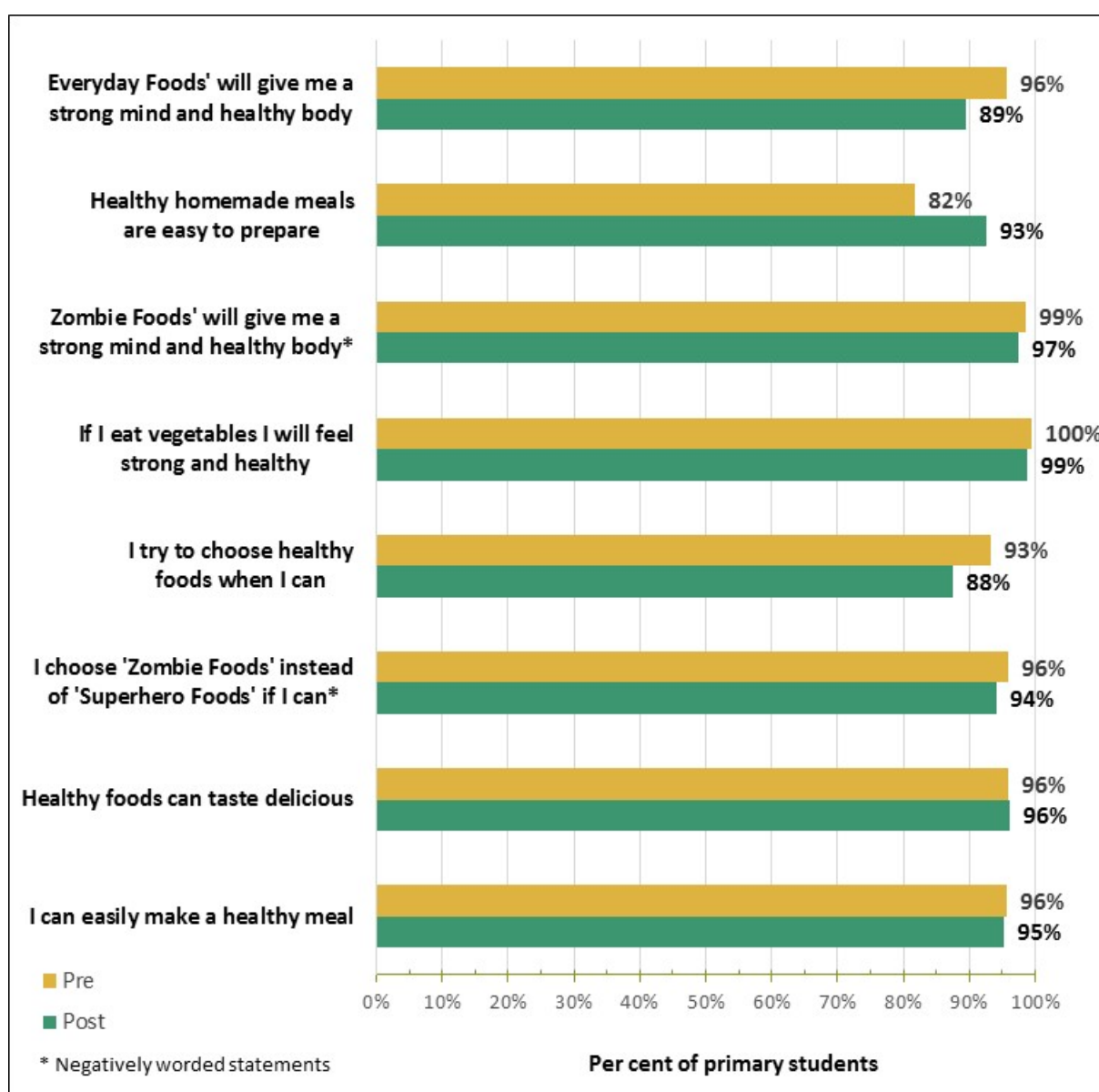


Figure B1.6: Primary students' positive responses to statements about healthy eating, pre- vs post-test (per cent)

To gain an overall picture of students' attitudes about healthy eating, the total number of 'correct' responses to the eight statements were calculated and compared pre- to post-test. The means for the pre- and post-test are shown in Table B1.17. Application of the Wilcoxon signed-ranks test showed that the very small average increase from pre- ($M=7.35$) to post-test ($M=7.41$) seen for the whole primary sample was not statistically significant ($z=-1.871$, $p=0.061$). The results for each geolocation were not statistically significant, though the improvement seen for provincial schools (Mean: pre = 7.25, post = 7.40) did approach significance after applying the Bonferroni correction for multiple comparisons (i.e. $0.05/4 = 0.012$).

Table B1.17: Primary students' attitudes towards healthy eating– pre vs post by geolocation (per cent)

	Total Score*			
	Pre	Post	Wilcoxon signed ranks test	
	Mean	Mean	z	p ¹
All Schools				
Primary students	7.35	7.41	-1.871	0.061
Geolocation				
Metropolitan	7.41	7.40	-0.210	0.833
Provincial	7.25	7.40	-2.366	0.018
Remote/Very Remote	7.26	7.54	-1.199	0.231

* Range = 0-8

¹ p level adjusted to 0.012 (Bonferroni correction)

B1.2.8 Ability to Interpret a Drink Label

Primary students were presented with a soft drink Nutrition Information Panel (NIP) and asked two questions in order to measure their understanding and interpretation of the NIP. One question asked students to select from five options the correct amount of sugar according to the NIP. These results are shown in Figure B1.7

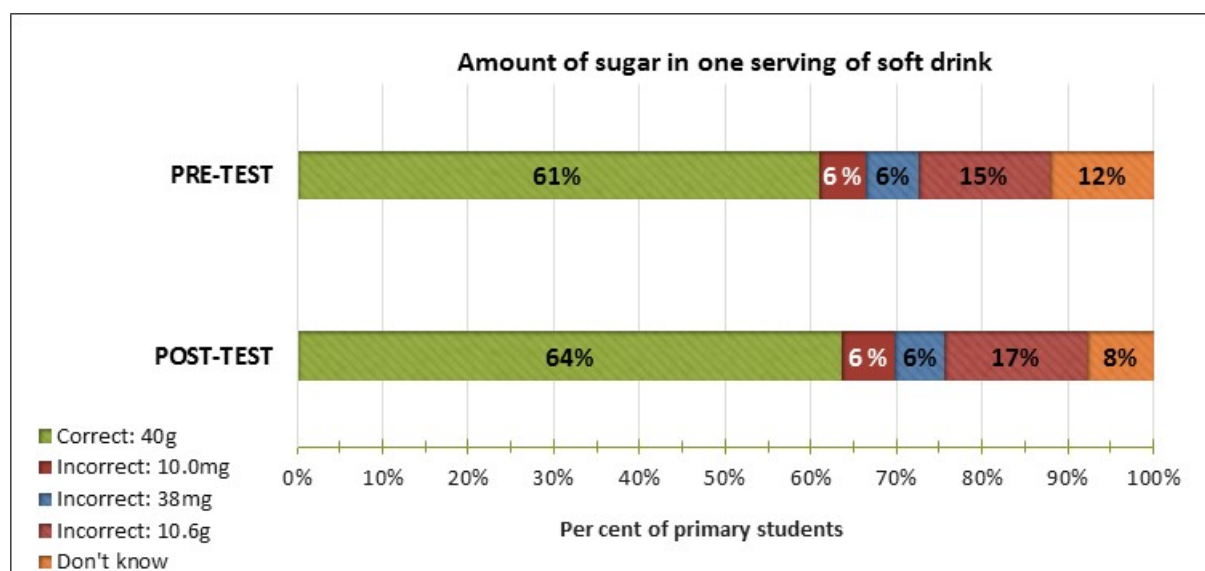


Figure B1.7: Amount of sugar primary students identified in one serving of soft drink (from food label), pre- vs post-test (per cent)

A second question asked students to determine the correct number of servings in the soft drink can based on the NIP – with five options to choose from (see Figure B1.8). Interestingly, students were less able to correctly identify the serving size than the amount of sugar in one serving size from the NIP, suggesting that they were not noticing or applying the 'servings per package' information towards the top of the NIP.

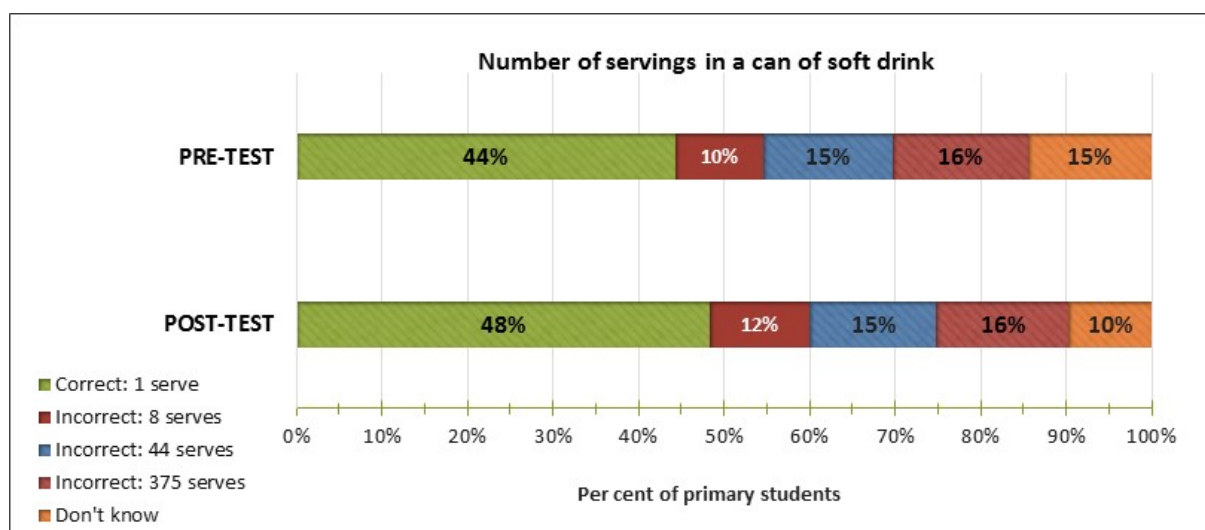


Figure B1.8: Number of servings in a can of soft drink identified by primary students (from food label), pre- vs post-test (per cent)

The primary students' responses were recoded as 'correct' or 'incorrect'. The proportions of correct responses only are shown in Table B1.18. The pre- and post-test results were compared using the McNemar test for repeated measures categorical data. The improvement from pre- to post-test approached significance for the item relating to identification of amount of sugar in one serving of soft drink (McNemar $\chi^2=3.823$, $p=0.051$), while the larger improvement for identification of number of servings in a 375ml can was statistically significant (McNemar $\chi^2=5.789$, $p=0.016$). Within geolocations, only the result for metropolitan schools was significant (after adjusting for multiple comparisons, where $p<0.012$).

Table B1.18: Percentage of students who were able to correctly identify nutritional information – pre- vs post-test by geolocation

	Correct Responses			
	Amount of sugar in soft drink can		Servings in a 375ml soft drink can	
	Pre %	Post %	Pre %	Post %
All Schools				
Primary students	60.8	63.6	44.3	48.4
Geolocation				
Metropolitan	61.5	64.7	47.3	52.9
Provincial	60.7	62.1	42.3	44.4
Remote/Very Remote	54.7	62.1	24.5	28.1

B1.2.9 Knowledge of Kitchen Health and Safety

The last item of the primary student survey presented three pairs of images relating to kitchen health and safety. Students were asked to select the image that portrayed the correct method of: holding a knife, washing hands, and chopping vegetables. Results are shown in Figure B1.9.

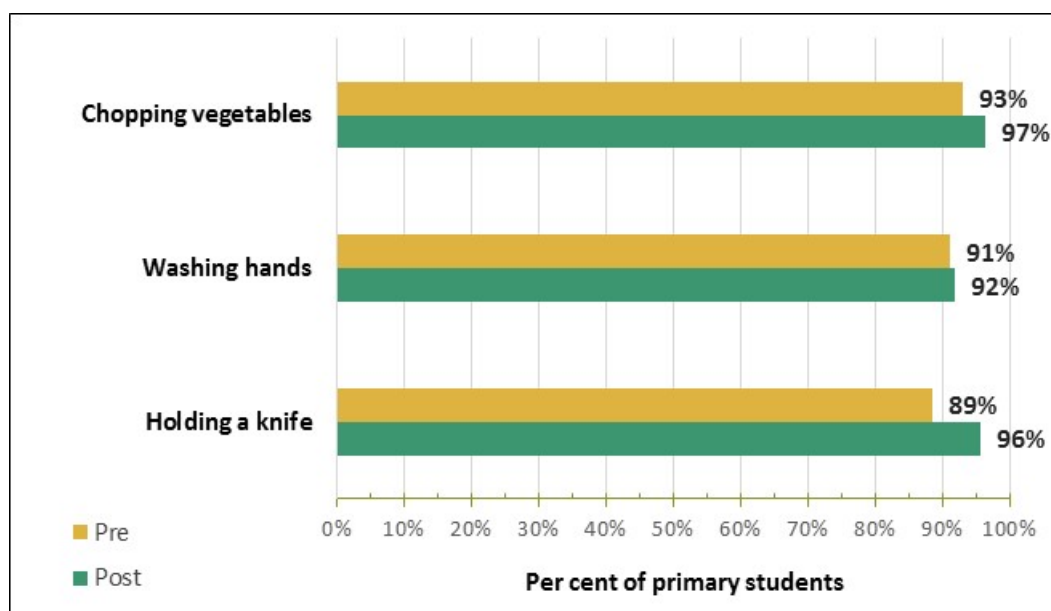


Figure B1.9: Methods relating to kitchen safety and hygiene correctly identified by primary students, pre- vs post-test (per cent)

Moderate increases from pre- to post-test are evident for two of the items – ‘holding a knife’ and ‘chopping vegetables’. These changes were statistically significant as determined by the McNemar test for repeated measures categorical data (holding a knife: $\chi^2=48.188$, $n=910$, $p<0.001$; chopping vegetables: $\chi^2=14.132$, $n=903$, $p<0.001$).

To gain a more comprehensive picture of students’ knowledge of the kitchen safety and hygiene, a total score of the correctly identified methods was produced at pre- and post-test and then compared. Table B1.19 provides a cross-tabulation of these results. From this it is evident that more students were able to correctly identify all 3 characteristics at post-test than at pre-test.

Table B1.19: Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3) - pre- vs post-test

		Post-Test				Total
		None	1 correct	2 correct	3 correct	
Pre-Test	None	1	2	0	1	4
	1 correct	0	4	11	19	34
	2 correct	0	6	65	121	192
	3 correct	1	2	50	634	687
Total		2	14	126	775	917

A comparison of the pre- and post-test results for each geolocation is shown in Table B1.20 below. The pink and green shaded cells depict the number of students that had 3 correct answers at pre-test and post-test, respectively. Small increases in the number of students able to correctly identify all 3 methods of kitchen safety/hygiene are evident for each region.

Table B1.20: Number of correctly identified methods of kitchen safety/hygiene (1, 2 or 3) - pre- vs post-test by geolocation

Pre-Test	GEOLOCATION		Post-Test				Total
			None	1 correct	2 correct	3 correct	
	Metropolitan	None	1	2	0	1	4
		1 correct	0	3	8	10	21
		2 correct	0	5	34	63	102
		3 correct	1	2	28	385	416
	Total		2	12	70	459	543
	Provincial	1 correct		1	3	8	12
		2 correct		1	28	51	80
		3 correct		0	17	211	228
	Total			2	48	270	320
	Remote / Very Remote	1 correct			0	1	1
		2 correct			3	7	10
3 correct				5	38	43	
Total				8	46	54	

B1.3 Secondary School Student Survey

B1.3.1 Total Survey Scores

Secondary students participating in the Food Sensations lessons completed a pre- and post-lesson survey to measure any changes in their skills and knowledge that could be attributed to the FS lesson. The questions were identical in each survey, but were slightly different to those used in the primary students' survey.

Students could score a maximum of 44 points on the survey. Question 5 was more complex than the other items and required students to choose only *three* foods or drinks, each from a different food group. The majority of students did not complete this correctly and chose many more than 3 items. Hence, a marking scheme that accounted for students' understanding of food groups could not be used. Question 5 has therefore been scored as follows: 1 point for 1 correct food choice, 2 points for 2 correct food choices, and 3 points for 3 or more correct food choices.

Table B1.21 below shows students' average total scores at pre-test and post-test. The size of the cohort is considerably reduced since it excludes students if they had not completed all questions on the survey. The average improvement of 3.2 points was statistically significant suggesting that the improvement was most likely due to the Food Sensations intervention rather than chance ($z = -5.013$, $p < 0.001$)⁶. Note that the non-parametric Wilcoxon signed ranks test was used for the comparison of scores rather than a parametric paired samples t -test since the data violated the assumption of normality.

Table B1.21: Secondary students' pre- and post-test total scores, *excluding* incomplete surveys.

	Total Score		
	Mean	N	Std. Deviation
Pre	34.9	62	4.234
Post	38.1	58	3.994

Table B1.22 shows the average total scores when incomplete surveys are included in the calculations. While the average improvement of 1.9 points is very modest, it is also statistically significant ($z = -5.013$, $p < 0.001$).

Table B1.22: Secondary students' pre- and post-test total scores, *including* incomplete surveys

	Total Score		
	Mean	N	Std. Deviation
Pre	31.9	167	5.652
Post	33.8	167	7.112

⁶ For this evaluation, the significance level has been set at 0.05, as is common practice in the social sciences.

B1.3.2 Understanding of Discretionary ('Sometimes') and 'Everyday' Foods

Secondary school students were presented with a series of 15 food items with three possible responses: 'sometimes' food, 'everyday' food, and don't know. Students were asked to "Tick if you can have the food or drink 'everyday' or only 'sometimes'". The pre- and post-test results are displayed in Tables B1.23 and B1.24, respectively.

Table B1.23: Items identified correctly and incorrectly as 'everyday' or 'sometimes' foods/drinks – pre-test only

	Correct		Incorrect	
	<i>n</i>	%	<i>n</i>	%
Milk	116	73.0	43	27.0
Mean Green	112	74.2	39	25.8
Soft drink	141	89.8	16	10.2
Fish	61	41.2	87	58.8
Water	159	95.8	7	4.2
Speedy cheese	44	28.6	110	71.4
Potato chips	141	84.9	25	15.1
Toasty	57	37.0	97	63.0
Banana	127	80.4	31	19.6
Zombie chips	121	94.5	7	5.5
Bread	128	77.1	38	22.9
Beefy boy	84	56.8	64	43.2
Zombie donut	116	92.8	9	7.2
Broccoli	121	77.1	36	22.9
Sports drink	123	79.9	31	20.1

Table B1.24: Items identified correctly and incorrectly as ‘everyday’* or ‘sometimes’ foods/drinks by secondary students – post-test only

	Correct		Incorrect	
	<i>n</i>	%	<i>n</i>	%
Milk	126	78.8	34	21.3
Mean Green	127	80.4	31	19.6
Fish	92	61.7	57	38.3
Water	156	95.1	8	4.9
Speedy cheese	71	44.7	88	55.3
Toasty	76	47.5	84	52.5
Banana	138	86.8	21	13.2
Bread	136	84.5	25	15.5
Beefy boy	116	73.0	43	27.0
Broccoli	138	87.9	19	12.1
Soft drink	144	94.7	8	5.3
Potato chips	147	92.5	12	7.5
Zombie chips	140	94.6	8	5.4
Zombie donut	138	97.9	3	2.1
Sports drink	129	85.4	22	14.6

* Everyday foods have been grouped and shaded

Figure B1.10 provides a comparison of the pre- and post-test results for correctly identified food items. The largest increases in correct responses were all ‘Everyday’ foods, namely: fish (increase of 20.5 percentage points), Speedy Cheese (+ 16.1), Toasty (+10.5), Beefy Boy (+16.2), and broccoli (+10.8).

