



**FIGHTING HUNGER  
IN AUSTRALIA**

**PILBARA INTERNAL EVALUATION REPORT 2019:**

**School Breakfast Program,**

***Food Sensations®* for Schools,**

**Fuel Your Future,**

***Food Sensations®* for Parents and**

**Educator Training Programs.**

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## ABBREVIATIONS

AGTHE	Australian Guide to Healthy Eating
DOE	Department of Education
ECU	Edith Cowan University
EP	Evaluation Plans
ET	Educator Training
FBWA	Foodbank WA
FS	<i>Food Sensations</i> <sup>®</sup>
FSP	<i>Food Sensations</i> <sup>®</sup> for Parents
FSS	<i>Food Sensations</i> <sup>®</sup> for Schools
FYF	Fuel Your Future
HFFA	<i>Healthy Food for All</i> <sup>®</sup>
KPI	Key Performance Indicator
PLGD	Practitioner-led Group Discussion
PPLM	Project Planning Logic Model
SBP	School Breakfast Program
SHF	<i>Superhero Foods</i> <sup>®</sup>

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## EXECUTIVE SUMMARY

- In partnership with BHP, Foodbank of Western Australia (FBWA) delivers the School Breakfast Program (SBP), *Food Sensations*® in Schools program (FSS), Fuel Your Future program (FYF), *Food Sensations*® for Parents program (FSP) and Educator Training program (ET) with schools and communities throughout WA's Pilbara region.
- Evaluation of these programs was underpinned by each program's objectives, relating to knowledge, skills and program satisfaction. As such, tailored program planning logic models and evaluation plans were developed for each program. Methods and tools were based on best practice indicated in the published and grey literature, and on FBWA staff experience.
- Evaluation approvals were received from the WA Department of Education (DOE) and the Edith Cowan University (ECU) Human Research Ethics Committee.
- The SBP was evaluated using a 26-question online survey. A total of 15 SBP Coordinators were invited to participate, with 11 completing the survey (73.3% response rate).
- The FSS program was evaluated with primary (students) and secondary (teachers) school target groups. A total of 540 students were invited to complete the paper-based pre- and post-FSS session surveys (both containing seven questions), with 474 students completing both (87.8% response rate). A total of 72 teachers were invited to complete an online survey, with 39 doing so (54.2% response rate).
- The FYF program was evaluated with primary (youth) and secondary (teachers/stakeholders) target groups. A total of 135 youth were invited to complete pre- and post-workshop paper-based surveys (four questions for pre-survey, six questions for post-survey), with 128 participating respondents (94.8% response rate). A total of 25 teachers/stakeholders were invited to complete a post-workshop paper-based survey (four questions), with 24 stakeholders completing the survey (96% response rate). A total of 23 teachers/stakeholders were invited to respond to a follow-up feedback email (two questions per workshop) with 13 respondents completing the questions (56.5% response rate).
- The FSP program was evaluated with the primary target group (parents) using a practitioner-led group discussion (PLGD) qualitative approach (nine questions). In total, the FSP evaluation response rate for the 82 invited parent participants was 64.6% (n=53). A total of 24 stakeholders (secondary target group) were invited to participate in a post-session paper-based survey (five questions), with 21 respondents completing the questions (87.5% response rate).
- The ET program was evaluated through a post-training paper-based survey (nine questions). Of the 14 trainees that were invited, 13 completed the survey (92.8% response rate).
- Achievement against program objectives and indicators of success, as well as dissemination of results, have been included below in tabulated form for each program.



# SBP SUMMARY TABLE

## Program: School Breakfast Program (SBP)

### 11/15 invited schools participated in evaluation of the SBP

Program Objectives	Output Key Performance Indicators	Evaluation Results
	Impact Indicators	
1. To improve food literacy understanding among children accessing the SBP program	<ul style="list-style-type: none"> <li>A minimum of <b>50%</b> of schools report 'all'/'most' of the students accessing the SBP are positively impacted by the SBP in relation to improvement in a range of nutrition knowledge and skills measures.</li> </ul>	<ul style="list-style-type: none"> <li><b>54 - 91%</b> of survey respondents (n=11) reported 'all'/'most' of the students accessing the SBP were positively impacted in the following nutrition knowledge and skills measures:  <u>Knowledge:</u> <ul style="list-style-type: none"> <li>Awareness of the Australian Guide to Healthy Eating poster</li> <li>Awareness of healthy eating</li> <li>Awareness of the effects of 'Everyday' foods or 'Superhero' Foods on health</li> <li>Awareness of the effects of 'Sometimes' foods or 'Zombie' Foods on health</li> <li>Awareness of kitchen safety</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>Ability to select healthy breakfast foods</li> <li>Ability to prepare healthy breakfasts</li> <li>Ability to handle food safely</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Schools describe the impact the SBP has on students' nutrition knowledge, skills and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Schools described the SBP as providing an educational opportunity for the students, positively impacting on their nutrition knowledge, skills and attitudes. Specifically, the SBP positively impacted students' ability to practice nutrition skills and build nutrition understanding, reinforced routines involved with healthy eating and kitchen hygiene and supported the development of their social skills in an inclusive environment.</li> </ul>
2. To maintain a high level of program delivery satisfaction among registered Pilbara Schools including teachers and principals	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of school staff report the quality of the SBP product is 'very good'/'good' each year.</li> <li>A minimum of <b>80%</b> of school staff report the selection/range of SBP product is 'very good'/'good' each year.</li> <li>A minimum of <b>80%</b> of school staff report the SBP ordering processes are 'very good'/'good' each year.</li> <li>A minimum of <b>80%</b> of school staff report the communications by FBWA for the SBP were 'very good'/'good' each year.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<b>100%</b>, n=11) rated the quality of products provided by FBWA as 'very good'/'good'.</li> <li>The majority of respondents (<b>82%</b>, n=9) rated the selection/range of SBP products as 'very good'/'good'.</li> <li>All respondents (<b>100%</b>, n=11) rated the ordering process used by FBWA as 'very good'/'good'.</li> <li>All respondents (<b>100%</b>, n=11) indicated they believed communications by FBWA were 'very good'/'good'.</li> </ul>

Program Activities	Process Indicators	Evaluation Results
1. Facilitate registration of the SBP among Pilbara schools each year of the project	<ul style="list-style-type: none"> <li>A total of <u>13 Pilbara schools registered</u> for the SBP each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li>A total of <u>15 Pilbara schools</u> were registered for the SBP in 2019.</li> </ul>
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	<ul style="list-style-type: none"> <li>A total of <u>52 food deliveries</u> completed to SBP-registered Pilbara schools each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li>A total of <u>55 food deliveries</u> were completed to SBP-registered Pilbara schools in 2019.</li> </ul>
3. Provide access to the SBP for Pilbara students each year of the project	<ul style="list-style-type: none"> <li>Access to the SBP to <u>(n TBC) students</u> provided each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li>A total of <u>496 students</u> were provided access to the SBP in 2019.</li> </ul>
Review of key evaluation questions	<p>All schools reported that students were positively impacted by the SBP in 2019, in relation to nutrition knowledge and skills. All schools reported that the SBP food supplied to their school was of high quality, and that the food ordering and communication process were of high quality. The majority of schools reported they were very satisfied with the range of products provided by FBWA. The 2019 program delivery activities have met or exceeded the set indicators of success in relation to number of schools registered, number of food deliveries and number of students provided access to the program. Minor program framework and evaluation process changes will occur in 2020, based on 2019 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

## FSS SUMMARY TABLE

Program: Food Sensations in Schools (FSS)

474/540 invited FSS students participated in FSS evaluation

39/72 invited teachers participated in FSS evaluation

Program Objectives	Output Key Performance Indicators	Evaluation Results
	Impact Indicators	
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of FSS student participants can correctly identify a key message from the FSS session.</li> </ul>	<ul style="list-style-type: none"> <li>Prior to the FSS session, 79% of students recalled the message <i>"Everyday foods will give me a strong mind and healthy body"</i>. This increased to <b>88%</b> (n=417/470) recall post-session.</li> </ul>
	<ul style="list-style-type: none"> <li>Statistically significant increases (<b><math>p \leq 0.05</math></b>) from pre- to post-FS session among FSS student participants relating to key knowledge concepts taught in the session.</li> <li>Significant increases from pre- to post-FSS session among FSS student participants relating to key skills concepts taught in the session.</li> </ul>	<ul style="list-style-type: none"> <li>Most knowledge concepts achieved statistically significant increases (<b><math>p &lt; 0.001</math></b>) from pre- to post-FSS session, thus meeting the indicator of success. These included identification of 'yoghurt', 'tinned fish', 'tinned fruit', 'tinned vegetables' and 'brown rice' as Superhero Foods, 'sausages' and 'sports drinks' as Zombie foods, as well as the identification of healthy breakfast foods. Furthermore, there were significant increases in key skills pre-to post-FSS session, including self-reported cooking ability and correct knife-holding techniques (<b><math>p &lt; 0.001</math></b>).</li> </ul>
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of students report they enjoyed components of the FSS session.</li> </ul>	<ul style="list-style-type: none"> <li>A total of <b>95%</b> (n=450/471) of students reported that they enjoyed the activities, <b>96%</b> (n=456/472) enjoyed the cooking and <b>83%</b> (n=391/472) enjoyed the food tasting.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers report enjoying the FSS session/s.</li> </ul>	<ul style="list-style-type: none"> <li>All teacher respondents (n=39) who participated in the teacher feedback email indicated they enjoyed the sessions, particularly the experience to observe the impact of the program amongst students, the variety of relevant resources shared, the effective management of student behaviour, and a professional and inclusive working approach demonstrated by FBWA staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers report on the positive attributes of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers reported that the best aspects of the FSS program included the high level of student engagement, the combination of theory and practical elements, a variety of tailored resources relevant to their students' needs, and expertise and professional qualities demonstrated by FBWA staff.</li> </ul>

Program Activities	Process Indicators	Evaluation Results
1. Deliver FSS program to Pilbara schools twice every year, for each year of the project	<ul style="list-style-type: none"> <li>• <u>13 Pilbara schools</u> receive FSS program each year of the project.</li> <li>• <u>75 FSS sessions</u> are delivered to students attending selected Pilbara schools every year, for each year of the project.</li> <li>• <u>A number of students</u> (TBC by FBWA) engage with FSS program delivered in selected schools in the Pilbara every year, for each year of the project (n to be reported each year of the project).</li> </ul>	<ul style="list-style-type: none"> <li>• <u>13 Pilbara schools</u> received FSS in 2019.</li> <li>• <u>75 FSS sessions</u> were delivered to students in 2019.</li> <li>• <u>1,132 students</u> participated in FSS in 2019.</li> </ul>
Review of key evaluation questions	<p><b>The FSS program was highly successful in achieving its program objectives;</b> there was a significant increase in several program aspects from pre- to post- session among students. <b>These results were confirmed by the high proportion of observing teachers that indicated positive changes in relation to knowledge and skills among children. Students and teachers were satisfied with various program aspects.</b> The 2019 program delivery activities have met or exceeded the set indicators of success in relation to number of sessions delivered and number of participating students. Minor program framework and evaluation process changes will occur in 2020, based on 2019 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

# FYF SUMMARY TABLE

Program: Fuel Your Future (FYF) Program		
128/135 invited FYF youth participated in FYF evaluation		
24/25 invited stakeholders participated in FYF evaluation		
Program Objectives	Output Key Performance Indicators	Evaluation Results
	Impact Indicators	
1. Improve the program participants' understanding and knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s.</li> </ul>	<ul style="list-style-type: none"> <li><b>76%</b> (n=37/49) of respondents correctly identified that there are not four food groups in the Australian Guide to Healthy Eating food plate, post-FYF workshop, compared to 50% pre-FYF workshop.</li> <li><b>87%</b> (n=26/30) of respondents recognised that the Australian Dietary Guidelines serve sizes differ for age and gender post-workshop. This was in comparison to 60% of respondents pre-workshop.</li> <li><b>70%</b> (n=16/23) of respondents correctly identified that the 'per 100g' column on a nutrition information panel can be used to compare nutrients in foods post-workshop, compared to 22% of respondents pre-workshop.</li> <li><b>63%</b> (n=15/24) of respondents correctly identified that the "plank" safe knife skill can be used to cut through hard foods post-workshop, compared with 25% pre-workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program session/s.</li> </ul>	<ul style="list-style-type: none"> <li><b>80%</b> (n=102/127) of youth reported knowing how to prepare a healthy meal at home after the FYF workshop in comparison to pre-workshop (70%).</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of teachers/agency coordinators 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session/s.</li> </ul>	<ul style="list-style-type: none"> <li>Between <b>75% - 100%</b> of teachers/agency coordinators 'strongly agreed'/'agreed' the FYF workshop improved youths' knowledge regarding various key concepts taught in the workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of teachers 'strongly agree'/'agree' the FYF session improved their students' food preparation skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=24) of teachers/agency coordinators 'strongly agreed'/'agreed' the FYF workshop improved their students' skills in food preparation.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>90%</b> of FYF participants agreed they enjoyed the cooking in the FYF workshop.</li> </ul>	<ul style="list-style-type: none"> <li><b>95%</b> (n=122) of youth agreed that they enjoyed the cooking in the FYF workshop.</li> </ul>
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of <b>90%</b> of FYF participants agreed they enjoyed the activities in the FYF workshop.</li> </ul>	<ul style="list-style-type: none"> <li><b>90%</b> (n=116) of respondents agreed they enjoyed the activities conducted during the FYF workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of teachers/coordinators 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s.</li> </ul>	<ul style="list-style-type: none"> <li><b>96%</b> (n=22) of teachers/coordinators 'strongly agreed'/'agreed' the youth enjoyed the FYF workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of teachers 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all teachers 'strongly agreed'/'agreed' the recipes were suitable for the youths age (<b>100%</b>, n=24), numeracy levels (<b>100%</b>, n=24) and literacy levels (<b>96%</b>, n=23).</li> </ul>

	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of teachers ‘strongly agreed’/‘agreed’ the activities used in the FYF session were appropriate for the youth within a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>A large majority of teachers ‘strongly agreed’/‘agreed’ the activities were suitable for the youths’ age (<b>100%</b>, n=24), numeracy levels (<b>96%</b>, n=23) and literacy levels (<b>96%</b>, n=23).</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>50%</b> of teachers/coordinators ‘strongly agreed’/‘agreed’ the FYF session met their expectations.</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=23) of teachers/coordinators ‘strongly agreed’/‘agreed’ that the FYF workshop met their expectations.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers report enjoying the FYF session/s.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder respondents who participated in the stakeholder feedback email (n=13/23) indicated they enjoyed the sessions. The main themes identified from stakeholder feedback included enjoyment derived from observing the participants’ positive engagement and enjoyment in the FYF workshop, and the positive appraisal of program planning and delivery by FBWA staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers report on the positive attributes of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders reported many positive attributes of the FYF Program. A strong theme included that it created a positive impact or learning experience for participating youth achieved through the delivery of tailored activities and resources. The cooking component of the workshop, which continued the nutrition messaging, was also valued.</li> </ul>
Program Activities	Process Indicators	Evaluation Results
1. Pilbara schools and community agencies engaged	<ul style="list-style-type: none"> <li><b>Number of schools and community agencies</b> are engaged in the program.</li> </ul>	<ul style="list-style-type: none"> <li><b>10 Pilbara schools and community agencies</b> were engaged in the program in 2019.</li> </ul>
2. Sessions delivered to selected Pilbara schools	<ul style="list-style-type: none"> <li><b>20 Fuel Your Future sessions</b> are delivered to high school and community agencies in the Pilbara region.</li> </ul>	<ul style="list-style-type: none"> <li><b>20 FYF sessions</b> were delivered to high school and community agencies in the Pilbara region in 2019.</li> </ul>
3. Youth participated in program	<ul style="list-style-type: none"> <li><b>Number of youth</b> participating in the program in 2019 (n to be reported each year of the project).</li> </ul>	<ul style="list-style-type: none"> <li><b>187 youth</b> participated in the FYF program in 2019.</li> </ul>
Review of key evaluation questions	<p>The FYF program was highly successful in achieving its program objectives; with positive results in many program aspects post-session among participants. These results were confirmed by the observing teachers/stakeholders, who indicated positive impacts and satisfaction in relation to knowledge and skills among participating youth. The 2019 program delivery activities have met or exceeded set indicators of success in relation to the number of high schools/youth agencies engaged, number of sessions delivered and number of participants. Minor program framework and evaluation process changes will occur in 2020, based on 2019 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

## FSP SUMMARY TABLE

Program: *Food Sensations* for Parents (FSP)

53/82 invited parents participated in FSP parent evaluation

21/24 invited stakeholders participated in FSP stakeholder evaluation

Program Objectives	Output Key Performance Indicators	Evaluation Results
	Impact Indicators	
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>FSP participants correctly identify key nutrition concept/s learnt as a result of the FSP session/s.</li> </ul>	<ul style="list-style-type: none"> <li>Parents identified concepts such as the Australian Guide to Healthy Eating, food label reading and fussy eating strategies in FSP sessions.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <u>70%</u> of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<u>100%</u>, n=21) 'strongly agreed'/'agreed' that the session improved parents' knowledge of key nutrition concepts taught.</li> </ul>
	<ul style="list-style-type: none"> <li>FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s.</li> </ul>	<ul style="list-style-type: none"> <li>Parent respondents (n=53) reported that some of the skills they had learnt from the FSP program were new and useful to them, with some indicating their intent to utilise the recipes and key concepts taught in the workshop at home.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <u>70%</u> of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<u>100%</u>, n=21) 'strongly agreed'/'agreed' FSP session increased parents' food preparation skills.</li> </ul>

2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>FSP participants report enjoying the FSP session/s.</li> </ul>	<ul style="list-style-type: none"> <li>Parent respondents (n=53) indicated they had enjoyed the sessions.</li> </ul>
	<ul style="list-style-type: none"> <li>FSP participants suggest improvements to the program.</li> </ul>	<ul style="list-style-type: none"> <li>Parent respondents (n=53) contributed suggestions to improve the program.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of agency staff/coordinators 'strongly agreed'/'agreed' that they believed parents enjoyed participating in the FSP session/s.</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=21) of agency staff/coordinator respondents 'strongly agreed'/'agreed' that parents enjoyed the session.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of agency staff/coordinators 'strongly agreed'/'agreed' the recipes used in the FSP session were appropriate for the parents within a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li><b>95%</b> (n=20) of agency staff/coordinator respondents 'strongly agreed'/'agreed' that recipes were appropriate in relation to parents' interests.</li> <li><b>85%</b> of agency staff/coordinator respondents 'strongly agreed'/'agreed' that recipes were appropriate with respect to parents' numeracy levels (n=17) and geographic location (n=19).</li> <li><b>85%</b> (n=17) of agency staff/coordinator respondents 'strongly agreed'/'agreed' the recipes were appropriate for parents' literacy levels.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of agency staff/coordinators 'strongly agreed'/'agreed' the activities used in the FSP session were appropriate for the parents within a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li><b>95%</b> (n=20) of agency staff/coordinator respondents 'strongly agreed'/'agreed' that the activities selected were appropriate in relation to parents' interest.</li> <li><b>90%</b> of respondents 'strongly agreed'/'agreed' that the activities used in the FSP sessions were appropriate for the parents' numeracy (n=18) and literacy levels (n=17).</li> <li><b>91%</b> (n=19) of agency staff/coordinator respondents 'strongly agreed'/'agreed' that activities were appropriate in relation to parents' geographic location.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>50%</b> of agency staff/coordinators 'strongly agreed'/'agreed' the communication provided by FBWA for the FSP session/s was adequate.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<b>100%</b>, n=21) 'strongly agreed'/'agreed' that the communication provided by FBWA in arranging the session was adequate.</li> </ul>
Program Activities      Process Indicators      Evaluation Results		
1. Sessions delivered to parents	<ul style="list-style-type: none"> <li><b>20 FSP sessions</b> will be delivered each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li><b>19 FSP sessions</b> were delivered in 2019.</li> </ul>
2. Parents enrolled	<ul style="list-style-type: none"> <li><b>Number of Parents</b> enrolled in the program (number TBC by FBWA).</li> </ul>	<ul style="list-style-type: none"> <li><b>107 parents</b> participated in FSP in 2019.</li> </ul>
3. Community agencies engaged	<ul style="list-style-type: none"> <li><b>Number of community agencies</b> engaged in the program (n to be reported each year of the project).</li> </ul>	<ul style="list-style-type: none"> <li><b>8 community agencies</b> were engaged by FBWA in 2019.</li> </ul>
Review of key evaluation questions	<p>Respondents correctly identified nutrition concepts taught in FSP sessions, and reported some of the skills they learnt in the session were useful. Respondents indicated the cooking component was enjoyable and nutrition concepts taught in the program were useful. The 2019 program delivery activities did not quite achieve the process indicator, in regards to the number of FSP sessions being one short. Minor program framework and evaluation process changes will occur in 2020, based on 2019 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	



## ET SUMMARY TABLE

Program: Educator Training program (ET)		
13/14 invited ET trainees participated in ET evaluation		
Program Objectives	Output Key Performance Indicators	Evaluation Results
	Impact Indicators	
1. Improve the Program participants' understanding and knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of ET participants indicate they 'strongly agree'/'agree' that the training improved their knowledge of healthy food.</li> <li>A minimum of <b>70%</b> of ET participants indicate the training improved their skills in planning a healthy meal.</li> <li>A minimum of <b>70%</b> of ET participants indicate the training improved their skills in educating others about healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li><b>92%</b> (n=12) of respondents 'strongly agreed'/'agreed' the training improved their knowledge of healthy food.</li> <li><b>92%</b> (n=12) of respondents 'strongly agreed'/'agreed' the training improved their skills in planning a healthy meal.</li> <li>All respondents (<b>100%</b>, n= 13) 'strongly agreed'/'agreed' that the training improved their skills in educating others about healthy eating.</li> </ul>
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of ET participants indicate they 'strongly agree'/'agree' that the resources were useful in the delivery of nutrition education.</li> <li>A minimum of <b>70%</b> of ET participants indicate the training was useful in assisting them to deliver nutrition education in the future.</li> <li>A minimum of <b>70%</b> of ET participants indicate they enjoyed taking part in the ET.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<b>100%</b>, n= 13) 'strongly agreed'/'agreed' that the resources were useful in the delivery of nutrition education.</li> <li>All respondents (<b>100%</b>, n= 13) 'strongly agreed'/'agreed' that the training was beneficial in assisting them to deliver nutrition education in the future.</li> <li>All respondents (<b>100%</b>, n= 13) 'strongly agreed'/'agreed' they enjoyed participating in the training.</li> </ul>
Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to educators	<ul style="list-style-type: none"> <li><b>5 sessions</b> delivered to educators in the Pilbara region, each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li><b>4 sessions</b> were delivered to educators in the Pilbara in 2019</li> </ul>
2. List the Pilbara communities whom received sessions	<ul style="list-style-type: none"> <li><b>List of Pilbara communities</b> who received educator training (figures reported annually).</li> </ul>	<ul style="list-style-type: none"> <li><b>South Hedland and Newman</b></li> </ul>
3. Participants attended each session	<ul style="list-style-type: none"> <li><b>5 participants attended each educator training session</b> delivered to the Pilbara region, each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li>On average, <b>3.5 participants attended each training session</b> (total n =14)</li> </ul>
Review of key evaluation questions	<p>The ET program was highly successful in achieving its program objectives. All indicators were met for both objective 1 and objective 2, with results highlighting training participants were very satisfied with the program. Due to an ET session postponement followed by no attendees at the rescheduled time, the 2019 program delivery activities did not quite achieve the process indicators, in regards to the number of ET sessions being one short and the average number of participants being below 5. Minor program framework and evaluation process changes will occur in 2020, based on 2019 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office. Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

# 1.0 INTRODUCTION

## 1.1 School Breakfast Programs

### **1.1.1. Literature in support of school breakfast programs**

School Breakfast Programs (SBPs) have become widely implemented both nationally and internationally in recognition of children's need for a nutritious breakfast to optimise development and learning potential (1). Evidence supporting the provision of breakfast foods to children is vast and many positive outcomes, particularly in disadvantaged populations, have been noted in the academic literature ((1-6) and by Foodbank WA's (FBWA) external and independent evaluation (7). In the 2017 FBWA commissioned evaluation report, the majority of SBP coordinators within schools agreed the FBWA SBP had a positive impact on student attendance (68%), readiness for learning (83%) and on task concentration (86%) (7). In addition, across 2015-2017, 80% of students reported that attending SBP increased their positive attitudes towards healthy food, and 75% reported SBP increases their willingness to try new foods (7).

