

Curtin University

School Breakfast and Nutrition Education Program (SBNEP)

2019 Evaluation Report
3rd February 2020

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School Breakfast and Nutrition Education Program (SBNEP)

Evaluation Report Reporting on Program Evaluation Parameters 2019

Funders
Department of Education
Department of Health
Department of Primary Industries and Regional Development

3rd February 2020

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1.0 Introduction

This evaluation report primarily covers two performance measures 1.2 and 2.2.

OUTCOME 1: Provision of nutritious foods to students vulnerable to poor nutrition

1.2 Deliver a School Breakfast Program that meets the needs of participating schools

Quality improvement assessment of the School Breakfast Program. Satisfaction levels and recommendations cited by school coordinators in relation to:

- Quality and range of products
- Support offered and communication; and
- Online resources (i.e. SBP Toolkit)

OUTCOME 2: Students develop positive attitudes towards healthy eating and knowledge about food and nutrition.

2.2 Support the development of student's knowledge and skills in relation to healthy eating and nutrition.

Level of food and nutrition knowledge and skills demonstrated by students, in particular:

- ✓ Dietary guidelines
- ✓ Food selection
- ✓ Food preparation; and
- ✓ Safe food handling

In addition, there are some questions used in the survey methods which inform Outcome 3 of the performance measures.

OUTCOME 3: Building and maintaining partnerships to continue long-term sustainability of the program

3.1 Longer term sustainability achieved through the establishment and maintenance of a range of partnerships.

Methods

This report includes the results of three methods;

- ☐ Annual School Breakfast Program (SBP) coordinators annual online survey (Section 2)
- ☐ *Food Sensations*® session feedback completed by a) secondary students (reporting pre and post information) (Section 3)
- ☐ *Food Sensations*® session feedback completed by b) teachers from primary and secondary classes (online survey) (Section 3)

Section 2

School Breakfast Program

2019 Evaluation Data

2.1 Methods and Response Rate

A questionnaire was developed using Qualtrics Research Suit web-based survey tool (Qualtrics, Provo, UT). The questionnaire was adapted from the 2018 Victorian School Breakfast Clubs Program Evaluation (16) and the latest 2017 Foodbank WA SBP Evaluation Report (19). Permission was granted by Dr Fiona MacDonald from Victoria University for use of Victorian School Breakfast Clubs questions, specifically the question measuring integration into the school organisation with acknowledgement. The 2019 survey included questions covering coordinator's satisfaction with core food products provided, the Foodbank WA service, the operation and level of SBP integrated into schools and views of community partnerships supporting SBPs. There were 41 questions including open/comment questions in total estimated to take 15 minutes to complete. Curtin University's Human Research Ethics Committee approved the survey processes and questionnaire HRE2019-0289.

Prior to the data collection phase, a research information sheet and ethics approval document were sent to Principals during School Term 3 to invite them to participate in the 2019 Foodbank WA's SBP evaluation survey. Principals were asked to withdraw consent for their school to participate, otherwise no response assumed informed consent to send the survey link. Foodbank WA provided an excel spreadsheet with confirmed schools and contacts. An Access database was purpose built to administer survey distribution and reminders to Principals and/or SBP coordinators. The online survey was open for 4 weeks in School Term 3 and three email reminders were sent to non-respondents. In the final week non-responding schools were called to confirm the SBP coordinator was correct and/or survey had been received.

At the start of Term 3 Foodbank WA had 459 schools registered for the 2019 *School Breakfast Program (SBP)* in Western Australia. All schools were invited to participate in the evaluation, with an initial email sent to the School Principal with a research information sheet and then the survey link sent directly to the SBP coordinator or the School Principal if also the SBP coordinator. Ten of the schools invited requested to withdraw from the evaluation, with the most common withdrawal reason being that the school had yet to run their SBP. Of the 449 schools included, 414 schools provided evaluation, a high response rate of 92.2% (Table 1).