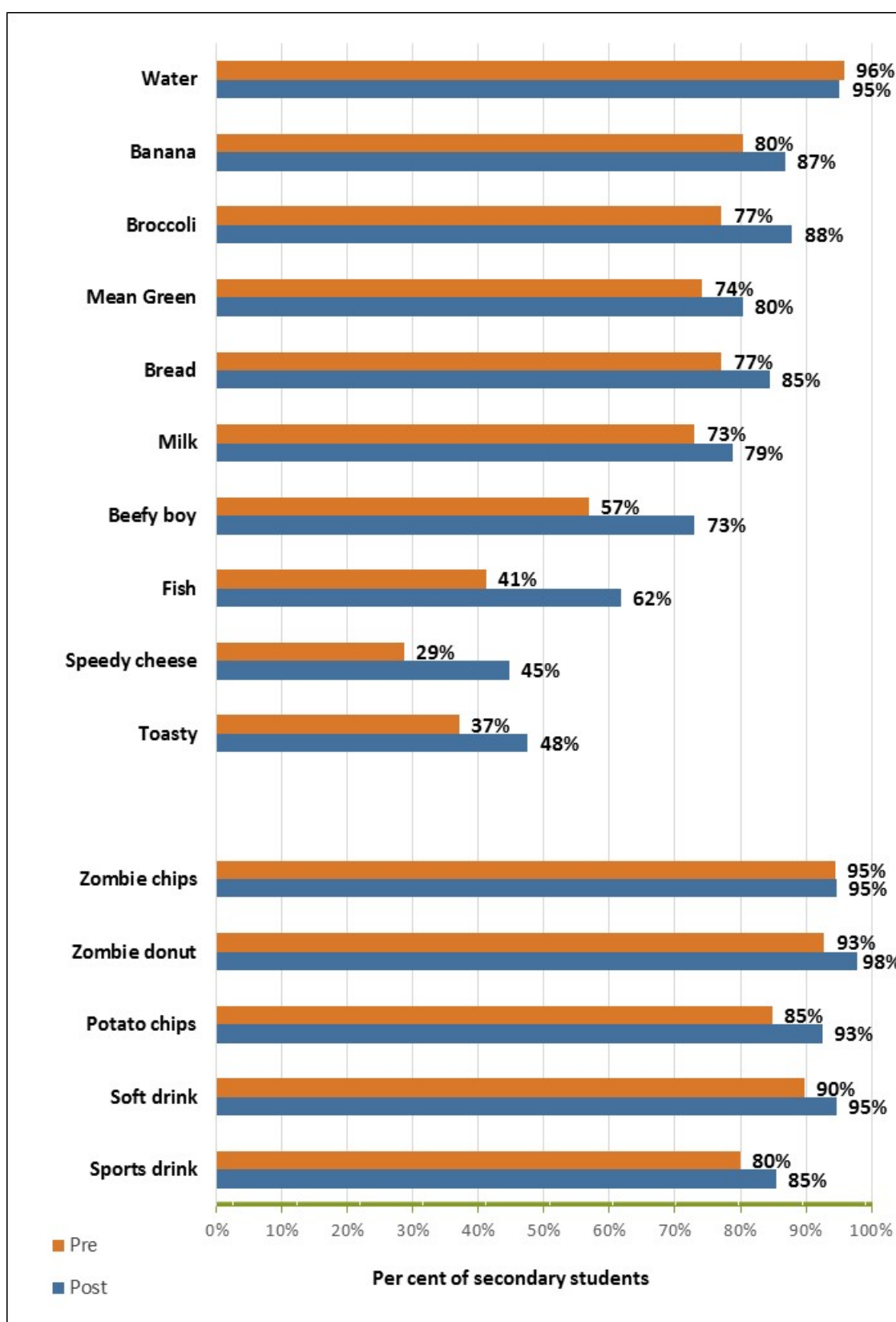


Figure B1.10: Items correctly identified as 'everyday' or 'sometimes' foods/drinks by secondary students, pre- vs post-test (per cent)

To determine overall changes in regional primary students' perceptions of healthy/unhealthy foods and their impact on the body, responses were summed to produce a pre- and post-test total score. These were then

compared using the Wilcoxon signed ranks test. As shown in Table B1.25, the overall increase from pre (9.8) to post (11.3) was significant ($z=-4.331$, $p<0.001$). Significant differences were also found within metropolitan, provincial and remote/very remote schools - after applying a Bonferroni correction for multiple comparisons, which set a more conservative significance level of 0.005 (i.e. $0.05/6=0.008$).

Table B1.25: Mean scores for items correctly identified as 'everyday' or 'sometimes' foods¹ – pre- vs post-test by geolocation

	Total Score ¹			
	Pre	Post	Wilcoxon signed ranks test	
	Mean	Mean	z	p^2
All Schools				
Primary students	9.83	11.29	* -4.331	<0.001
Geolocation				
Metropolitan	9.27	10.93	* -5.564	<0.001
Provincial	10.51	11.77	* -3.294	0.001
Remote/Very Remote	10.53	11.69	* -2.650	0.008

¹ Range = 0-15

² p level adjusted to 0.012 (after Bonferroni correction)

* Statistically significant

B1.3.3 Awareness of the Nutritional Value of Take Away Foods

In order to measure students' nutritional knowledge, one question asked, 'In general, take away foods are high in...?'. Students were provided with seven responses and could choose as many as applied. The response categories were: salt, sugar, vitamins, minerals, fat, fibre and 'don't know'. Pre- and post-test results are shown in Tables B1.26 and B1.27, respectively. The 'correct' characteristics of takeaway foods are shaded in each table. Per characteristic, the proportions of students that were able to correctly identify takeaway foods as being high in salt, sugar or fat showed relatively little change. At pre-test, fibre was the characteristic most commonly identified incorrectly.

Table B1.26: Characteristics of take away foods correctly and incorrectly identified by secondary students – pre-test only

In general, take away foods are high in:	Correct		Incorrect	
	<i>n</i>	%*	<i>n</i>	%*
Salt	121	72.0		
Sugar	113	67.3		
Fat	140	83.3		
Vitamins			11	6.5
Minerals			7	4.2
Fibre			18	10.7

* Per cent of total group.

NB: Correct items are shaded.

Table B1.27: Characteristics of take away foods correctly and incorrectly identified by secondary students – post-test only

In general, take away foods are high in:	Correct		Incorrect	
	<i>n</i>	%*	<i>n</i>	%*
Salt	126	75.0		
Sugar	120	71.4		
Fat	134	79.8		
Vitamins			9	5.4
Minerals			10	6.0
Fibre			10	6.0

* Per cent of total group.

NB: Correct items are shaded.

A direct comparison of the correctly-identified characteristics from pre- to post-test is shown in Figure 1.11. The number and percentage of students who correctly identified characteristics of take away foods showed increases for salt and sugar, but interestingly a decrease for fat.

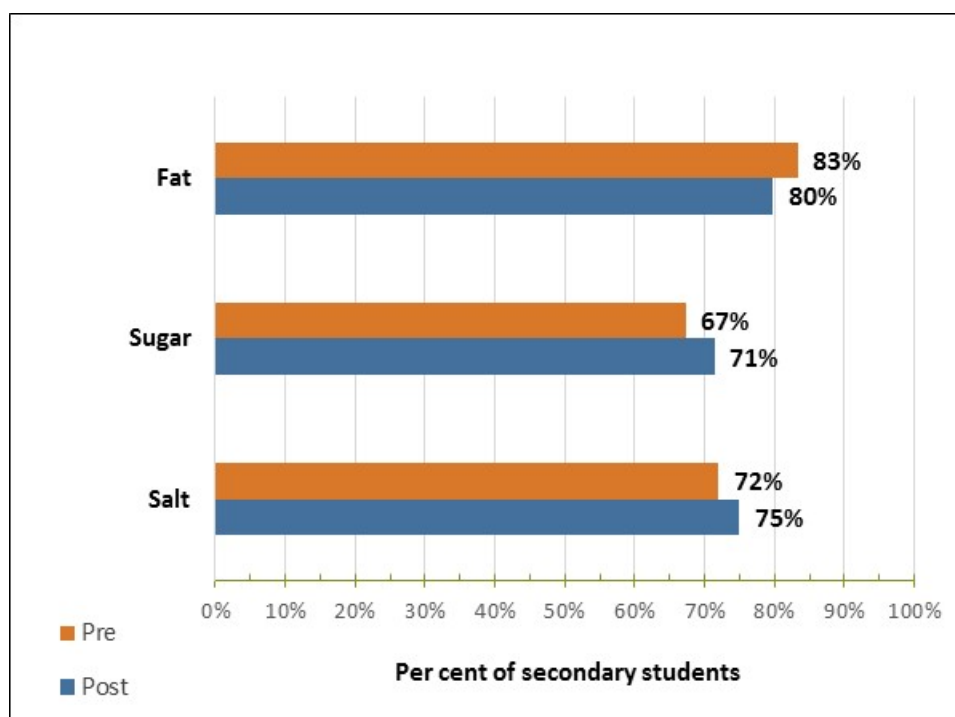


Figure B1.11: Characteristics of takeaway foods correctly identified by secondary students, pre- vs post-test (per cent)

To gain a more comprehensive picture of students' knowledge of the nutritional value of takeaway foods, a total score of the correctly identified characteristics was produced at pre- and post-test and then compared. Table B1.28 provides a cross-tabulation of these results. From this it is evident that more students were able to correctly identify all 3 characteristics at post-test (104 students or 77% of sample) than at pre-test (86 students or 64% of sample). Application of the Wilcoxon signed ranks test showed the change was statistically significant ($z = -2.298$, $p = 0.022$).

Table B1.28: Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre- vs post-test

		Post-Test				Total
		None	1 correct	2 correct	3 correct	
Pre-Test	None		1			1
	1 correct	1	7	5	7	20
	2 correct	1	2	6	19	28
	3 correct		4	4	78	86
Total		2	14	15	104	135

Table B1.29 provides a breakdown by geolocation of the students' total scores at pre- and post-test. (NB: Pink and green shading indicates the total pre and post-test numbers, respectively.) The trend seen for the whole group was only attributable to the metropolitan and provincial students. Application of the Wilcoxon signed ranks test showed that observed improvements from pre- to post-test for both groups were

statistically significant after applying a Bonferroni correction for multiple testing, where $p < 0.012$ (metropolitan: $z = -2.977$, $p = 0.003$; provincial: $z = -2.696$, $p = 0.007$).

Table B1.29: Number of correctly identified characteristics of takeaway foods (0, 1, 2 or 3), pre- vs post-test by geolocation

Pre-Test – Correct Items	GEOLOCATION		Post-Test – Correct Items				Total
			None	1 correct	2 correct	3 correct	
	Metropolitan	None					
		1 correct	1	5	4	2	12
		2 correct	0	0	2	8	10
		3 correct	0	0	1	51	52
		Total	1	5	7	61	74
	Provincial	None					
		1 correct		2	1	3	6
		2 correct		1	2	8	11
		3 correct		0	1	16	17
		Total		3	4	27	34
	Remote	None	0	1	0	0	1
		1 correct	0	0	0	2	2
		2 correct	1	1	2	3	7
		3 correct	0	4	2	11	17
		Total	1	6	4	16	27

* Excludes missing and 'don't know' responses.

B1.3.4 Knowledge of the Amount of Sugar in Soft Drinks

Secondary students were asked one question to measure their knowledge of sugar in a typical can of soft drink, with five response categories including 'don't know'. As shown in Figure B1.12, students tended to over-estimate rather than under-estimate the amount of sugar in soft drinks. The largest proportions of students chose the correct '8-10 tsp' or incorrect '11-12 tsp' categories, accounting for over 70% of students in total.

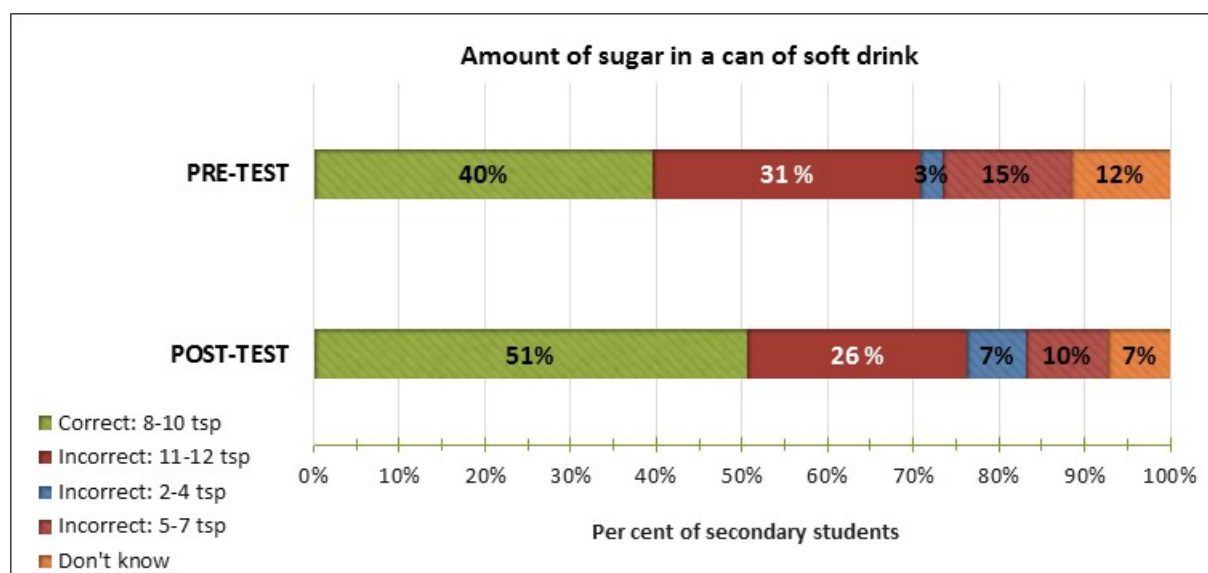


Figure B1.12: Secondary students' responses to 'how many teaspoons of sugar are in a typical can of soft drink?', pre- vs post-test (per cent)

To test for statistical significance, the McNemar test for repeated measures categorical data was used after first recoding students' responses as 'correct' or 'incorrect' in order to create binary variables. Table B1.30 displays the pre- and post-test student responses according to the recoded categories. For the whole group, results of the McNemar test showed there was a significant tendency for students to correctly identify the amount of sugar in soft drink after completing the Food Sensations session (McNemar $\chi^2 = 7.225$, $p = 0.007$). It is notable, however, that within geolocations there were some anomalies. In particular, the remote region shows a slight fall in correct responses. This is because students were more likely to over-estimate the amount of sugar in soft drink after completing the Food Sensations lesson (i.e. 27% selected '11-12 teaspoons' at pre-test compared to 34% at post-test). Only the change from 43% pre- to 71% post seen for the provincial students was statistically significant ($p = 0.006$) after applying a Bonferroni correction for multiple comparisons (i.e. $p = 0.05/4 = 0.012$).

Table B1.30: Correct responses to 'how many teaspoons of sugar are in a typical can of soft drink?' by geolocation – pre- vs post-test

	Sugar in a typical can of soft drink	
	PRE	POST
All Regions	%	%
All students	39.6	50.7
Geolocation	%	%
Metropolitan	35.7	44.4
Provincial*	43.2	71.4
Remote	45.5	43.8

* Statistically significant at $p < 0.012$

B1.3.5 Understanding of the Positive and Negative Effects of Foods on the Body

Secondary school students were presented with a series of eight food items in this question. Each item had three responses – a slouched and unhappy picture of a boy and girl, a fit and healthy picture of a boy and girl, and a 'don't know' question mark. Students were asked to 'Tick what your body would look like if you had this food or drink every day'. Results for each item at pre-test and post-test are shown in Tables B1.31 and B1.32, respectively. In presenting the results, the healthy food items have been grouped together and shaded.

Table B1.31: Identification of the positive or negative effect on the body of individual food items - pre-test only

	Correct		Incorrect		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Apple	159	95.8	7	4.2		
Water	157	95.7	6	3.7	1	0.6
Broccoli	159	95.2	7	4.2	1	0.6
Milk	136	81.4	19	11.4	12	7.2
Cake	152	91.6	10	6.0	4	2.4
Sports drink	91	56.2	53	32.7	18	10.7
Salami	70	42.7	54	32.9	40	24.4
Soft drink	156	93.4	10	6.0	1	0.6

Table B1.32: Identification of the positive or negative effect on the body of individual food items – post-test only

	Correct		Incorrect		Don't Know	
	<i>N</i>	%	<i>N</i>	%	<i>n</i>	%
Apple	156	95.1	7	4.3	1	0.6
Water	148	93.1	10	6.3	1	0.6
Broccoli	150	92.0	11	6.7	2	1.2
Milk	134	82.2	22	13.5	7	4.3
Cake	144	90.6	10	6.3	5	3.0
Sports drink	125	78.1	29	18.1	6	3.8
Salami	75	46.3	62	38.3	25	14.9
Soft drink	143	88.8	13	8.1	5	3.1

For most items, more than 90% of students were able to correctly identify the potential effects on the body at pre-test. Exceptions were salami and sports drink, which many students (>30%) incorrectly identified as have positive effect on the body. At post-test, more students were able to identify sports drink correctly, but salami was still being incorrectly identified by many students as a having a positive effect on the body.

A direct comparison of the pre- and post-test results for correct responses only is provided in Figure B1.13. With the exception of sports drink, patterns of improvement are not readily discernible – and some items showed small decreases. With all students, but secondary students in particular, there is some concern that the survey was not taken seriously.