### **1.1.2. Foodbank WA's School Breakfast Program**

The Foodbank WA (FBWA) SBP commenced in 2001 with 17 registered schools. The program initially began in response to an identified need within a small number of schools, and has undergone organic growth since inception. Foodbank WA's SBP has now grown to be one of the largest SBPs in Australia with 490 schools registered in 2019.

The objectives of the SBP, measured within the context of this internal evaluation, are:

1. *To improve food literacy understanding among children accessing the SBP;*
2. *To maintain a high level of program delivery satisfaction among registered schools including students, teachers and principals.*

### **School Breakfast Program (SBP) framework**

All WA schools are required to register for the SBP annually, where they can access foods that comply with the WA Department of Education's [Healthy Food and Drink Policy](#) (8). The program particularly targets schools with a low Index of Community Socio-Educational Advantage (ICSEA) decile (6-10); and/or a significant subset of students at risk of disadvantage, indicated by Criteria for Service factors and a principal letter of support. The range of food available for healthy school breakfasts and emergency meals includes shelf stable core products such as wheat biscuit cereal, rolled oats, reduced fat UHT milk, canned fruit in juice, canned spaghetti, canned baked beans and Vegemite. In addition, perishable foods such as fruit, vegetables, bread, and yoghurt are available where possible for metropolitan and regional schools. Schools within the Pilbara region are supplied with bulk quantities of core food product on a quarterly basis, with transport arranged and paid for by FBWA. Product is delivered either directly to the school or to the nearest freight centre. FBWA facilitates access to food, information and support, however schools are encouraged to take ownership and implement their SBP according to the individual needs of the school community.

## **1.2 School-based Nutrition Education and Cooking Programs**

### **1.2.1 Literature in support of school-based nutrition education and cooking programs**

Lifelong dietary attitudes and behaviours are established early on in infancy and childhood (9, 10). Consequently, schools have been widely accepted as an integral component of promoting health and nutrition habits in children and adolescents (11). Drummond (12) also recognised nutrition education in schools as an opportunity to positively influence children's health knowledge, and foster the development of skills essential for students to be able to make decisions about healthy eating behaviours. Children spend a large percentage of time at school and a significant portion of their dietary intake occurs during school hours, thus children's eating habits are largely influenced by their peers and teachers, the school canteen, and food provided by parents during the school day (13). Furthermore, children have been identified as key agents of change, taking health messages learnt at school into the home environment and wider population (14).

School based nutrition education programs at both national and international levels have shown promising results in influencing positive behaviour change in children (15). Improved consumption of fruit and vegetables, increased willingness to try foods, and enhancements of cooking skills are all positive changes noted by school-based studies (15-18). The 2015 - 2017 evaluation of FBWA's FSS program uncovered strong agreement by teachers and students that participation in FSS sessions brought about positive impacts on healthy eating knowledge and skills as well as students' intention to cook healthy recipes at home (7). It has been noted that students are more likely to adopt healthy behaviours when the lesson encompasses a range of activities aimed at nutrition knowledge, cooking skills and exposure to healthy foods. Many of the programs that have cited success have implemented this multi-component approach (12, 19, 20), compared to programs that only focused on one of these areas.

### **1.2.2. Foodbank WA's Food Sensations® initiative**

The *Food Sensations®* (FS) nutrition education and cooking initiative commenced in 2007 in the Perth metropolitan area and was originally based on the WA Department of Health's FOODcent\$ program. In 2010, FS was expanded to regional and remote WA through the Regional Strategy. Through the dedicated BHP funding in the Pilbara region, FS now consists of three programs: FS for Schools (FSS); Fuel Your Future (FYF); and FS for Parents (FSP). Educator Training (ET) is offered as a component of all FS programs, and has been designed to up-skill health professionals, school staff and relevant partner agencies in program delivery and promotion of healthy eating messages. All sessions are facilitated by university qualified nutritionists and dietitians.

The objectives of the FSS program, measured within the context of this internal evaluation, are:

1. *To improve the program participants' understanding and knowledge of healthy food selection and usage;*
2. *To maintain a high level of program delivery satisfaction among program participants.*

### *Food Sensations in Schools (FSS) program framework*

Schools registered for the SBP are eligible to participate in the FSS program via submission of expressions of interest (EOI), or identification of need (e.g. low service provision, poor food literacy among students and/or families) through extensive state-wide key stakeholder consultations. The FSS program is linked to the Australian National Curriculum (predominantly the Health and Physical Education learning area, with some linkages made to the Mathematics, and Design and Technology learning areas for older age groups). FSS sessions are conducted over a 60-120 minute period, encompassing nutrition education and hands-on cooking classes. FSS includes highly interactive nutrition sessions exploring a number of themes such as the Australian Guide to Healthy Eating (AGTHE), meal planning, budgeting, convenience foods and food label reading. A hands-on healthy cooking session and a sit-down meal follows, reinforcing the key messages of each lesson. Sessions are adapted to consider food accessibility challenges and preferred cooking methods of each community. Take-home resources include FBWA's healthy recipe booklets, to reinforce skills learnt from the session. Observing teachers are encouraged to register for the [Superhero Foods HQ website](#) where they can download resources to continue class-based activities.

## **1.3. Youth Nutrition Education and Cooking Programs**

### ***1.3.1. Literature in support of youth-based nutrition education and cooking programs***

Research highlights adolescence as a time for rapid growth and neurocognitive development, and sufficient energy and nutrition is essential for supporting these processes (21). Concurrently, adolescence coincides with a time of increased unhealthy eating behaviours such as skipping breakfast, and poor dietary intake such as overconsumption of energy dense, nutrient poor snacks and drinks (22). In 2011-12 approximately only 30% and 1% of Australians aged 12 to 18 years met the recommendation for fruit and vegetable intake, respectively (10). It is known that dietary habits and behaviours in adolescence translate into adulthood (23), therefore nutrition education is critical to empower this impressionable target group to achieve better health outcomes long term, including physical, mental and social health, and a reduced risk of chronic diseases (24). Foodbank WA's Fuel Your Future program is a nutrition intervention that engages and empowers youth with the knowledge and skills to adopt healthy behaviours, now and for the future. Literature indicates that effective nutrition interventions must incorporate an understanding of the personal, social, environmental and cultural determinants of adolescent food choice (25, 26).

The careful selection of program duration, venue, delivery mode and content has been demonstrated to assist in the attainment of meaningful behaviour change in adolescents (27). Experimental and hands-on learning are important aspects of nutrition programs for adolescents, as they provide participants with opportunities to model and practice new behaviours (26, 28-30). Nutrition programs that have resulted in meaningful behaviour change have centred on the acknowledgement of participant autonomy, for example, allowing participants to choose recipes or lead a nutrition education activity (31-33). This also creates an environment where youth are enabled to build self-efficacy, which has been linked to sustainable health behaviour change according to the Social Cognitive Theory (34). In addition, programs should be flexible, informal in nature, and include a social component (27).

Food preparation and cooking skills development should be included in programs to provide a hands-on learning experience that is also found to be enjoyable for most people (35). Successful adolescent nutrition education programs have included menu planning, food safety and food preparation (35, 36), selecting healthy meals and snacks through reading food labels (37), food budgeting, energy balance, advertising and fast food, and breakfast information (38). Prizes and a meal serve as incentives for adolescent participation (27), and including guided goal setting has been shown to improve behaviour change amongst this age group (39). Effective interventions have been run in settings such as schools, and community or youth centres (21).

### **1.3.2. Foodbank WA's Fuel Your Future program**

In 2012, FBWA was awarded Commonwealth funding through the National Partnership Agreement on Preventive Health for the creation and delivery of an adolescent cooking and food literacy initiative. The skills of an experienced curriculum writer were utilised to design the program on the basis of literature review findings. The writer collaborated closely with FBWA, Diabetes WA, Edith Cowan University (ECU) and Eduka Solutions to ensure the program was based on sound educational theory. The program was mapped to the Australian National Curriculum, with guidance of staff from the Child Health Promotion Research Centre at ECU.

The objectives of the FYF program, measured within the context of this internal evaluation, are:

1. *To improve the program participants' understanding and knowledge of healthy food selection and usage;*
2. *To maintain a high level of program delivery satisfaction among program participants.*

### **Fuel Your Future (FYF) Program framework**

The FYF program is designed to engage adolescents in practical and fun nutrition education, by encouraging and supporting decision-making skills, problem solving abilities and self-efficacy. FYF is designed to provide adolescents with practical skills and knowledge relating to cooking and nutrition, with the aim of promoting healthy eating and empower positive health behaviours. FYF is the only program in WA specifically designed to address the cooking and food literacy skills of young people aged 12 to 18 years of age.

FYF was originally developed as a six-session program for adolescents, delivered primarily to youth in the Perth Metropolitan Area. In 2016, FBWA received funding from BHP to undertake a comprehensive pilot project to develop a regional-appropriate version of FYF and to service the Pilbara region of WA.

Based on evaluation from the pilot, FYF has been adapted into a more flexible and regionally appropriate set of four workshops. The workshops are delivered by a team of university qualified nutritionists and dietitians. Each workshop consists of interactive nutrition activities and cooking, and addresses key nutrition topics which include: the Australian Guide to Healthy Eating; serve sizes; fat, sugar and salt investigation; and food safety and storage. FYF is underpinned by behaviour change theories and principals of learning to support strategies uniquely tailored to adolescents, including goal setting, Head Chef Prize, interactive nutrition education activities, cooking demonstrations and workshop-specific recipe

booklets. The development of confidence and practical cooking skills are a major focus of the program, overall providing adolescents with important life skills.

## **1.4. Parent-Focused Nutrition Education and Cooking Programs**

### ***1.4.1. Literature supporting nutrition education and cooking programs targeting parents and families***

There is a strong relationship between a child's early health and their wellbeing in later life. As children get older, the developmental pathways initiated and programmed in early childhood become more difficult to change; hence, the early stages of life are the most effective time to make a difference to children's health and wellbeing (40). Heckman (41) reported that interventions which support the early development of children from disadvantaged families can improve their cognitive and socio-emotional skills, reduce inequality and raise productivity. Health literacy and pre-emptive care are imperative in the prevention of a number of co-morbidities (42), with greater parental knowledge in nutrition associated with healthier diets (43). Weight change in parents is strongly associated with weight change in children, highlighting the importance of motivating behaviour change at the family level (44).

### ***1.4.2 Foodbank WA's Food Sensations® for Parents with children aged 0-5 years program***

The *Food Sensations* for Parents (FSP) program was piloted in 2016 in the Pilbara under the BHP contract, targeting disadvantaged parents of children aged 0-5 years. Since 2017, the FSP program has been implemented and evaluated in the Pilbara region.

The objectives of the FSP program, measured within the context of this internal evaluation, are:

- 1. To improve the program participants' understanding and knowledge of healthy food selection and usage;***
- 2. To maintain a high level of program delivery satisfaction among program participants.***

### ***Food Sensations for Parents (FSP) program framework***

A review of the literature and needs assessment was conducted, which included the delivery of two face-to-face focus groups and an electronic survey of experts in early childhood nutrition, health professionals and key stakeholders in the Pilbara and around Australia. The structured program content was determined through these consultations with experts and Pilbara stakeholders. FBWA staff attended various playgroups to build trust and relationships with community members and stakeholders. This program offers up to four tailored nutrition education and cooking workshops delivered by a university qualified nutritionist or dietitian. These sessions cover four core nutrition topics: AGTHE for 0-5 year-olds; food label reading; fussy eating and lunchboxes; and food safety. FSP is designed to engage parents of 0-5 year olds in a fun and interactive nutrition and cooking workshop to enable them to learn to select and provide healthy food for their children.



## **1.5. Nutrition Education and Cooking Training Programs**

### **1.5.1 Literature in support of nutrition education and cooking training programs**

There is sufficient evidence to suggest that ongoing nutrition education in the classroom setting can increase knowledge of healthy foods and thereby increase positive food behaviours in students (45). This also translates into social settings where education and health promotion is a focus, such as FS program settings including schools, youth centres and playgroups (46). It is also recognised that interventions may have a greater impact when facilitated by a familiar role model such as a teacher, youth worker or playgroup coordinator in a regular setting (45, 46). This literature is supported by the Social Cognitive Theory (34), which highlights role modeling by those in a mentor role as an effective strategy in encouraging positive health behaviours such as healthy eating. The Social Cognitive Theory supports a more comprehensive approach to health promotion, and the Educator Training (ET) within the FS programs is an example of this.

Evaluation conducted by Kantar Public in relation to FBWA's work in Pilbara schools and communities provides strong evidence of the effectiveness of ET. This evaluation highlighted the effectiveness of the core elements of the FS model that extend across all programs including: interactive delivery; session structure based on evidence-based lesson plans; emphasis on partnerships and collaboration; and experience of staff. Feedback received from training participants was very positive in relation to the facilitators, and resulted in an increase in knowledge, skills and confidence to deliver nutrition education to the community in the future (47). Stakeholders also reported that ET strengthened partnerships between FBWA and other stakeholders.

### **1.5.2. Foodbank WA's Educator Training**

The Educator Training program (ET) extends the FS initiatives by training key stakeholders such as teachers and local health professionals to continue delivery beyond FBWA's capacity.

The objectives of the ET, measured within the context of this internal evaluation, are:

1. *To improve the program participants' understanding and knowledge of healthy food selection and usage;*
2. *To maintain a high level of program delivery satisfaction among program participants.*

#### **Educator Training (ET) program framework**

The duration of the ET is between one and four hours, and is delivered across metropolitan Perth and regional/remote WA. Delivery occurs face-to-face and targets school staff and local service providers. ET sessions are tailored for the needs of each training group and are structured as a result of pre-training consultation, covering a variety of the above themes. ET sessions are delivered through the following formats:

- (i) Health Professional Educator Training: four hours of comprehensive training for health professionals, community agencies and educators covering the suite of FS lessons and resources. This form of training is delivered at a central location, accessible to most professionals, such as South Hedland or Newman.

- (ii) Stakeholder Training: one to two hour training for stakeholders working in schools (e.g. teachers, education assistants, Aboriginal and Islander Education Officers), youth centres (e.g. youth workers/social workers) or early childhood centres (e.g. playgroup coordinators, child and parent centre staff). Training is tailored to cover the relevant program lessons and resources specific to the groups the stakeholders regularly work with, for example, delivering training on the FSS program content to teachers. Stakeholder training is delivered on-site at the aforementioned settings during fieldwork trips.

All training participants are provided with support materials to encourage the use of nutrition education resources and sustainable promotion of healthy eating messages. Resources include FBWA's healthy recipe booklets, Superhero Foods resources including a handbook, collector cards, storybooks, posters, a copy of each of the FS lesson plans covered in the training, and Superhero Foods HQ website business cards. In 2019, all FS programs were evaluated to measure program impact, in relation to a number of indicators. Details of evaluation procedures are detailed in the 'Methods' section.



## 2.0 METHODS

A mixed-methods design was employed to evaluate each of the aforementioned BHP-funded FBWA programs. Quantitative data was selected to provide statistical evidence of impact, while qualitative data provided an in-depth understanding of program impact. An overview of the methods used to evaluate these programs is provided below.

### 2.1 Updating Phase

#### 2.1.1 Program planning logic model and evaluation plan updating

Program planning logic models (PPLM) and evaluation plans (EP) were developed by the relevant team member for each Pilbara program, guided by the evaluation consultant and training workshop materials. The PPLM provided a ‘snapshot’ of each program, while EP included key evaluation questions, program objectives and activities, as well as indicators of success specific to knowledge, skills and satisfaction. Indicators were based on previous evaluation results, which were used as benchmarks of expected levels of success for similar programs. See Appendix A for copies of each program’s EP.

#### 2.1.2 Instrument updates

Where possible, evaluation instruments used in each program were adapted from previous evaluation tools and were tied closely to the program’s EP and therefore program objectives. The instruments selected for each program include:

School Breakfast Program:	Online SBP coordinator survey (26 questions);
<i>Food Sensations</i> <sup>®</sup> for Schools:	Paper-based pre-program and post-program student surveys (both seven questions); electronic post-program teacher feedback email (two questions);
Fuel Your Future Program:	Paper-based pre-program (four questions) and post-program (six questions) youth surveys (workshop-specific); paper-based post-program stakeholder survey (workshop-specific, four questions); electronic post-program stakeholder feedback email (two questions);
<i>Food Sensations</i> <sup>®</sup> for Parents:	Paper-based post-session parent survey (practitioner-led group discussion) (module-specific, all nine questions); paper-based post-program stakeholder survey (module-specific, all five questions);
Educator Training:	Paper based post-session survey (nine questions).

The completion of *Food Sensations* for Schools (FSS) pre-post session student surveys and Fuel Your Future (FYF) pre-post workshop youth surveys, was dependent on whether pre-surveys had been mailed to teachers beforehand or administered to students or youth by the FBWA facilitators, and if facilitators had direct access to participants after session delivery (to complete post-session surveys). The use of paper-based survey was selected due to the lack of adequate technology to administer online surveys on site during program delivery. FYF, FSP and ET post stakeholder surveys were administered in paper-based format again in 2019, to increase participation rates. See Appendix B for copies of each program’s evaluation tools implemented in 2019.

## 2.2 Approvals Phase

As a significant proportion of the program delivery evaluation is conducted within schools, approval from the WA Department of Education (DOE) is required. In order to ensure all approvals were in place before the implementation of the Pilbara Strategy, the FBWA Evaluation Consultant and Responsible Investigator discussed the approval application with DOE prior to development of the strategy, to ensure appropriate information was provided to DOE for assessment. Through these discussions, it was agreed that the 2018-2020 application submitted to DOE would encapsulate all aforementioned programs. An '*Application Form for External Parties to Conduct Research on Department of Education Sites*' and associated attachments such as information letters, were developed by the team and Evaluation Consultant. The application was submitted on 11<sup>th</sup> January 2019. Written approval for all processes was granted by DOE on 13<sup>th</sup> February 2019. Furthermore, given the intention to publish evaluation results, an application to the Edith Cowan University Human Research Ethics Committee was submitted and approval was received on 14<sup>th</sup> February 2019.

## 2.3 Data Collection Phase

### 2.3.1 School Breakfast Program

A standardised email containing the evaluation overview and purpose, DOE approval letter, and the School Breakfast Program (SBP) online survey link was sent to all SBP coordinators in the Pilbara (n=15) on the 16<sup>th</sup> October 2019. The survey was open for 15 days, until 30<sup>th</sup> October 2019. If a response had not been received during this time, a follow-up phone call was made to outstanding schools. A total of 11 respondents participated in the SBP evaluation (73.3% response rate). Only the secondary target group (SBP Coordinators) were included in SBP evaluation, as per the requirements for DOE approval.

### 2.3.2 Food Sensations® for Schools Program

A total of 1,132 Pilbara students participated in FSS sessions throughout 2019. With DOE approval, a total of 540 students were invited to participate in the FSS evaluation from 18<sup>th</sup> February until 25<sup>th</sup> October 2019. Data collection tools included self-administered paper-based pre-and post-session surveys completed before and after each FSS session. Evaluation was conducted on school sites, with 474 students completing surveys (87.8% response rate). As many of the results utilised both pre- and post-session matched surveys, only cases that had pre- and post-session data for each question were included in analyses. For this reason, the sample size ranged from n=316 to n=471 across questions. Teachers of participating classes (n=72) were additionally invited to complete two feedback questions, to facilitate understanding of students' and teachers' satisfaction with the program. A total of 39 teachers participated in the evaluation (54.2% response rate). The teacher evaluation questions were sent in a standardised follow-up email, along with a description of the evaluation purpose and attached DOE approval letter, the week following the session.