Table 1 Overall Statistics report – Schools

	n	% of total program/ participants	% total – evaluated participants
Schools	459	-	-
Schools evaluated	449	97.8	-
Schools not evaluated*	10	2.2	-
Lost to follow up#	35	7.6	7.8
Survey completed	414	90.2	92.2

*Schools not evaluated are those who withdrew consent or indicated their SBP hadn't commenced.

#Lost to follow up are participants who have been contacted multiple times for follow-up with no success.

The previous WA SBP coordinators survey response rates were 37.9% (2015), 74.7% (2016) and 56.3% (2017). This response rate for the WA 2019 survey is also higher than the three years of reporting for the Foodbank Victoria funded program which ranged from 79.0% in 2016 to 82.4% in 2018).

2.2 Process Evaluation – Schools and Survey Participants

Based on information provided to Foodbank WA at the time of registration in 2019, half of the schools (50.5%) are located in either South or North Metropolitan regions. Half the schools are classified as just primary (49.9%). Number of enrolled students at schools, ranges from six to 3000. In two-thirds of schools (62.5%), the SBP runs five days of the week. Number of students attending the SBP across the school year ranges from one to 450 (Table 2).

Table 2 School Demographics (n=459) as reported at start of 2019

Characteristics		%
Education Region	South Metropolitan	30.7
	North Metropolitan	19.8
	Southwest	13.9
	Kimberly	8.9
	Wheatbelt	8.7
	Midwest	8.7
	Goldfields	7.0
	Pilbara	2.2
Geolocation	Metropolitan	44.4
	Provincial	33.8
	Very Remote	12.4
	Remote	9.4
Foodbank Branch	Perth	65.1
	Bunbury	11.1
	Mandurah	9.8
	Geraldton	6.3
	Kalgoorlie	5.2
	Albany	2.4
Sector	Public	88.5
	AISWA	5.4
	CEWA	5.4
	Other	0.7
School Type	Primary school	49.9
	Senior High School	17.4
	District High School	12.0
	Remote Community School	8.5
	Education Support Centre	4.8
	Clontarf Academy	3.7
	Senior College	1.5
	Other	2.2
Index of Community Socio Educational Advantage (ICSEA) Decile* (n=452)	1	1.3
	2	2.0
	3	4.4
	4	5.1
	5	8.8
	6	10.0
	7	12.8
	8	13.9
	9	16.8
	10	24.8
Number of days SBP operates	1	10.5

	2	16.8
	3	7.2
	4	3.1
	5	62.5

*ICSEA not available for Education Support Centres for Yr10-12

Nearly all SBP surveys were completed by the nominated SBP Coordinator (94.4% of survey respondents), with most SBP coordinators identifying as the School Chaplain (26.9%), Teacher or Education Assistant (19.2%) (Table 3). Just over half had been with the school for between 3 to 10 years (51.3%). Of the 414 schools, 375 schools report having students attend the SBP on a weekly basis who identify as Aboriginal and/or Torres Strait Islander. The total numbers given for these students was inconsistent in format making it not possible to provide a summary of proportion of students.

Table 3 Respondent Demographic Characteristics

Characteristics		%
Nominated SBP coordinator (n=414)	Yes	94.4
	No	5.6
Current position (n=412)	Chaplain	26.9
	Teacher or Education Assistant	19.2
	Administration Staff	12.9
	Deputy Principal	12.6
	Principal	11.7
	Aboriginal and Islander Education Officer	5.3
	Student Services/support Manager	2.7
	Clontarf Worker	2.2
	Parent/ P&C Committee	2.2
	SBP Coordinator	1.7
	Canteen Manager	1.2
	Other - specified (gardener, cleaner, librarian)	0.9
Years involved with school (n=413)	Other - unspecified	0.5
	Less than one year	10.2
	1-2 years	15.7
	3-5 years	28.1
	6-10 years	23.2
	11-15 years	10.2
Size of school (n=401)	More than 15 years	12.6
	Less than 100 students	25.4
	101-200 students	14.5
	201-300 Students	10.7
	301-400 students	13.0
SBP student attendance	Over 400 students	36.4
	Less than 50 students	59.6
	51-100 students	21.8
	101-150 students	7.4
	151-200 students	5.5
	Over 200 students	5.7