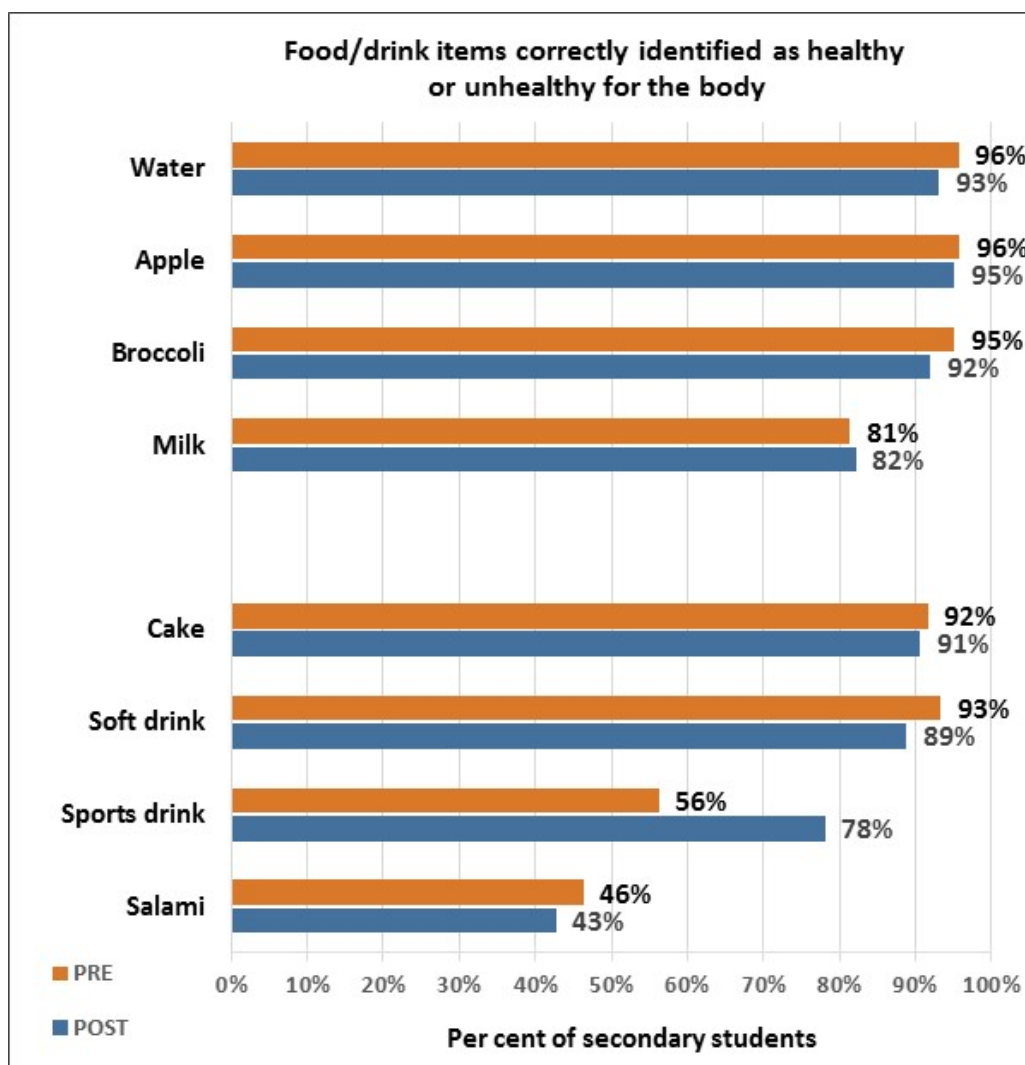


Figure B1.13: Food/drink items correctly identified as healthy or unhealthy for the body, pre- vs post-test (per cent)

To investigate further, the total number of correct items (range 0-8), pre- and post-test, were calculated for each student and then compared using the Wilcoxon signed ranks test. The mean scores for the whole group plus each geolocation are shown in Table B1.33. The results reflect the level of inconsistency seen with individual items in the tables above. The observed differences between pre- and post-test means were not significant after adjusting for multiple comparisons.

Table B1.33: Total number of food items correctly identified as having a positive or negative effect on the body - pre vs post by geolocation

	Total Score*			
	Pre	Post	Wilcoxon signed ranks test	
	Mean	Mean	<i>z</i>	<i>p</i> ¹
All Schools				
Secondary students**	6.51	6.60	-2.372	0.018
Geolocation				
Metropolitan	6.57	6.75	-1.909	0.056
Provincial	6.63	6.39	-0.649	0.517
Remote	6.20	6.41	-1.505	0.132

* Range = 0 – 8

¹ *p* level adjusted to 0.012 after applying a Bonferroni correction for multiple comparisons

B1.3.6 Ability to Choose Healthy Breakfast Foods

This question asked students to identify three (3) healthy food/drink items from a list of 18, each item from a different food group. However, many students misinterpreted the question and marked multiple items. Hence, it was not possible to apply a marking scheme which would reflect students' ability to identify different food groups. The inconsistency in the students' approach to the question means that the results shown in Tables B1.34 and B1.35 may not reflect the total number and percentage of students that recognise a particular item as healthy. In calculating the total pre and post test scores, students were awarded 1 point for identifying one correct item, 2 points for two correct items and 3 points for three or more correct items.

Table B1.34: Foods/drinks identified by secondary students as being healthy to have for breakfast – Pre test only

	Correct		Incorrect	
	<i>n</i>	%*	<i>n</i>	%*
Eggs	116	69.0		
Tomato	43	25.6		
Wheat Biscuits	104	61.9		
Banana	128	76.2		
Apple	125	74.4		
Yoghurt	110	65.5		
Bread/toast	119	70.8		
Water	127	75.6		
Rice	54	32.1		
Baked beans	69	41.1		
Milk	108	64.3		
Hot chips			3	1.8
Ice cream			5	3.0
Donut			1	0.6
Chocolate biscuits			1	0.6
Lollies			4	2.4
Potato chips			5	3.0
Soft drink			2	1.2

¹ Correct items are shaded. Note that students were only asked to identify 3 healthy foods from the list of 18. However, many students identified more than 3. Hence, the figures do not necessarily reflect the total number and percentage of students that recognise the item as healthy.

* Per cent of total group.

Table B1.35: Foods/drinks identified by secondary students as being healthy to have for breakfast – Post test only¹

	Correct		Incorrect	
	<i>n</i>	%*	<i>n</i>	%*
Eggs	106	63.1		
Tomato	48	28.6		
Wheat Biscuits	87	51.8		
Banana	112	66.7		
Apple	122	72.6		
Yoghurt	99	58.9		
Bread/toast	110	65.5		
Water	125	74.4		
Rice	46	27.4		
Baked beans	60	35.7		
Milk	101	60.1		
Hot chips			3	1.8
Ice cream				
Donut			3	1.8
Chocolate biscuits			2	1.2
Lollies			1	0.6
Potato chips			3	1.8
Soft drink			2	1.2

¹ Correct items are shaded. Note that students were only asked to identify 3 healthy foods from the list of 18. However, many students identified more than 3. Hence, the figures do not necessarily reflect the total number and percentage of students that recognise the item as healthy.

* Per cent of total group.

Table B1.36 shows the numbers and proportions of students who *correctly* identified 1, 2 or 3 or more healthy food items. The very small numbers and proportions of students that *incorrectly* identified food items as healthy are shown in Table B1.37. The purpose of the survey item was to determine whether secondary students' could identify healthy food items from three different food groups. However, the instructions on how to answer the question were either ignored or not well-understand by students. Hence, while it is clear that secondary students can identify at least some healthy foods, it was not possible to determine the full extent of their knowledge, nor determine their understanding of different food groups. It will therefore be necessary to change this survey item in future versions.

Table B1.36: Number of food/drink items correctly identified as being healthy to have for breakfast

	Number of <u>correct</u> Items					
	1 correct		2 correct		3 or more correct	
	N	%	N	%	N	%
Pre (n=166)	-	-	2	1.2	164	98.8
Post (n=162)	1	0.6	4	2.5	157	96.9

Table B1.37: Number of food/drink items incorrectly identified as being healthy to have for breakfast

	Number of <u>incorrect</u> items					
	1 incorrect		2 incorrect		3 or more incorrect	
	N	%	N	%	N	%
Pre (n=166)	3	1.8	1	0.6	3	1.8
Post (n=162)	2	1.2	-	-	2	1.2

B1.3.7 Attitudes and Beliefs About Nutrition and Healthy Eating

Students were presented with nine statements to measure their knowledge, attitudes and beliefs about nutrition and healthy eating. For these items, student could respond 'yes', 'no', or 'I don't know'. The students' responses were re-coded as 'correct' or 'incorrect'. As three of the items were negatively worded, these were coded as 'no = correct', while the others were coded 'yes = correct'. Figure B1.14 shows the pre- and post-lesson survey results for all secondary students.

Increases in positive attitudes and beliefs at post-survey were seen across all items, with large increases in proportions observed for 'Healthy homemade meals are easy to prepare' (pre- 77.2%, post 90.4%) and 'Everyday foods will give me a strong and healthy body' (pre-79.4%, post 88.1%). There were also reductions in the proportions of students who answered 'don't know' between pre- and post-lesson surveys.

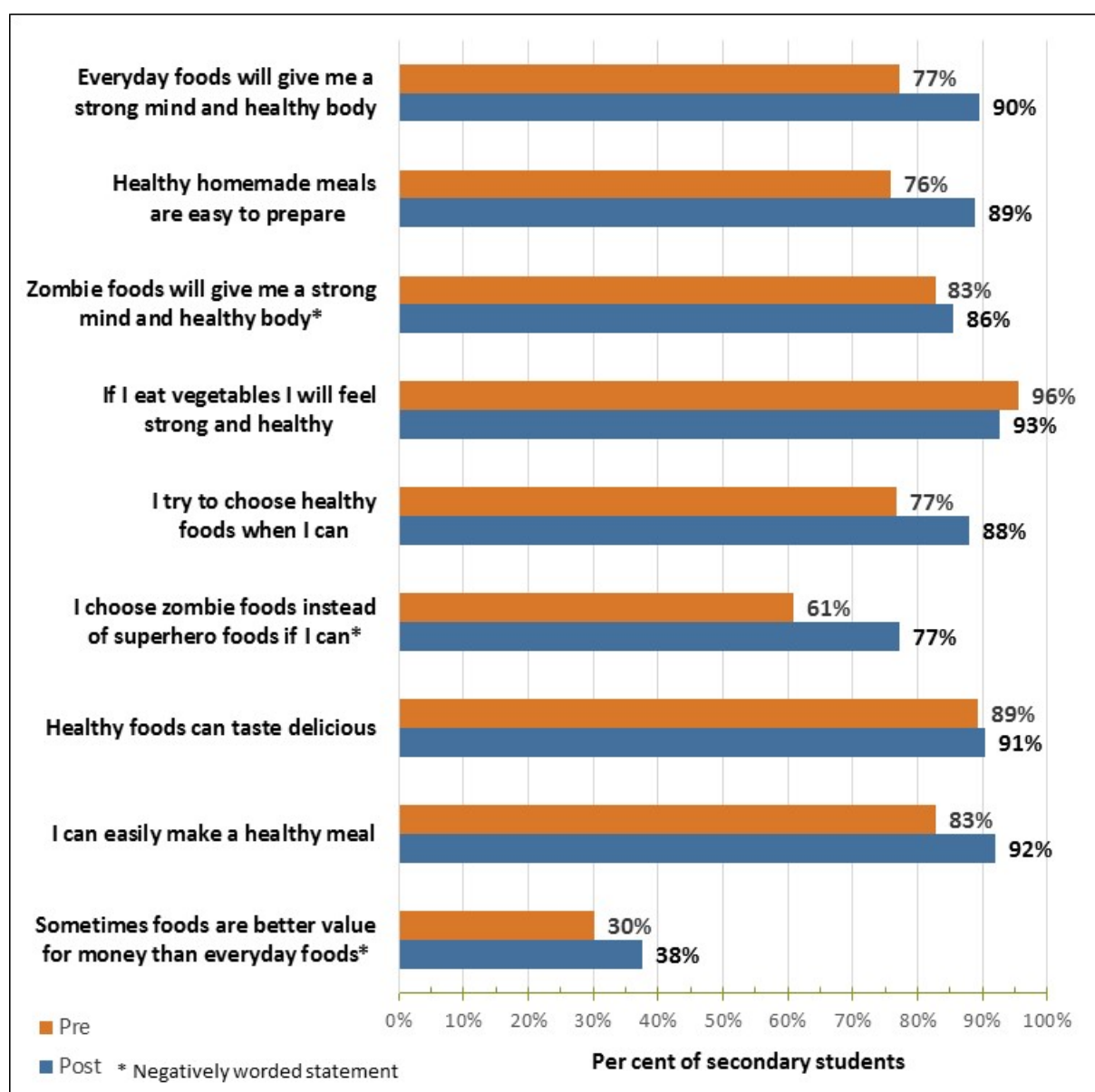


Figure B1.14: Secondary students' 'correct' responses to statements about attitudes towards healthy eating – pre- vs post-test¹ (per cent)

The sum of students' correct responses at pre- and post-test were compared using the Wilcoxon signed-ranks test. Table B1.38 displays the mean scores and Wilcoxon results for the whole group and each geolocation. For the whole group, the small average increase after completing a Food Sensations session was statistically significant ($z = -3.140$, $p = 0.002$). However, it is difficult to determine what practical implications such a small average increase would signify. Although the remote region shows a substantially larger average improvement from pre- to post-test, the result was not significant after adjusting for multiple comparisons.

Table B1.38: Students' mean total scores for the nine survey items relating to attitudes to healthy eating – pre- vs post-test by geolocation

	Total Score			
	Pre	Post	Wilcoxon signed ranks test	
	Mean	Mean	<i>z</i>	<i>p</i> ¹
All Regions				
Secondary students	6.52	7.11	-3.140	0.002
Geolocation				
Metropolitan	6.51	7.04	-2.433	0.015
Provincial	7.18	7.35	-0.567	0.570
Remote	5.76	7.03	-2.092	0.036

¹ *p* level adjusted to 0.012 (after Bonferroni correction)

B1.3.8 Ability to Interpret a Food Label

Secondary students were presented with a soft drink Nutrition Information Panel (NIP) and asked two questions in order to measure their understanding and interpretation of the NIP. One question asked students to select from five options the correct amount of sugar according to the NIP. These results are shown in Figure B1.15.

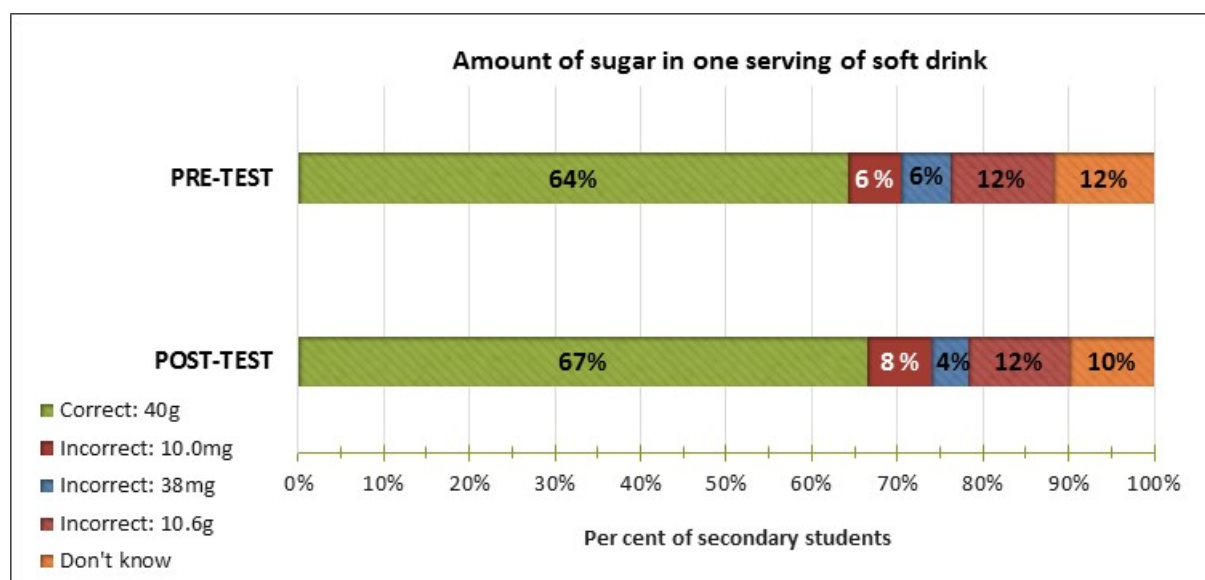


Figure B1.15: Amount of sugar in one serving of soft drink identified by secondary students (from food label), pre- vs post-test (per cent)

A second question asked students to determine the correct number of servings in the soft drink can based on the NIP – with five options to choose from (see Figure B1.16). Interestingly, fewer students were able to correctly identify the serving size than the amount of sugar in one serving size from the NIP, suggesting that they were not noticing or applying the ‘servings per package’ information towards the top of the NIP.

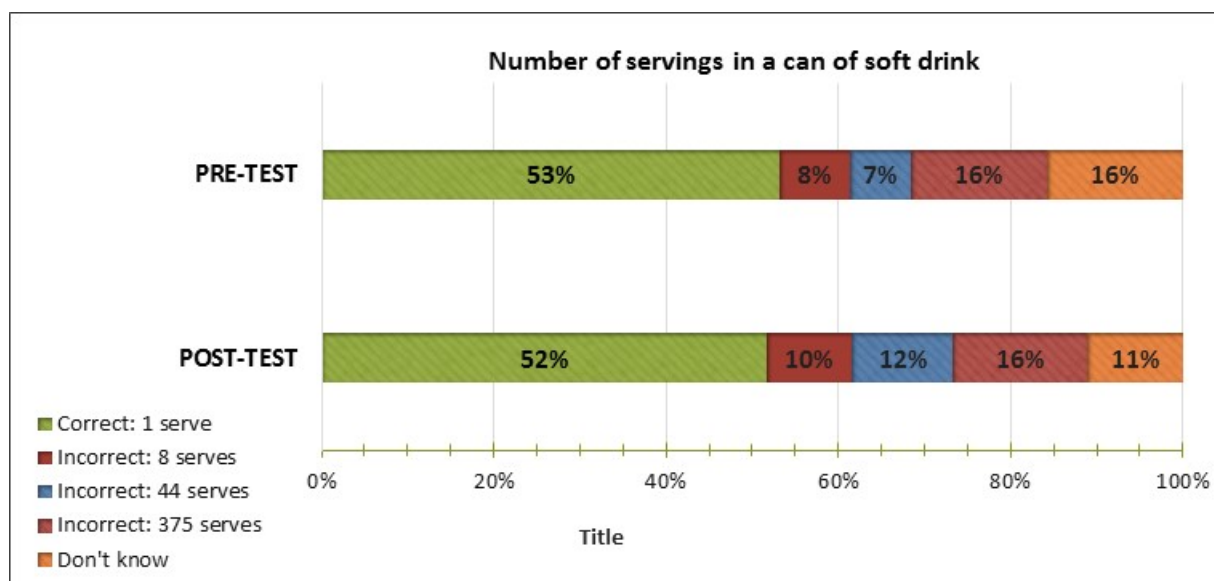


Figure B1.16: Number of servings in a 375ml can of soft drink identified by secondary students (based on the food label) – pre- vs post-test (per cent)

The students' responses were recoded as 'correct' or 'incorrect' and then compared pre- to post-test using the McNemar test for repeated measures categorical data. The small increase from pre- to post-test for amount of sugar was not significant, nor was the small decrease seen for number of servings. The lack of improvement on these two survey items is perhaps because content relating to the interpretation of food labels is explicitly taught in the 'Sugar in Drinks' lesson, but this was only delivered to a very small proportion of the sample.