### **2.3.3 Fuel Your Future Program**

A total of 187 youth participated in FYF sessions in 2019. A total of 135 youth (primary target group) were invited to participate in the evaluation, with 128 youth completing evaluation surveys (94.8% response rate) between 18<sup>th</sup> February and 25<sup>th</sup> October 2019. The FYF program framework includes a total of four independent workshops, which address four different nutrition topics, delivered with youth participants aged 12 to 18 years. Evaluation was not conducted in all workshops due to time. Participants were required to complete workshop-specific questions (questions one to three), in addition to questions asked across all workshops (questions four to six). As questions one to four in the youth survey utilise pre- and post-workshop surveys, only cases that had pre- and post-workshop matched data for each question were included in analyses. Missing data was excluded. Sample sizes varied for each survey question and ranged from n=23 (workshop-specific sample) to n=127 (combined workshop samples).

Teachers/stakeholders of participating classes (n=24) were invited to complete an anonymous, self-administered, paper-based post-workshop survey. A description of the evaluation purpose, DOE approval letter and the relevant survey was provided to stakeholders for completion at the conclusion of the workshop. Out of the 25 stakeholders invited, 24 participated in evaluation (96% response rate). Stakeholders (n=23) were also invited to complete two feedback questions, which were disseminated via follow up email along with a description of the evaluation purpose and attached DOE approval letter. The email was sent the week following the workshop. A total of 13 stakeholders participated in this additional evaluation method (56.5% response rate).

### **2.3.4 Food Sensations® for Parents Program**

Throughout 2019, 107 parents participated in 19 *Food Sensations* for Parents (FSP) sessions. A total of 82 parents (primary target group) were invited to participate in parent sessions after DOE approval was received, with 53 parents participating (64.6% response rate) between 18<sup>th</sup> February and 25<sup>th</sup> October 2019. The chosen method, a practitioner-led group discussion (PLDG) (48), was used to elicit positive and negative discussions relating to program concepts and experiences. All sessions were audio recorded with participants' permission and recordings were transcribed by FBWA staff. Stakeholders/agency coordinators (n=24) were invited to complete a paper-based post-session survey, immediately following the workshops. A total of 21 surveys were completed by stakeholders (87.5% response rate).

### **2.3.5 Educator Training**

A total of 14 people participated in four Educator Training (ET) sessions in 2019. Overall, 14 stakeholders were invited to participate in the paper-based post-session survey; 13 stakeholders agreed to participate (92.8% response rate) between 18<sup>th</sup> February until 25<sup>th</sup> October 2019. The post-program surveys were provided to stakeholders, along with a description of the evaluation purpose and DOE approval letter, at the conclusion of the training workshops.

## **2.4 Data Analysis Phase**

To ensure consistency in the data analysis phase of the evaluation process, a data analysis strategy was developed. The strategy outlined each FS program, its objectives and indicators, instrument questions that addressed each program's indicators and objectives, analyses to be conducted, and the FBWA team member responsible for each program analysis. The approach was based on the previous protocols established in 2016, 2017 and 2018, and were deemed appropriate for the time and budget constraints of this internal evaluation project. Quantitative and qualitative data analysis protocols were reviewed and shared with the FBWA project team, with consideration of any learnings from 2018. This approach was taken to ensure consistency across all programs, given analyses were being conducted by various team members. In addition, an evaluation planning meeting was held in February 2019.

### **2.4.1 Quantitative data**

In accordance with the data analysis strategy, online surveys were analysed using Survey Monkey (Survey Monkey Inc, 2019). Data relating to the FSS pre-post session surveys and the FYF pre-post session surveys were manually entered into Microsoft Excel from paper-based surveys and imported into IBM SPSS (version 25, NY: IBM Corp) for analysis. Graphs and tables were produced using Microsoft Excel for all findings that achieved indicators of program success outlined in the EP. Findings that did not meet indicators of success were summarised in narrative form.

### **2.4.2 Qualitative data**

Open-ended questions at the end of online surveys, FSP qualitative data, and FSS and FYF teacher/agency coordinator qualitative data were analysed thematically in Microsoft Word. Codes used in the analyses were based on program objectives, for example, 'knowledge', 'skills' and 'satisfaction'. The purpose of this coding approach was to ascertain multiple perspectives relating to each theme (i.e. positive and negative), elicit knowledge and skills gained (program impact), and measure participant satisfaction relating to program processes and content. Suggestions for improvements were also captured.

## **2.5 Revision and Evaluation Translation Phase**

Upon completion of data analysis, the FBWA team and Evaluation Consultant reviewed results and associated recommendations. The methods used in 2019 were discussed, and any amendments based on 'lessons learnt' were documented for implementation in 2020. Evaluation dissemination included preparation and distribution of this evaluation report in the following ways: (i) a summary report for DOE central office (a requirement of approval), (ii) a summary of aggregated results for each participating school's principal and (iii) a summary report for the funder; BHP. Findings were also planned for publication in relevant journals and industry conferences.

## 3.0 RESULTS

### 3.1 School Breakfast Program

#### 3.1.1 Output Key Performance Indicators

For the School Breakfast Program (SBP), the output key performance indicators (KPIs) related to school registration for the program, food deliveries, and student access to the program in the Pilbara. Table 1 (below) displays the 2019 program achievement against the output KPIs.

**Table 1: Achievement of School Breakfast Program output KPIs for 2019.**

Output KPI description	Number required	Number achieved 2019
1. Facilitate registration of the SBP among Pilbara schools each year of the project	13	15
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	52	55
3. Provide access to the SBP for Pilbara students each year of the project	TBC by FBWA	496

Over 72% of the respondents (n=8) of the online survey, indicated that they were the nominated SBP coordinator for their school. All survey respondents (n=11) operated SBP five days per week, collectively providing between 10 - 250 breakfast meals to between 10 - 100 individual children.

Nine schools (81%) reported providing emergency lunches or other meals using SBP product, with lunch the most commonly reported emergency meal among two-thirds of respondents (n=6, 66%). The primary reason cited for providing emergency meals to students related to economic circumstances in the home environment, for example:

*"The breakfast club is vital in providing food for students who otherwise wouldn't receive breakfast or lunch."*

#### 3.1.2 Evaluation Objectives

**Objective 1: To improve food literacy understanding among children accessing the SBP.**

##### **Knowledge:**

Respondents were asked to rate the proportion of students that were positively impacted by the SBP concerning their healthy eating knowledge. These measures were rated as "All (100% of students impacted)", "Most (75% of students)", "Some (50% of students)", "Few (25% of students)", "None (0%)", or "Don't know" by participants. Program impacts were measured across a range of specific concepts:

- Awareness of the Australian Guide to Healthy Eating (AGTHE) poster
- Awareness of healthy eating
- Awareness of the effects of 'Every day' or Superhero Foods on health
- Awareness of the effects of 'Sometimes' or Zombie Foods on health

(v) Awareness of kitchen safety

All aspects of nutrition knowledge measures met the program objective using the indicator of success of at least 50% of schools reporting the School Breakfast Program positively impacted 'all'/'most' of their students.

**Skills:**

Respondents were also asked to rate the proportion of students participating in the SBP that were positively impacted by the program concerning skills. These skills related to healthy eating and food safety regarding three specific measures:

- (i) Ability to select healthy breakfast foods
- (ii) Ability to prepare healthy breakfasts
- (iii) Ability to handle foods safely

These three measures were evaluated as either "All (100% of students impacted)", "Most (75% of students)", "Some (50% of students)", "Few (25% of students)", "None (0%)", or "Don't know" by respondents.

All aspects of nutrition skill measures met the program objective using the indicator of success of at least 50% of schools reporting 'all'/'most' students accessing the School Breakfast Program were positively impacted.

Qualitative results shared by SBP survey respondents indicated an overall positive impact on students' nutrition knowledge, skills, and attitudes, i.e.:

*"The school breakfast program has significant positive benefits for students, not just in terms of accessing a healthy breakfast, but also improving the routines involved with healthy eating, kitchen hygiene, and social skills."*

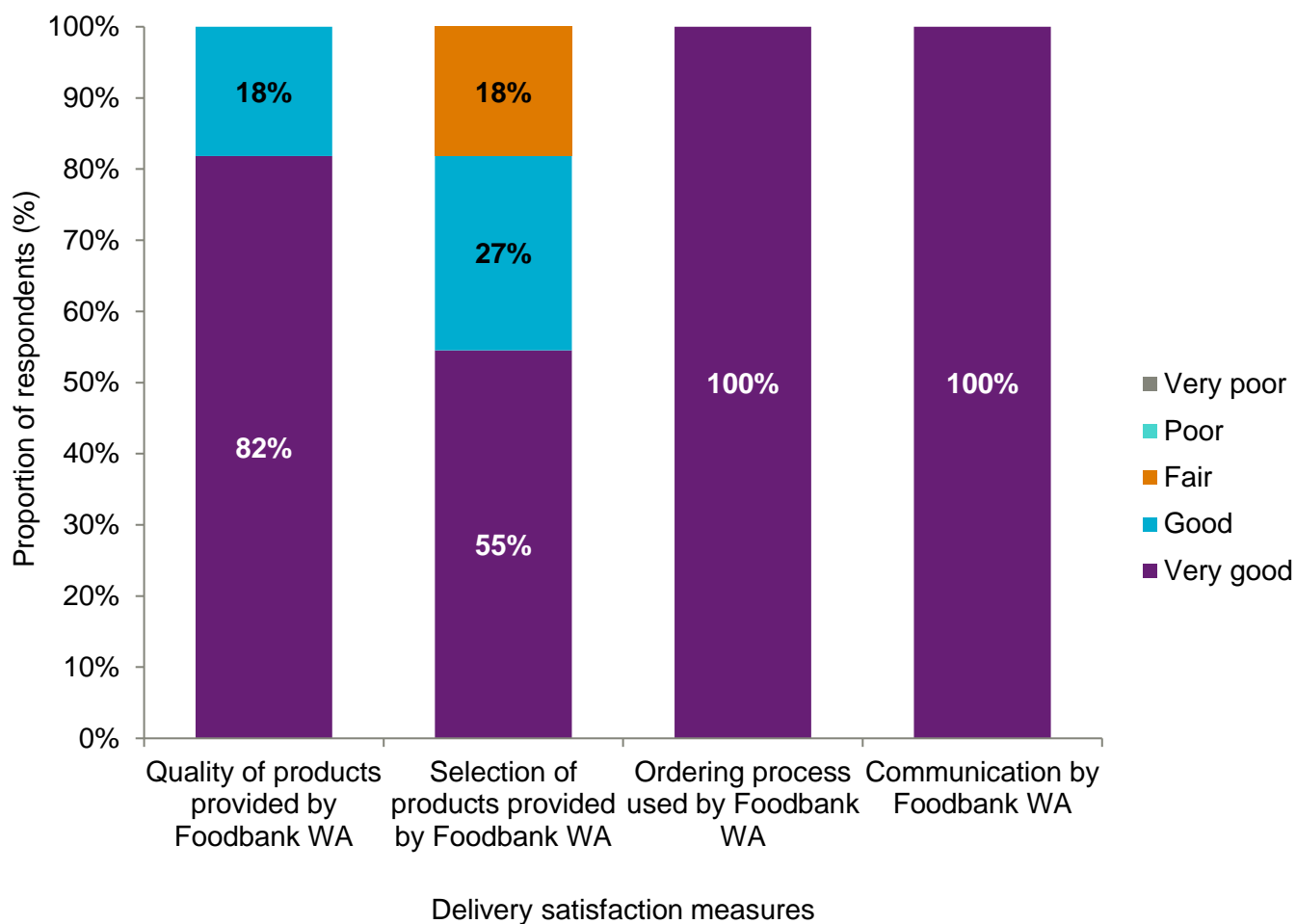
*"Using our Super Hero placemats and the healthy eating posters around the homeroom encourages/prompts students to start discussions while eating breakfast about healthy everyday foods, eating like a rainbow, healthy food choices, and Superhero Foods."*

*"The children are definitely aware of what food is healthy and are more open to trying new food."*

**Objective 2: To maintain a high level of program delivery satisfaction among registered schools, including students, teachers and principals.**

Respondents reported excellent satisfaction with SBP food quality, selection of products, ordering process and communication with FBWA staff. Specific results (Fig. 1.) indicated that:

- All respondents (100%, n= 11) rated the ordering and communication with FBWA staff as 'very good';
- All the respondents (100%, n= 11) assessed the quality of products as 'very good'/'good';
- Most respondents (82%, n= 9) rated the selection of products provided through the SBP as 'very good'/'good'.



**Fig. 1. Schools' rating of program delivery satisfaction relating to product quality, selection, ordering process and communication by Foodbank WA.**

Qualitative results were positive concerning food quality, selection, ordering process and communication, for example:

*"Quality healthy food and enjoyed by students."*

*"All healthy foods. Easy to prepare and well received by students."*

*"WA Foodbank supply a great range of nutritional products, the weather in the Pilbara can be extremely hot and cold so the variety of products is great as students can have a hot or cold breakfast to suit weather conditions."*

*"Extremely efficient at every point of the ordering process."*

*"Excellent communication. Very reliable and greatly appreciated."*



## 3.2 Food Sensations® for Schools Program

### 3.2.1 Output Key Performance Indicators

The output KPIs for the *Food Sensations* for Schools (FSS) program related to school engagement, sessions delivered, and the number of student participants. Table 2 (below) displays the 2019 program achievement against the output KPIs.

**Table 2: Achievement of Food Sensations® in Schools output KPIs for 2019.**

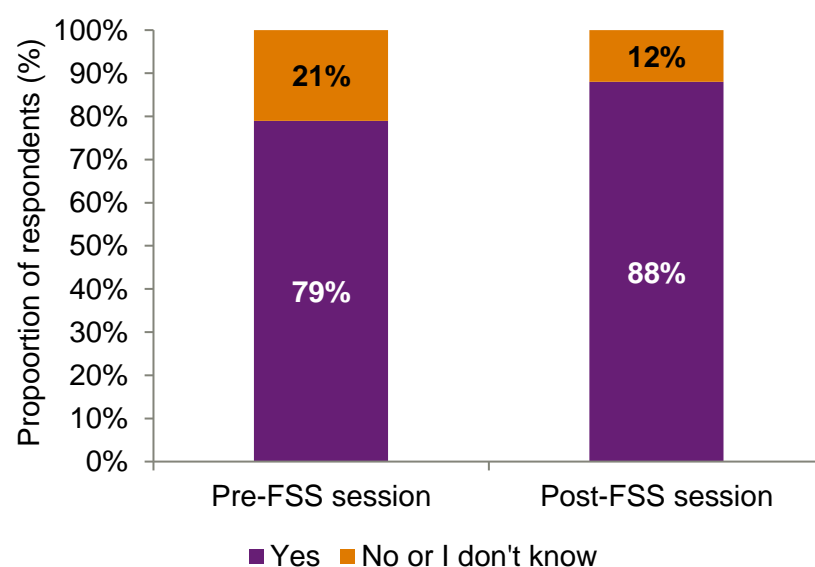
Output KPI description	Number required	Number achieved 2019
1. Pilbara schools received program	13	13
2. Sessions delivered to selected Pilbara schools	75	75
3. Students enrolled in the program	TBC by FBWA	1,132

### 3.2.2 Evaluation Objectives

**Objective 1: To improve the program participants' understanding and knowledge of healthy food selection and usage.**

#### **Student Pre-Session and Post-Session Survey Results:**

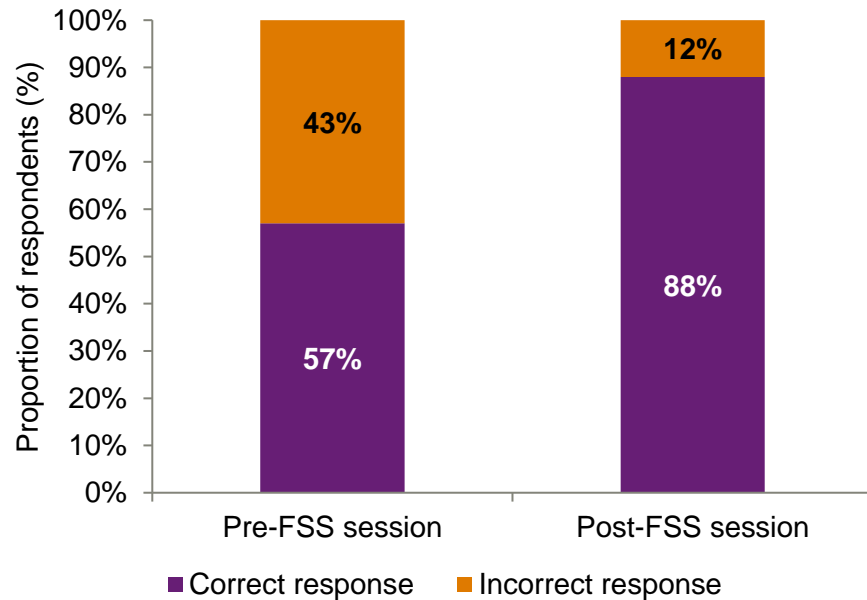
The FSS sessions included nutrition education and cooking components. The Superhero Foods message “Everyday foods will give me a strong mind and healthy body” was incorporated into sessions. Students were asked before and after FSS sessions to recall this message. Figure 2 (below) demonstrates a statistically significant increase in recall among students pre- to post-FSS session ( $\chi^2 = 22.5$ ,  $n=470$ ,  $p<0.001$ ).



**Fig. 2. Students' recall of the health message pre- and post-FSS session: "Everyday foods will give me a strong mind and healthy body."**

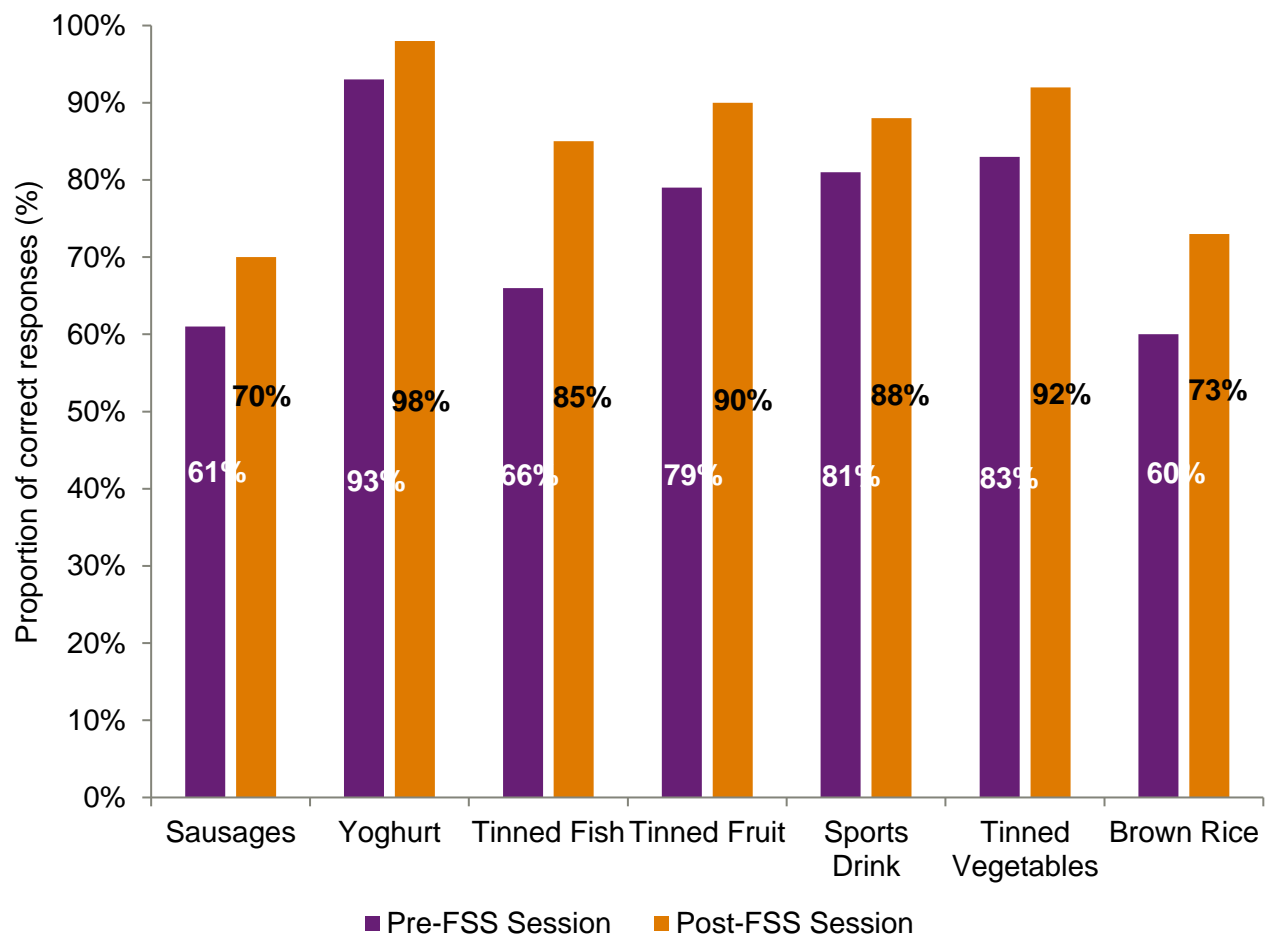


Another key concept taught in FSS sessions, ‘Zombie Foods’, is part of the ‘Superhero Foods’ concept. Students were asked “Which three things are *Zombie Foods* high in?”. A significantly higher proportion of students correctly recalled that ‘Zombie Foods’ were high in three ingredients (fat, salt and sugar) post-FSS session, compared to pre-FSS session (Fig. 3.) ( $\chi^2= 122.8$ ,  $n=459$ ,  $p<0.001$ ).