The respondent completing the survey on behalf of their School's SBP, were mostly involved in roles such as ordering food from Foodbank WA (84.8% of participants) and promoting the program within the school (68.8% of participants). Other roles listed included coordinating other volunteers and staff and undertaking any job necessary, and promoting the program within the wider community (Table 4).

Table 4 Involvement with SBP (n=414)

Responses	n (%)
Order food from Foodbank WA	351 (84.8)
Pick up food from Foodbank WA	188 (45.4)
Source additional items	224 (58.9)
Promote the program within the school	285 (68.8)
Other open-ended responses*	
- Coordinate any/all jobs required	12 (2.9)
- Promote the program in the community	8 (1.9)
- Run the operations of the SBP	4 (1.0)
- Evaluate the program and disseminate results	4 (1.0)
- Other small responses	7 (1.7)

*Participants able to record two other responses for this question

Approximately half of school's SBP are run by staff volunteers and parent/carer volunteers. Few schools had a designated staff position created to run the SBP (14.3% of schools) (Table 5).

Table 5 Individuals involved with running of SBP (n=414)

Responses	n (%)
Staff position created to run the SBP	59 (14.3)
Staff volunteers	234 (56.5)
Parent/Carer volunteers	198 (47.8)
SBP students	123 (29.7)
Other school volunteers	95 (22.9)
Other open-ended responses	
- Local church	21 (5.1)
- General community members	15 (3.6)
- Grandparents/senior citizens	6 (1.4)
- Local community group	5 (1.2)
- Local Government	4 (1.0)
- No other individuals involved	4 (1.0)

One-quarter of school (23.9%) made changes to their school's SBP this year (n=410). Seventeen schools (4.1%) reported not running a SBP in 2018, hence making changes was not applicable to them. The most common changes regarded "Staffing" (13.2%) and "Types of food offered" (10.1) (Table 6).

Table 6 SBP Operation in 2019 -Changes made this year (n=414)

Changes	n (%)
Staffing	55 (13.2)
Types of food offered	42 (10.1)
Days of the week operated	29 (7.0)
Logistics of where it is run	24 (5.8)
Hours of operation	21 (5.1)
Student attendance	19 (4.6)
Student cohort	8 (1.9)
Other open-ended responses listed	
- Students cook/prepare food and clean up	5 (1.2)
- Run more often and easier for students to attend	3 (0.7)
- Environmentally friendly	2 (0.5)
- Other variety of small responses	3 (1.0)

2.3 School's SBP products and Foodbank WA services

OUTCOME 1: Provision of nutritious food to students vulnerable to poor nutrition.

1.2 Deliver a School Breakfast Program that meets the needs of participating schools.

Performance Measures- Quality improvement assessment of the School Breakfast Program.
Satisfaction levels and recommendations cited by school coordinators in relation to:

- quality and range of products
- support offered and communication
- online resources (i.e. SBP toolkit etc.).

2.3.1 Satisfaction with quality and range of food products

Overall reported satisfaction with the quality and range of food products provided was high. The raw data responses for each food product and range and quality are presented in Table 7 including the not applicable/do not receive responses. The not applicable/did not receive responses have been removed in Figure 1 Quality and Figure 2 Range to focus on satisfaction ratings of schools who received specific food items.

The satisfaction (very satisfied and satisfied) with the quality of products was between 75.8% for fresh fruit and vegetables and 97.6% for vegemite. The average quality of products satisfaction across the 11 products was 92.1%.