B1.3.9 Knowledge of Kitchen Health and Safety

The last question of the secondary student survey presented three pairs of images relating to kitchen health and safety. Students were asked to select the image that portrayed the correct method of: holding a knife, washing hands, and chopping vegetables. Results are shown in Figure B1.17

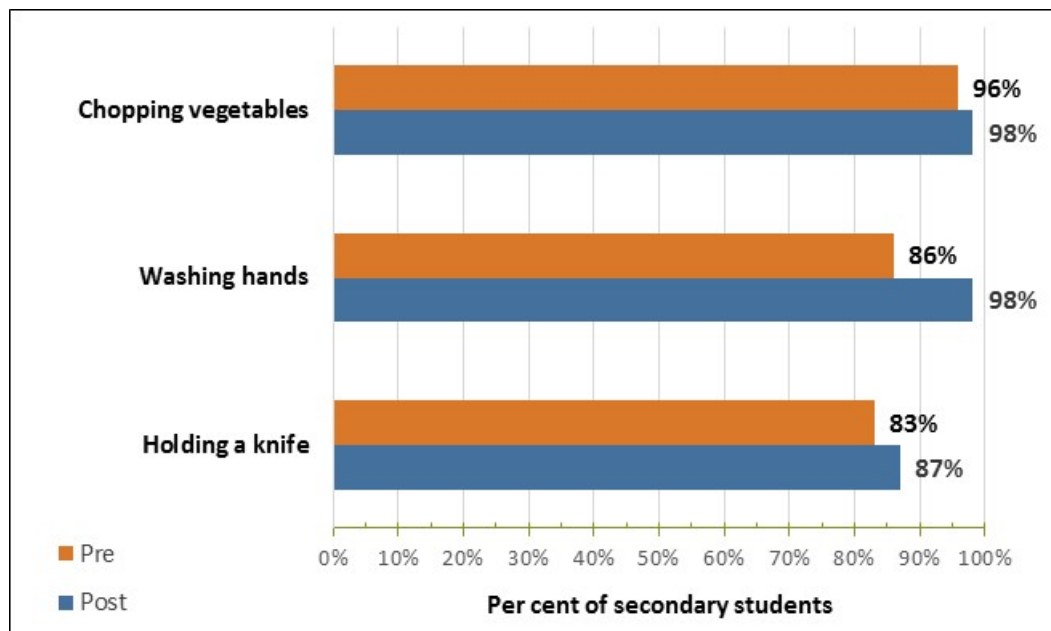


Figure B1.17: Methods of kitchen safety and hygiene correctly identified by secondary students, pre- vs post-test (per cent)

For each item, there was an increase in the proportion of students who chose the correct response from pre- to post-survey, with the biggest improvement seen for 'washing hands'. As the student survey was reproduced in black and white rather than colour, it is possible that some students found it difficult to see the soap and lather depicted in the correct option for 'washing hands'.

To gain a more comprehensive picture of students' knowledge of the kitchen safety and hygiene, a total score of the correctly identified methods was produced at pre- and post-test and then compared. Table B1.39 provides a cross-tabulation of these results. From this it is evident that a few more students were able to correctly identify all 3 characteristics at post-test than at pre-test.

Table B1.39: Number of correctly identified methods of kitchen safety/hygiene (1, 2 or 3), pre- vs post-test

		Post-Test			Total
		1 correct	2 correct	3 correct	
Pre-Test	None	1	0	0	1
	1 correct	1	0	3	4
	2 correct	0	13	9	22
	3 correct	0	9	118	127
Total		2	22	130	154

A comparison of the pre- and post-test results for each geolocation is shown in Table B1.40 below. While there were small increases in the number of students able to correctly identify all 3 methods of kitchen safety/hygiene for provincial and remote students, there was a small decrease for the metropolitan cohort.

Table B1.40: Number of correctly identified methods of kitchen safety/hygiene (1, 2 or 3) by geolocation, pre- vs post-test by geolocation

Pre-Test			Post-Test			Total
	GEOLOCATION		1 correct	2 correct	3 correct	
	Metropolitan	None	1	0	0	1
		1 correct	1	0	0	1
		2 correct	0	6	2	8
		3 correct	0	5	72	77
		Total	2	11	74	87
	Provincial	1 correct		0	1	1
		2 correct		4	5	9
		3 correct		2	25	27
		Total		6	31	37
	Remote	1 correct		0	2	2
		2 correct		3	2	5
		3 correct		2	21	23
		Total		5	25	30

B1.4 Teacher Survey

The teacher survey comprised 8 questions and covered issues such as the impact of the Food Sensations on students' knowledge and skills, students' enjoyment of the lesson, potential contribution of the lesson to students' health, appropriateness of the activities for the students, impact on teachers' knowledge and practice regarding nutrition education, teachers' intentions to utilise the Food Sensations support materials, and satisfaction with the communication and support provided by Foodbank in arranging the session. A final question invited teachers to provide observations, comments or suggestions for the Food Sensations team. The results for each of these areas are provided in the following sections.

B1.4.1 Impact of Food Sensations Lesson on Students' Skills and Knowledge

Five items were used to gauge teachers' perceptions of the skills and knowledge gained by students during the FS lesson. All school staff agreed that the Food Sensations lessons had provided benefits to their students (Figure B1.18). Overall, more than two-thirds (67%) of regional school staff responded 'strongly agree' to each item.

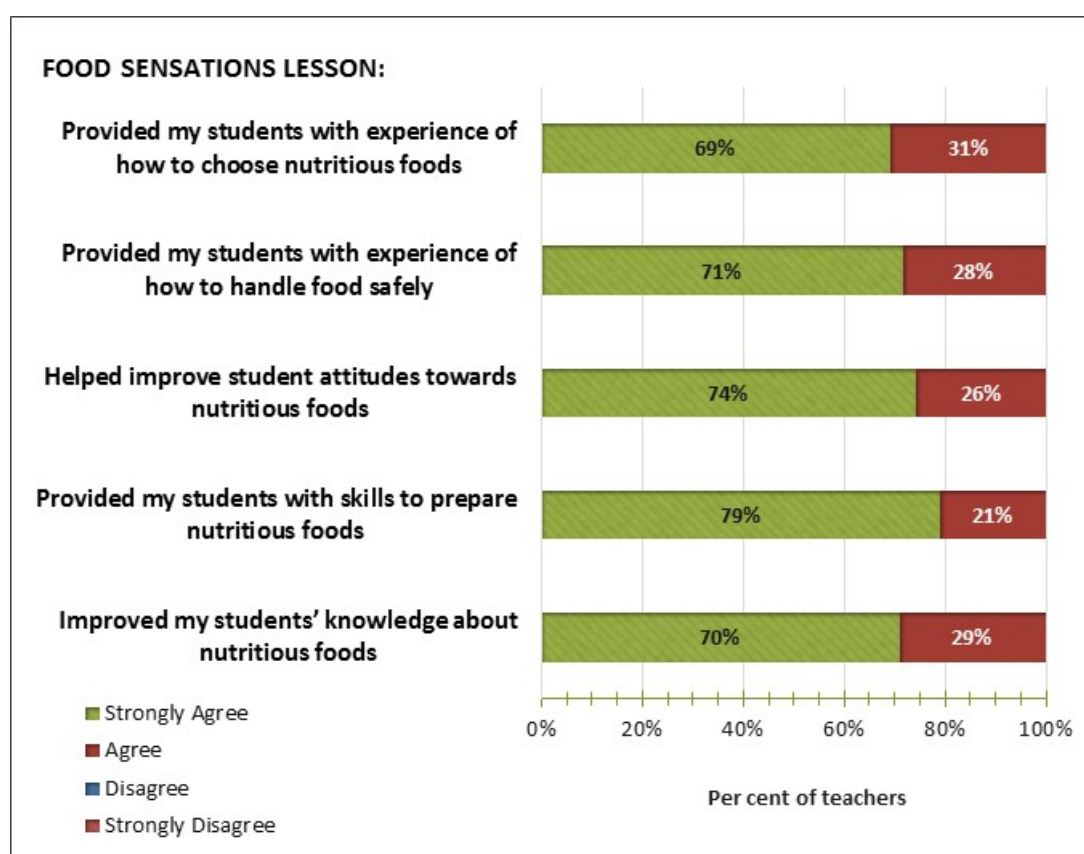


Figure B1.18: Teachers' ratings of the impact of Food Sensations on their students' knowledge, skills and attitudes towards healthy eating (per cent)

The four items relating to students' knowledge, skills and attitudes towards healthy eating were subjected to reliability analysis and deemed suitable to be combined into a scale ($\alpha=0.91$). A mean score was calculated based on a scoring of 'Strongly Agree=4', 'Agree=3', 'Disagree=2' and 'Strongly Disagree=1'. Hence, the range

for the mean score was 1 to 4.-The results for the whole cohort and each geolocation are shown in Table B1.41. These data show school staff are in strong agreement that the FS lesson improved their students' food and nutrition skills and knowledge.

Table B1.41: Teachers' ratings of the impact of the Food Sensations lesson on their students' knowledge, skills and attitudes towards healthy eating by geolocation - mean scores¹

Students' knowledge, skills and attitudes to healthy eating	Teacher ratings		
	n	Mean ¹	SD
All Teachers			
Statewide school staff	111	3.70	0.465
Geolocation			
Metropolitan	60	3.66	0.524
Provincial	34	3.69	0.398
Remote	12	3.77	0.398
Very Remote	5	4.00	0.000

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

The teachers' highly positive ratings are supported by the comments that many of them provided at the end of the survey. For example:

.. it teach(es) children what healthy food looks like, it also teaches children the positives of eating healthily. It is all done in a fun way and I cannot say how much I enjoyed it - in such a small amount of space. Well done and thank you. (Perth, Metropolitan)

Amazing program, well-coordinated and managed. Children were really excited about the experience and children made independent direct links to the Foodbank Superfoods program they have been learning in health. Highly recommended. Facilitators quickly built a rapport. Thank you. (Perth, Metropolitan)

The activity of demonstrating how much sugar, fat and salt is contained in take-away food clearly showed just how unhealthy this type of food is. The students enjoyed the activity and learnt a lot. A very positive educational experience overall. (Perth, Metropolitan)

The students .. were provided with so much information about healthy foods. The cooking experience was excellent, inspiring my students to not only try new skills but also be mindful of the healthy foods needed in their daily lives. Plus healthy foods can be tasty. (Peel, Provincial)

Excellent session! Facilitators did a great job engaging students and providing them with very useful skills and knowledge about nutrition. Thanks.' (Gascoyne, Remote/Very Remote;)

...The students gained a lot of nutritional knowledge. (Gascoyne, Remote)

... A wonderful outcome is that students are keen to create these meals at home. Well done crew. (Kimberley, Remote/Very Remote)

A very informative lesson and the resources were great. There will be a lot of children having a go at cooking for their families. (Perth, Metropolitan)

B1.4.2 Student Enjoyment of Food Sensations Lesson

More than 90% of school staff strongly agreed that their students had enjoyed the Food Sensations lesson (Table B1.42). As such, the mean scores for this item show little variation according to geolocation (Table B1.43).

Table B1.42: Teachers' ratings of their students' enjoyment of the Food Sensations session

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
I think my students enjoyed taking part in today's class	90.8	9.2	-	-

Table B1.43: Teachers' ratings of their students' enjoyment of the Food Sensations lesson by geolocation – mean scores¹

Student enjoyment of Food Sensations lesson	Teacher ratings		
	n	Mean ¹	SD
All Teachers			
Statewide school staff	109	3.91	0.290
Geolocation			
Metropolitan	60	3.88	0.324
Provincial	34	3.97	0.141
Remote	10	3.80	0.422
Very Remote	5	4.00	0.000

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

The students' level of enjoyment is borne out by the many comments volunteered by teachers at the end of the survey. Indicative examples of these comments are provided below:

This was a fantastic session, all the children really enjoyed it. Their behaviour and enjoyment reflected how well this lesson was planned. (Perth, Metropolitan)

A great experience! Kids had a blast. very informative as well as engaging. Great/friendly staff. Thank you for offering such a great excursion. (Perth, Metropolitan)

Thank you for your visit. The students had a fantastic afternoon and have since been telling me how much they enjoyed it (Perth, Metropolitan)

The students thoroughly enjoyed themselves and were provided with so much information about healthy foods...(Peel, Provincial)

An extremely inclusive and health promoting activity. The students had fun learning - these are always the best experiences. (Peel, Provincial)

The activities were interesting. Engaged the students and well presented. All recipes were very well received.... (Mid West, Provincial)

Fantastic - all children were engaged and participating. Loved it (South West, Provincial)

Fantastic, students were engaged and enjoyed it all! Very well done (Wheatbelt, Provincial)

What a wonderful incursion. The students really enjoyed it. (Gascoyne, Remote)

Was a fantastic afternoon - information provided was relevant and students were engaged 100% of the time. Thank you for coming and teaching us about healthy eating and cooking. (Wheatbelt, Remote)

B1.4.3 Impact of Food Sensations Lesson on Student Health

Teachers were also asked whether they thought the skills students had learned from the Food Sensations lesson would positively contribute to their health. As shown in Table B1.44, the majority (99%) of school staff agreed or strongly agreed that it would have a positive impact. Only one teacher (0.9%) disagreed with this item.

Table B1.44: Teachers' ratings regarding the positive contribution of the skills learned in the Food Sensations lesson to students' health

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
The skills learnt in today's session will positively contribute to the health of my students	72.2	26.9	0.9	-

A breakdown of the teachers' ratings according to geolocation is provided in the form of mean scores in Table B1.45. As expected, the means were all ≥ 3.50 , reflecting the high proportions of teachers who rated this item as 'strongly agree'.

Table B1.45: Teachers' ratings of the impact of the skills learned in the Food Sensations lesson on students' health by geolocation – mean scores¹

Impact of Food Sensations on student health	Teacher ratings		
	n	Mean ¹	SD
All Teachers			
Statewide school staff	108	3.71	0.475
Geolocation			
Metropolitan	59	3.68	0.471
Provincial	34	3.68	0.535
Remote	10	3.90	0.316
Very Remote	5	4.00	0.000

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

In their comments, some school staff made specific mention of the knowledge and/or skills that students were likely to transfer into their home or family. This is one clear indication of the potential for the Food Sensations lesson to positively contribute to the health of their students. For example:

...A very informative lesson and the resources were great. There will be a lot of children having a go at cooking for their families. (Perth, Metropolitan)

A wonderful outcome is that students are keen to create these meals at home. Well done crew. (Kimberley, Remote/Very Remote)

The cook books proved to be popular and some students have told me that they plan on cooking for their families. (Peel, Provincial)

...The students really enjoyed the food sensations session, and I know many of them were planning on buying the ingredients and making the recipes at home. A lot of families in [our town] have had 'fasta pasta' over the weekend I think. (Wheatbelt, Provincial)

The kids loved the range of options and looked forward to cooking some of the recipes at home. It was also great for safety issues and teamwork. Thank you (Wheatbelt, Remote)

B1.4.4 Appropriateness of Food Sensations Lesson Activities

Participants were asked to indicate the appropriateness of the FS lesson activities to the students in their class(es) according to age, numeracy levels, literacy levels, and social context. These results are presented in Figure B1.19. None of the teachers indicated that the activities were inappropriate. More than two-thirds of teachers strongly agreed with each of the items. Age and social context had the highest ratings, while appropriateness of literacy level was the lowest (69% strongly agree).

An average score for the sum of the four items scale was calculated to depict teachers' ratings according to geolocation. The results, shown in Table B1.46 below, indicate that the majority of school staff strongly agreed that the FS lesson activities were appropriate for their students according to age, social context, numeracy and literacy levels.

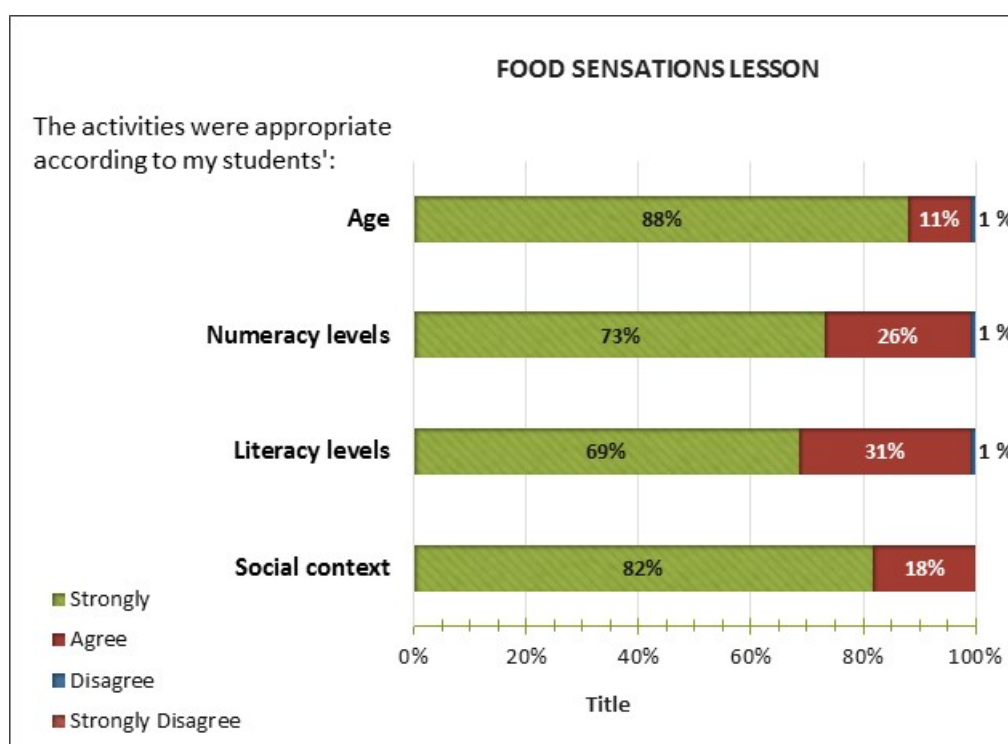


Figure B1.19: Teachers' ratings of the appropriateness of the Food Sensations for their students according to age, literacy and numeracy levels, and social context (per cent)

Table B1.46: Teachers' ratings of the appropriateness of the Food Sensations lesson according to students' age, literacy and numeracy levels, and social context by geolocation – mean scores¹

Appropriateness of Food Sensations activities	Teacher ratings		
	n	Mean ¹	SD
All Teachers			
Statewide school staff	109	3.77	0.372
Geolocation			
Metropolitan	60	3.73	0.416
Provincial	34	3.83	0.318
Remote	10	3.83	0.313
Very Remote	5	3.75	0.250

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

Teachers' comments provided further strong evidence of the appropriateness of the Food Sensations lesson for their students:

Always a professional delivery perfectly suited to the needs of our students. Thanks again. (Perth, Metropolitan)

Great experience, particularly for children of a low SES context. Kids first experience with healthy foods. Very engaged and excited for lesson. Excellent easy recipes. Positive and enthusiastic presenters. 10/10. (Perth, Metropolitan)

Well planned, conducted lesson. The students were fully engaged through the lesson and still talking about the activity after lunch. (Perth, Metropolitan)

A great experience for Indigenous male students and surprising how much they learnt and enjoyed today's session. Thank you. (Perth, Metropolitan)

This was an awesome experience. Staff were very supportive and in tune with the students' knowledge and level of understanding. The children really enjoyed the cooking experience. Please keep the program running in 2017. (Perth, Metropolitan)

The session was really well organised and relevant to Year 6. The students thoroughly enjoyed this experience. (Perth, Metropolitan)

Fantastic facilities and very relevant to my students' level. They found the tour fascinating and the nutrition lesson was interactive and informative. The cooking lesson was great. Thank you (Perth, Metropolitan)

The kids loved the range of options and looked forward to cooking some of the recipes at home. It was also great for safety issues and teamwork. Thank you. (Wheatbelt, Remote)

Great program - the kids really enjoyed the session. A good mixture of learning and practical work. Foodbank staff were really great with the kids. (Gascoyne, Remote)

The presenters were very flexible and able to cope with the age group. The children engaged well with them. (Gascoyne, Very Remote)

The content was highly relatable in this context. Hope this school and Foodbank's relationship continues to grow in the future. (Goldfields-Esperance, Very Remote)

One teacher did note that their students with lower literacy levels struggled with the surveys:

Some of my lower ability students struggled with the surveys due to the low literacy levels, but overall the survey was great as were the activities provided by Foodbank... (Wheatbelt, Remote)

Another teacher mentioned that the content was pitched a little too low for senior secondary students. We note, however, that the Food Sensations lessons for secondary students do make it clear that they are targeted at either Years 7 and 8, or Years 9 and 10.