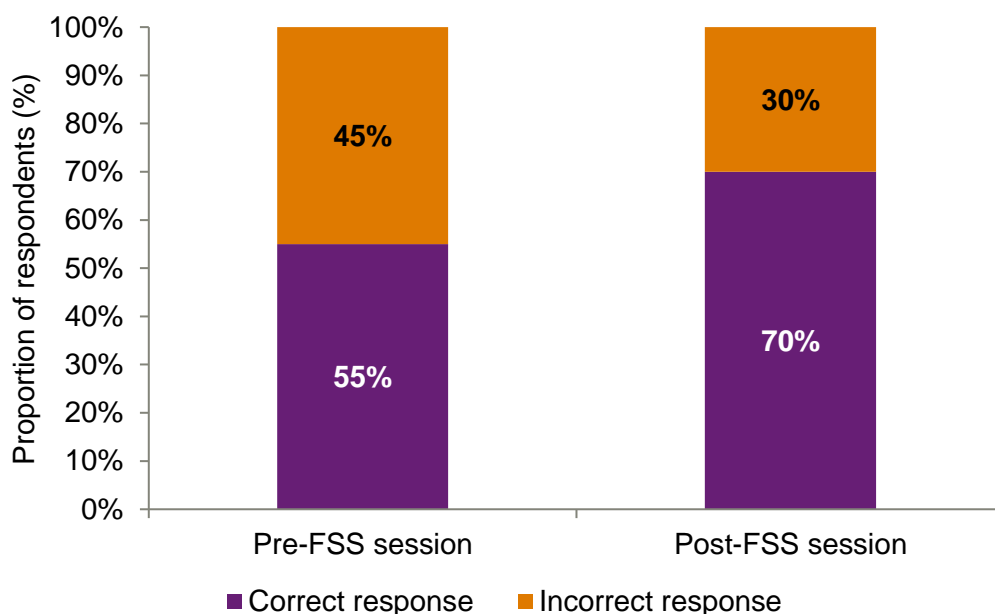
**Fig. 3. Students’ identification of the adverse ingredients contained in “Zombie Foods”, such as soft drinks, pre- and post-FSS session.**

During FSS sessions, certain foods were characterised by FBWA as ‘Superhero Foods’ or ‘Zombie Foods’. Students were asked before and after the FSS session to recall whether a selection of foods were either ‘Superhero Foods’ or ‘Zombie Foods’. Significantly more students were able to identify foods as either ‘Superhero Foods’ or ‘Zombie Foods’ post-session compared with pre-session. Statistically significant differences ( $p<0.001$ ) were found for the correct identification of the following food items: sausages ( $\chi^2=14.7$ ,  $n=469$ ), yoghurt ( $\chi^2=12.9$ ,  $n=470$ ), tinned fish ( $\chi^2=69.2$ ,  $n=469$ ), tinned fruit ( $\chi^2=28.1$ ,  $n=469$ ), sports drinks ( $\chi^2=18.9$ ,  $n=471$ ), tinned vegetables ( $\chi^2=25.5$ ,  $n=471$ ), and brown rice ( $\chi^2=31.8$ ,  $n=469$ ) (Fig. 4.). There was no significant difference in correct responses pre- to post- FSS session for the meat pie (a ‘Zombie Food’).



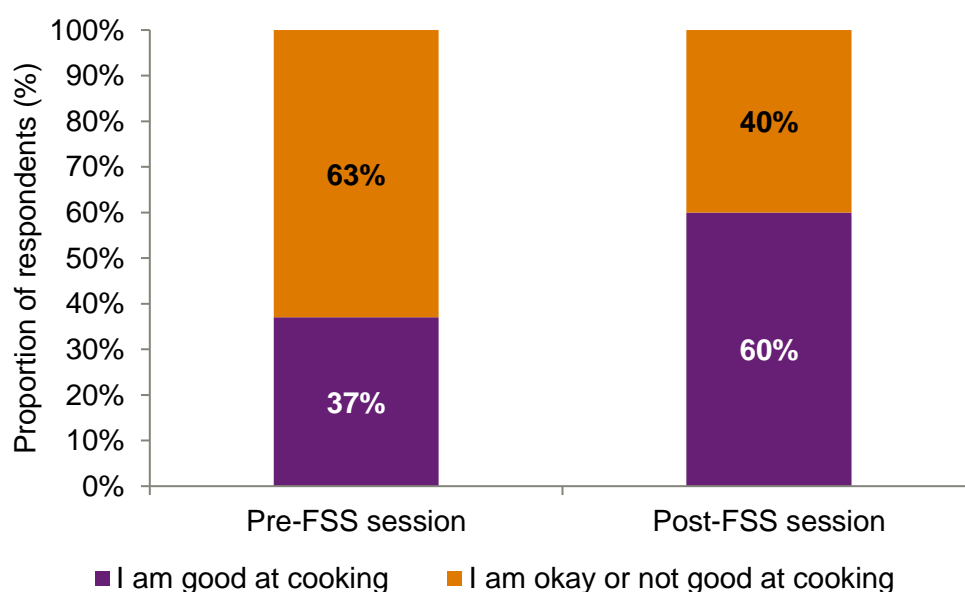
**Fig. 4.** The proportion of students that correctly identified whether food items were “Superhero Foods” or “Zombie Foods”, pre- and post-FSS session.

Identification of foods that comprise a healthy breakfast was another key food selection skill introduced in the FSS sessions. Students were asked to “*Circle all the foods and drinks that would be healthy to eat for breakfast*”. Figure 5 (below) shows significantly more students identified healthy breakfast choices after the FSS session, compared to pre-FSS session ( $\chi^2=40.0$ ,  $n=467$ ,  $p<0.001$ ).



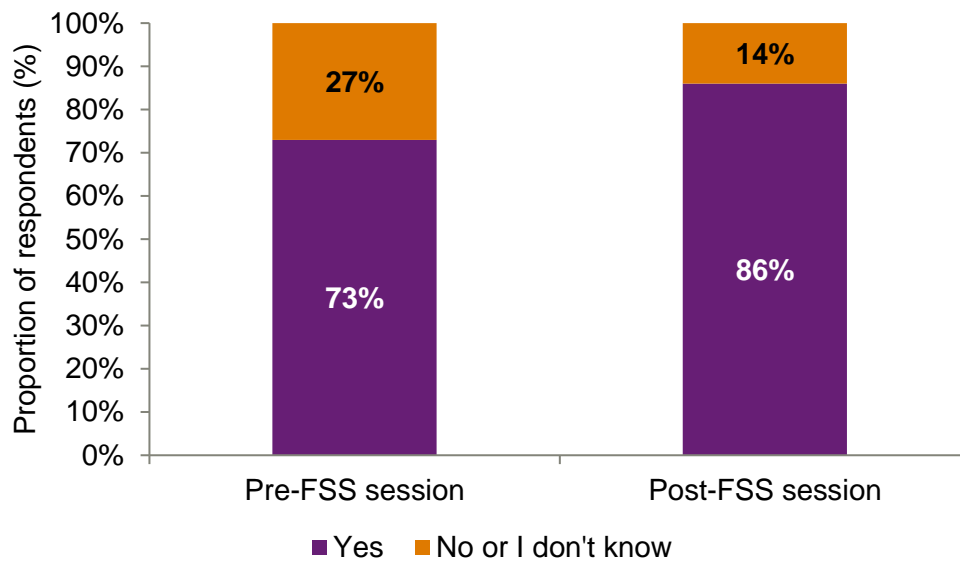
**Fig. 5. The proportion of students that correctly identified healthy breakfast choices pre- to post- FSS session.**

Cooking skills are a key component of food literacy and one that was emphasised in the FSS sessions. Before the FSS sessions, as depicted in Figure 6 below, students were asked to rate their cooking skills; just over one third (37%,  $n=175$ ) reported they had good cooking skills. Following the cooking component in the FSS session, this significantly increased to nearly two thirds of the children (60%,  $n=280$ ) indicating they were good at cooking ( $\chi^2=77.1$ ,  $n=464$ ,  $p<0.001$ ) (Fig. 6.).



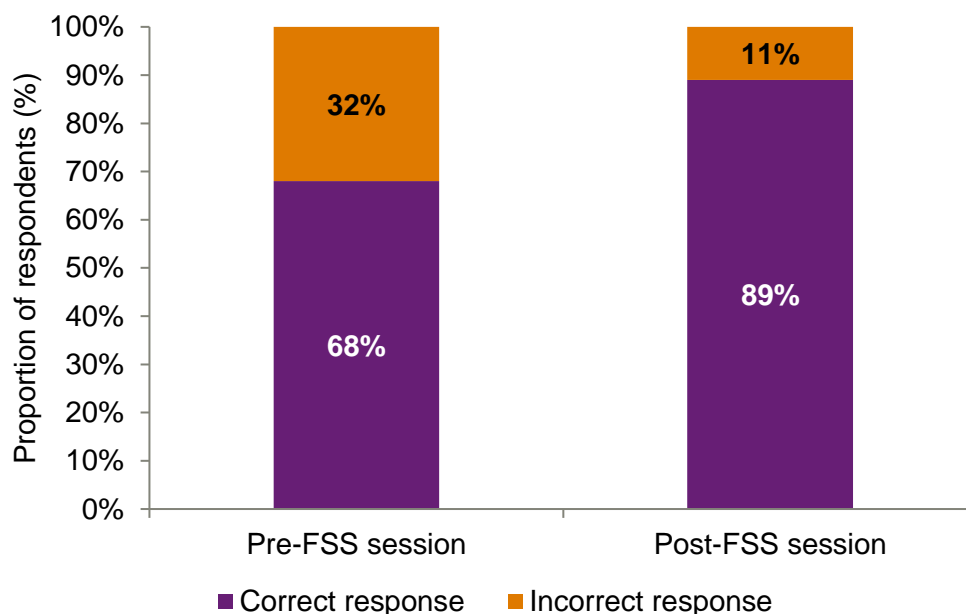
**Fig. 6. Students' rating of their cooking skills pre- and post- FSS session.**

Students were also asked whether they believed preparing healthy meals was easy for them. As Figure 7 (below) demonstrates, a significantly higher proportion of students reported that preparing healthy meals was easy after the FSS session, compared with prior to the session ( $\chi^2=33.6$ ,  $n=470$ ,  $p<0.001$ ).



**Fig. 7. Student responses regarding whether they found it easy to prepare healthy food, pre- and post- FSS session.**

Knife skills are an essential element of safe cooking practices. The FSS sessions included a safety demonstration covering correct knife techniques, and a number of correct knife holding skills. While there was good knife technique identification before the session (68%,  $n=316$ ), Figure 8 (below) shows the significant improvement pre- to post- FSS session (89%,  $n=416$ ) ( $\chi^2=73.5$ ,  $n=462$ ,  $p<0.001$ ).



**Fig. 8. The proportion of students identifying the correct knife holding technique ("claw") pre- to post-FSS session.**

**Objective 2: To maintain a high level of program delivery satisfaction among program participants.**

**Student Post-Session Survey Results:**

FSS evaluation respondents were asked after the FSS session whether they enjoyed various components. Table 3 (below) demonstrates the high level of program satisfaction in relation to the activities (95%, n=450), cooking (96%, n=456) and food tasting (83%, n=391).

**Table 3: Students' responses to satisfaction questions related to the FSS session.**

Session component	Yes	No	Don't know
	n (%)	n (%)	n (%)
<i>I enjoyed the activities in today's session (n=471)</i>	450 (95)	9 (2)	12 (3)
<i>I enjoyed cooking in today's session (n=472)</i>	456 (96)	8 (2)	8 (2)
<i>I enjoyed tasting the food our class made today (n=472)</i>	391 (83)	23 (5)	58 (12)

**Teacher Post-program Feedback Email Results:**

After each FSS session, participating teachers were asked two qualitative questions to seek their feedback about the program:

1. What was the best part of the Food Sensations session?
2. Do you have any suggestions to help improve the Food Sensations program?

In order to assess whether **objective 2** was met, stakeholder responses to the above questions were analysed according to two important indicators; stakeholders' reporting on the positive attributes of the program and stakeholders' reporting on enjoying the workshop. The responses were then categorised into four different themes as detailed below.

**Student engagement**

Overall teachers provided feedback indicating they thoroughly enjoyed participating in the FSS Program and were very satisfied with the experience it provided for both themselves and their students. Teachers were particularly complementary regarding the level of student participation, engagement and enjoyment throughout the FSS session, with the interactive group work throughout the workshop noted as a key program highlight, i.e.:

*“[The best part of the Food Sensations session was] the interactive nature of the lesson, the group work and the staff.”*

*“I think it is a fantastic program allowing the students to work with one another to create tasty nutritious meals.”*

*“The fact that all students got to get involved and they got to do different recipes rather than all the groups create the same, made it more of a learning experience...”*

Teachers also noticed the inclusive environment of the workshops and appropriateness of the activities, which they believed supported students to be involved and fully engage in the program, i.e.:

*“...the sessions were very informative, and were well targeted at our kids’ level.”*

*“... all students no matter their knowledge or abilities are able to participate.”*

*“... from what I saw everything ran very smoothly and the kids were engaged - there was not one student not participating.”*

*“Well thought out, inclusive, creative lessons that engage the students.”*

Teachers also acknowledged the impact of the education and cooking components being student-driven, and therefore facilitating students’ ownership over their learning, for example:

*“Giving the students the opportunities to actually prepare and cook the meals themselves is always the highlight.”*

*“All the children were thoroughly engaged and each of them had a job to do at all times. As teachers, we were able to just step back and watch our students and enjoy that time with them.”*

#### **Theory and practical elements**

Teacher feedback on the positive attributes of the program was another indicator of program success. A strong theme throughout the teacher feedback was the combination of theory and practical elements included in the FSS sessions. Teachers specifically noted the educational activities were informative and highly relevant to the students’ context, which stimulated strong engagement by the students. Furthermore, teachers acknowledged the value in covering ‘what healthy foods are’ with students during the education component, to provide context before moving into the cooking component, i.e.:

*“Discussing the difference between zombie foods and superhero foods was a really important part of the lesson as students have a lot of misconceptions about what healthy foods are.”*

*“Great instruction, guided practice and independent practice activities. The problem solving activity (how to include more calcium in your diet) was particularly effective.”*

*“I really loved how students not only had the opportunity to cook but were also educated beforehand about healthy and unhealthy foods. This helps students put things into context when they are about to cook and I believe this fosters their overall learning.”*

Teachers acknowledged the FBWA lessons were very visual, which helped convey the healthy eating messages in an easily understood format, ensuring students of all learning and development abilities could engage with the activity. The tailoring of activities, to ensure relevance to the students' context and enhance comprehension, was also appreciated, i.e.:

*“I like the visual aspect of your lessons. For example, the sequencing activity so all students can be included regardless of literacy ability and the visual representations really assist in getting the message across.”*

*“I really like how Foodbank are embedding practical and suitable EAL/D [English as an Additional Language/Dialect] activities into the Food Sensations program. This is highly relevant for our Aboriginal students and I encourage you to continue to do this.”*

Teachers reported that the cooking component provided students with a valuable learning opportunity to develop and practice important life skills, for example, safe knife cutting techniques which could then be easily applied in the students' home environment, i.e.:

*“I think the children got heaps out of this session. Teaching the correct ways to use and handle knives was not only brave but an invaluable lesson for myself as well. They really listened to this advice.”*

*“Very engaging and the students received knowledge and ideas on how healthy eating and cooking/kitchen skills could help them in their own lives. Things from washing your hands correctly, holding a knife, using a chopping board etc great life skills that hopefully the students can use.”*

Teachers reportedly viewed the range of recipes to be easily replicated in the home environment, highlighting their relevance to the students' context, i.e.:

*“The recipes are simple, nutritional and all students can participate and have ownership. The recipes also enable students to produce similar meals or snacks at home.”*

*“The students loved being able to prepare meals and it showed them that what we have learnt in class can be used in day to day life (reading a recipe/is a procedure text).”*

## Resources

Teachers reported greatly appreciating the resources used by FBWA to help with the nutrition and cooking aspects during a FSS session. For example, teachers noted the students' strong engagement with the Superhero Foods Collector Cards resource i.e.:

*“It was great that you had some [Superhero Foods collector cards] on hand so the kids could play games while others were finishing the tidying up.”*

*“From what I saw of the early childhood session, the [Superhero Foods] memory game engaged all children.”*

Teachers reported being very satisfied with the recipes that students prepared, acknowledging that they were appropriate and very relevant to their students' context. The recipe booklets were viewed as a valuable resource to support the continuation of healthy cooking practices in the home, i.e.:

*“The recipes were easy to follow, age appropriate and had the students eager to participate. The recipe [booklets] are always great as it allows them to make the food at home and share with their parents what they learnt- it might also give the parents some ideas for tasty healthy options.”*

*“All of them loved [the recipes] so much they have taken the books home to cook with their families.”*

Teachers expressed appreciation of the high quality resources the FBWA team developed, and identified the post-session support material as being a valuable resource to use in the classroom, supporting the reinforcement of the healthy eating messages post-FSS session, i.e.:

*“I can definitely see the significant amount of time that Foodbank staff put into the development of resources...”*

*“The support material has been valuable to use as follow up in class.”*

## Foodbank WA staff

A consistent theme identified from teachers' feedback was specific qualities demonstrated by the FBWA staff which added value to the FSS experience for both teachers and students. These qualities included knowledgeable staff, a highly professional and inclusive working approach, and enthusiastic attitude, i.e.:

*“Presenters rapport with the students - absolutely fabulous! It's all about healthy food. Students are willing to try different foods because of their experience.”*



Teachers appreciated the high level of skill demonstrated by FBWA staff in managing student behaviour effectively, which ensured students were fully engaged in the program, i.e.:

*“The organisation by staff was fantastic and the behaviour management.”*

*“There were no major behavioural issues as all students felt that they needed to do their bit to contribute to their groups’ activities and were responsible to ensure that their dish was being prepared in the correct manner.”*

Teachers acknowledged the structure of the session planned and delivered by FBWA staff as being an important element which contributed towards an engaging session students could actively participate in, i.e.:

*“The team approached their task as a teacher would. They were planned, structured and had high expectations of students. They insisted on respect both ways. They had a good sense of humour and bonded well with students. This is usually not easy in Aboriginal contexts where students can be quite reserved. The menus were simple but appealing to students. Their objectives were reasonable and easily attainable by students. I think the ideas shared with students will be carried home and practiced.”*

The willingness of the FBWA team to share their nutrition expertise and knowledge with staff and students was highly valued by teachers. The teachers were able to view how the FBWA staff were competent in effectively tailoring the information to be suitable for the specific age groups participating in the session, i.e.:

*“The information was highly relevant, well presented and given to the children in a way that was easy to understand.”*

*“Instructions were clear and very explicit to students, especially in very ‘children-friendly’ terms...”*

Teachers viewed the regular visits by the FBWA team over the years as a valuable support to students’ retention of the healthy eating concepts taught, i.e.:

*“Regular visits from Foodbank WA ensure reinforcement of and subsequent retention of learning concepts.”*

The qualitative data collected demonstrates the teachers valued a variety of different elements from their experience of the program and were very satisfied with the program overall.

## 3.3 Fuel Your Future Program

### 3.3.1 Output Key Performance Indicators

The output KPIs for the Fuel Your Future (FYF) program related to school/agency engagement, session delivery, and youth participation. Table 4 (below) displays the 2019 program achievement against the output KPIs.

**Table 4: Achievement of Fuel Your Future Output KPIs for 2019.**

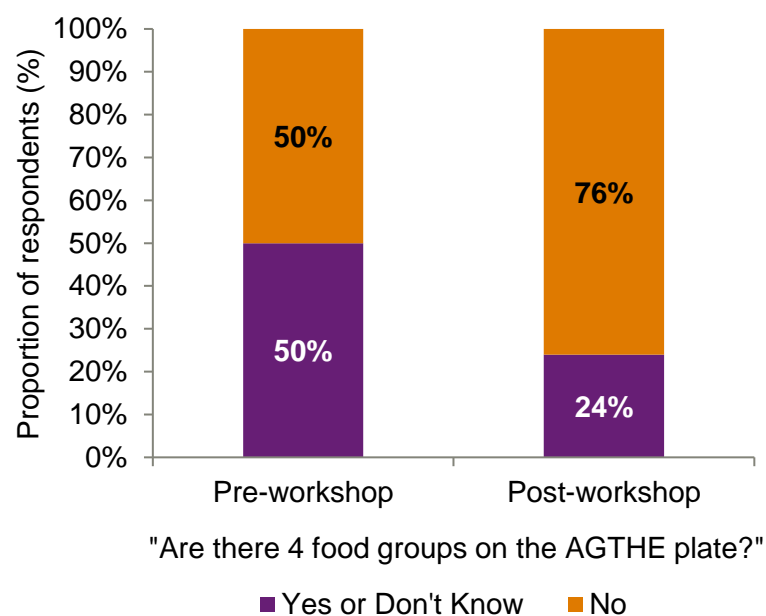
Output KPI description	Number required	Number achieved 2019
1. Pilbara schools and community agencies engaged.	TBC by FBWA	10
2. Sessions delivered to selected Pilbara schools and community agencies	20	20
3. Youth participated in program	100	187

### 3.3.2 Evaluation Objectives

**Objective 1: To improve the program participants' understanding and knowledge of healthy food selection and usage.**

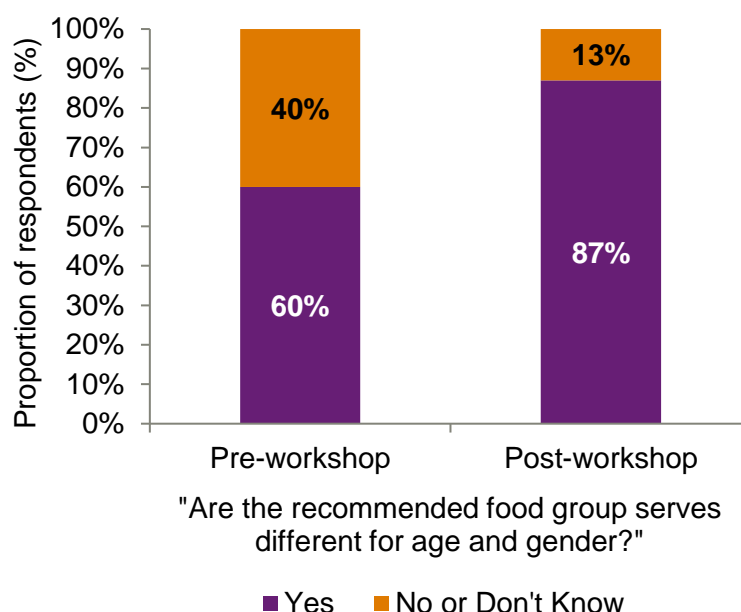
#### **Youth Pre-Post Program Survey Results:**

The youth pre-post program surveys evaluated concepts drawn from the education and cooking components of a FYF workshop. **Objective 1** directly relates to questions one to four of the pre- and post-program surveys. Figure 9 (below) represents the significant increase in FYF participants' knowledge of the five food groups in the Australian Guide to Healthy Eating (n=49, p=0.017).