Figure 1: Satisfaction Ratings for Quality of Products

The satisfaction (very satisfied and satisfied) with the range of products was between 74.3% for yoghurt and 98.6% for canned spaghetti. The average range of products satisfaction across the 11 products was 90.5%.

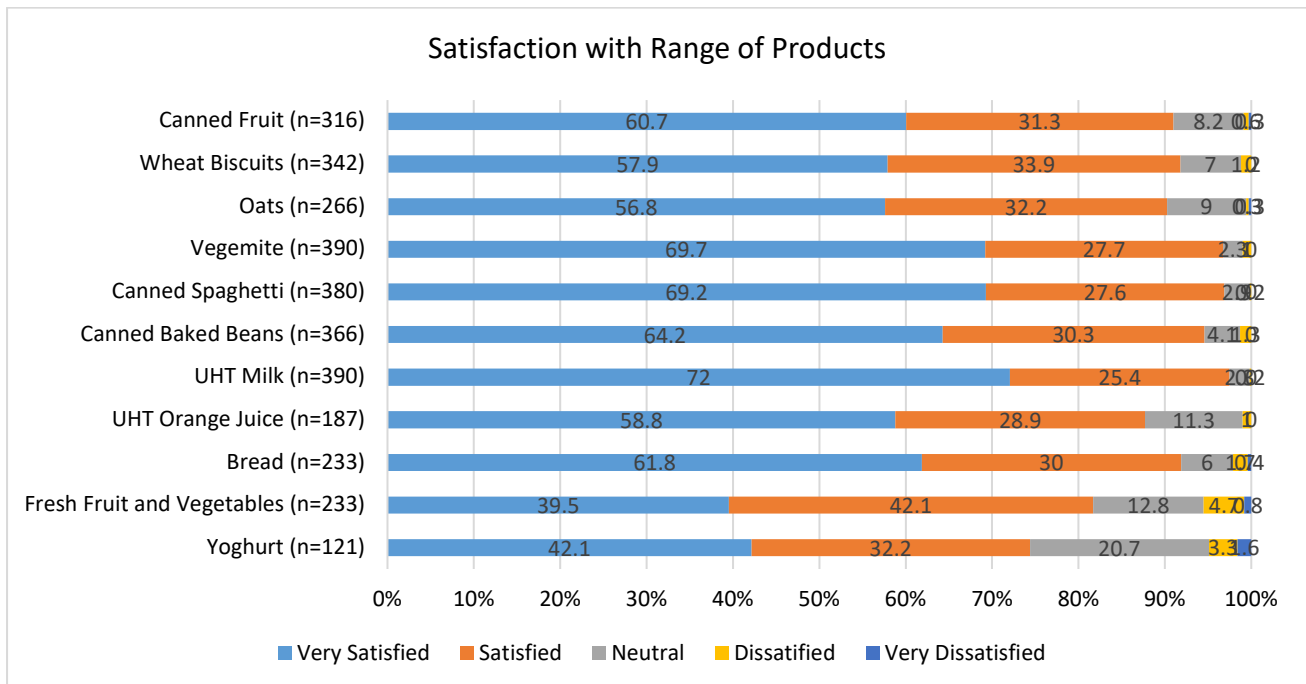


Figure 2: Satisfaction Ratings for Range of Products

Pantry items and long-life products rated higher compared to perishable fresh foods such as fruits, vegetables and yoghurt. Approximately 40% of schools were not receiving fruit or vegetables and two-thirds were not receiving yoghurt, indicated by the 'did not receive responses' (Table 7).