... I think the content was a little too basic for Year 11 students however the structure of the lessons was great. (Perth, Metropolitan)

B1.4.5 Impact on Teachers' Knowledge and Classroom Practice

School staff were asked to indicate the impact that the Food Sensations lesson(s) had on their own knowledge and practice in relation to nutrition education. The four items related to relevance of FS content to the Health and Physical Education curriculum, improvement in teachers' pedagogical content knowledge, motivation to include more nutrition education in their teaching program, and need for further professional learning. The individual items and teachers' ratings are shown in Figure B1.20.

Almost all the teachers ($\geq 97\%$) agreed or strongly agreed with the items, except in relation to professional learning. For this item, 22% of the sample disagreed that the Food Sensations lesson had highlighted their own need for more professional learning in nutrition education and 2% strongly disagreed. All of these teachers' comments were very positive, so their disagreement suggests they felt they already had sufficient knowledge/skills in relation to nutrition education.

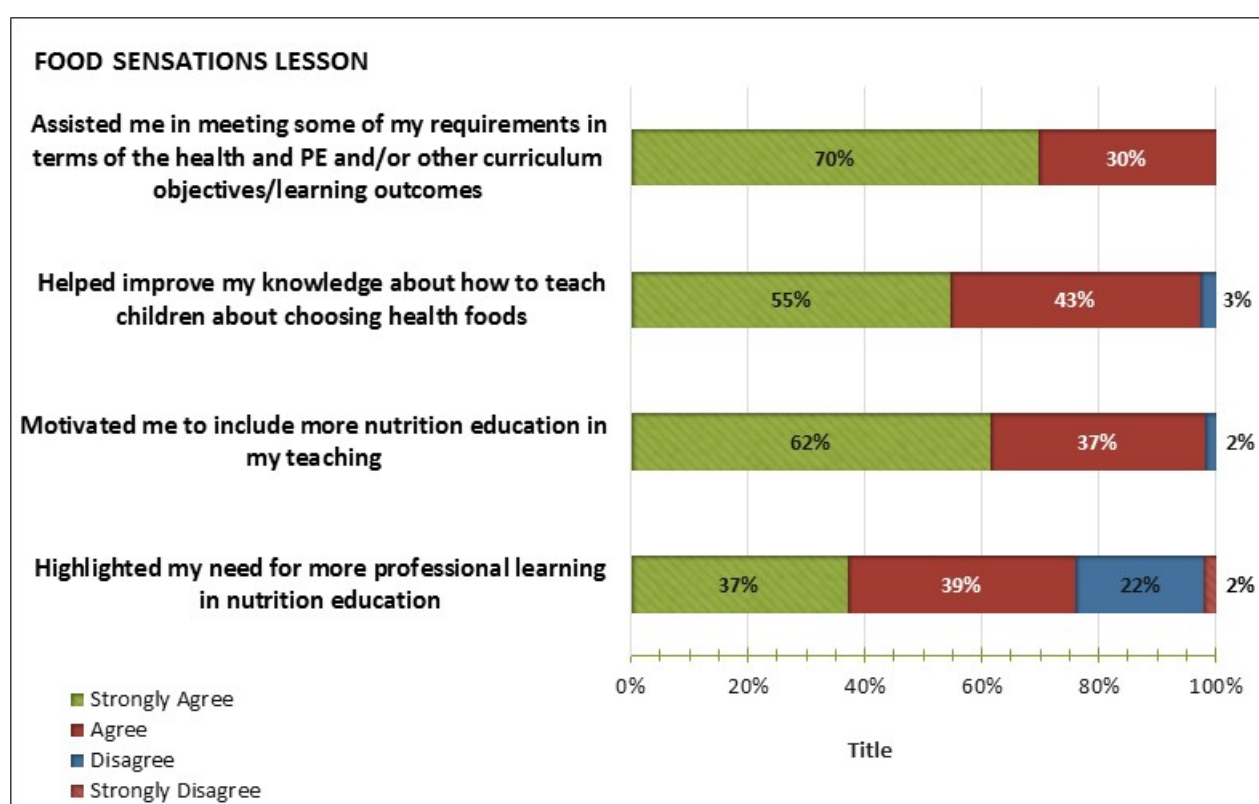


Figure B1.20: Teachers' ratings of the impact of Food Sensations on their nutrition education knowledge and practice – percentages

In order to summarise the teachers' ratings according to geolocation, an average score for the four items was calculated based on scoring of 'Strongly Agree=4', 'Agree=3', Disagree=2' and 'Strongly Disagree=1'. Hence, the possible range for the average score was 0 to 4. Table B1.47 shows the average teacher ratings by geolocation. All means were above 3 (i.e. 3.42 - 3.69) reflecting the high proportion of 'strongly agree' ratings by the teachers for these items.

Table B1.47: Teachers' ratings of the impact of Food Sensations on their own nutrition education knowledge and practice by geolocation – mean scores¹

Impact on teachers' nutrition education knowledge and practice	Teacher ratings		
	n	Mean ¹	SD
All Regions			
Statewide school staff	107	3.47	0.496
Geolocation			
Metropolitan	59	3.48	0.483
Provincial	34	3.42	0.516
Remote	10	3.47	0.583
Very Remote	4	3.69	0.375

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

In their open-ended comments, teachers didn't make direct reference to the impact of the Food Sensations lesson on their own nutrition education knowledge and practice. However, the value of the experience is implicit in their highly positive comments, as seen earlier. A few teachers did describe the relevance of the content and resources for their current and future teaching program. For example:

Very professional outfit. Their resources were very good, activities meaningful and thoroughly engaged the group. Great to see my food classes have a different approach presented to add to their nutritional knowledge. A worthwhile addition to my programme - thank you again. (Perth, Metropolitan)

Congratulations to the Foodbank team and their staff for curriculum-linking nutrition activities, especially the cooking component. Our students also developed a sense/understanding of working in teams and co-operating with others. (Wheatbelt, Provincial)

Would love to have you guys again if possible in the future to impart with me the Food Sensations program. Will include your healthy menu in our home ec & hospitality program. Students were all engaged during the sessions. (Gascoyne, Remote)

B1.4.6 Intention to use Food Sensations Resources in the Classroom

A follow-up question relating to the teaching of nutrition education sought to gauge whether school staff will use the Food Sensations support materials to deliver curriculum in their own classroom. The teachers' ratings are shown in Table B1.48. Almost 60% strongly agreed that they would use the materials. As would be expected from these overall ratings, positive intentions to use the support materials were evident within each geolocation (see mean scores in Table B1.49).

Table B1.48: Teachers' ratings regarding their intention to use the Food Sensations support materials in their classroom

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
I plan to use the food sensations support materials to deliver curriculum in my classroom	59.6	38.5	1.9	-

Table B1.49: Teachers' ratings regarding their intention to use the Food Sensations support materials in their classroom by geolocation – mean scores¹

Intention to use Food Sensations resources	Teacher ratings		
	n	Mean ¹	SD
All Teachers			
Statewide school staff	104	3.58	0.534
Geolocation			
Metropolitan	58	3.62	0.524
Provincial	32	3.56	0.504
Remote	10	3.30	0.675
Very Remote	4	3.75	0.500

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

In their open-ended comments, several teachers noted their intention to use the Food Sensations resources in future class activities:

The resources will be really useful. (Perth, Metropolitan)

Resources were great and looking forward to using the lesson plans (Mid West, Provincial)

Loved that the info was posted to individual teachers. Plan to use resources in our Year 3 health rotation for the rest of the semester (South West, Provincial)

I cook with my 3/4 class and make healthy meals. Will definitely be using the ones out of your cook books. Thanks. (Mid West, Provincial)

Will include your healthy menu in our home ec & hospitality program. Students were all engaged during the sessions. (Gascoyne, Remote)

B1.4.7 Satisfaction with Communication and Support from Foodbank

School staff were asked if they were satisfied with the communication and support provided in the planning of the Food Sensation lesson delivered to their students. More than 80% of participants strongly agreed that they were satisfied (see Table B1.50). One teacher gave a rating of 'disagree' – but did not elaborate on this in their comment, stating only "Overall a very enjoyable and informative session". The very positive ratings

for the whole group are reflected in the high mean scores (3.73-4.00) for each geolocation as shown in Table B1.51.

Table B1.50: Teachers' ratings of their satisfaction with the communication and support received from Foodbank (per cent)

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
I was satisfied with the communication and support provided by Foodbank WA in arranging today's session	81.3	17.8	0.9	-

Table B1.51: Teachers' ratings of their satisfaction with communication and support received from Foodbank by geolocation – mean scores¹

Satisfaction with communication and support	Teacher ratings		
	n	Mean ¹	SD
All Teachers			
Statewide school staff	107	3.80	0.422
Geolocation			
Metropolitan	60	3.83	0.419
Provincial	33	3.73	0.452
Remote	10	3.80	0.422
Very Remote	4	4.00	0.000

¹ Min = 1, Max = 4, where 4 = 'strongly agree'

Many of the teachers' comments included reference to the effective planning, organisation and communication of the Food Sensation team. For example:

A fantastic morning. Everything from organisation before the day to the conclusion was extremely well done. The children were motivated and enjoyed the entire time - It was great to see the children trying new foods. Highly recommended - Thank you so much (Perth, Metropolitan)

Amazing program, well-coordinated and managed. ... (Perth, Metropolitan)

I believe this excursion has been the best organised and run of any excursions I have done with classes. The preparation of materials and expertise and knowledge of the presenters was excellent. I could not fault a single part of today's experience. The children and my staff thoroughly enjoyed it. Well done to all at Foodbank. (Perth, Metropolitan)

Very professional, well organised, highly educational experience... (Perth, Metropolitan)

A really well thought out and planned activity. Children very engaged. Didn't focus on negatives but provided positive alternatives. Thanks very much. (Perth, Metropolitan)

Great sessions, amazing staff, well presented and organised. (Perth, Metropolitan)

Fabulous experience. Would love to have the whole school experience it. Great staff - friendly, well organised, committed to their message. (Perth, Metropolitan)

The two Foodbank staff were very organised, friendly and knowledgeable. I would highly recommend the sessions to other school... (Perth, Metropolitan)

The Food Sensations team interacted in a positive and friendly manner, encouraging all students to participate and taste all recipes. (Perth, Metropolitan)

Everything you are doing works really well - cannot think of anything you could do differently. Thank you. (Mid West, Provincial)

Presenters were great, preparation excellent. Thank you for visiting - the class here totally involved and responsive to your presentation. (Mid West, Provincial)

Very well organised and informative. Thank you. (Peel, Provincial)

Loved that the info was posted to individual teachers. Plan to use resources in our Year 3 health rotation for the rest of the semester. (South West, Provincial)

Well organised . Student were able to understand and follow directions easily. Instructions were clear and concise. Good visual aids. (South West, Provincial)

Well organised . Student were able to understand and follow directions easily. Instructions were clear and concise. Good visual aids. (South West, Provincial)

Excellent organisation and wonderful lesson. (Wheatbelt, Remote)

B1.4.8 Teachers' Written Observations and Comments

The final survey item invited teachers to add any observations, comments or suggestions they had for the Food Sensations team. Of the total respondents, 86% provided comments – all of which were positive. The Food Sensations lessons were clearly very well received by school staff. Respondents took the time to praise the Food Sensations staff and the program activities and resources, and described how much their students enjoyed their Food Sensations experience.

Extracts from many of the teachers' comments have already been presented in the context of the targeted survey questions. The following comments are offered as further evidence of the overall effectiveness, flexibility and innovation of the Food Sensations program in schools.

This program provides so many benefits that it should be the next headline news report in tomorrow's paper! Not only does it teach children what healthy food looks like it also teaches children the positives of eating healthily. It is all done in a fun way and I cannot say how much I enjoyed it - in such a small amount of space. Well done and thank you. (Perth, Metropolitan)

The Foodbank sessions are brilliant and have a lasting impact. We had parent helpers today that helped last year also and they reported that their children... make recipes from last year's session at home on a regular basis. The recipes are simple and easy for my students to make at home so they are likely to do so. They really enjoyed the food and had a great sense of ownership, having cooked it themselves. They also loved the Superhero collector cards (I have last year's cards in my classroom). We always gain so much from the sessions. Thanks so much. (Perth, Metropolitan)

Very professional, well organised, highly educational experience. The presenters were friendly and quickly established a rapport with students that enabled them to coax children into trying different foods that they normally wouldn't try. A very informative lesson and the resources were great. There will be a lot of children having a go at cooking for their families. (Perth, Metropolitan)

Great experience, particularly for children of a low SES context. Kids' first experience with healthy foods. Very engaged and excited for lesson. Excellent easy recipes. Positive and enthusiastic presenters. 10/10. (Perth, Metropolitan)

Extremely well run, clear explicit instructions for students. Loved it - best excursion ever. (Perth, Metropolitan)

I think it is an amazing program and I would love to be a part of this again. The students were completely engaged in the program and thoroughly enjoyed taking part. Would highly recommend it. (Perth, Metropolitan)

[The Food Sensations staff] were fantastic. The session was full of great info and help towards our school breakfast group. Don't need to change any of it. All very helpful and lovely. Very enjoyable - children really enjoyed it. Thank you. (Perth, Metropolitan)

The activities were interesting. Engaged the students and well presented. All recipes were very well received. Would be fantastic to have these sessions more than once a year especially for the primary school students. Everything you are doing works really well - cannot think of anything you could do differently. Thank you. (Mid West, Provincial)

Very impressed with [the Food Sensations team's] manner and professionalism when interacting with students. Also regarding the flexibility in catering for dietary needs. Fabulous job girls. (Wheatbelt, Remote)

[The Food Sensations staff] were fantastic. They worked long hours and still presented lessons that engaged and improved students' knowledge about nutrition. A wonderful outcome is that students are keen to create these meals at home. Well done crew. (Goldfields-Esperance, Very Remote)

The session was extremely useful for my students and they thoroughly enjoyed it. The ladies presenting were excellent and engaged with the students really well. (Wheatbelt, Provincial)

All of the students were highly engaged and motivated throughout the workshop. Congratulations to the Foodbank team and their staff for curriculum linking nutrition activities, especially the cooking component. Our students also developed a sense/understanding of working in teams and co-operating with others. (Wheatbelt, Provincial)

The presenters were very flexible and able to cope with the age group. The children engaged well with them. (Gascoyne, Very Remote)

The kids loved the range of options and looked forward to cooking some of the recipes at home. It was also great for safety issues and teamwork. Thank you. (Wheatbelt, Remote)

[Food Sensations team] have been amazing and are great with the kids, engaging all students of all year levels. They took the time to compare and contrast healthy and unhealthy foods so the students can differentiate between the two. The content was highly relatable in this context. Hope this school and Foodbank's relationship continues to grow in the future. (Goldfields-Esperance, Very Remote)

B2. FOOD SENSATIONS: CASE STUDY DATA

As noted earlier, the results presented in relation to the case studies are based on a limited and preliminary data set as this is the only data that was collectible and available at this time. The interviews have thus been written up in some detail to provide an example of some deeper insight into the operation and impact of the SBNEP from school leaders and SBP Coordinators to complement and elaborate on the School Breakfast Program and Food Sensations surveys for 2016.

B2.1 Very Remote School

The very remote case study school had received a Food Sensations visit in Term 4, 2016 in which all classes in the school received the initiative.

B2.1.1 Impact

The impact was described as ‘huge’ and that after the sessions students “talked about it every day”. Students were observed to “go through recipes and they gain confidence from the experience”. Interacting with the different personalities of the presenters was also found to have a positive impact on students and worked in well with the schools positive behaviour model given students were engaged during the sessions. The sessions were said to get “kids interested in food” and the model of prepare, cook, make, eat together worked well.

Special mention was made of the Superhero food characters that have been “plastered around the kitchen and in the classrooms and they (students) are talking about the characters and why they are good for your and the messages penetrate as it stays with them”. The community impact was described as “subtle low level influence” from teachers and presenters to students and then the students take the messages home. The Principal suggested that the FS team and school need to go to other places in the community and the surrounding community, and that the school could support this with food and resources.

B2.1.2 Helps and Hindrances

The key help identified was the high degree of planning and operation from the Foodbank FS team and appreciation that the visit was organised months in advance. The Principal commented, “they (Food Sensations team) pay attention and listen to us”. The overall initiative was described as “fantastic” with the only hindrance identified that it should occur more frequently and at least twice a year but it was acknowledged there are cost and logistics implications of this.

Overall, the principal summed up the SBNEP within the school as, “could not function without it”.

B2.2 Provincial School

The Food Sensations sessions ran in Years 2-6 in 2016.

B2.2.1 Impact

Sessions were described as “really good” and engaging for the students. A parent session was run after school that did not have as many parents in attendance as expected but those that did attend thought it was worthwhile. The Principal explained the parent session as a good way to engage the local school community and provided the school with some good contacts. FS links well with the Stephanie Alexander kitchen that is in operation at the school. The Principal described that the sessions “inspire teachers to do cooking and had observed the recipe books being used within the classroom”. There were no negatives or hindrances described. The Principal was particularly complimentary about the parent session which was the first time it had run in the school and would like FS and the parent session to come again soon. The Principal said that he/she would be recommending it to other schools and colleagues.

B2.3 Metropolitan School (Primary)

The Food Sensations program ran in the Year 3 and Year 3/4 classes in 2016. This section is based on one focus group interview conducted at the end of Term 4, 2016 with the Deputy Principal and School Breakfast Coordinator and a further 11 focus groups conducted in Week 8 of Term 1, 2017. Participants included 6 parents/caregivers, 13 students, 2 teachers and the Principal and other Deputy Principal. The school affords opportunities for the year 3/4 classes to access the Food Sensations initiative each year. In this way they are intending to cycle all students through the initiative in the years to come and have already made a booking for 2017.

B2.3.1 Impact

There is overwhelming evidence from the focus groups that the Food Sensations Initiative is well liked by staff, students and parent/caregivers alike and that it is viewed as a positive and effective initiative.

Organisation and Engagement

A key element of its effectiveness is the organisation and operation of the sessions. The Food Sensations sessions were seen to be very well organised and run which was found to contribute to its impact. The sessions were repeatedly described as interactive, engaging, fun, hands on and very well organised, as seen from the following comments.

Teacher:

It was extremely well organised, they brought the food had the recipes and took charge of the class which was wonderful. I love their teaching approaches and started off doing the food groups and then prep and hygiene and then safety with food handling, prepare and then cook. Variety of foods for each recipe and they celebrated the fact and shared food and had lunch together. Highly engaging the children loved it. It was meaningful learning with respect to the children were very involved and hands on.