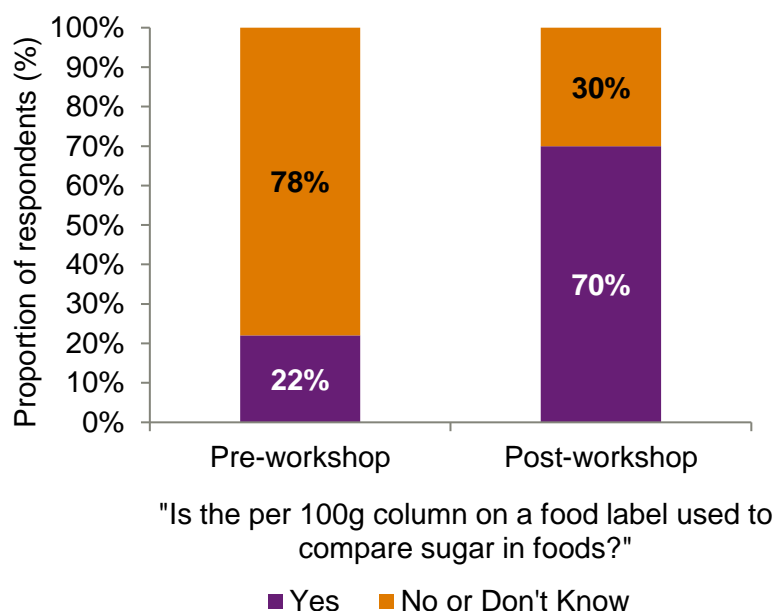
**Fig. 9. Workshop 1: FYF students' level of understanding regarding the Australian Guide to Healthy Eating, pre- to post-FYF workshop.**

Figure 10 (below) shows the effectiveness of the FYF workshop in shifting students' understanding that the Australian Dietary Guidelines recommended food group serve sizes differ for age and gender ( $n=29$ ,  $p=0.008$ ).



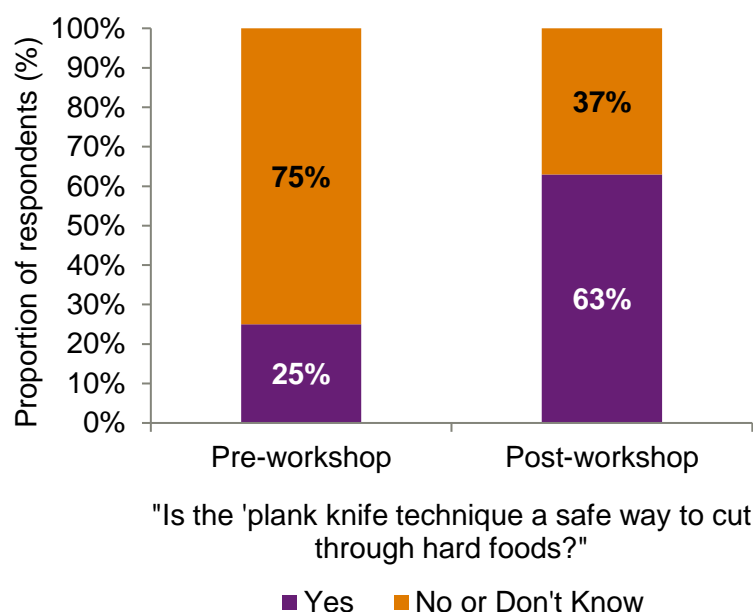
**Fig. 10. Workshop 2: FYF students' level of understanding regarding the Australian Dietary Guidelines Serve Sizes, pre- to post-FYF workshop.**

Figure 11 (below) demonstrates that more FYF participants could identify how to compare foods using the nutrition information panel after the FYF workshop, in comparison to before the workshop ( $n=23$ ,  $p=0.003$ ).



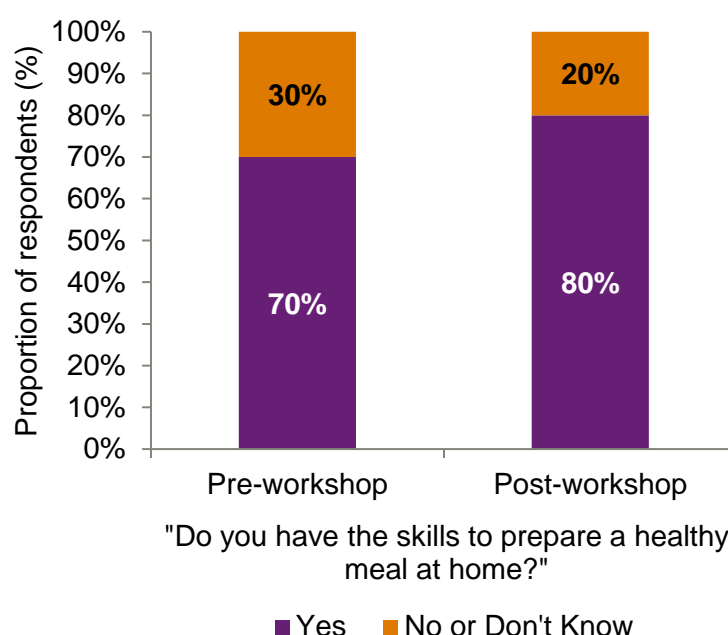
**Fig. 11. Workshop 3: FYF students' level of understanding regarding nutrition information panels, pre- to post-FYF workshop.**

Figure 12 (below) demonstrates a substantial increase in participants' knowledge that the plank knife technique is a safe knife skill, particularly to cut through hard foods ( $n=24$ ,  $p=0.049$ ). Though a significant increase in knowledge is recognised, this result did not meet the corresponding indicator of *a minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s*. Across all knowledge based questions, however, the average percentage of youth correctly identifying key knowledge concepts exceeds the indicator.



**Fig. 12. Workshop 4: FYF students' level of understanding regarding safe knife skills, pre- to post-FYF workshop.**

The development of cooking skills was a strong focus of the FYF program. Students were asked in each of the four workshops whether they had the skills to prepare a healthy meal at home. As this question was asked in each pre-post FYF workshop survey, samples across workshops have been combined. Figure 13 (below) depicts a significant increase in participants' skills to prepare a healthy meal at home from pre- to post-workshop ( $n=127$ ,  $\chi^2=6.0$ ,  $p=0.014$ ).



**Fig. 13. FYF students' level of skills regarding preparing healthy meals.**

Non-significant findings were found for the following knowledge concepts pre-post workshop: calcium (workshop 1), recipe reading (workshop 1 and 2), food group portions (workshop 2), sports drinks (workshop 3), sugar, fat and salt content (workshop 3), safe defrosting (workshop 4) and use-by dates (workshop 4).

#### **Stakeholder Post-program Survey Results:**

To increase the strength of the youth results for **objective 1**, data was also captured from the stakeholders' points of view. The FYF post-workshop stakeholder survey assessed **objective 1** through questions relating to the improvement of youth knowledge of key nutrition concepts and food preparation skills. The percentage of stakeholders (n=24) that reported an increase in youths' knowledge as a result of the FYF workshop ranged from 75 - 100% across the four different workshops, meeting the corresponding indicator (*A minimum of 70% of teachers/agency staff 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session*). The indicator measuring youth food preparation skills was met with 100% (n=24) of respondents across all workshops 'strongly agreeing'/'agreeing' that the workshop improved the youths' food preparation skills (Table 5).

**Table 5: Stakeholder post-workshop survey results relating to improvements in youths' food preparation skills.**

Youth Skills	Strongly Agree	Agree
Workshop 1, 2, 3 & 4 results (n=24)	n (%)	n (%)
Increased the youths' skills on how to follow a recipe	17 (71)	7 (29)
Provided the youth with the skills to prepare healthy meals	21 (87.5)	3 (12.5)

**Objective 2: To maintain a high level of program delivery satisfaction among program participants.**

**Youth Pre-Post Session Survey Results:**

**Objective 2** directly relates to questions five and six of the post-program survey. Students were asked to rate their level of enjoyment for the two FYF workshop components; nutrition education and cooking. As shown in Table 6, a large majority of participating youth enjoyed both the cooking (n=122, 95%) and activity components (n=116, 90%) of the FYF program.

**Table 6: Students' responses to satisfaction questions related to the FYF workshop.**

Youth Satisfaction	Yes	Don't Know	No
Workshop 1, 2, 3 & 4 results (n=128)	n (%)	n (%)	n (%)
Did you enjoy the cooking in today's workshop?	122 (95)	4 (3)	2 (2)
Did you enjoy the activities in today's workshop?	116 (90)	6 (5)	6 (5)

**Stakeholder Post-program Survey Results:**

Stakeholder participants were asked to indicate their level of agreement with the statements “I believe the youth enjoyed today’s workshop” and “The Fuel Your Future workshop met my expectations”. The majority of respondents (96%, n=22) ‘strongly agreed’ / ‘agreed’ that the youth enjoyed the workshops and 100% (n=23) ‘strongly agreed’ / ‘agreed’ the workshop met their expectations. These results indicate a high level of program delivery satisfaction amongst program respondents (Table 7).

**Table 7: Stakeholder post-workshop survey results relating to satisfaction indicators.**

Stakeholder Satisfaction	Strongly Agree	Agree	Unsure
Workshop 1, 2, 3 & 4 results (n=23)	n (%)	n (%)	n (%)
I believe the youth enjoyed today’s workshop	17 (74)	5 (22)	1 (4)
The Fuel Your Future workshop met my expectations	20 (87)	3 (13)	0 (0)

When focusing on the appropriateness of workshop recipes and activities across all workshops, all respondents (100%, n=24) ‘strongly agreed’ / ‘agreed’ that they were appropriate in relation to age of the youth participants (Table 8). At least 96% (n=23) of respondents also ‘strongly agreed’ / ‘agreed’ that both the recipes and activities were appropriate in relation to numeracy and literacy levels of the youth participants.

**Table 8: Stakeholder post-workshop survey results relating to appropriateness of workshop aspects.**

Workshops 1, 2, 3 & 4	Strongly Agree	Agree	Unsure
Recipe suitability (n=24)	n (%)	n (%)	n (%)
Age	22 (92)	2 (8)	0 (0)
Numeracy Levels	17 (71)	7 (29)	0 (0)
Literacy Levels	17 (71)	6 (25)	1 (4)
Activities suitability (n=24)	n (%)	n (%)	n (%)
Age	20 (83)	4 (17)	0 (0)
Numeracy Levels	16 (67)	7 (29)	1 (4)
Literacy Levels	15 (58)	9 (38)	1 (4)

The results displayed demonstrate that the FYF program exceeded the indicators of **a minimum of 80% of respondents ‘strongly agreed’/‘agreed’ that the recipes and activities used in the FYF workshop were appropriate for youth within a range of contexts.** The results captured in this evaluation indicate the workshop recipes and activities contributed to high levels of program satisfaction across the four workshops.

#### **Stakeholder Post-program Feedback Email Results:**

Following each FYF workshop, participating stakeholders were asked two qualitative questions via email to seek their feedback about the program:

1. What was the best part of the Fuel Your Future session?
2. Do you have any suggestions to help improve the Fuel Your Future program?

In order to assess whether **objective 2** was met, stakeholder responses to the above questions were analysed according to two important indicators; stakeholders reporting on the positive attributes of the program and stakeholders reporting on enjoying the workshop. The responses were then categorised into four different themes as detailed below.

#### **Positive nutrition learning experiences**

Stakeholders frequently commented that the tailored nutrition and food literacy education created a positive impact and learning experience for youth.

*“I really enjoyed the learning session at the beginning. I feel the students got a lot out of it and helped to consolidate their understanding of what a serving size is. The visual examples are really good to show correct portions.”*

Stakeholders specifically mentioned tailored education strategies such as being “hands on and visual” or conveying nutrition messages through story telling as a key positive attribute of the program:

*“Your anecdote about staying hydrated hit home for many students.”*

Generally, stakeholders were satisfied with the key knowledge and skill concepts taught in the FYF workshop, particularly in the nutrition education component, and could identify specific learnings that were valued by the youth.

#### **Guided cooking**

Stakeholders reported the value of continuing nutrition messaging and guidance throughout the cooking component:

*“It was the way you integrated the theoretical side of the lessons during the cooking with the students.”*

Stakeholders recognised the value of the cooking component as an opportunity for youth to delve into a diverse selection of new and healthy ingredients and recipes to form a range of healthy meals. It was seen as a greater benefit when the cooking component also included “on-the-go practical teaching”, along with developing cooking skills for recipes that were relevant to the education.

*“Seeing the kids get involved with the visual and hand[s] on aspects of learning what’s good and bad for them, then they get to put it into practice when they get to cook healthy meals.”*

Overall, stakeholders valued the combination of nutrition education with guided cooking.

#### **Positive youth engagement**

Stakeholders also reported their level of enjoyment increased through observing how youth enjoyed both the cooking and nutrition education components, and that this was demonstrated through their positive engagement in the activities.

*“This activity makes them collaborate and work as a whole class. Some [were] more keen and others agreeing. But I was happy to see them involved in this activity and asking questions...”*

Stakeholders highlighted positive engagement of youth during particular activities such as challenging and competitive games, the Head Chef Prize, consumption of food cooked, facilitator asking questions to the group, and working as a team. According to the feedback, this positive engagement led to students enjoying the session, participating in activities and retaining key messages.

*“Students commented on how much they enjoyed the session and the food they cooked was delicious!”*

#### **Foodbank WA facilitators**

Overall, stakeholders mentioned that they were satisfied with the Foodbank WA facilitators and with how the program was implemented.

*“The staff were enthusiastic and worked well with students...”*

*“... the sessions are very well planned and delivered, being engaging for the students.”*

*“... the program is run very well.”*



## 3.4 Food Sensations® for Parents Program

### 3.4.1 Output Key Performance Indicators

The output KPIs for the *Food Sensations* for Parents (FSP) program related to session delivery, number of parent participants and number of community agencies engaged. Table 9 (below) displays the 2019 program achievement against the output KPIs.

**Table 9: Achievement of Food Sensations® for Parents Output KPIs for 2019.**

Output KPI description	Number required	Number achieved 2019
1. Sessions delivered to parents	20	19
2. Parents enrolled in the program	TBC by FBWA	107
3. Community agencies engaged	TBC by FBWA	8

### 3.4.2 Evaluation Objectives

**Objective 1: To improve the program participants' understanding and knowledge of healthy food selection and usage**

#### **Practitioner-led Group Discussion Survey Results:**

##### **Workshop 1 - Sensational Start**

A total of 26 people took part in the practitioner-led group discussion (PLGD) post-session evaluation for Workshop 1. Participants reported that **learning about portion sizes** was new to them as well as finding out about **choices for healthier food**. Learning about balancing the food groups and pairing food groups together was also commonly reported by parents. The amount of calcium required and the milk recommended for children was reported as new learnings as was the message around **using vegetables in different ways**, i.e.:

*“I didn’t know about frozen, canned and fresh veg at all. Cause I do use frozen and canned and I use a lot of them, so that’s good to know that. Make sure I don’t feel bad for using frozen veg for dinner.”*

A key message of repeatedly offering a variety of foods to children to increase their exposure to these foods was cited by parents as new and trusted information, i.e;

*“There’s so much information on the internet but you’re not always sure that it is right, or you know somebody might be thinking that they know everything in the mums’ group and give you some advice but it’s not always correct. So it’s good to have something like this where you’re really getting accurate information and you can go home feeling confident.”*

Participants reported **learning new concepts as a result of the cooking session**, including how to use a knife, and how easy it can be to put together a healthy meal. Involving children in cooking was new to some parents, with parents

providing comments that children were more likely to eat what they made and may eat better as a result. Several parents reported that the recipes cooked during the session offered new ideas, including how to use ingredients like legumes and beans in meat dishes, or using mashed banana in a bliss ball.

Overall, the participants indicated that the provision of the recipe booklet was a good reference to take home, i.e.:

*“The [recipe booklet] that’s really good, because all of it is pretty quick and easy and a back-up plan for those days where you’re not sure what you’re going to do.”*

The majority of the participants reported that there was very little that was difficult to understand regarding the activity or cooking. Several of the comments indicated that the recipes were very easy to follow and the visual aids further assisted with this.

### Workshop 2 - Food Investigation

A total of nine participants took part in the PLGD post-session evaluation for Workshop 2. Participants were able to correctly identify some of the key nutrition concepts for this workshop on **how to read labels and identify the Nutrition Information Panel (NIP)**. Respondents also commented on the usefulness of identifying ingredients and understanding the strengths and limitations of the Health Star Rating on pre-packaged food. Participants mentioned that the recipes cooked in the session demonstrated that you can make your own and not rely on pre-packaged meals. Participants **learned about swapping ingredients within a recipe to make it a healthier option**, such as using yogurt instead of sour cream.

Parents indicated that the resources provided by FBWA were a good source of information to take home and refer to post-session. The recipe booklet was a good reference for nutritionally sound recipes and ideas to add variety to weekly family meals, i.e.:

*“I do the same meals every week for my kids, so it’s good to try to mix it up and use these recipes to try it out.”*

Several parents further suggested a weekly meal planner with healthy recipes would assist busy parents. All respondents reiterated that both the content and the cooking skills for Workshop 2 was straightforward and easy to follow.

### Workshop 3 - Family Mealtimes

Feedback from participants (n=5) in Workshop 3 centred on two themes, (i) parental responsibility for feeding and (ii) options for feeding a family with time constraints. Participants indicated that **learning about the division of responsibility** between the parent and the child provided valuable information and has a practical application in the home environment, for example:

*“The ‘what they do’ and ‘what we do’ thing, that’s kind of eye-opening.”*

*“...the responsibilities of the caregiver VS the child, that was definitely really good.”*

The secondary theme to emerge from the feedback was that cooking healthy food does not have to take a long time and can be tasty. Parents found the Foodbank recipes used in the workshop were quick and easy to make, and flavoursome. Parents indicated that they intended to use the recipes again at home, particularly where only one-pan was required. **Participants cited learning about substitutions and how to use spices to increase the flavour as skills that would help them prepare healthy meals for their families.**

Respondents indicated they liked the way the session was delivered and appreciated the instances where childcare was provided during the session. Participants did not report finding the workshop content on fussy eating difficult to understand and there was no indication from any of the participants that the cooking was hard to do.

#### **Workshop 4 - Food on the Move**

In Workshop 4, participants (n=13) reported learning about the concept of adding **variety in children's lunchboxes and referred to the Australian Guide to Healthy Eating (AGTHE)'s five food groups**. Participants claimed that parental guilt was present when charged with feeding children nutritious meals and that the workshop provided solid information **in context to substituting ingredients, portions, and understanding what can go into a healthy lunchbox**. Some of the respondents declared that this session was a reminder or refresher and that information had changed over time, i.e:

***"...just a refresher on the food groups was really good, and all the nutritional information about each food group was really awesome."***

Most of the respondents indicated they learnt something during cooking. Four respondents specifically indicated that the **recipes and using healthy ingredients were skills learnt** during the cooking section, i.e:

***"I learned how to make the foods for the kids, healthy foods!"***

#### **Stakeholder Post-program Survey Results:**

All respondents (100%, n=21) 'strongly agreed'/'agreed' that the participants' knowledge and understanding improved concerning key nutrition concepts taught across the FSP workshops. **Nutrition concepts included the AGTHE, food selection, food preparation, and food safety.**

One hundred percent of the respondents (n=21) 'strongly agreed'/'agreed' that the workshops provided participants' **knowledge in reading and understanding food labels, positive feeding strategies, experience in preparing food involving children and storing food safely**. In addition, there was an improvement in parents' skill level to prepare healthy meals for their families.

**Objective 2: To maintain a high level of program delivery satisfaction among program participants.**

**Practitioner-led Group Discussion (PLGD) Survey Results:**

**Workshop 1 - Sensational Start**

Overall the participants (n=26) claimed they enjoyed Workshop 1. Participants indicated that they **liked the format of FSP sessions**, specifically the **interactive nature with a mix of educational activities and cooking**. Many also reported that they **enjoyed the informal and conversational delivery**, as well as having the opportunity to share their experiences with others in a safe and supportive environment. Participants also declared an appreciation of learning through involvement in the session, i.e.:

***“I love learning about this kind of stuff. I don’t think your knowledge ever ends. Like, there is always something you can learn. I would even do something like this every year, cause things change, don’t they? Something you do regularly.”***

The majority of parents reported that the **cooking and the food were the most enjoyable** elements. Involving children in cooking was highly favoured by parents, demonstrating the possibility of introducing these skills early in life, albeit modified. Parents also remarked that their children were more likely to eat healthy when they were involved in making it, setting up more positive mealtime interactions. Children running around during a session did cause a distraction to some parents, potentially interfering with their learning. However, most of the participants reported that there was not anything they didn’t enjoy about the session.

**Workshop 2 - Food Investigation**

All parent respondents (n=9) for Workshop 2 reported that **there was not anything about the session that they didn’t enjoy**. Participants appreciated the level of information provided in learning about the impact of salt, sugar and fat, and the importance of reading and understanding food labels, i.e.:

***“I enjoyed the information, I really enjoyed it. Cause I did NOT know anything about that. I felt like I learnt a lot.”***

Program participants found the food as most enjoyable, in addition to getting the children involved. Distractions from children during the session did result in participants requesting whether FSP could be delivered at a time when children would not be in attendance.