Table 7 Range of products provided by Foodbank WA

Product	Range	n (%)	Quality	n (%)
Canned fruit	(n=404)		(n=401)	
	Very Satisfied	219 (54.2)	Very Satisfied	257 (64.1)
	Satisfied	113 (28.0)	Satisfied	89 (22.2)
	Neutral	26 (6.4)	Neutral	10 (2.5)
	Dissatisfied	2 (0.5)	Dissatisfied	1 (0.2)
	Very Dissatisfied	1 (0.2)	Very Dissatisfied	-
	Didn't Receive	43 (10.6)	Didn't Receive	44 (11.0)
Wheat Biscuits	(n=406)		(n=398)	
	Very Satisfied	198 (48.8)	Very Satisfied	222 (55.8)
	Satisfied	116 (28.6)	Satisfied	97 (24.4)
	Neutral	24 (5.9)	Neutral	12 (3.0)
	Dissatisfied	4 (1.0)	Dissatisfied	3 (0.8)
	Very Dissatisfied	-	Very Dissatisfied	-
	Didn't Receive	64 (15.8)	Didn't Receive	64 (16.1)
Oats	(n=395)		(n=388)	
	Very Satisfied	151 (38.2)	Very Satisfied	178 (45.9)
	Satisfied	89 (22.5)	Satisfied	74 (19.1)
	Neutral	24 (6.1)	Neutral	9 (2.3)
	Dissatisfied	1 (0.3)	Dissatisfied	2 (0.5)
	Very Dissatisfied	1 (0.3)	Very Dissatisfied	-
	Didn't Receive	129 (32.7)	Didn't Receive	125 (32.2)
Vegemite	(n=409)		(n=403)	
	Very Satisfied	272 (66.5)	Very Satisfied	292 (72.5)
	Satisfied	104 (25.4)	Satisfied	82 (20.3)
	Neutral	9 (2.2)	Neutral	7 (1.7)
	Dissatisfied	5 (1.2)	Dissatisfied	2 (0.5)
	Very Dissatisfied	-	Very Dissatisfied	-
	Didn't Receive	19 (4.6)	Didn't Receive	20 (5.0)
Canned Spaghetti	(n=410)		(n=404)	
	Very Satisfied	263 (64.1)	Very Satisfied	268 (66.3)
	Satisfied	105 (25.6)	Satisfied	95 (23.5)
	Neutral	11 (2.7)	Neutral	9 (2.2)
	Dissatisfied	1 (0.2)	Dissatisfied	1 (0.2)
	Very Dissatisfied	-	Very Dissatisfied	-
	Didn't Receive	30 (7.3)	Didn't Receive	31 (7.7)
Canned baked beans	(n=404)		(n=398)	
	Very Satisfied	235 (58.2)	Very Satisfied	254 (63.8)
	Satisfied	111 (27.5)	Satisfied	93 (23.4)
	Neutral	15 (3.7)	Neutral	10 (2.5)
	Dissatisfied	5 (1.2)	Dissatisfied	-
	Very Dissatisfied	-	Very Dissatisfied	1 (0.3)
	Didn't Receive	38 (9.4)	Didn't Receive	40 (10.1)
UHT orange juice	(n=394)		(n=384)	
	Very Satisfied	110 (27.9)	Very Satisfied	116 (30.2)
	Satisfied	54 (13.7)	Satisfied	54 (14.1)
	Neutral	21 (5.3)	Neutral	15 (3.9)
	Dissatisfied	2 (0.5)	Dissatisfied	2 (0.5)
	Very Dissatisfied	-	Very Dissatisfied	-