Deputy Principal:

Last year we had it in the two Year 3/4 classes last year and the students raved and raved about it for weeks after and the teachers raved about it and immediately came back to me after the program and said we need to keep doing this, it's amazing. Only had positive feedback about it. The ladies at Foodbank were so easy to work with was not difficult at all in organising it, they came with everything, did not have to do any organising except for the teachers were aware that they were coming on the particular day.

Lasting Influence

The effectiveness of the Food Sensations sessions was in turn found to contribute to its positive impact on the students, teachers, parents/caregivers and the wider community. From the participants interviewed in 2017 it was clear that they had remembered the sessions and it had made a lasting impression on them based on what they could recall and what they outlined as the results of them participating in the sessions.

Key stakeholders could remember the format, recipes, recipe book and some of the key healthy eating messages from the sessions. It was apparent that the engagement in the actual cooking itself and the recipe books seemed to have the most enduring impact in enabling students to continue to cook in their classrooms and in their homes over the coming days and weeks which afforded the key messages related to healthy eating to be reinforced as described in the following comments.

Teacher:

For a start I saw immediate results because of the fact that one of the incentives for the students participating is they each got a recipe book and the children took great, great happiness in coming for the next 3-4 weeks telling me what they tried to cook for their family and how they were allowed to touch the utensils and Mum used the knife, so I felt it extended past that day and past that learning moment where they were talking about what else can I do and then we moved on to how I can help around the house. But the healthy eating they had their recipes and I even had parents coming to ask me is there any other recipes we can get our hands on which is something else I would like to add as they have extra resources on their website.

For the kids I think it provides something they can relate to if you come in with a dry presentation with no fun characters then kids are not going to relate to it and junk food is such an appeal to them it is hard to combat that so trying to come in and educate in a fun way with bright colourful resources [Superhero Foods/Zombie Foods] things they can relate to and enjoy makes a big difference. It's interactive and they talk about it and then get to go home and talk about it. We used recipe books as prizes across the school.

Deputy Principal:

It opened the kids' eyes up in terms of them having the opportunity to get cooking experience. To have simple recipes like that, that they can cook and eat and enjoy because kids are so fussy and then being able to take home their own little recipe book, they really loved it and even having the nutritional educative sessions before hand they were really engaged with that as well as I popped down just to see how it was going and everyone was so engaged and the enjoyment across the whole double session was great.

There was one focus group of **Year 4** students who had the session in 2016 and they were all agreed that the session gave them ideas on 'healthy food and choosing healthy food and preparing healthy food'.

We had it last year. It worked really good and we watched a video and got to make rainbow wraps. When you get to make stuff and mix it around that goes in the bread and decorating. We get to share what we made.

I remember the superhero food guys can't remember the names. It helped us cook meals and not having to go to MacDonald's all the time, eating at home.

Wash your hands before and after cooking. You can enjoy eating your own food.

Do not eat junk food. Sometimes food is ice cream lollies chocolate Macas. Always food is fruit veggies and other healthy stuff.

We liked it and want to do it again and other classes should do as well.

Parents/Caregivers

Like they make the fruit skewers and that sort of thing in class, my lot have done that and they come home and they like 'I made this and that and they, they'll start drawing pictures of what they did and the recipe book. They talk about what they made and shared out for the whole class. I am not sure how many times they've done it and they haven't done it many times I don't think, but they love it they absolutely love doing it and you know it gets them hands on and what they made they eat and we do that at home and try and get them to join in at least somewhat and they eat better if they have helped even if it is a small amount like grating some cheese and carrot but if they've helped in the preparation they got that effort and can eat what they've made. Give recipe book to them and some of my kids will say they can't cook and if you can read you can cook all you need to do is read it and read it again and you will get it and can cook so it's just and easy way to get them started and show them that they can cook. Needs to be more Food Sensations.

Remember one of these last year, parents were invited to come and watch and it was good as they all had to get in groups and then get their ingredients and then they had to not necessarily chop up as a lot was done for them and then they went through step by step on how to make it and the kids had an absolute ball and they were all like 'I want to have a turn' and I want to do it' so they

all got a turn of doing each thing so that way it teaches them how to cook and do simple recipes but the kids absolutely loved it. They all come home and they were like 'I enjoyed doing that and that was fun' so it's good and it's teaching the kids skills you know for later on. [Have they brought the recipe book home?] Yes they have and the kids have done a few of the little ones in there and it's really good. I can remember they did salads in the rolls and they all ate it so some of them went back for seconds which is good. Some foods my kids wouldn't eat normally so trying that they were like 'Mum can you get that' and I'm like ok we'll get that and they eat it now which is great. So yes...

As seen above and in the comment below the use of the Superhero Foods and Zombie Foods resonated with both staff and students:

The kids could relate to it and they love it, they love zombies. They loved it because it is interesting and relatable, they love zombies they love superheroes and to classify and we had a lot of discussion and we had the parents come in and them working with the kids at the expo and that was quite difficult for some groups (Teacher).

Behaviour Management

It is interesting to note that some teachers commented on the efficacy of the presenters in being able to manage a classroom as seen in the comment below:

Personally it all stood out to me, extremely thoroughly researched the way they looked at delivering the lessons, their delivery methods were on point, and their behaviour management which is something I found quite exceptional they had obviously gone and put effort into teaching the subject rather than presenting the material that day to the point we did not have to intervene which was wonderful to see a well-controlled environment from someone who did not know our kids.

Further to this, given the sometimes difficult nature of the student cohort to manage a key point raised was how the engaging nature of the session helped keep students on task who would typically have difficulty in paying attention as per the following comment:

In fact even the children that in other subjects would have engagement issues - that was totally overcome that day because who does not love food. Helps to see children in a different light.

'Integrated Impact'

It is clear from the respondents that part of the success of Food Sensations is that it is integrated and adds value to the overall programs that are running in the school, in particular, the school health policy and program. Food Sensations is also integrated into the school curriculum and health lessons and the school Open Day was on health in 2016 and Food Sensations was linked to this initiative. The following comments further elaborate on this nature of this 'integrated impact'.

Principal:

Adds to overall value of the programs that are running in the school that reinforcement thing if you did it by itself for a short time it may not have significant kinds of impact but kind of collectively with everything else we are offering with our values and pastoral care programs and the BC and afterschool programs it's just another example of the reinforcement of those key messages and its incorporated into our health program.

Nutrition is integrated into the biological sciences but teachers do that for a whole term every year and in that particular term when we talk about nutrition and biological sciences and things like that we use the veggie gardens a lot and that is when we try and incorporate the FS program so it is all related and integrated. So once the students have done the FS we try and do at the beginning of that term so it is a huge introduction a big hook to the program and then the teachers would go out and do lots of gardening with the kids look at the worm farm, plant the seeds, measure the growth and then do more cooking at the end of the term and things like that (Deputy Principal).

Teachers:

We have done healthy cooking in the class and it all leads and combines to create and experience that they can actually put into practice at home and we also have the gardens. It all links nicely with what we are doing at the school level. I just accessed the website the other day.

FS was seen to have a positive flow on impact at the classroom level with sessions leading class teachers to do other lessons on cooking and healthy eating and food choice. Some staff have ordered posters and resources for their classes. A number of the teachers showed appreciation of the website and the resources that Foodbank WA provided.

It was evident from the focus groups that respondents found it difficult to identify any links between Food Sensations and the SBP. Whilst it was part of the overall program teachers agreed that there could be more done to make more explicit links between the learning in Food Sensations sessions and the SBP and maybe more could be made of the healthy eating messages in the SBP given its weekly operation.

No helps and hindrances were identified apart from key stakeholders wanting it to happen more often and in more classrooms. Overall Food Sensations had “good feedback and the teachers said it was fantastic”. Final comments included:

Foodbank could not do it without them and they are really important agency for us (Principal).

I would like to say it is a wonderful program and I highly encourage anyone to give it a go (Teacher).

No hindrances apart from being able to have it offered to more than two classes a year. It is such a fantastic program. We make sure that every year those two 3/4 classes get the program so we are kind of rolling the students through. But everyone loves it, it's great. (Deputy Principal).

Only that Foodbank are fantastic and we very much value their support and their participation in the school. I think it is worthwhile on a lot of different platforms that we have already discussed so it is really beneficial.

B2.4 Preliminary Case Study Conclusions

Taken independently (and in conjunction with the SBP case study presented earlier), each case at this point provides positive indicators of the SBNEP in terms of operation and impact. Collectively it is clear that each school is conveying similar key messages about the importance of the SBNEP to their school, namely in building students' capacity to learn (promoting more settled classrooms and school, concentration and encouraging attendance and punctuality), promoting positive and enriched relationships between all key stakeholders namely parents and caregivers and helping build students' understanding of healthy eating. From the data collected to this point there is evidence of an 'integrated impact' of SBNEP whereby it is integrated into already existing programs, curriculum, events and initiatives within the school. This integration affords a broader impact of the program in that key messages, resources and outcomes are reinforced in other contexts throughout the school over the year. This 'integrated impact' has also found to highlight an interrelationship between key impact categories that gives rise to the notion of a more integrated, cumulative, interrelated and wider reaching impact of the SBFNEP.

The data so far was limited in identifying hindrances to the SBNEP and suggestions for further improvement. Some hindrances centred on access to Foodbank WA and product, space to operate the SBP and increasing the frequency of FS sessions. Staff workload in undertaking the operation of the SBP was also identified as a hindrance. Further insight will be gained throughout 2017 when further interviews, surveys and school level data are added to complete the case study data set.

C. SBNEP OVERVIEW AND CONCLUSIONS

C1. SBNEP EVALUATION OVERVIEW

C1.1 Evaluation Overview 2015-2016

The results presented in Sections A and B of this report, together with the 2015 results, so far present a highly positive picture of the SBNEP from the perspectives of school representatives, students and a limited number of parents. The 2015 results were drawn solely from a survey of staff who coordinate or manage the School Breakfast Program in their schools and represented only 38% of SBNEP recipients. The positive responses from that limited sample have now been corroborated by the 2016 data collection which has drawn from a much larger sample (74%) and has included first-hand perspectives from parents and students via the case studies. While there is clear and abundant evidence that the SBNEP is highly valued by schools, the data collection methods have allowed respondents to present a full account of how the SBNEP fits within the operation of their school, including the challenges and difficulties. We therefore feel confident that the evaluation design is eliciting sufficient evidence to address the key evaluation questions.

The following sections present preliminary conclusions relating to both the School Breakfast Program and Food Sensations and match these to the evaluation questions. This is prefaced by analysis and discussion of the overall design and flexibility of the SBNEP and the different levels at which schools were found to engage with the program and enact it within their particular community context.

C1.1.1 SBNEP Design and Flexibility

The School Breakfast Program is the cornerstone of the SBNEP. It provides schools with breakfast food products to feed hungry students and is the mechanism by which schools can access the Food Sensations nutrition education program and obtain additional supplies of fresh fruit and vegetables for the Crunch&Sip program (if applicable). As described in the Foodbank WA *School Breakfast Program Toolkit*⁷, “there is no one ‘correct’ method of running a School Breakfast Program. The ongoing sustainability ... within a structured environment such as a school is largely dependent on the flexibility of the program” (p. 20). The preliminary results of the evaluation provide strong evidence that the SBNEP does indeed offer sufficient flexibility for schools to adapt and modify it to meet the unique needs and contexts of the communities they serve.

The degree of complexity and variation in SBPs seen within the 400-plus SBP sample precludes the development of a simple ‘typology’ of SBPs. However, it is possible to ‘map’ the SBP in any given school according to a series of key philosophical and operational characteristics. Table C1.1 lists the SBP characteristics and sets out the dimensions or continuum on which individual schools may sit. ‘Program integration’, ‘purpose or rationale’ and ‘health focus’ are at the head of the list. These reflect ‘what’ schools want to achieve by implementing the SBNEP and ‘why’. As such, they are the key drivers for ‘how’ schools go about implementation within the context of their particular school community. Each of the characteristics listed under ‘How will we achieve it’ has important resourcing and organisational implications and schools report that they adapt and change these over time to reflect the changing needs of the school community. For example, schools may expand the program from twice per week to every day, or increase student involvement in the running of the program in order to reduce the demands on staff and volunteers and contribute to students’ organisational and self management skills.

⁷ Available at: <http://www.healthyfoodforall.com.au/resources/>

Table C1.1: Characteristics and dimensions of school breakfast programs

SBP Characteristics	SBP Dimensions/Continua
What do we want to achieve and why?	
<i>Program Integration:</i>	Stand alone ◀ ----- Some integration ----- ▶ Whole school ethos
<i>Purpose/Rationale:</i>	Narrow/singular (e.g. alleviate hunger) ◀ ----- ▶ Broad/multiple (e.g. build community)
<i>Health Focus:</i>	Incidental ◀ ----- Part of strategic planning ----- ▶ Health Promoting School
How will we achieve it?	
<i>Scope/Inclusion:</i>	Targeted students only ◀ ----- Any/all students ----- ▶ Students/families/staff
<i>Frequency:</i>	As needed/occasional ◀ ----- 1-4 days per week ----- ▶ 5 days per week
<i>Location:</i>	At school ◀ ----- Off-site location ----- ▶ Home-based ¹
<i>Setting/Atmosphere:</i>	In class ◀ ----- Communal area ----- ▶ Dedicated café/social space
<i>Meals Provided:</i>	Breakfast or lunch only ◀ ----- Breakfast & lunch/snacks ▶ Breakfast, snacks, lunch, food parcels
<i>Food Range:</i>	Few FB ² items ◀ ----- Most/all FB items ----- ▶ All FB items + additional
<i>Partnerships/Food Sources:</i>	FB only ◀ ----- FB + bought/donated items ▶ FB + bought/donated + school-grown
<i>Cooking/Menus:</i>	No cooking ◀ ----- Simple cooking (e.g. toast/beans) ----- ▶ Regular cooked meals
<i>Operations Management:</i>	Staff volunteer ◀ ----- Staff member(s) nominated ----- ▶ Special paid role(s)
<i>Teacher Involvement:</i>	Teacher run ◀ ----- Teachers assist ----- ▶ No teacher involvement
<i>Volunteers:</i>	No volunteers ◀ ----- Few, regular volunteers ----- ▶ Many volunteers, rostered
<i>Community Involvement:</i>	‘In-house’ parents/teacher/students ◀ ----- ▶ Outside volunteers (church groups, etc.)
<i>Student Involvement:</i>	Fully adult run ◀ ----- Students assist adults ----- ▶ Students responsible

¹ Food packages provided to families to share with their children at home² FB = Foodbank WA

The following extract from a survey response illustrates the contribution that the Breakfast Program can make to a school's overall vision and priorities. Here the Breakfast Program is an integral part of a whole school philosophy that sees family and community as the catalyst for learning.

Quality of attendance is overwhelmingly linked to provision of Breakfast Program and the school promotes an atmosphere of safety, family, and home behaviours which unite the students in a large age range. The philosophy of the school is to provide a holistic and quality education within a family community-centred context in order for children to become lifelong learners. The Homemaker and the School Breakfast Program is part of the learning and teaching curriculum with the teachers involved while the local parent workers and volunteers gather at this place and supervise children as part of being interested in education themselves.

The second extract provides an apt description of the 'mechanism' through which the Breakfast Program is seen to influence student outcomes and a clear rationale for 'why' the provision of breakfast is so important in the context of very disengaged or disadvantaged students:

The whole idea of providing breakfast and other meals...for very disengaged school aged students from low socio-economic areas is several fold. If a student has to choose between bus/train fare and eating, then they know they will eat on arrival. The provision of breakfast and snacks helps break down the previous held conception of 'school' and 'learning'. By being involved (under supervision) in the planning and preparation of food and experiencing how to feed large numbers for the same cost as a few fast food items, students are learning how to budget, prepare and feed themselves and future dependents. Food can act as an incentive to attend, even if they do not achieve academic results for some time. Food breaks down barriers between long established 'enemies' that may have existed in previous school settings. In a supportive, non-judgmental environment, where discrimination, bullying and fighting is not tolerated, gathering to share food or teaming up to help with the preparation of food, can be the conduit to establishing new and positive relationships. The sharing and eating of food aids in socialisation of students who may have been isolated for some time. To celebrate special events, or honour special milestones, each site may choose to host a full scale lunch, with set tables, cutlery, serviettes and decorations. Young people are included in the planning and preparation. Sadly for some it is their first experience of celebrating a sit down meal with others and being involved in the etiquette involved in such an event. Events like these bond the students from some very diverse backgrounds.

Many schools have an explicit whole school focus on health and wellbeing that permeates and influences the overall organisation of the school, the teaching and learning program, and community partnerships. In these contexts, the Breakfast Program is an important medium for monitoring student wellbeing and supporting their health and social-emotional needs:

The School Breakfast Program supports the efforts of the Aboriginal Education Workers who are often parents at the school employed to deliver the Breakfast Program. After the breakfast there is a seamless transition into sport and physical activity supervised by parents and led by teachers. The school vegetable garden receives compostable scraps, the dining area becomes a foci point for special events. The wellbeing scale on the school roll reflects the primary care emphasis of the school - the breakfast is to be offered at the set times and this provides a rhythm of routine for the rest of the day. The students' metabolic rates are heightened and the breakfast is served very early from 6.30 -7.00 am then sport from 7am - 7.45 or 8.00 am every day to stimulate entry into the classroom ready to settle and concentrate after eating and exercising for the first hour and a half of each school day.

Daily Breakfast Club is an integral part of our whole school operations. It is a cornerstone of our pastoral care, providing an opportunity at the beginning of the school day for staff to assess the mood, preparedness, health and attitude of students. It provides an opportunity for relationship building, mentoring (both active and silent) and the provision of practical support: in more than just breakfast. It provides the opportunity for students to learn important social skills and table manners. The Breakfast Club is seen as a refuge. Operating Breakfast Club and having it manned

by school staff each day sends the strong message that healthy eating and individual students are valued in our school.

Schools' priorities are strongly influenced by the particular characteristics and needs of their community. Hence, not all schools want or need to strive for widespread integration of the Breakfast Program. For such schools, the Breakfast Program provides a small but important safety net that allows teachers and students to get on with the business of teaching and learning.

We run our program based on an emergency or 'point in time' need, rather than advertising a program that runs on a specific day. While we do not have a large need, when we do, having the ability to provide this is essential.

C2. PRELIMINARY CONCLUSIONS

Mindful of the different priorities and level of integration of the SBNEP within schools, the following sections present preliminary conclusions (to date) in relation to each of the evaluation questions.

1. Has there been an improvement in the nutrition and wellbeing of vulnerable children?

Results from the SBP Coordinator surveys and case studies show that the School Breakfast Program provides an essential service for schools in allowing them to meet the nutritional needs of students who would otherwise go hungry. Schools serving communities with higher levels of social and economic disadvantage typically provide more than just breakfast for students. Lunches and snacks are also provided, and many distribute food parcels and emergency supplies to families who are in need. Disadvantage is not limited to schools with lower ICSEA ratings. Schools located in more affluent areas also report higher incidences of struggling families due to job losses in the mining industry and economic downturn. Parents report that the Breakfast Program alleviates some of the pressure of providing for their children on a single income or Centrelink payment. School leaders, teachers, and students themselves, report that meeting students' hunger needs within a supportive setting provides the catalyst for a series of cascading effects that positively contribute to student wellbeing. Because of this, many schools invest considerable effort in providing a warm, welcoming social environment for the provision of breakfast (and/or other meals) as part of their overall pastoral care strategy. By helping children to feel connected with the school and cared for in a holistic way, schools see direct benefits both for the wellbeing of the individual children and the broader school community.