**Workshop 3 - Family Mealtimes**

Participants (n=5) indicated overall that they were satisfied with both the education and cooking components of Workshop 3. Strategies for feeding children were mentioned as the most enjoyable learning component, providing practical tips for parents to implement to help improve family mealtimes. Parents enjoyed how the information was presented in a visual format which facilitated their learning i.e.:

***“I liked the breakdown, just how much easier it can be. And seeing it visually. I enjoyed that because I’m a very visual learner.”***

Despite some participants providing feedback for a dislike of a particular ingredient used during the cooking segment, most of the respondents reiterated their enjoyment of cooking and the food.

#### Workshop 4 - Food on the Move

Overall the feedback from parents (n=13) for Workshop 4 was very positive. Several of the participants commented that **the cooking and tasting the food was the most enjoyable part of the session**, including making quick and healthy snacks. Practical and useful tips were appreciated by parents, i.e.:

*“...I like the information I can take home and use in the kitchen at home...”*

The education component was viewed as being very informative whilst the activities were engaging and fun. Ideas raised by participants to improve Workshop 4 included referring to examples of popular lunchbox food items, a lunchbox specific recipe book, and more recipes during the session so parents have the opportunity to taste them. Overall, the main consensus from participants was that **there was not anything about the session that they didn't enjoy**.

#### Stakeholder Post-program Survey results:

All stakeholders surveyed (100%, n=21) ‘strongly agreed’/‘agreed’ that the **parents enjoyed participating**. One hundred percent of the respondents (n=21) ‘strongly agreed’/‘agreed’ that the communication provided by FBWA was adequate (Table 10).

**Table 10: Stakeholder post-session survey results relating to satisfaction indicators.**

Workshops 1, 2, 3 & 4 Satisfaction	Strongly Agree	Agree
Workshop 1, 2, 3 & 4 (n=21)	n (%)	n (%)
I believe the parents enjoyed the workshop	19 (90)	2 (10)
I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	19 (90)	2 (10)

Most of the stakeholders (95%, n=20) ‘strongly agreed’/‘agreed’ that the **recipes selected were appropriate** concerning participants' interest levels. Eighty-five percent of stakeholders 'strongly agreed'/'agreed' that the recipes were appropriate in terms of numeracy and literacy (n=17 for both respectively) (Table 11).

**Table 11: Stakeholder post-session survey results relating to recipe suitability.**

Workshops 1, 2, 3 & 4 Recipe Suitability	Strongly Agree	Agree
Workshop 1, 2, 3 & 4 results	n (%)	n (%)
Interest (n=20)	17 (81)	3 (14)
Numeracy Levels (n=17)	14 (70)	3 (15)
Literacy Levels (n=17)	14 (70)	3 (15)
Geographical location (n=19)	18 (86)	1 (5)

Ninety-five percent of stakeholders (n=20) ‘strongly agreed’/‘agreed’ the **nutrition activities were appropriate** in relation to the participants' interest. In reference to numeracy and literacy levels, ninety percent of respondents (n=18 and n=17 respectively) ‘strongly agreed’/‘agreed’ the recipes were appropriate (Table 12).

**Table 12: Stakeholder post-session survey results relating to nutrition activity suitability**

Workshops 1, 2, 3 & 4 Nutrition Activity Suitability	Strongly Agree	Agree
Workshop 1, 2, 3 & 4 results	n (%)	n (%)
Interest (n=20)	17 (81)	3 (14)
Numeracy Levels (n=18)	15 (75)	3 (15)
Literacy Levels (n=17)	14 (74)	3 (16)
Geographical location (n=19)	18 (86)	1 (5)

Feedback provided by the program stakeholders who completed the post-session stakeholder survey indicated a high level of satisfaction with the program. Stakeholders commented that parents enjoyed participating in the sessions and appeared to gain knowledge through engagement with the opportunity to learn new information, e.g.:

*“Great for young families to have the opportunity to talk about any concerns/ideas in all things food.”*

*“The presenters worked really well with parents and children. It was fun, informative and ran really professionally. I loved it!”*

*“Overall, it was a great session, very enjoyable and informative.”*

*“The staff tailored the workshop at all times to the wants and needs of the parents. It was very fluid and provided the parents with targeted information that could upskill them in a real and practical way. At all times the facilitation was engaging, respectful and fun for all in attendance. It was wonderfully informative and a real pleasure to host!”*

## 3.5 Educator Training

### 3.5.1 Output Key Performance Indicators

The output KPIs for the Educator Training (ET) program relate to session delivery, participation of communities and the number of participating trainees. Table 13 (below) displays the 2019 program achievement against the output KPIs.

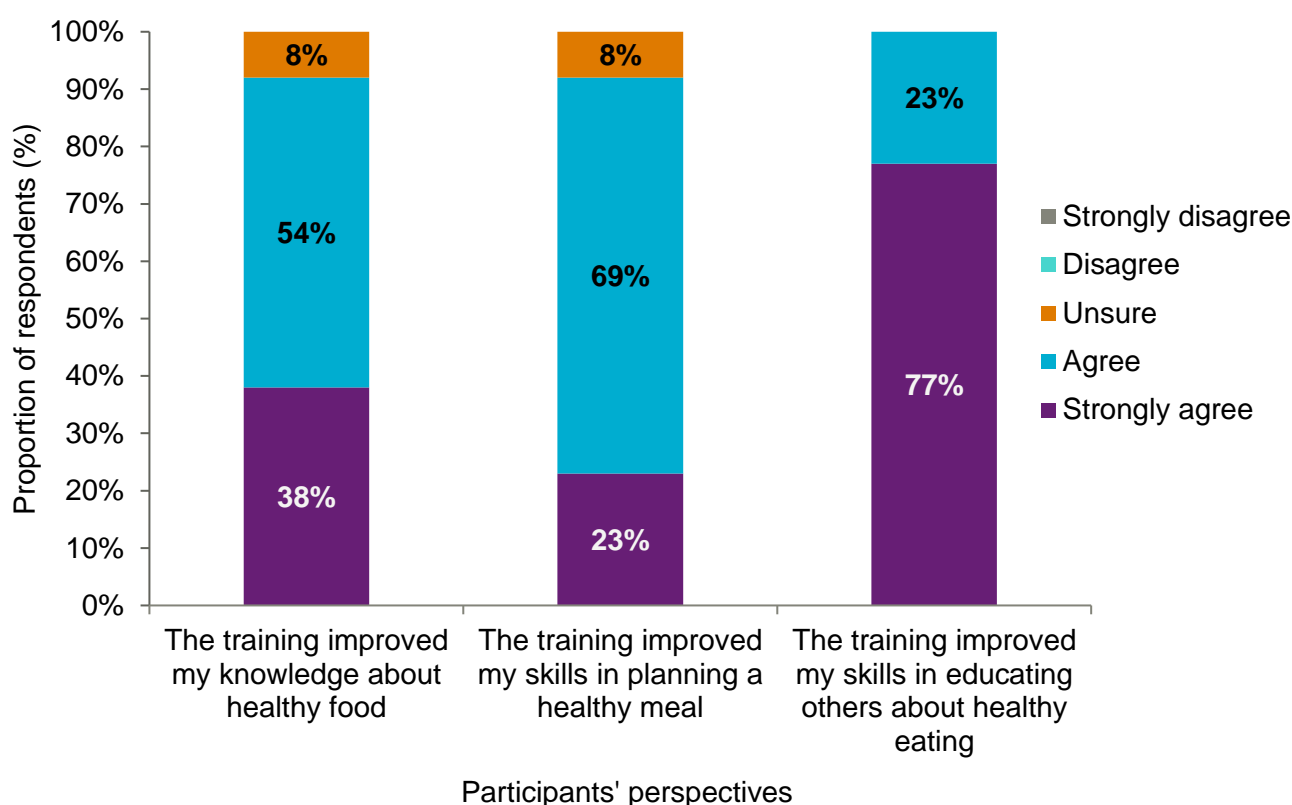
**Table 13: Achievement of Educator Training Output KPIs for 2019.**

Output KPI description	Number required	Number achieved 2019
1. Sessions delivered to educators	5	4
2. List the Pilbara communities whom received sessions	TBC by FBWA	<ul style="list-style-type: none"><li>• South Hedland</li><li>• Newman</li></ul>
3. Participants attended each session	5	3.5 (total n=14)

### 3.5.2 Evaluation Objectives

**Objective 1: To improve the program participants' understanding and knowledge of healthy food selection and usage.**

The results relating to the post-program ET survey have been included below. The majority of respondents (92%, n=12) **'strongly agreed'/'agreed' the training improved their knowledge of healthy food** as shown in Figure 14. In addition, the majority of respondents (92%, n=12) **'strongly agreed'/'agreed' the training improved their skills in planning a healthy meal** also shown in Figure 14. Furthermore, **all respondents (100%, n=13) 'strongly agreed'/'agreed' the training improved their skills in educating others about healthy eating.**



**Fig. 14. Educator Training participants' knowledge and skills improvements (n=13)**

**Objective 2: To maintain a high level of program delivery satisfaction among program participants.**

As shown in Table 14, all respondents (100%, n=13) 'strongly agreed' the resources provided were useful for their delivery of nutrition education and the training was beneficial in assisting them to deliver nutrition education in the future. All respondents (100%, n=13) also indicated they enjoyed participating in the training.

**Table 14: Participants' satisfaction with the Educator Training Program.**

Educator Training Program	Yes/Strongly Agree
	n (%)
The resources provided were useful for my delivery of nutrition education.	13 (100)
Do you think the training was useful in assisting you to deliver nutrition education?	13 (100)
Did you enjoy taking part in today's session?	13 (100)



## 4.0 DISCUSSION

### 4.1 School Breakfast Program

The School Breakfast Program (SBP) *objectives* measured by the internal evaluation included (i) improve food literacy understanding among children accessing the SBP; and (ii) maintain a high level of program delivery satisfaction among registered SBP schools including students, teachers and principals. Results from the SBP Coordinator survey demonstrated all indicators for *objective 1* and *2* were successfully met.

Schools in the Pilbara region continue to request the supply of fresh produce as part of the SBP service, akin to their metropolitan counterparts. Distance, climatic conditions, the perishable nature of fresh produce and the use of ambient transport make the safe supply of quality fresh produce challenging. Schools often seek local solutions, for example a school in Newman recently developed a relationship with Woolworths Newman for the provision of fresh items to supplement the SBP product supplied by FBWA. Similarly a school in South Hedland receive support from Second Bite. Whilst not a practical solution for every school, this approach may be relevant for schools in regional centres. Development of local partnerships to supplement FBWA supplies is a key recommendation of the SBP toolkit resource. Further exploration of locally sourced fresh produce for schools with FBWA acting as a partnership broker, should be considered as part of future funding proposal to BHP.

All aspects of SBP operations are periodically reviewed to ensure high quality and best practice service provision. For example following the acquisition of Regal Transport by Centurion Transport, FBWA approached Centurion for a transport discount and secured a competitive pricing agreement, making Centurion the preferred FBWA provider of freight services to the Pilbara region. This periodic assessment of SBP product, quality, range and transport options will continue throughout this, and future funding agreements.

The key activity of the SBP is food provision. Given the healthy nature of products supplied which adhere to the WA Department of Education Healthy Food and Drink Policy, some level of healthy food awareness is implied. The SBP environment provides an opportunity for informal learning via visual aids highlighting the Superhero Foods initiative in the form of posters and SBP placemats. Building on the existing resources supplied to schools, a key focus for 2020 is expansion of the current range of resources to link the FSS key messaging to the SBP.

The strength of the SBP evaluation is the use of an online survey that includes quantitative and qualitative questions to evaluate participants' knowledge, skills and satisfaction with the program. The 2019 state-wide SBP survey obtained a 92% response rate and was open for six weeks in the second half of term 3. The Pilbara SBP survey was open for two weeks at the beginning of term 4. Adopting the length and timing of the state-wide survey for the Pilbara context should be considered as a strategy to increase the response rate.

## 4.2 Food Sensations® for Schools Program

The *Food Sensations* for Schools (FSS) program **objectives** measured by the internal evaluation included (i) improve the program participants' understanding and knowledge of healthy food selection and usage; and (ii) maintain a high level of program delivery satisfaction among program participants.

Results from the FSS student pre- and post- session surveys and teacher feedback email demonstrated all indicators for **objectives 1** and **2** were successfully met. Regular visits by the FBWA team over the past four years has facilitated reinforcement of healthy eating knowledge, skills and attitudes amongst students. As a result, it continues to be apparent each year that students are demonstrating an existing high level of knowledge and skills with regards to food selection and usage. Despite this existence of a high level of knowledge and skill attainment, the results continue to demonstrate an improvement in these parameters, verifying the program's continued effectiveness.

A limitation of the current FSS evaluation is it does not allow for the measurement of long term behaviour change with the primary target group (students). The use of the pre- and post- session surveys as a self-report tool provides only an indication of short term behaviour change without capturing long term impact of the program. Notwithstanding the inherent difficulty of tracking long term behaviour change among the Pilbara's transient population and high staff turnover prevalent in the region, the opportunity to effectively measure long term behaviour change among the target group could potentially be explored closely for a future funding proposal.

Program satisfaction has remained high amongst students and teachers, with teachers reporting the interactive and hands on nature of the program as integral to cementing students learning regarding healthy food selection and usage.

The strength of the FSS program evaluation is the mixed methods approach using quantitative and qualitative tools to evaluate program participants' knowledge, skills and satisfaction with the program. The combination of these tools and the evaluation of both the primary target group (students) and secondary target group (teachers) provides a comprehensive picture of the program's effectiveness.

As part of the FBWA team's annual review of program evaluation methodology, an assessment of tool questions are made to determine if changes are required based on the previous year's results where there is an existing high level of knowledge among students. This approach should continue to identify gaps in students' knowledge and skills that may exist, to reinforce existing strategies and inform new directions in program delivery.

## 4.3 Fuel Your Future Program

The Fuel Your Future (FYF) program objectives measured by the internal evaluation included (i) improve the program participants' understanding and knowledge of healthy food selections and usage; and (ii) maintain a high level of program delivery satisfaction among program participants. Results from the FYF youth pre- and post-program surveys, stakeholder post-program survey and stakeholder post-program feedback email demonstrated all indicators for **objectives 1** and **2** were successfully met.

Prior to 2019 implementation, evaluation tools were reviewed according to the 2018 results and recommendations. The re-framing of the youth pre-post survey questions from 'statements of agreement' to 'yes or no' responses identifying the correct or incorrect answer, has allowed for testing of more specific and challenging knowledge concepts. This supports the abilities of participants with lower literacy levels, and provides a more accurate indication of participant knowledge. In 2019, participants made significant improvements in a number of questions that challenged their knowledge. Due to a high level of prior knowledge relating to a number of concepts, these results did not significantly change pre-post FYF workshop. Alternatively, the answers may have been too predictable or easy for the participants. A high level of existing knowledge may be due to previous attendance at a FYF workshop or prior learning at school.

Nearly all stakeholder respondents supported participant data recording an improvement in participant understanding and knowledge of nutrition concepts, and the skills for healthy food selection and usage.

FYF Program results relating to **objective 2** demonstrated a high level of participant and stakeholder satisfaction with the program. This may relate strongly to the perceived appropriateness and suitability of workshops to participants' age, numeracy and literacy levels. This data is reinforced in the stakeholder feedback emails where stakeholders report satisfaction with engagement strategies and with program facilitation.

Strengths of the FYF evaluation included the use of a simple, regional-specific youth evaluation tools to measure pre-post program impact with a large sample size of n=128. In addition, the FYF Program also evaluated stakeholder perspectives via the use of a workshop-specific post-program survey addressing both **objectives 1** and **2**, along with a post-program feedback email. The post-program feedback email in conjunction with the paper-based survey allows for qualitative evaluation data to be collected, and a greater time period for stakeholders to respond to questions. The use of participant and stakeholder data also increases the validity of results.

Consistent with evaluation results in the past, the response rate (57%) for the post-program stakeholder feedback email was limited in this evaluation. Post-program stakeholder feedback emails are sent within one week of the FYF workshop, and reminder emails sent the following week to those who have not responded. Many stakeholders who did respond, required the reminder email as a prompt. Evaluation in youth centres continues to be a challenge, as youth centres are an informal setting where formal evaluation tools can be recognised as intimidating. As the majority of the youth invited to partake in evaluation were in high school settings, evaluation findings may be more relevant and applicable to high school settings rather than youth centres.

## 4.4 Food Sensations® for Parents

The *Food Sensations* for Parents (FSP) program **objectives** measured by the internal evaluation included i) improve the program participants' understanding and knowledge of healthy food selection and usage, and ii) maintain a high level of program delivery satisfaction among program participants. Results from the PLGD and post stakeholder evaluation demonstrated all indicators for **objectives 1** and **2** were successfully met.

Despite a plethora of parenting and nutrition information found on the internet, or given by other parents, many cited that the information provided through FSP was considered trusted and reliable. Repeated visits by FBWA tertiary qualified Public Health Nutritionists to the Pilbara has helped build trust whilst reinforcing key nutritional messages to parents. Individuals who have attended previous sessions stated learning something new each time while others stated that attending FSP helps to reinforce their current knowledge.

The hands-on cooking component continues to be popular with parents looking for new meal options, whilst providing an opportunity for parents to sample new foods before committing money and time at home. The recipe booklets are also highly valued amongst the participants citing that these provide the simple, cost-effective and time-efficient tools that busy parents seek, with continued requests to FBWA for healthy lunchbox and snacks specific resources.

While cooking with FSP provides the participant with practical and applicable skills, the educational activities gives parents an opportunity to further increase nutrition knowledge and awareness. One example was highlighted where parents learnt about the Division of Responsibility model, a simple yet powerful concept summarising the parents' responsibilities around feeding. Several indicated an appreciation in learning this concept (Workshop 3), possibly lessening some of the burden and pressures many parents face when it comes to children's feeding behaviours, and providing an opportunity for parents to share these challenges in a safe environment without judgment.

Program satisfaction is high among the parent participants, citing the interactive and informal nature as a positive. Parents also enjoyed the involvement of their children in the cooking, however having the children present for the entire session can cause disruptions for the parents and facilitator, impacting learning and enjoyment. The availability of a crèche during an FSP session may help improve attendance and learning within the various child-centric settings.

A strength of using the PLGD evaluation tool is collecting detailed and comprehensive feedback from parents using the audio recorder post-session. One limitation is the facilitator delivering the survey which may introduce a response bias. Gathering feedback from stakeholders' post-session is efficient, however often the stakeholder has not witnessed the entire session and there are potential gaps in their responses.

Overall the stakeholders were highly satisfied with all aspects of the program, including the information presented, the recipes, the practical learning activities, and the professionalism of the FBWA facilitators.

## 4.5 Educator Training

The Educator Training (ET) program *objectives* measured by the internal evaluation included (i) improve the program participants' understanding and knowledge of healthy food selection and usage; and (ii) maintain a high level of program delivery satisfaction among program participants. All indicators for both *objective 1* and *objective 2* were successfully met. These results confirm the workshops were successful in building the knowledge and skills of participants, thereby building the capacity of key stakeholders to improve the promotion of nutrition within their workplaces and target groups.

The strength of the ET evaluation was the simple, paper-based survey tool, which was completed by participants immediately after the ET session. A range of attendees participated in the 2019 ET workshops, including health professionals, youth workers, AIEOs and playgroup staff. However, a key limitation was that no teachers were surveyed, due to a workshop cancellation. This limitation has been reported in previous years, with teachers being a difficult target group for the program to engage with. Teachers have previously reported several barriers to engaging with the program including: lack of time, a preference for FBWA team of qualified nutritionists to deliver the FSS program due to their expertise and strong rapport with the students due to regular visits, and lack of support within the school environment to promote healthy food choices. Regional professional development days for teachers are offered at the start of each school term in the Pilbara. Exploring the possibility of having the ET program embedded within the professional development days should be closely considered for delivery in 2020.

## **5.0 RECOMMENDATIONS**

### **5.1 School Breakfast Program**

- Encourage schools to develop local partnerships to source fresh produce to supplement food items supplied by FBWA.
- Explore the possibility of FBWA sourcing local produce to supply to schools, as part of future funding proposal to BHP.
- Continue periodic assessment of School Breakfast Program (SBP) product quality, range and transport options.
- Continue promoting existing SBP resources to schools, and explore development of new Superhero Foods resources to raise awareness of the program and strengthen the impact on students' knowledge and skills.
- Review the timing of the 2020 SBP coordinator survey to facilitate a higher response rate.

### **5.2 Food Sensations® for Schools Program**

- Continue annual review of questions in the Food Sensations for Schools (FSS) student pre-post survey tool to highlight areas for improvements, to clarify program delivery direction.
- Explore the possibility of measuring long term behaviour change among students who participate in the FSS program, as part of future funding proposal to BHP.
- Continue to utilise a mixed methods approach to evaluate the FSS program.

### **5.3 Fuel Your Future Program**

- Include knowledge content more specific to the Fuel Your Future (FYF) sessions in the youth evaluation tools. It was apparent that youth may have already had a high level of knowledge regarding many general concepts, therefore including more challenging questions may provide a clearer understanding of workshop learnings.
- Due to the high level of non-significant findings, and the proposed high level of prior knowledge of nutrition and food literacy, it is recommended that workshop content be reviewed and refreshed. This will ensure schools and organisations who are long term stakeholders receive new and relevant content.
- More time should be spent explaining the evaluation tool to both the participants and stakeholders to reduce the risk of incomplete evaluation responses or tool misinterpretation. Ensure each survey is thoroughly checked for missing or incorrectly filled answers.
- Evaluation questions presented in the post-program stakeholder feedback email can also be presented within the stakeholder post-workshop survey. This allows those who are not responsive over email to provide immediate and qualitative feedback, and vice versa.