	Didn't Receive	207 (52.5)	Didn't Receive	197(51.3)
Bread		(n=393)	(n=383)	
	Very Satisfied	144 (36.6)	Very Satisfied	138 (36.0)
	Satisfied	70 (17.8)	Satisfied	72 (18.8)
	Neutral	14 (3.6)	Neutral	16 (4.2)
	Dissatisfied	4 (1.0)	Dissatisfied	4 (1.0)
	Very Dissatisfied	1 (0.3)	Very Dissatisfied	2 (0.5)
	Didn't Receive	160 (40.7)	Didn't Receive	151 (39.4)
Fresh fruit/vegetables		(n=392)	(n=383)	
	Very Satisfied	92 (23.5)	Very Satisfied	78 (20.4)
	Satisfied	98 (25.0)	Satisfied	98 (25.6)
	Neutral	30 (7.7)	Neutral	34 (8.9)
	Dissatisfied	11 (2.8)	Dissatisfied	21 (5.5)
	Very Dissatisfied	2 (0.5)	Very Dissatisfied	1 (0.3)
	Didn't Receive	159 (40.6)	Didn't Receive	151 (39.4)
Yoghurt		(n=379)	(n=371)	
	Very Satisfied	51 (13.5)	Very Satisfied	50 (13.5)
	Satisfied	39 (10.3)	Satisfied	45 (12.1)
	Neutral	25 (6.6)	Neutral	24 (6.5)
	Dissatisfied	4 (1.1)	Dissatisfied	1 (0.3)
	Very Dissatisfied	2 (0.5)	Very Dissatisfied	-
	Didn't Receive	258 (68.1)	Didn't Receive	251 (67.7)
UHT Milk		(n=407)	(n=403)	
	Very Satisfied	218 (69.0)	Very Satisfied	278 (69.0)
	Satisfied	99 (24.3)	Satisfied	93 (23.4)
	Neutral	9 (2.2)	Neutral	10 (2.5)
	Dissatisfied	1 (0.2)	Dissatisfied	1 (0.2)
	Very Dissatisfied	-	Very Dissatisfied	-
	Didn't Receive	17 (4.2)	Didn't Receive	18 (4.5)

In relation to comments on the quality of food, 89 comments were recorded (21.5% of schools). Just over one quarter of these comments indicated satisfaction with the quality of food (26.9%). Nearly half of comments (41.7%) regarding quality of food provided were about fresh foods being past their use-by date or inedible (fruit, vegetables, milk and bread) (Table 8).

SBP coordinators were given the opportunity to comment on the range of products and 130 comments were recorded (31.4% of schools). One-third of comments stated schools are happy with current range provided or had no comment about food range (37.7%). A further one-third of comments were about preferring a greater range of foods offered by Foodbank WA (36.2% of comments) (Table 9).

Table 8 Open-ended comments on rating provided for overall quality of products (n=89)

Responses	n (%)
Good quality of food	24 (26.9)
Fresher produce would be appreciated	23 (25.8)
Food provided is close to or past use-by-date	7 (7.9)
Prefer full cream UHT milk	5 (5.6)
Prefer different brands	5 (5.6)
Milk issues – off, lumpy etc.	4 (4.5)
More options/range wanted	4 (4.5)
Bread issues – mouldy, broken, stale etc.	4 (4.5)
Poor nutritional quality of some foods	2 (2.2)
"No comment" written	11 (12.4)

Table 9 Open-ended comments on rating provided for overall range of products (n=130)

Responses	n (%)
Happy with current range/availability	34 (26.2)
Would like more range of fresh foods (fruit, bread, yoghurt)	26 (20.0)
Poor quality of food provided	8 (6.2)
Would prefer different brands	7 (5.4)
Prefer bigger jars of Vegemite	7 (5.4)
More range of tinned fruits	7 (5.4)
More pantry basics	7 (5.4)
Poor range due to location of remote schools	5 (3.8)
"No comment" written	15 (11.5)
Other variety of small responses	14 (10.8)

Whilst schools were satisfied with quality and range, over three-quarters of schools (79.8% of schools) stated they regularly provide additional food products for their SBP (n=401). Common items donated include spreads and condiments, bread, cooked breakfast items, dairy products, milo and fresh fruit and vegetables (Table 10). Items donated infrequently included deli meats, kitchen items/appliances, pantry items, and cereals.

The source of donations is an indication of the range of partnerships schools have to assist with the operation and sustainability of their SBP, with local retailers, producers and a range of community organisations involved.