The diverse nature of communities means that some schools are able to address the nutritional needs of vulnerable students via a simple 'as needed' or 'on demand' basis. However, prevailing social attitudes, norms and behaviours make it necessary or desirable for many schools to run their Breakfast Program as a whole school initiative. These schools have realised that only by opening the program to all students will they reach those who need it most.

2. Has children's capacity for learning increased?

Student performance and educational outcomes are influenced by a myriad of factors – many of which are outside the reach of schools. However, the evidence to date strongly suggests that SBPs are instrumental in helping to optimise the capacity for learning of vulnerable children. This manifests in a variety of ways which, depending on the circumstances of the individual child, may include: improved attendance and/or punctuality; greater alertness and ability to engage in classroom activities and learning; better concentration and focus; greater productivity in class; calmer, more settled mood; less disruptive or inattentive behaviour; and improved social interactions. These effects are not necessarily limited to the students who access the Breakfast Program. Schools consistently report the flow-on benefits for overall classroom behaviour and management and the tone or climate of the whole school – thus enhancing the opportunity and capacity for learning of all students.

3. Have children's attitudes towards healthy food and nutrition improved?

At a minimum, by accessing Foodbank-supplied products via the School Breakfast Program, students are exposed to healthy food choices that they may not otherwise encounter in the home. A few schools report that they do not do any 'intentional education' through the Program. However, the majority of schools seek

to value-add and use the Breakfast Program as a vehicle to foster positive attitudes to healthy eating. Many schools draw on 'Superhero Foods' and other resources provided by Foodbank to create a positive atmosphere and stimulate discussion and learning about healthy eating. Where there is a whole school policy or focus on health and wellbeing, the Breakfast program is typically strongly integrated with other health programs (e.g. Crunch&Sip), school curriculum and classroom activities, and life skills programs.

There is strong agreement among participating schools that the Breakfast Program raises students' awareness of healthy eating, but less certainty as to whether this translates to healthy eating in the home. Where schools do report definitive improvement in students' attitudes to healthy eating is in relation to Food Sensations. Data elicited from the surveys and case studies show that Food Sensations sessions are highly engaging for students and influential in encouraging them to try foods they would normally reject. Teachers and parents report that Food Sensations motivates students to try cooking the healthy recipes at home for their families.

4. Have children's knowledge and skills in relation to healthy food and nutrition increased?

As noted above, the provision of healthy food choices through the Breakfast Program sends a consistent message about the importance of healthy eating. Schools report that involving students in preparing and/or serving food for the Breakfast Program has enhanced their ability to choose and prepare healthy breakfasts and provided them with important knowledge and skills relating to food handling and hygiene.

Schools that have a whole school focus on health are more likely to integrate Food Sensations and other programs and resources such as Superhero and Crunch&Sip to promote and reinforce healthy messages. Classroom teachers report that the Food Sensations program is highly successful in engaging students in learning about healthy food choices and that the learning is transferred by students wanting to try out the healthy recipes at home with their families. The survey results show that the Food Sensations lessons do bring about a positive shift in students' knowledge and skills in relation to healthy food and nutrition. Early findings suggest Food Sensations is highly effective with primary school and middle school students, but that the content may be less suitable for older or upper secondary students. While the lessons are not designed for upper secondary students, there may be value in developing and offering targeted materials for these older adolescents within school settings.

5. Has there been any impact on the longer term sustainability of the program that better meets the needs of schools?

The SBNEP offers sufficient flexibility for schools to tailor it to the needs of their particular communities. This ranges from being a simple safety net for targeted sectors of the school community to being deeply embedded within the whole school focus and programming. Regardless of approach, the vast majority of schools believe the program is sustainable – albeit presenting some resourcing challenges. Schools that report the most satisfaction regarding improvement and sustainability seem to be those where there is strong commitment from staff and shared understanding of the benefits that the program brings to the whole school community. The advantage of having an integrated approach to student health and wellbeing is that teachers, parents and the broader community understand how the SBNEP 'fits' within the overall curriculum and are more likely to support it. Having a strongly visible pastoral care ethos also widens opportunities to engage with and enlist support from local business and community groups – thus further enhancing sustainability.

6. Has there been increased human capacity and community cohesiveness in targeted schools and communities?

One of the strongest themes emerging from the evaluation is the social benefits of the School Breakfast Program. Most schools conduct their Breakfast Program in a social setting that is conducive to the development of students' social skills, helps to widen social networks and friendships, and builds stronger relationships between students and staff. This in turn contributes to students' sense of belonging and connection to the school community and their engagement with education.

Parental engagement is recognised as a key predictor of positive outcomes for children's health, wellbeing and education. Yet disadvantaged communities typically face greater barriers to parental engagement. Some schools have recognised the value of the Breakfast Program as a catalyst for parental engagement. By promoting it as a community event where parents/carers and children alike can join in and socialise, they have helped bring families 'into the fold' who might otherwise be difficult to reach and engage. Similarly positive effects are experienced through involving parents and members of the wider school community in helping to run the program.

7. Is the program good Value for Money?

The SBNEP evaluation does not include cost benefit analysis. However, from schools' perspectives, the provision of free breakfast food products is essential to the successful running of their programs. Schools acknowledge that it is difficult to isolate and measure the beneficial effects of the Breakfast Program, but feel strongly that the consequences of *not* delivering the program would be very negative for students, their families and the school. The processes and procedures for ordering products and accessing Food Sensations and other Foodbank resources seem to be well understood by schools and they are highly appreciative of the service they receive from Foodbank. Schools where the Breakfast Program is a high priority and integrated into strategic planning and budgeting seem able to allocate adequate staffing and resources to run it and have better success at enlisting further support from local businesses, community groups or charities.

8. What factors (both positive and negative) impacted on the implementation?

Implementation varies greatly between schools and as such schools face different challenges and benefits. Access to suitable facilities and equipment is a limiting factor for some schools while others acknowledge the need for greater promotion of the program to parents and the wider community to improve participation and partnerships. While there is widespread support and appreciation for the program, a small proportion of school communities grapple with striking an appropriate balance between supporting students and families in need whilst not diminishing families' accountability for their children's welfare. Other schools note that operating the Breakfast Program every day – particularly when made available to all students – can affect the financial viability of school canteens which may in turn have negative consequences for the whole school. Breakfast Programs that rely on only one or two key people to run the whole program are particularly vulnerable to failure if there is no succession planning. Realising this, many schools enlist students in running the program and draw on a wider range of staff and voluntary support.

9. Have program participants (staff, community organisations, community members) been satisfied with the program?

The evidence collected to date is overwhelmingly supportive of the SBNEP. High levels of satisfaction regarding the School Breakfast Program have been expressed by school leaders, teachers, parents, and students alike. Teachers are very appreciative of Food Sensations and have praised the organisation, teaching and classroom management skills of the presenters. Feedback from parents and students, drawn

from only one case study so far, affirms the positive influence of the Food Sensations cooking experiences on students' motivation to prepare and eat healthy meals. Parents and students recommend that schools include more opportunities for hands-on nutrition education like Food Sensations. Feedback from community organisations and community members (other than parents) has not yet been collected, but this will occur via the five case studies over the coming months.

10. Have levels of partnership and collaboration increased?

Data drawn from the SBP survey suggests levels of partnership (with groups other than Foodbank) are relatively low ($\leq 25\%$). There is no evidence of increase in partnerships from 2015 to 2016. The imperative for partnership and collaboration in implementing and running a school breakfast program is partly determined by the scope and integration of the SBP. Schools that offer more comprehensive Breakfast Programs may be more reliant on community partnerships for volunteers/helpers and funding or food donations to supplement breakfast menus. Some schools have asked for advice and support on how and where partnerships might be formed. Location can have a significant influence on opportunity for partnerships, with schools in very remote regions facing the greatest difficulties. In these contexts, schools place strong emphasis on community engagement since cooperation and collaboration with families is crucial for their success.

11. How can the operation of the program be improved in the future? (lessons learned)

Some schools, particularly those new to the SBNEP, are unaware of the resources available (such as case study reports) to help them set up procedures for operation of the program. Participants have asked for a Breakfast Club network where information can be shared. This could be offered through the Foodbank website or dedicated area within the Department of Education website. Schools have developed innovative ways of delivering the SBP and value-adding, so these strategies could be more widely shared.

Feedback on the operation of Food Sensations is highly positive. Schools that have a highly integrated approach to health and wellbeing typically try to ensure all students have the chance to participate in Food Sensations at least once during their schooling. As a result, Foodbank currently cannot meet the high level of demand for the program and has developed a careful strategy for prioritising the delivery to schools.

12. What performance monitoring and continuous quality improvement arrangements should exist into the future?

In responding to the evaluation, awareness has been raised as to how schools themselves can monitor the effectiveness of their SBP. The SBP Coordinator Surveys have sought considerable detail about schools' approaches to the SBP, but for the most part schools have willingly shared this information. Both survey respondents and case study participants have informed us that the questions asked of them in the course of the evaluation have triggered deeper thinking about ways in which their SBP and health strategy could be better integrated, and how they might collect or use existing school-based data to assess impact and inform improvement.

Future monitoring of the SBNEP needs to be streamlined, and schools encouraged to develop appropriate monitoring mechanisms that are appropriate to their own purpose and rationale for implementing the SBP. For example, In schools where the SBP is offered school-wide or is integrated into a whole school focus on student health and well-being, performance monitoring and continuous improvement needs to be pitched at the overarching program level rather than limited to the SBNEP.

D. APPENDICES

Appendix A:
2016 SBP Coordinator Survey Instrument



Edith Cowan University
School of Education
270 Joondalup Drive
Joondalup WA 6027

ABN 54 361 485 361

School Breakfast Survey 2016

Researchers from the School of Education and School of Medical and Health Sciences at Edith Cowan University (ECU) and Telethon Kids Institute (TKI) have been commissioned by Foodbank WA and the Department of Education, Department of Health, and Department of Regional Development to conduct a comprehensive evaluation of the School Breakfast and Nutrition Education Program (SBNEP). The research team includes Dr Matt Byrne, Associate Professor Amanda Devine, Margaret Miller and Dr Susan Hill from ECU, and Professor Donna Cross and Dr Therese Shaw from TKI.

The results of the SBNEP 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 or 'Breakfast Club' 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.

Please press the forward button (below right) to continue.

(Please note: The online version of the survey delivered via Qualtrics only presents the relevant questions to respondents. The 'skip logic' displayed here is not visible to respondents.)

STATEMENT OF 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 or concerns about the evaluation, I can contact the project leader, Dr Matt Byrne, on (08) 6304 5470 or via email: m.byrne@ecu.edu.au

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 or complaints regarding the way the evaluation 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

If I do not consent Is Selected, Then Skip To End of Survey

ABOUT YOU & YOUR SCHOOL

1. Your current role/position at the school:

- ☐ Principal
- ☐ Deputy Principal
- ☐ Teacher
- ☐ Chaplain
- ☐ Aboriginal and Islander Education Officer (AIEO)
- ☐ Education Assistant
- ☐ Other. Please specify: _____

Answer If 1. Your current role/position at the school: Principal Is Not Selected

Please note: On completion of this survey, a copy of the responses provided will automatically be emailed to the school Principal.

If you would like to receive your own copy of the responses, please enter your email address in the box below. (Please type only your email address to ensure the automatic link functions correctly.)

2. Are you the nominated Breakfast Program Coordinator for your school?

- ☐ Yes
- ☐ No

Answer If 2. Nominated SBP Coordinator? No Is Selected

2a. Please describe your role or involvement with the School Breakfast Program.

3. What is the total number of students currently enrolled at the school?

4. In total, how many individual students access the School Breakfast Program (SBP) at your school? (Include all SBP students, even if they attend infrequently. if unsure, please give an estimate.)

5. How many of the students that access the School Breakfast Program at your school are from Aboriginal or Torres Strait Islander backgrounds? (If unsure, please give an estimate.)

ABOUT YOUR SCHOOL'S BREAKFAST PROGRAM

6. Does your School Breakfast Program operate every week (or almost every week) of the school year?

- ☐ Yes
- ☐ No

Answer If 6. Does your School Breakfast Program operate every week (or almost every week)... Yes Is Selected

6a. Please indicate the day(s) on which your Breakfast Program operates (tick box).

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Answer If 6. Does your School Breakfast Program operate every week (or almost every week)... Yes Is Selected

6b. On average, how many breakfasts are served on [xxx]s? (NB. Presents each day ticked in 6a – one at a time)

Answer If 6. Does your School Breakfast Program operate every week (or almost every week)... No Is Selected

6c. Please indicate how often the School Breakfast Program is run at your school.

- ☐ Fortnightly basis
- ☐ Monthly basis
- ☐ Other. Please specify. _____

Answer If 6. Does your School Breakfast Program operate every week (or almost every week)... No Is Selected

6d. On which day(s) of the week does your School Breakfast Program usually operate?

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Answer If 6. Does your School Breakfast Program operate every week (or almost every week)... No Is Selected

6e. On average, how many breakfasts are served on \${lm://Field/1}s? (NB. Presents each day ticked in 6d – one at a time)

7. Does your school provide emergency lunches or other meals using School Breakfast Program products?

- ☐ Yes
- ☐ No

Answer If 7. Emergency lunches/other meals Yes Is Selected

7a. Please indicate the type of emergency meals or other meals provided.

- ☐ Recess / morning tea
- ☐ Lunch
- ☐ Food parcels/take home snacks
- ☐ Other (1). Please specify: _____
- ☐ Other (2). Please specify: _____

Answer If 7. Emergency lunches/other meals Yes Is Selected

7b. In a typical week, how many students are provided with \${{Im:Field/1}}? (NB. Presents each day ticked in 7a – one at a time)

Answer If 7. Emergency lunches/other meals Yes Is Selected

7c. What are the key reasons/circumstances for providing emergency or other meals?

SCHOOL BREAKFAST PROGRAM PRODUCTS

8. In 2016, which of these Foodbank WA-supplied products have you provided to the students in your School Breakfast Program? (Please choose ALL that apply)

CORE

- ☐ UHT milk
- ☐ Vegemite
- ☐ Canned spaghetti
- ☐ Canned fruit in natural juice
- ☐ Baked beans
- ☐ Wheat biscuits
- ☐ Oats
- ☐ 100% unsweetened UHT juice (NB: Foodbank supplies juice to remote schools only)

PERISHABLE

- ☐ Fresh bread
- ☐ Fresh fruit
- ☐ Fresh vegetables
- ☐ Yoghurt
- ☐ Fresh milk

9. Please rate the overall quality of products provided by Foodbank WA for the School Breakfast Program.

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

9a. Please comment on your rating of the quality of the Foodbank WA products.

10. Please rate the range/variety of products provided by Foodbank WA for the School Breakfast Program.

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

10a. Please comment on your rating of the range/variety of products.

11. Does your school provide *additional* food products for the School Breakfast Program? (i.e. apart from those sourced from Foodbank WA)

- ☐ Yes
- ☐ No

Answer If 11. Provide additional food products? Yes Is Selected

11a. Please indicate the *additional* food products used in the Breakfast Program. (Please do not include Foodbank-supplied products.)

FRUIT/VEGETABLES

- ☐ Fruit - Canned or Frozen
- ☐ Fruit - Fresh
- ☐ Vegetables - Canned or Frozen
- ☐ Vegetables – Fresh

CARBOHYDRATES (bread, cereals, pasta, rice)

- ☐ Bread / Toast
- ☐ Pasta or Rice
- ☐ Flour or Pancake Mix
- ☐ Cereals (other than oats or wheat biscuits). Please specify: _____

PROTEIN FOODS (Eggs, Meat, Dairy)

- ☐ Meat products (ham, bacon, etc.)
- ☐ Yoghurt
- ☐ Milk
- ☐ Cheese
- ☐ Eggs

SPREADS, TOPPINGS, CONDIMENTS

- ☐ Butter or margarine
- ☐ Sweet spreads/toppings (jam, honey, maple syrup, etc.)
- ☐ Savoury spreads/toppings
- ☐ Herbs, spices, condiments

DRINK PRODUCTS

- ☐ Tea or coffee
- ☐ Milo / hot chocolate
- ☐ Fresh fruit juice
- ☐ Other drinks. Please specify: _____

OTHER

- ☐ Other (1). Please specify: _____
- ☐ Other (2). Please specify: _____
- ☐ Other (3). Please specify: _____

Answer If 11. Provide additional food products? Yes Is Selected

11b. How does your school source the additional products? Please tick all options that apply.

- ☐ Funded by the school
- ☐ Funded/donated by parents/school community
- ☐ Donated by local retail store
- ☐ Donated by local food producer (e.g. orchard, market garden)
- ☐ Grown in the school kitchen garden
- ☐ Other. Please describe: _____

12. Does your school provide hot/cooked food options for the Breakfast Program?

- ☐ Yes
☐ No

Answer If 12. Hot/cooked food provided? Yes Is Selected

12a. How often are hot/cooked food options provided at Breakfast Program?

- ☐ All days that Breakfast Club operates
☐ Other. Please specify: _____

Answer If 12. Hot/cooked food provided? Yes Is Selected

12b. Please describe the types of hot/cooked food that are typically provided (e.g. baked beans, eggs. etc.)

13. Is your school receiving food/meals through another food/breakfast program?

- ☐ Yes
☐ No

Answer If 13. Food/meals from other food/breakfast program Yes Is Selected

13a. Please specify the other food program(s) and reasons for accessing it.

14. Is your school a registered Crunch&Sip® school?

- ☐ Yes
☐ No

Answer If 14. Registered Crunch&Sip school? Yes Is Selected

14a. Does the school utilise free fresh fruit and vegetables from Foodbank WA for the Crunch&Sip® program?

- ☐ Yes
☐ No

Answer If 14a. Utilised free fruit/veg for Crunch&Sip Yes Is Selected

14b. What benefits, if any, have the Foodbank products had for the operation of your Crunch&Sip program and/or for the students?

15. Does the school include Foodbank WA Superhero Foods resources in its Breakfast Program?

- ☐ Yes
☐ No

Answer If 15. Superhero Foods resources included? Yes Is Selected

15a. Please describe how Superhero Foods resources are included in the Breakfast program.

Answer If 15. Superhero Foods resources included? Yes Is Selected

15b. What impact/effect, if any, has the inclusion of Superhero Foods resources had?

16. Does your school integrate the Breakfast Program, or the Foodbank-supplied products, into other school or classroom-level programs/activities?

☐ Yes

☐ No

Answer If 16. Integration of SBP in school/classroom programs Yes Is Selected

16a. Please describe how the Breakfast Program is integrated into other school or classroom programs/activities, and the impact or value of this integration.

STUDENTS' CAPACITY FOR LEARNING

17a (i). 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
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality to school at beginning of the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality to classes during the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On task concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productivity in classwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calmness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17a (ii). Please add any comments or insights you have about the impact of the Breakfast Program on these aspects of students' *schooling*.