## 5.4 Food Sensations® for Parents

- Consider additional activities relevant to each *Food Sensations* for Parents (FSP) workshop, to use for participants who have previously participated to support continued engagement with the program.
- Explore creating one-page plain language handouts recapping the main take-home messages for each workshop.
- Increase the number of recipes and offer more samples to taste for parents to increase exposure to and ideas for preparing healthy food options.
- Consider the use, where available, of an on-site crèche for the education component.
- Consider creating a recipe booklet that covers healthy lunchbox and snack ideas.
- Use current food products available to parents for discussion around lunchbox ideas.
- Continue using PLGD for parent evaluation as a useful tool in gathering detailed and comprehensive feedback.

## 5.5 Educator Training

- Continue with the current format and content for Educator Training (ET) workshops.
- Prioritise 2020 ET sessions with teachers, as this group was not represented in the 2019 program delivery or evaluation.
- Explore the possibility of embedding the ET program as part of the regional professional development days on offer to teachers at the start of each school term.
- Closely consider the timing of any teacher ET sessions (for example, avoid term 4), to minimise likelihood of postponement or, cancellation.
- The post-program paper survey should continue to be utilised for data collection in 2020.



## APPENDIX A: PROGRAM EVALUATION PLANS

Program: School Breakfast Program						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key Evaluation Questions:</b> 1. How many SBP participants have been positively impacted by the program in relation to nutrition knowledge and skills? 2. What has been the impact on SBP participants' attitude, nutrition knowledge and skills as a result of the program? 3. Are school staff satisfied with the SBP in regards to food quality, range, ordering processes and communication provided? 4. Has the program been delivered as intended?						
1. To improve food literacy understanding among children accessing the SBP program	<ul style="list-style-type: none"> <li>A minimum of 50% of schools report 'all'/'most' of the students accessing the SBP are positively impacted by the SBP in relation to improvement in a range of nutrition knowledge and skills measures.</li> <li>Schools describe the impact the SBP has on students' nutrition knowledge, skills and attitudes.</li> </ul>	Survey of all participating schools	Online SBP Coordinator survey	Annually - Term 4	Quantitative data: MS Excel software  Descriptive statistics	FBWA
2. To maintain a high level of program delivery satisfaction among registered schools including students, teachers and principals	<ul style="list-style-type: none"> <li>A minimum of 80% of school staff report the quality of the SBP product is 'very good'/'good' each year.</li> <li>A minimum of 80% of school staff report the selection/range of SBP product is 'very good'/'good' each year.</li> <li>A minimum of 80% of school staff report the SBP ordering processes are 'very good'/'good' each year.</li> <li>A minimum of 80% of school staff report the communications by Foodbank WA for the SBP were 'very good'/'good' each year.</li> </ul>	Survey of all participating schools	Online SBP Coordinator survey	Annually - Term 4	Quantitative data: MS Excel software  Descriptive statistics	
Activities	Process indicators	Evaluation Method	Instrument	Timeline	Analysis	Responsibility
1. Facilitate registration of the SBP among Pilbara schools each year of the project	<ul style="list-style-type: none"> <li>13 Pilbara schools registered for the SBP each year of the project.</li> </ul>	Program monitoring	FBWA SBP database	Annually	NA	FBWA
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	<ul style="list-style-type: none"> <li>52 food deliveries completed to SBP-registered Pilbara schools each year of the project.</li> </ul>	Program monitoring	FBWA SBP database	Annually	NA	FBWA
3. Provide access to the SBP for Pilbara students each year of the project	<ul style="list-style-type: none"> <li>Access to the SBP to students (n TBC) provided each year of the project.</li> </ul>	Program monitoring	FBWA SBP database	Annually	NA	FBWA



Program: Food Sensations® Schools						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key Evaluation Questions:</b> 1. Has there been an improvement in nutrition knowledge and skills among Food Sensations student participants? 2. Are Food Sensations participants (students and teachers) satisfied with the services and products provided? 3. Has the program been delivered as intended?						
1. To improve the program participant's understanding and knowledge of healthy food selection and usage	<ul style="list-style-type: none"> <li>A minimum of 80% of FS student participants can correctly identify a key message from the FS session.</li> <li>Statistically significant increases (<math>p \leq 0.05</math>) from pre- to post-FS session among FS student participants relating to key knowledge concepts taught in the session.</li> <li>Significant increases from pre- to post-FS session among FS student participants relating to key skills concepts taught in the session.</li> </ul>	Surveys of students in years 4-6 during one round of FSS Pilbara trips each year	Pre and post paper based session surveys	4-5x trips each year of the project period	Quantitative data: MS excel software/SPSS	FBWA
2. To maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of 80% of students report they enjoyed components of the FS session.</li> </ul>	Surveys of students in years 4-6 during one round of FSS Pilbara trips each year	Pre and post paper based session surveys	4-5x trips each year of the project period	Quantitative data: MS excel software/SPSS	FBWA
	<ul style="list-style-type: none"> <li>Teachers report enjoying the FSS session/s.</li> <li>Teachers report on the positive attributes of the program.</li> </ul>	Two questions of teachers who participate in FSS sessions during the project period	Two questions included as part of post session follow up email	10x trips each year of the project period	Qualitative data: thematic analysis	
Activities	Process Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
1. Pilbara schools received program	<ul style="list-style-type: none"> <li>13 Pilbara schools receive FSS program each year of the project.</li> </ul>	Program monitoring	FBWA FSS database	Annually	N/A	FBWA
2. Sessions delivered to selected Pilbara schools (number to be confirmed)	<ul style="list-style-type: none"> <li>75 FSS sessions delivered to students attending selected Pilbara schools, each year of the project.</li> </ul>	Program monitoring	FBWA FSS database	Annually	N/A	FBWA
3. Students enrolled in the program	<ul style="list-style-type: none"> <li>Number of students engaged with FSS program delivered in selected schools in the Pilbara (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FSS database	Annually	N/A	FBWA

Program: Fuel Your Future						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key evaluation questions:</b> 1. What proportion of participating youth correctly identified nutrition concepts taught in the FYF program? 2. Do teachers observing FYF sessions believe the program has had a positive impact on youths' nutrition knowledge and cooking skills? 3. Are youth and stakeholders participating in the FYF satisfied with the program? 4. Has the FYF program been delivered as intended?						
1. To improve the program participant's understanding and knowledge of healthy food selection and usage	<ul style="list-style-type: none"> <li>A minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s.</li> <li>A minimum of 80% of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program session/s.</li> </ul>	Surveys of youth aged 12- 18 years during FYF Pilbara trips each year	Pre and post paper based youth surveys	10 x trips each year of the project period	Quantitative data: MS excel software/IBM SPSS Statistics	FBWA
	<ul style="list-style-type: none"> <li>A minimum of 70% of teachers/agency coordinators 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session/s.</li> <li>A minimum of 70% of teachers 'strongly agree'/'agree' the FYF session improved their students' food preparation skills.</li> </ul>	Post workshop stakeholder survey	Paper-based post-session stakeholder survey	10 x trips each year of the project period	Quantitative data: MS excel software	
2. To maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of 90% of FYF participants agreed they enjoyed the cooking in the FYF workshop.</li> <li>A minimum of 90% of FYF participants agreed they enjoyed the activities in the FYF workshop.</li> </ul>	Surveys of youth aged 12- 18 years during FYF Pilbara trips each year	Pre and post paper based youth surveys	10 x trips each year of the project period	Quantitative data: MS excel software/IBM SPSS Statistics	FBWA
	<ul style="list-style-type: none"> <li>A minimum of 80% of teachers/coordinators 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s.</li> <li>A minimum of 80% of teachers 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts.</li> <li>A minimum of 80% of teachers 'strongly agreed'/'agreed' the activities used in the FYF session were appropriate for the youth within a range of contexts.</li> <li>A minimum of 50% of teachers/coordinators 'strongly agreed'/'agreed' the FYF session met their expectations.</li> </ul>	Post workshop stakeholder survey	Paper-based post-session stakeholder survey	10 x trips each year of the project period	Quantitative data: MS excel	


	<ul style="list-style-type: none"> <li>Teachers report enjoying the FYF session/s.</li> <li>Teachers report on the positive attributes of the program.</li> </ul>	Two questions of Teachers/Youth Workers who participate in FYF sessions during the project period	Two questions included as part of post session follow up email	10 x trips each year of the project period	Qualitative data: thematic analysis	
Activities	Process indicators	Evaluation Method	Instrument	Timeline	Analysis	Responsibility
1. Pilbara schools and community agencies engaged	<ul style="list-style-type: none"> <li>Number of schools and community agencies engaged in the program (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FYF database	Annually	NA	FBWA
2. Sessions delivered to selected Pilbara schools	<ul style="list-style-type: none"> <li>20 sessions delivered in the Pilbara region to high school and community agencies.</li> </ul>	Program monitoring	FBWA FYF database	Annually	NA	FBWA
3. Youth participated in program	<ul style="list-style-type: none"> <li>Number of youth participated in the program (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FYF database	Annually	N/A	FBWA

Program: Food Sensations® for Parents						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key Evaluation Questions:</b> 1. Can FSP participants identify key nutrition concepts taught in the FSP program? 2. Have attitudes, nutrition knowledge and skills among FSP participants improved as a result of the program? 3. Are parent participants and agency stakeholders satisfied with the FSP program? 4. Has the FSP program been delivered as intended?						
1. Improve the program participant's understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>FSP participants correctly identify key nutrition concept/s learnt as a result of the FSP session/s.</li> <li>FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s.</li> </ul>	Practitioner-led Group Discussion	Practitioner-led Group Discussion Guide	Post session, 10x trips each year of the project period	Microsoft Word: Thematic analysis	FBWA
	<ul style="list-style-type: none"> <li>A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught.</li> <li>A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills.</li> </ul>	Post workshop stakeholder survey	Post session paper based stakeholder survey	Post session, 10x trips each year of the project period	Microsoft Excel	
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>FSP participants report enjoying the FSP session/s.</li> <li>FSP participants suggest improvements to the program.</li> </ul>	Practitioner-led Group Discussion	Practitioner-led Group Discussion Guide	Post session, 10x trips each year of the project period	Microsoft Word: Thematic analysis	FBWA
	<ul style="list-style-type: none"> <li>A minimum of 80% of agency staff/coordinators 'strongly agreed'/'agreed' that they believed parents enjoyed participating in the FSP session/s.</li> <li>A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the recipes used in the FSP session were appropriate for the parents within a range of contexts.</li> <li>A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the activities used in the FSP session were appropriate for the parents within a range of contexts.</li> <li>A minimum of 50% of agency staff/coordinators 'strongly agreed'/'agreed' the communication provided by FBWA for the FSP session/s was adequate.</li> </ul>	Post workshop stakeholder survey	Post session paper based stakeholder survey	Post session, 10x trips each year of the project period	Microsoft Excel	
Activities	Process Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
1. Sessions delivered to parents	<ul style="list-style-type: none"> <li>20 FSP sessions delivered in the Pilbara region each year of the project.</li> </ul>	Program monitoring	FBWA FSP Database	Annually	NA	FBWA



2. Parents enrolled	<ul style="list-style-type: none"> <li>Number of parents enrolled in the program (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FSP Database	Annually	NA	FBWA
3. Community agencies engaged	<ul style="list-style-type: none"> <li>Number of community agencies engaged in the program (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FSP Database	Annually	NA	FBWA

Program: Educator Training						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key Evaluation Questions:</b> 1. Has there been an improvement in nutrition knowledge and skills among ET participants? 2. Has there been an improvement in confidence amongst educators to deliver FS elements with clients? 3. Has the ET program been delivered as intended?						
1. To improve the Program participants' understanding and knowledge of healthy food selections and usage (skills)	<ul style="list-style-type: none"> <li>A minimum of 70% of ET participants indicate they 'Strongly Agree'/'Agree' that the training improved their knowledge of healthy food.</li> <li>A minimum of 70% of ET participants indicate the training improved their skills in planning a healthy meal.</li> <li>A minimum of 70% of ET participants indicate the training improved their skills in educating others about healthy eating.</li> </ul>	Paper-based survey of all training participants	Post training paper-based survey	After each training session	Quantitative data: MS Excel software	FBWA
2. To maintain a high level of Program delivery satisfaction among Program participants	<ul style="list-style-type: none"> <li>A minimum of 70% of ET participants indicate they 'Strongly Agree'/'Agree' that the resources were useful for their delivery of nutrition education.</li> <li>A minimum of 70% of ET participants indicate the training was useful in assisting them to deliver nutrition education in the future.</li> <li>A minimum of 70% of ET participants indicate they enjoyed taking part in the ET.</li> </ul>	Paper-based survey of all training participants	Post training paper-based survey	After each training session	Quantitative data: MS Excel software	FBWA
Activities	Process Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
1. Sessions delivered to educators	<ul style="list-style-type: none"> <li>5 sessions delivered to educators in the Pilbara region, each year of the project.</li> </ul>	Program monitoring	FBWA ET database	Annually	N/A	FBWA
2. List the Pilbara communities whom received sessions	<ul style="list-style-type: none"> <li>List of Pilbara communities who received educator training (reported annually).</li> </ul>					
3. Participants attended each session	<ul style="list-style-type: none"> <li>5 participants attended each educator training session delivered to the Pilbara region, each year of the project.</li> </ul>					

## APPENDIX B: PROGRAM EVALUATION TOOLS




School Breakfast Program 2019  
Coordinator Survey






Foodbank code: \_\_\_\_\_  
Please refer to the email with the survey link to find the Foodbank Code.

- What is your current role/position at the school?
  - ☐ Principal
  - ☐ Deputy Principal
  - ☐ Teacher
  - ☐ Other. Please Specify \_\_\_\_\_
- Are you the nominated School Breakfast Program Coordinator for your school?
  - ☐ Yes
  - ☐ No. Please skip to Question 4
- Please describe your role or involvement with the School Breakfast Program.
- How many students are currently enrolled at the school?
- In total, how many individual children access the School Breakfast Program at your school?
- Please indicate how often the School Breakfast Program is run at your school
  - ☐ Every week. Please proceed to answer Questions 7 and 8, then skip to Question 11.
  - ☐ Fortnightly basis. Please skip to Question 9
  - ☐ Monthly basis. Please skip to Question 9
  - ☐ Other. Please specify and then skip to Question 10. \_\_\_\_\_
- How many days of the week does your School Breakfast Program usually operate?
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
- On average, how many breakfast meals are served per week? \_\_\_\_\_  
Please skip to Question 11.
- How many days does your School Breakfast Program usually operate each fortnight/month?
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
- On average, how many breakfast meals are served each session? \_\_\_\_\_
- Does your school provide emergency lunches or other meals using School Breakfast Program products?
  - ☐ Yes.
  - ☐ No. Please skip to Question 15.
- Please indicate the type of emergency meals or other meals provided.
  - ☐ Recess / morning tea
  - ☐ Lunch
  - ☐ Food parcels
  - ☐ Other Please specify \_\_\_\_\_



School Breakfast Program 2019  
Coordinator Survey

- Please indicate the average number of meals provided for each type of emergency or other meals selected above per week. \_\_\_\_\_
- What were the key reasons/circumstances for providing emergency or other meals? \_\_\_\_\_
- In 2019, which of these Foodbank WA-supplied products have you provided to the students in your School Breakfast Program? (Please choose ALL that apply)
  - ☐ Canned fruit in natural juice
  - ☐ Wheat biscuits
  - ☐ Vegemite
  - ☐ Canned spaghetti
  - ☐ Baked beans
  - ☐ Oats
  - ☐ UHT milk
  - ☐ 100% unsweetened UHT juice (NB: Foodbank supplies juice to remote schools only)
- Considering *only* the students who access the School Breakfast Program: What proportion were positively impacted in terms of the following?

	Nutrition Factors					
	All 100%	Most 75%	Some 50%	Few 25%	None 0%	Don't know
Awareness of the Australian Guide to Healthy Eating poster						
Awareness of healthy eating						
Awareness of the effects of "Everyday" or Superhero Foods on health						
Awareness of the effects of "Sometimes" or Zombie Foods on health						
Awareness of kitchen safety						
Ability to select healthy breakfast foods						
Ability to prepare healthy breakfasts						
Ability to handle foods safely						

- Please describe in your own words, the impact of the School Breakfast Program on students' healthy food and nutrition knowledge, skills and attitudes.  
\_\_\_\_\_



School Breakfast Program 2019  
Coordinator Survey



18. Please rate the overall quality of products provided by Foodbank WA for the School Breakfast program.

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

19. Please elaborate on your rating of the quality of the Foodbank WA products.

---

20. Please rate the selection of products provided by Foodbank WA for the School Breakfast Program.

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

21. Please comment on your rating of the selection of products provided by Foodbank WA for the School Breakfast Program.

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22. Please rate the ordering processes used by Foodbank WA for the School Breakfast Program.

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

23. Please comment on your rating of the ordering processes used by Foodbank WA for the School Breakfast Program.

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24. Please rate the communications by Foodbank WA for the School Breakfast Program.

- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very Poor

25. Please comment on your rating of the communication by Foodbank for the School Breakfast Program

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26. Are there any ways in which Foodbank WA could help your school to improve the operation of your School Breakfast Program? Please explain.

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**Food Sensations® Schools Program - Teacher Post-program Feedback Email**

1. What was the best part of the Food Sensations session?
2. Do you have any suggestions to help improve the Food Sensations program?

**Fuel Your Future Program - Stakeholder Post-program Feedback Email**

1. What was the best part of the Fuel Your Future session?
2. Do you have any suggestions to help improve the Fuel Your Future program?





## Food Sensations® 2019 Student - Pre Survey



Name: \_\_\_\_\_ Foodbank Code: \_\_\_\_\_

Q1a. What year are you in? \_\_\_\_\_ Date: \_\_\_\_\_

### Survey Instructions:

Foodbank WA are inviting students who participate in the Food Sensations® classes to complete a short survey to find out what they know about healthy eating before the class. The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Food Sensations® program so that it's a great experience for kids. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.

Q2. Please tick your answer for each question below:  
(Tick ✓ one box only)

2a. 'Everyday foods' will give me a strong mind and healthy body

Yes No Don't know

☐1 ☐2 ☐3

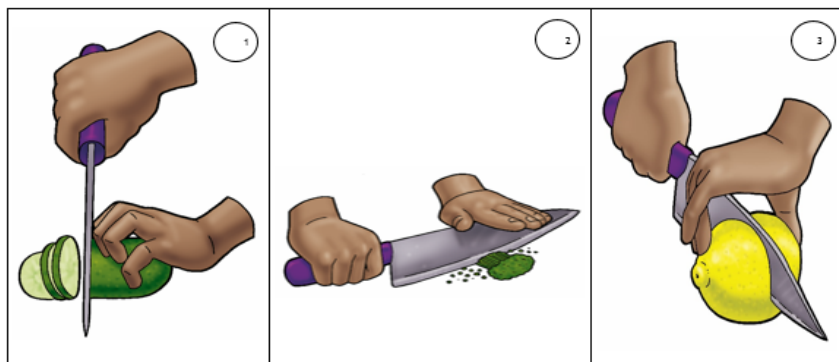
2b. Healthy homemade meals are easy for me to make

☐1 ☐2 ☐3

Q3. Rate your cooking skills (Tick ✓ one box only)

☐1 I am good at cooking ☐2 I am okay at cooking ☐3 I am not good at cooking

Q4. Tick the circle inside the picture that shows the safe knife cutting skill Foodbank WA calls the "Claw":



Please turn over...



## Food Sensations® 2019 Student - Pre Survey











Foodbank WA teach students about Superhero and Zombie Foods during Food Sensations®.

Q5. Which three main things are Zombie Foods high in? (Tick ✓ three boxes)

☐ Salt ☐ Vitamins ☐ Fat ☐ Sugar ☐ Food colouring ☐ Don't know

Q6. For each food, tick if it is an everyday Superhero Food or a Zombie Food:

	Superhero Food	Zombie Food		Superhero Food	Zombie Food
 Sausages	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Sports Drink	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food
 Yoghurt	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Tinned vegetables	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food
 Tinned fish	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Brown rice	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food
 Tinned fruit	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Meat Pie	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food

Q7. Circle all the foods and drinks that would be healthy to eat for breakfast.



Thank you - please return this form to your teacher.



Food Sensations® 2019  
Student - Post Survey



Name: \_\_\_\_\_ Foodbank code: \_\_\_\_\_



Q1a. What year are you in? \_\_\_\_\_ Date: \_\_\_\_\_

**Survey Instructions:**

Foodbank WA are inviting students who participate in the Food Sensations® classes to complete a short survey to find out what they know about healthy eating and what they think of the Food Sensations® class. The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Food Sensations® program so that it's a great experience for kids. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.

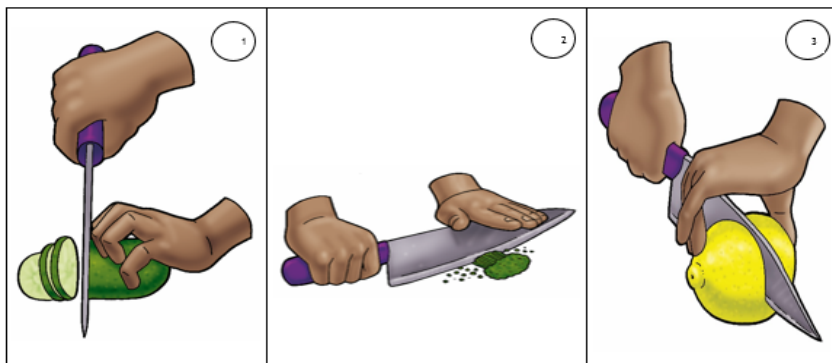
Q2. Please tick your answer for each statement below:  
(Tick ✓ one box only)

	Yes	No	Don't know
2a. 'Everyday foods' will give me a strong mind and healthy body	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2b. Healthy homemade meals are easy for me to make	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2c. I enjoyed the activities in today's session	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2d. I enjoyed cooking in today's session	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2e. I enjoyed tasting the food our class made today	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Q3. Rate your cooking skills (Tick ✓ one box only)

☐ 1 I am good at cooking ☐ 2 I am okay at cooking ☐ 3 I am not good at cooking

Q4. Tick the circle inside the picture that shows the safe knife cutting skill Foodbank WA calls the "Claw":



Food Sensations® 2019  
Student - Post Survey











Please turn over...