Table 10 Responses when asked to expand on additional food donated and the source (n=414)

Source	n (%)	Common products donated
School	212 (51.2)	Spreads/condiments, Bread, bacon/eggs/pancakes, dairy products, fruit, vegetables, drinks (milo)
Parents/School Community	116 (28.0)	Spreads/condiments, dairy products, fruit, vegetables, drinks (milo)
Local Retail Store	91 (22.0)	Bread, fruit, vegetables
Local Food Producer	26 (6.2)	Fruit, vegetables, bread
School Kitchen Garden	34 (8.2)	Vegetables, fruit, herbs, eggs
Charitable Organisation	18 (4.3)	Spreads/condiments, bacon/eggs/pancakes, bread
Teachers	16 (3.7)	Spreads/condiments, bacon/eggs/pancakes, bread
Other small responses	16 (3.7)	Spreads/condiments, bacon/eggs/pancakes, bread
Local Church	8 (1.9)	Spreads/condiments, bacon/eggs/pancakes, bread

2.3.2 Satisfaction with support offered and communication (including online resources)

There was high level of satisfaction (96.1%) with the email and phone communication with Foodbank WA. (Table 11). Foodbank WA's Morning Toast newsletter was also highly rated (76.9%) with additional 18.4% indicating they had not accessed or requested. The SBP Toolkit received high satisfaction ratings from those who had accessed or requested (77.3%).

Table 11 Level of satisfaction with Foodbank WA support offered

Support		n (%)
Email and phone communication (n=413)	Very Satisfied	299 (72.4)
	Satisfied	98 (23.7)
	Neutral	8 (1.9)
	Dissatisfied	1 (0.2)
	Have not access/requested	7 (1.7)
Morning Toast Newsletter (n=407)	Very Satisfied	213 (52.3)
	Satisfied	100 (24.6)
	Neutral	19 (4.7)
	Dissatisfied	-
	Have not access/requested	75 (18.4)
SBP Toolkit (n=410)	Very Satisfied	219 (53.4)
	Satisfied	98 (23.9)
	Neutral	23 (5.6)
	Dissatisfied	-
	Have not access/requested	70 (17.1)

One-fifth of schools (20.7%) believe 20.7% there are ways in which Foodbank WA could help improve their school's operation of the SBP (n=401) (Figure 3)