17b (i). 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?

Personal and Social Capability

	All (100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (0%)	Don't Know
Self-awareness (recognising own emotional states, needs and perspectives)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management (using particular strategies to manage self in a range of situations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social awareness (recognising others' feelings and knowing how and when to assist others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social management (interacting effectively and respectfully with a range of adults and peers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17b (ii). Please add any comments or insights you have about the impact of the Breakfast Program on students' personal and social capability.

18a. What (approximate) proportion of the School Breakfast Program students have benefited from the following factors (in relation to the School Breakfast Program only)?

Social Relations:

	All (≈100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (≈0%)	Don't Know
Social relations with school staff involved in the Breakfast Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social relations with volunteers/community members involved in the Breakfast Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social relations with other students involved in the Breakfast Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18a (ii). Please add any comments or insights you have about the impact of the Breakfast Program on students' social relations.

18b (i). To what extent does the School Breakfast Program have a positive impact on the following:

School Environment:

	Very strong impact	Strong impact	Moderate impact	Little impact	No impact	Don't know
Health promoting environment of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall school tone (climate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18b (ii). Please add any comments or insights about the impact of the Breakfast Program on the school environment.

HEALTHY FOOD & NUTRITION KNOWLEDGE, SKILLS AND ATTITUDES

19a. Considering only the students who access the School Breakfast Program:

What (approximate) proportion were positively impacted in terms of the following (in relation to the School Breakfast Program only)?

Healthy Eating:

	All (≈100%)	Most (≈75%)	Some (≈50%)	Few (≈25%)	None (≈0%)	Don't Know
Awareness of the Australian Dietary Guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of healthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of the effects of 'Everyday' foods (5 food groups) on health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of the effects of 'Sometimes' foods (high in fat, sugar, salt) on health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of food hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of kitchen safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to handle foods safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to select healthy breakfast foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare healthy breakfasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive attitude towards healthy food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to try new foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19b. Please comment on the impact of the School Breakfast Program on students' knowledge and attitudes towards healthy eating.

MEETING SCHOOL NEEDS

20. Has the School Breakfast Program had any impact on the overall functioning of your school at the *whole school level*?

- ☐ Yes
☐ No
☐ Unsure

Answer If 20. Whole School Impact? Yes Is Selected

20a. Please describe the impact of the School Breakfast Program on the functioning of your school at the *whole school level*.

Answer If 20. Whole School Impact? Unsure Is Selected

20b. Please elaborate on why you are unsure about the impact of the School Breakfast Program at the *whole school level*.

21. Has the School Breakfast Program had any impact on the functioning of your school at the *classroom level*?

- ☐ Yes
☐ No
☐ Unsure

Answer If 22. Has the School Breakfast Program had any impact on the functioning of your school at the classroom level? Yes Is Selected

21a. Please describe the impact of the School Breakfast Program at the *classroom level*.

Answer If 21. Impact at classroom level? Unsure Is Selected

21b. Please indicate why you are unsure about the impact of the School Breakfast Program at the classroom level.

22. Do you perceive there are, or may be, *negative* effects of the School Breakfast Program on students or the school environment/community?

- ☐ Yes
☐ No

Answer If 21. Negative effects of SBP? Yes Is Selected

22a. Please describe any concerns you have about negative effects of the School Breakfast Program on students or the school environment/community.

SCHOOL PARTNERSHIPS AND COLLABORATION

Staffing of Breakfast Program

23. Which of the following types of school staff and other helpers are involved in running the Breakfast program. (Please tick all options that apply)

School Staff

- ☐ Staff position(s) specifically created to run the Breakfast Program
- ☐ Existing staff members assigned to run the Breakfast Program (i.e. part of their formal duties/workload)
- ☐ Staff volunteers (i.e. Breakfast Program is additional to normal duties/workload)

Other Helpers

- ☐ Parent/Carer volunteers
- ☐ Breakfast Program students
- ☐ Other student volunteers
- ☐ Other volunteers. Please describe: _____

Answer If 23. Staffing of Breakfast Program Breakfast Program students Is Selected

23a. Please describe the extent to which the Breakfast Program students are involved in setting up, preparing and serving food, and/or cleaning up at each session.

23b. On a typical day in 2016, how many staff and/or volunteers/helpers were on duty at your School Breakfast Program? (If unsure, please estimate.)

- School Staff _____
- Volunteers (excluding Breakfast Program students) _____

Answer If 23. Staffing of Breakfast Program Parent/Carer volunteers Is Selected Or 23. Staffing of Breakfast Program Other student volunteers Is Selected Or 23. Staffing of Breakfast Program Other volunteers. Please describe: Is Selected

24. Please describe how the school recruits or accesses volunteers for the Breakfast Program.

Answer If 23. Staffing of Breakfast Program Parent/Carer volunteers Is Selected Or 23. Staffing of Breakfast Program Other student volunteers Is Selected Or 23. Staffing of Breakfast Program Other volunteers. Please describe: Is Selected

24a. Is it difficult to access sufficient volunteers to run the Breakfast program?

- ☐ Yes
- ☐ No

Answer If 24a. Difficult to access staff/volunteers? Yes Is Selected

24b. Please comment on the difficulties/challenges in accessing volunteers to help run the Breakfast program.

25. Does your school have any partnerships with local food/produce suppliers (in relation to the School Breakfast Program)?

- ☐ Yes
☐ No

Answer If 25. Partnerships with local food/produce suppliers Yes Is Selected

25a. Please describe these partnership(s) with local food/produce supplier(s).

26. Has participation in the School Breakfast Program led to any other community partnerships?

- ☐ Yes
☐ No

Answer If 26. Other community partnerships? Yes Is Selected

26a. Please describe the community partnership(s) and the benefit to the school.

SUSTAINABILITY AND IMPROVEMENT

27. Has the school made any changes or improvements to the operation of the Breakfast Program this year (2016)?

- ☐ Yes
☐ No

Answer If 27. Changes or improvements made? Yes Is Selected

27a. Please provide details of the changes or improvements made to this year's Breakfast Program.

28. Is the current operation of the Breakfast Program at your school sustainable?

- ☐ Yes
☐ No
☐ Unsure

Answer If 28. SBP sustainable? No Is Selected Or 29. SBP sustainable? Unsure Is Selected

28a. What do you believe is needed to ensure the sustainability of the school's Breakfast Program?

29. What strategies or measures does your school currently use to help ensure the ongoing operation of the School Breakfast Program?

30. What do you see as the strengths of your school's Breakfast Program?

31. Are any improvements needed to the (internal) operation of your school's Breakfast Program?

- ☐ Yes
☐ No

Answer If 31. Improvements needed? Yes Is Selected

31a. Please describe the improvements needed.

32. Are there any factors limiting the school's ability to improve or expand its Breakfast Program?

- ☐ Yes
☐ No

Answer If 32. Factors limiting improvement? Yes Is Selected

32a. Please describe the factors limiting the school's ability to improve or expand the Breakfast Program.

33. Does Foodbank WA deliver food products to your school?

- ☐ Yes
☐ No

Answer If 33. Does Foodbank deliver to school? Yes Is Selected

33a. Are there any ways in which Foodbank WA could improve the delivery of products to your school?

- ☐ Yes
☐ No

Answer If 33a. Ways to improve delivery? Yes Is Selected

33b. Please describe how Foodbank WA could improve the delivery of products to your school.

34. Are there ways in which Foodbank WA could assist schools to improve the *operation* or *impact* of the Breakfast Program at the school level?

- ☐ Yes
☐ No

Answer If 34. Ways Foodbank WA can assist schools to improve SBP at school level? Yes Is Selected

34a. Please describe the assistance Foodbank could provide to improve the operation or impact of your school's Breakfast Program.

35. What support from other sources (e.g. Department of Education, other schools, community organisations, etc.) could help improve the operation or impact of your school's Breakfast Program?

FURTHER COMMENTS

36. Please provide any final comments you may have about the School Breakfast Program.

Appendix B:

Food Sensations Survey Instruments

Appendix B1: Food Sensations Years 4-6 Survey 1 - Pre



Food Sensations[®]
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!

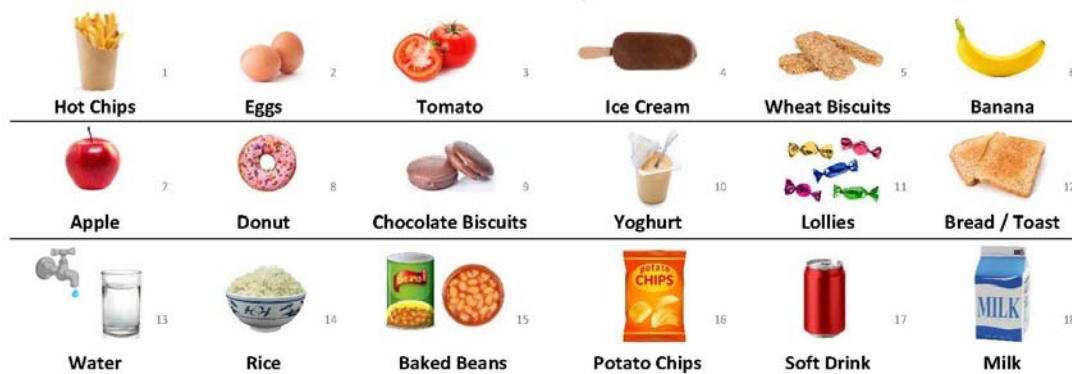
Q1. Tick what your body could look like if you had this food or drink every day.

			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.



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	😐 ₃
Q7. Healthy homemade meals are easy to prepare.	😊 ₁	😞 ₂	😐 ₃
Q8. 'Zombie Foods' will give me a strong mind and healthy body.	😊 ₁	😞 ₂	😐 ₃
Q9. If I eat vegetables I will feel strong and healthy.	😊 ₁	😞 ₂	😐 ₃
Q10. I try to choose healthy foods when I can.	😊 ₁	😞 ₂	😐 ₃
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.	😊 ₁	😞 ₂	😐 ₃
Q12. Healthy food can taste delicious.	😊 ₁	😞 ₂	😐 ₃
Q13. I can easily make a healthy meal.	😊 ₁	😞 ₂	😐 ₃

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	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

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.

Appendix B2: Food Sensations Years 4-6 Survey 2 - Post



Food Sensations®
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!

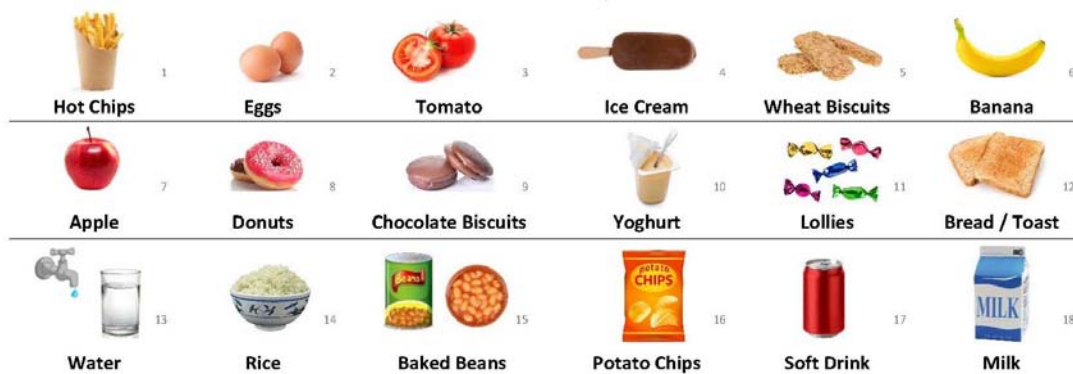
Q1. Tick what your body could look like if you had this food or drink every day.

			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"/>	<input type="radio"/>	<input type="radio"/>
 Broccoli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Soft Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Fish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Potato Chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Sausage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Sports Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Chops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Cake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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"/>	<input type="radio"/>	<input type="radio"/>
 Zombie Foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3. Circle all the foods and drinks that would be healthy to have for breakfast.



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	😐 ₃
Q7. Healthy homemade meals are easy to prepare.	😊 ₁	😞 ₂	😐 ₃
Q8. 'Zombie Foods' will give me a strong mind and healthy body.	😊 ₁	😞 ₂	😐 ₃
Q9. If I eat vegetables I will feel strong and healthy.	😊 ₁	😞 ₂	😐 ₃
Q10. I try to choose healthy foods when I can.	😊 ₁	😞 ₂	😐 ₃
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.	😊 ₁	😞 ₂	😐 ₃
Q12. Healthy food can taste delicious.	😊 ₁	😞 ₂	😐 ₃
Q13. I can easily make a healthy meal.	😊 ₁	😞 ₂	😐 ₃

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	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

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.

Appendix B3: Food Sensations Years 7-12 Survey 1 - Pre



Food Sensations[®]
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
 Watermelon	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Chocolate Biscuits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
 Milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Mean Green	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Soft Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Fish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Speedy Cheese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Potato Chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Toasty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Zombie Chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Beefy Boy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Zombie Donut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Broccoli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Sports Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>











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	😐 ₃
Q13. I can easily make a healthy meal.	😊 ₁	😞 ₂	😐 ₃
Q14. 'Sometimes Foods' are better value for money than 'Everyday Foods'	😊 ₁	😞 ₂	😐 ₃

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

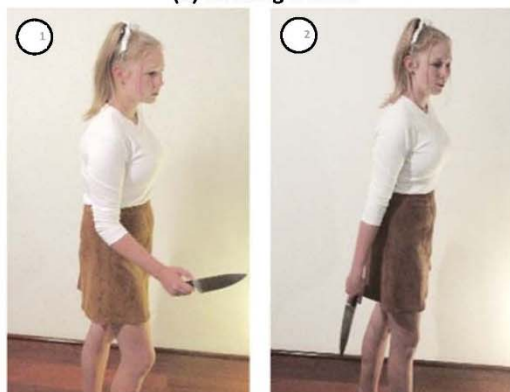


NUTRITION INFORMATION			
Servings per package: 1			
Serving size: 375 mL			
Ave. Quantity	per Serving	%DI*	per 100 mL
Energy	675 kJ	8	180 kJ
	161 Cal	8	43 Cal
Protein	0 g	0	0 g
Fat, total	0 g	0	0 g
- saturated	0 g	0	0 g
Carbohydrates	40 g	13	10.6 g
- sugars	40 g	44	10.6 g
Sodium	38 mg	2	10.0 mg

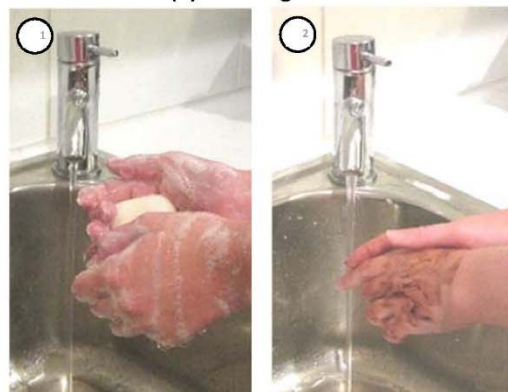
* % DAILY INTAKE PER SERVE IS BASED ON AN AVERAGE ADULT DIET OF 8700 KJ. YOUR DAILY INTAKE MAY BE HIGHER OR LOWER DEPENDING ON YOUR ENERGY NEEDS

Q17. Tick the circle inside the picture that shows the correct way of:

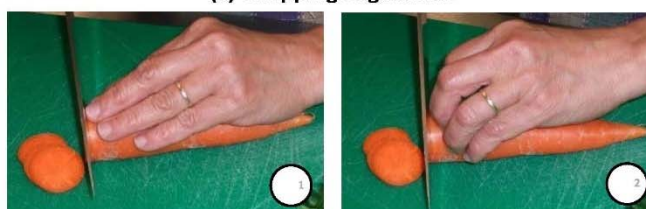
(a) Holding a knife



(b) Washing hands



(c) Chopping vegetables



Source of images: Food items – Shutterstock (standard licence); Superhero & Zombie Foods – Foodbank WA; Q17 photos – ECU.

Appendix B4: Food Sensations Years 7-12 Survey 2 - Post



Food Sensations[®]
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
 Watermelon	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Chocolate Biscuits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
 Milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Mean Green	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Soft Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Fish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Speedy Cheese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Potato Chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Toasty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Banana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Zombie Chips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Beefy Boy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Zombie Donut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Broccoli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Sports Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>











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"/>	<input type="radio"/>	<input type="radio"/>
 Apple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Cake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Salami	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Soft Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Broccoli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 Milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5. Circle 3 foods or drinks, each from a different food group, that would be healthy to have for breakfast.

 1 Hot Chips	 2 Eggs	 3 Tomato	 4 Ice Cream	 5 Wheat Biscuits	 6 Banana
 7 Apple	 8 Donut	 9 Chocolate Biscuits	 10 Yoghurt	 11 Lollies	 12 Bread / Toast
 13 Water	 14 Rice	 15 Baked Beans	 16 Potato Chips	 17 Soft Drink	 18 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.			
Q7. Healthy homemade meals are easy to prepare.			
Q8. 'Zombie Foods' will give me a strong mind and healthy body.			
Q9. If I eat vegetables I will feel strong and healthy.			
Q10. I try to choose healthy foods when I can.			
Q11. I choose 'Zombie Foods' instead of 'Superhero Foods' if I can.			

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.

Appendix B5: Food Sensations Teacher Survey



Food Sensations® 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: Case Study Interview Questions

Evaluation of Foodbank WA's School Breakfast and Nutrition Education Program

General Interview Questions

Please note that the following schedules are indicative only. The case study interviews are intended to be responsive to the specific context of the schools and issues that arise as the interview develops. Questions will be asked in a way that is appropriate for each school/participant, and may differ somewhat from the wording presented here.

School Staff/Community Members/Stakeholders

- **School Breakfast Program**

1. How does the School Breakfast Program (SBP) work at your school?
2. Are you involved in SBP at all? How? Why?
3. What has been the impact of the SBP at your school/classroom? (Discussed individually)
4. Have any of the components been more effective in some parts of the school than others, or in some classrooms than others?
5. What factors help the operation of SBP in the school?
6. Have there been any hindrances to the operation of any aspects of the SBP in the school?
7. Does the SBP contribute at all to the building of a sense of community within the school?
8. Has there been any impact of SBP on the wider community?
9. Has the Breakfast Program led to the school forming links or partnerships with other organisations or community groups? If so, have these been of benefit to the school? In what way?
10. How sustainable is the Breakfast Program in its current form at your school?
11. Do you have any other comments?

Food Sensations:

12. How does the Food Sensations initiative work at your school?
13. Are you involved in FS at all? How? Why?
14. What has been the impact of FS at your school/classroom? (Discussed individually)
15. Have any of the components been more effective in some parts of the school than others, or in some classrooms than others?
16. What factors help the operation of FS in the school?
17. Have there been any hindrances to the operation of any aspects of FS in the school?
18. [Classroom teachers] Has participation in the FS initiative led you to include other lessons or activities relating to food and nutrition in your teaching program?
19. Are any of the resources or learning derived from FS used more widely within the school? For example:
 - Used by teachers at the classroom level
 - Incorporated in the school's Breakfast Program
 - Linked to other school-based health programs or initiatives
20. Has there been any impact of FS on the wider community?
21. Do you have any other comments?