Q5. Which three main things are Zombie Foods high in? (Tick ✓ three boxes)

☐ Salt ☐ Vitamins ☐ Fat ☐ Sugar ☐ Food colouring ☐ Don't know

Q6. For each food, tick if it is an everyday Superhero Food or a Zombie Food:

	Superhero Food	Zombie Food		Superhero Food	Zombie Food
 Sausages	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Sports Drink	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food
 Yoghurt	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Tinned vegetables	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food
 Tinned fish	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Brown rice	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food
 Tinned fruit	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food	 Meat Pie	<input type="checkbox"/> 1 Superhero Food	<input type="checkbox"/> 2 Zombie Food

Q7. Circle all the foods and drinks that would be healthy to eat for breakfast.

 Bread / Toast ☐  Hot Chips ☐  Baked beans ☐  Energy Drinks ☐  Porridge ☐  Chocolate Biscuits ☐  Milk ☐  Meat Pie ☐

Thank you - please return this form to your teacher.

## FUEL YOUR FUTURE YOUTH PRE SURVEY - WORKSHOP 1

### Survey Instructions:

*Foodbank WA are inviting youth who participate in the Fuel Your Future classes to complete one short survey to find out what they know about healthy eating before the class (taking about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for youth. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH PRE SURVEY - WORKSHOP 1

1. Are there 4 food groups on the Australian Guide to Healthy Eating plate?

2. Does Calcium make your bones stronger?

3. In a recipe, does the ingredient list tell you how much of each food to use?

4. Do you have the skills to prepare a healthy meal at home?

## FUEL YOUR FUTURE YOUTH PRE SURVEY - WORKSHOP 2

1

### Survey Instructions:

*Foodbank WA are inviting youth who participate in the Fuel Your Future classes to complete one short survey to find out what they know about healthy eating before the class (taking about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for youth. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH PRE SURVEY - WORKSHOP 2

1. Are the vegetable and grain food groups "eat most" foods?

2. Are the recommended food group serves different for age and gender?

3. Do you feel confident in following the instructions in a recipe?

4. Do you have the skills to prepare a healthy meal at home?

## FUEL YOUR FUTURE YOUTH PRE SURVEY - WORKSHOP 3

1

### Survey Instructions:

*Foodbank WA are inviting youth who participate in the Fuel Your Future classes to complete one short survey to find out what they know about healthy eating before the class (taking about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for youth. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH PRE SURVEY - WORKSHOP 3

1. Can sports drinks cause tooth decay?

2. Is a sausage roll from the shop high in fat and salt?

3. Is the per 100g column on a food label used to compare sugar in foods?

4. Do you have the skills to prepare a healthy meal at home?

## FUEL YOUR FUTURE YOUTH PRE SURVEY - WORKSHOP 4

### Survey Instructions:

*Foodbank WA are inviting youth who participate in the Fuel Your Future classes to complete one short survey to find out what they know about healthy eating before the class (taking about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for youth. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH PRE SURVEY - WORKSHOP 4

1. Is it safe to defrost meat on the kitchen bench?

2. Should you eat food after its use-by date?

3. Is the "plank" knife technique a safe way to cut through hard foods?

4. Do you have the skills to prepare a healthy meal at home?

## FUEL YOUR FUTURE YOUTH POST SURVEY - WORKSHOP 1

### Survey Instructions:

*Foodbank WA are inviting students who participate in the Fuel Your Future classes to complete a short survey to find out what they know about healthy eating and what they think of the Fuel Your Future class (which will take about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for students. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH POST SURVEY - WORKSHOP 1

1. Are there 4 food groups on the Australian Guide to Healthy Eating plate?

2. Does Calcium make your bones stronger?

3. In a recipe, does the ingredient list tell you how much of each food to use?

4. Do you have the skills to prepare a healthy meal at home?

5. Did you enjoy the cooking in today's workshop?

6. Did you enjoy the activities in today's workshop?



## FUEL YOUR FUTURE YOUTH POST SURVEY - WORKSHOP 2

1

### Survey Instructions:

*Foodbank WA are inviting students who participate in the Fuel Your Future classes to complete a short survey to find out what they know about healthy eating and what they think of the Fuel Your Future class (which will take about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for students. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH POST SURVEY - WORKSHOP 2

1. Are the vegetable and grain food groups "eat most" foods?

2. Are the recommended food group serves different for age and gender?

3. Do you feel confident in following the instructions in a recipe?

4. Do you have the skills to prepare a healthy meal at home?

5. Did you enjoy the cooking in today's workshop?

6. Did you enjoy the activities in today's workshop?



## FUEL YOUR FUTURE YOUTH POST SURVEY - WORKSHOP 3

I

### Survey Instructions:

*Foodbank WA are inviting students who participate in the Fuel Your Future classes to complete a short survey to find out what they know about healthy eating and what they think of the Fuel Your Future class (which will take about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for students. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH POST SURVEY - WORKSHOP 3

1. Can sports drinks cause tooth decay?

2. Is a sausage roll from the shop high in fat and salt?

3. Is the per 100g column on a food label used to compare sugar in foods?

4. Do you have the skills to prepare a healthy meal at home?

5. Did you enjoy the cooking in today's workshop?

6. Did you enjoy the activities in today's workshop?

## FUEL YOUR FUTURE YOUTH POST SURVEY - WORKSHOP 4

I

### Survey Instructions:

*Foodbank WA are inviting students who participate in the Fuel Your Future classes to complete a short survey to find out what they know about healthy eating and what they think of the Fuel Your Future class (which will take about 5 minutes to complete). The survey is not a test, so it is OK if you don't know the answers. Your answers could help improve the Fuel Your Future program so that it's a great experience for students. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. If you are willing to join in this survey, please complete all the questions on both sides of the page. Overall results of this study will be given to your school - your name will never be shared at a presentation or in a report.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Foodbank code: \_\_\_\_\_

How old are you? \_\_\_\_\_

Once completed, please hand worksheet to Fuel Your Future Facilitator.



## YOUTH POST SURVEY - WORKSHOP 4

1. Is it safe to defrost meat on the kitchen bench?

2. Should you eat food after its use-by date?

3. Is the "plank" knife technique a safe way to cut through hard foods?

4. Did you learn any new cooking skills in today's session?

5. Did you enjoy the cooking in today's workshop?

6. Did you enjoy the activities in today's workshop?



Fuel Your Future  
Stakeholder Post Session Survey 2019



Workshop 1

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

Q1. The Fuel Your Future Workshop 1:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
a. Increased the youths' knowledge of how to correctly wash their hands before handling food	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Increased the youths' knowledge about the Australian Guide to Healthy Eating food groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Increased the youths' skills of how to follow a recipe	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Provided the youth with the skills to prepare healthy meals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q2. The activities in Workshop 1 were suitable for the youths': *(Please tick only one box in each row)*

a. Age	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q3. The recipes in Workshop 1 were suitable for the youths': *(Please tick only one box in each row)*

a. Age	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q4. Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
a. I believe the youth enjoyed today's workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. The Fuel Your Future workshop met my expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Thank you for completing the survey!



Fuel Your Future  
Stakeholder Post Session Survey 2019



Workshop 2

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

Q1. The Fuel Your Future Workshop 2:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
a. Increased the youths' knowledge of foods that are high in fat, sugar and salt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Increased the youths' knowledge of recommended serving sizes for each food group	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Increased the youths' skills on how to follow a recipe	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Provided the youth with the skills to prepare healthy meals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q2. The activities in Workshop 2 were suitable for the youths': *(Please tick only one box in each row)*

a. Age	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q3. The recipes in Workshop 2 were suitable for the youths': *(Please tick only one box in each row)*

a. Age	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy Levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q4. Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
a. I believe the youth enjoyed today's workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. The Fuel Your Future workshop met my expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Thank you for completing the survey!



Fuel Your Future  
Stakeholder Post Session Survey 2019



Workshop 3

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

Strongly Agree Agree Unsure Disagree Strongly Disagree

Q1. The Fuel Your Future Workshop 3:

- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Increased the youths' knowledge of how discretionary foods can impact their health | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Increased the youths' knowledge of how to read a food label                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Increased the youths' skills on how to follow a recipe                             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Provided the youth with the skills to prepare healthy meals                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q2. The activities in Workshop 3 were suitable for the youths': *(Please tick only one box in each row)*

- |                    |                            |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Age             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q3. The recipes in Workshop 3 were suitable for the youths': *(Please tick only one box in each row)*

- |                    |                            |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Age             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q4. Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

Strongly Agree Agree Unsure Disagree Strongly Disagree

- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. I believe the youth enjoyed today's workshop      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. The Fuel Your Future workshop met my expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Thank you for completing the survey!



Fuel Your Future  
Stakeholder Post Session Survey 2019



Workshop 4

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

Strongly Agree Agree Unsure Disagree Strongly Disagree

Q1. The Fuel Your Future Workshop 4:

- |   |                            |                            |                            |                            |                            |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Increased the youths' knowledge of how to store foods safely     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Increased the youths' knowledge of how to safely transport foods | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Increased the youths' skills on how to follow a recipe           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Provided the youth with the skills to prepare healthy meals      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| e. Provided the youth with the skills to handle food safely         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| f. Increased the youths' skills to handle knives safely             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q2. The activities in Workshop 4 were suitable for the youths': *(Please tick only one box in each row)*

- |                    |                            |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Age             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q3. The recipes in Workshop 4 were suitable for the youths': *(Please tick only one box in each row)*

- |                    |                            |                            |                            |                            |                            |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Age             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy Levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q4. Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

Strongly Agree Agree Unsure Disagree Strongly Disagree

- |  |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. I believe the youth enjoyed today's workshop      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. The Fuel Your Future workshop met my expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Thank you for completing the survey!

## Food Sensations for Parents: Practitioner Led Group Discussion

Foodbank WA are inviting parents who participate in the Food Sensations for Parents classes to participate in a short recorded discussion to find out what they know about healthy eating and what they think of the Food Sensations for Parents class. The discussion is not a test. Your answers could help improve the Food Sensations for Parents program so that it's a great experience for parents. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. Even though there may be small numbers of people who participate, we will not report on any person or school name. To capture your feedback more accurately, the audio from our discussion will be recorded using this device. To maintain anonymity we recommend not identifying yourself or your child by name during the conversation. If you do mention your name or your child's name, this identifying information will be omitted from the transcription. Is everyone happy to participate in the discussion?

Foodbank code: \_\_\_\_\_

Workshop 1 - Sensational Start			
	POSITIVES?	NEGATIVES?	SUGGESTIONS?
KNOWLEDGE	Q1a. What information did you learn from today's session?	Q1b. Did you find anything about the activity or the cooking hard to understand?	Q1c. How could we improve the session to help you learn?
SATISFACTION	Q2a. What did you enjoy about the session?	Q2b. Was there anything about the session that you didn't enjoy?	Q2c. How could we improve our program to make it more enjoyable for you?
SKILLS	Q3a. Have you learned any cooking skills today that will help you prepare healthy meals?	Q3b. Were there any cooking skills used today that you found hard to do?	Q3c. What other cooking skills would you like to learn so that you can prepare healthy meals?

## Food Sensations for Parents: Practitioner Led Group Discussion

Foodbank WA are inviting parents who participate in the Food Sensations for Parents classes to participate in a short recorded discussion to find out what they know about healthy eating and what they think of the Food Sensations for Parents class. The discussion is not a test. Your answers could help improve the Food Sensations for Parents program so that it's a great experience for parents. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. Even though there may be small numbers of people who participate, we will not report on any person or school name. To capture your feedback more accurately, the audio from our discussion will be recorded using this device. To maintain anonymity we recommend not identifying yourself or your child by name during the conversation. If you do mention your name or your child's name, this identifying information will be omitted from the transcription. Is everyone happy to participate in the discussion?

Foodbank Code: \_\_\_\_\_

Workshop 2 - Food Investigation			
	POSITIVES?	NEGATIVES?	SUGGESTIONS?
KNOWLEDGE	Q1a. What information did you learn from today's session?	Q1b. Did you find anything about the activity or the cooking hard to understand?	Q1c. How could we improve the session to help you learn?
SATISFACTION	Q2a. What did you enjoy about the session?	Q2b. Was there anything about the session that you didn't enjoy?	Q2c. How could we improve our program to make it more enjoyable for you?
SKILLS	Q3a. Have you learned any cooking skills today that will help you prepare healthy meals?	Q3b. Were there any cooking skills used today that you found hard to do?	Q3c. What other cooking skills would you like to learn so that you can prepare healthy meals?

## Food Sensations for Parents: Practitioner Led Group Discussion

*Foodbank WA are inviting parents who participate in the Food Sensations for Parents classes to participate in a short recorded discussion to find out what they know about healthy eating and what they think of the Food Sensations for Parents class. The discussion is not a test. Your answers could help improve the Food Sensations for Parents program so that it's a great experience for parents. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. Even though there may be small numbers of people who participate, we will not report on any person or school name. To capture your feedback more accurately, the audio from our discussion will be recorded using this device. To maintain anonymity we recommend not identifying yourself or your child by name during the conversation. If you do mention your name or your child's name, this identifying information will be omitted from the transcription. Is everyone happy to participate in the discussion?*

Foodbank Code: \_\_\_\_\_

Workshop 3 - Family Mealtimes			
	POSITIVES?	NEGATIVES?	SUGGESTIONS?
KNOWLEDGE	Q1a. What information did you learn from today's session?	Q1b. Did you find anything about the activity or the cooking hard to understand?	Q1c. How could we improve the session to help you learn?
SATISFACTION	Q2a. What did you enjoy about the session?	Q2b. Was there anything about the session that you didn't enjoy?	Q2c. How could we improve our program to make it more enjoyable for you?
SKILLS	Q3a. Have you learned any cooking skills today that will help you prepare healthy meals?	Q3b. Were there any cooking skills used today that you found hard to do?	Q3c. What other cooking skills would you like to learn so that you can prepare healthy meals?

## Food Sensations for Parents: Practitioner Led Group Discussion

*Foodbank WA are inviting parents who participate in the Food Sensations for Parents classes to participate in a short recorded discussion to find out what they know about healthy eating and what they think of the Food Sensations for Parents class. The discussion is not a test. Your answers could help improve the Food Sensations for Parents program so that it's a great experience for parents. You don't have to join in the project if you don't want to and if you want to stop at any time, that's OK, you can. Even though there may be small numbers of people who participate, we will not report on any person or school name. To capture your feedback more accurately, the audio from our discussion will be recorded using this device. To maintain anonymity we recommend not identifying yourself or your child by name during the conversation. If you do mention your name or your child's name, this identifying information will be omitted from the transcription. Is everyone happy to participate in the discussion?*

Foodbank Code: \_\_\_\_\_

Workshop 4 - Food on the Move			
	POSITIVES?	NEGATIVES?	SUGGESTIONS?
KNOWLEDGE	Q1a. What information did you learn from today's session?	Q1b. Did you find anything about the activity or the cooking hard to understand?	Q1c. How could we improve the session to help you learn?
SATISFACTION	Q2a. What did you enjoy about the session?	Q2b. Was there anything about the session that you didn't enjoy?	Q2c. How could we improve our program to make it more enjoyable for you?
SKILLS	Q3a. Have you learned any cooking skills today that will help you prepare healthy meals?	Q3b. Were there any cooking skills used today that you found hard to do?	Q3c. What other cooking skills would you like to learn so that you can prepare healthy meals?





Food Sensations for Parents  
Stakeholder Post Session Survey 2019



Workshop 1

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>Q1. The Food Sensations for Parents Workshop 1:</b>					
a. Improved the parents' knowledge about The Australian Guide to Healthy Eating for 0-5 year olds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Helped parents understand why children need a wide variety of foods from the five food groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided parents with the skills to prepare healthy meals for their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided the parents with the skills to handle food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q2. The <u>nutrition activity</u> in Workshop 1 was tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Numeracy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Literacy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Geographical location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3. The <u>recipes</u> cooked in Workshop 1 were tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Numeracy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Literacy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Geographical location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4. Please indicate your level of agreement with the following statements: <i>(Please tick only one box in each row)</i></b>					
a. I believe the parents enjoyed the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The Food Sensations for Parents workshop met my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5. What observations, comments or suggestions could you make to improve the Food Sensations for Parents program?

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Thank you for completing the survey!



Food Sensations for Parents  
Stakeholder Post Session Survey 2019



Workshop 2

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: *(Please tick only one box in each row)*

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>Q1. The Food Sensations for Parents Workshop 2:</b>					
a. Improved parents' knowledge about what to look for on a food label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased the parents' knowledge of foods that are high in fat, sugar and salt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided parents with the skills to prepare healthy meals for their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provided the parents with the skills to handle food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q2. The <u>nutrition activity</u> in Workshop 2 was tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Numeracy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Literacy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Geographical location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3. The <u>recipes</u> cooked in Workshop 2 were tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Numeracy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Literacy levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Geographical location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4. Please indicate your level of agreement with the following statements: <i>(Please tick only one box in each row)</i></b>					
a. I believe the parents enjoyed the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The Food Sensations for Parents workshop met my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5. What observations, comments or suggestions could you make to improve the Food Sensations for Parents program?

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Thank you for completing the survey!



Food Sensations for Parents  
Stakeholder Post Session Survey 2019



Workshop 3

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: (Please tick only one box in each row)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>Q1. The Food Sensations for Parents Workshop 3:</b>					
a. Helped parents find ways to make mealtimes more fun and positive for children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Provided parents with strategies to overcome children's fussy eating behaviours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Provided parents with the skills to prepare healthy meals for their families	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Provided the parents with the skills to handle food safely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q2. The <u>nutrition activity</u> in Workshop 3 was tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Geographical location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q3. The <u>recipes</u> cooked in Workshop 3 were tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Geographical location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q4. Please indicate your level of agreement with the following statements: (Please tick only one box in each row)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. I believe the parents enjoyed the workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. The Food Sensations for Parents workshop met my expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q5. What observations, comments or suggestions could you make to improve the Food Sensations for Parents program?</b>					
_____					
_____					
_____					

Thank you for completing the survey!



Food Sensations for Parents  
Stakeholder Post Session Survey 2019



Workshop 4

Foodbank code: \_\_\_\_\_

Please indicate your level of agreement with the following statements: (Please tick only one box in each row)

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
<b>Q1. The Food Sensations for Parents Workshop 4:</b>					
a. Improved parents knowledge on what to include in a healthy lunch for outside the home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Provided parents with strategies to keep foods safe when travelling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Provided parents with the skills to prepare healthy meals for their families	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Provided the parents with the skills to handle food safely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q2. The <u>nutrition activity</u> in Workshop 4 was tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Geographical location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q3. The <u>recipes</u> cooked in Workshop 4 were tailored appropriately according to the parent's:</b>					
a. Interest	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Numeracy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Literacy levels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. Geographical location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q4. Please indicate your level of agreement with the following statements: (Please tick only one box in each row)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. I believe the parents enjoyed the workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. The Food Sensations for Parents workshop met my expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Q5. What observations, comments or suggestions could you make to improve the Food Sensations for Parents program?</b>					
_____					
_____					
_____					

Thank you for completing the survey!





Educator Training Program  
Post Session - Stakeholder Survey 2019

Foodbank WA  
ABN 49 363 114 556  
Centre for Hunger Relief  
23 Abbott Road, Perth Airport WA 6105  
P +61 8 9258 9277  
F +61 8 9258 5177  
E wa.info@foodbankwa.org.au  
FOODBANKWA.ORG.AU



Foodbank code: \_\_\_\_\_

Q1. My role is:

- ☐ Health Promotion Officer ☐ Nutritionist/Dietitian ☐ Child Health Nurse ☐ Teacher ☐ Teacher EA  
☐ Playgroup Coordinator ☐ Youth Worker ☐ AIEO ☐ Other

Q2a. Do you feel confident that you could deliver all or part of the content taught today to your students/target group? ..... Yes No Don't know  
☐ 1 ☐ 2 ☐ 3

Q2b. If NO, why not? \_\_\_\_\_

Q3. Did you enjoy taking part in today's training? ☐ 1 ☐ 2 ☐ 3

Q4. Do you think the training was useful in assisting you to deliver nutrition education in the future? ☐ 1 ☐ 2 ☐ 3

Q5. How would you rate each of the following nutrition activities from the Food Sensations Schools training?

	Very Good	Good	Acceptable	Poor	Very Poor	N/A
a. Rainbow Snake	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b. Superhero Food Storybook	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c. Australian Guide to Healthy Eating Race	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d. Joe's Food Choice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e. Calcium	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f. Sugar in Drinks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g. Takeaway vs Homemade	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h. Food Origins - Grains	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
i. Food Origins - Preserving Foods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
j. Food Origins - Hunting for Healthy Food	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
k. Food Origins - Seasons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
l. Kitchen Waste	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
m. Food Safety & Cooking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Q6. How would you rate each of the following nutrition activities from the Fuel Your Future training?

	Very Good	Good	Acceptable	Poor	Very Poor	N/A
a. Workshop 1 - Introduction to AGTHE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b. Workshop 2 - AGTHE and Serve Sizes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c. Workshop 3 - Takeaway vs Homemade Investigation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d. Workshop 4 - Food safety, Transport and Storage	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e. Food Safety & Cooking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6



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Centre for Hunger Relief  
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P +61 8 9258 9277  
F +61 8 9258 5177  
E wa.info@foodbankwa.org.au  
FOODBANKWA.ORG.AU



Q7. How would you rate each of the following nutrition activities from the Food Sensations for Parents training?

	Very Good	Good	Acceptable	Poor	Very Poor	N/A
a. Workshop 1 - Introduction to AGTHE and Starting Solids	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b. Workshop 2 - Reading Food Labels	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c. Workshop 3 - Fussy Eating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d. Workshop 4 - Healthy Snacks and Lunchboxes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e. Food Safety & Cooking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Q8. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
a. The training improved my knowledge about healthy food	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. I will use the skills learnt in today's training with my students/clients	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. The training improved my skills in planning a healthy meal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. The training improved my skills in educating others about healthy eating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. The resources provided were useful for my delivery of nutrition education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q9. What observations, comments or suggestions could you make to help improve the program?

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Thank you for completing this survey

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