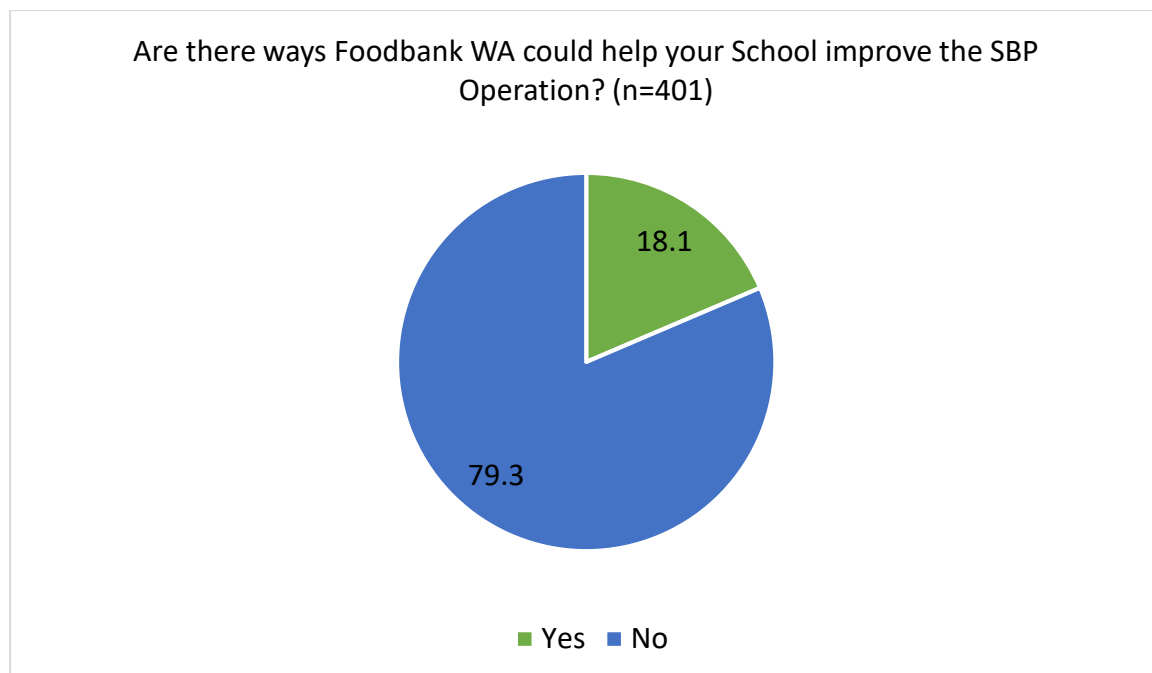


Figure 3: Response rates for if Foodbank WA can improve the SBP operation

When asked to expand on ways Foodbank WA could help there were 77 comments recorded. Most comments related to an increase in variety of food offered to the school (41.6%) and easier access to this food (26.0%) (Table 12).

Table 12 Open-ended responses to ways Foodbank WA can improve the SBP (n=77)

Responses	n (%)
Increase variety of food offered	32 (41.6)
Increase access to food – more pick up locations or delivery service	20 (26.0)
Volunteer training, ideas for SBP promotion, Foodbank WA visits to schools	15 (19.5)
Provision of other resources	4 (5.2)
Any help appreciated	3 (3.9)
Provide food for lunch program	2 (2.6)
Volunteer Hub (online), list of potential volunteers	1 (1.3)

2.4 Partnerships and collaborations involved in the running of the SBP

There are several questions completed by schools which provide some background for Outcome 3 of the performance parameters.

OUTCOME 3: Building and maintaining partnerships to continue long-term sustainability of the program.

3.1 Longer term sustainability achieved through the establishment and maintenance of a range of partnerships.

Most schools reported they are open to working with staff and others in new ways to use the SBP (78.8%), and that staff have a shared understanding of the purpose of the SBP (86.6%). Over one-third of schools (38.7%) stated participation in the SBP has led to community partnerships (n=408) (Table 13).

Table 13 Responses regarding long-term sustainability of the SBP

Partnerships		n (%)
Our School is open to working with staff and others in new ways to use the SBP (n=409)	Strongly agree	134 (32.8)
	Agree	188 (46.0)
	Neutral	82 (20.0)
	Disagree	4 (1.0)
	Strongly Disagree	1 (0.2)
Staff in this school have a shared understanding of the purpose of the SBP (n=409)	Strongly agree	178 (43.5)
	Agree	176 (43.0)
	Neutral	50 (12.2)
	Disagree	5 (1.2)
	Strongly disagree	-
Has participation in the SBP led to any community partnerships (n=408)	Yes	158 (38.7)
	No	195 (47.8)
	Don't know	55 (13.5)

When asked to describe the partnership and the benefit this has to the school, 'input from the local community as volunteers' (32.6%) and 'food donations' (31.9%) were commonly described (Table 14).

Table 14 Community partnerships described (n=147)

Responses	n (%)
Input from local organisations/church and/or the community – i.e. volunteers	48 (32.6)
Food donations	47 (31.9)
Community building	19 (12.9)
Financial contributions	16 (10.9)
Resources donated	5 (3.4)
Other programs exist as a result of the SBP	4 (2.7)
Other variety of small responses	8 (5.4)

2.5 SBP Integration

Nearly all schools (98.1%), reported their SBP has been integrated into their school, with most schools reporting the *'Program has become part of the organisational practice of the school'* (79.2%) (Table 15).

Table 15 SBP integration into school (n=413)

Responses	n (%)
Program has become part of the organisational practice of the school	327 (79.2)
Extra-curricular activity offered by the school	56 (13.6)
Food relief	15 (3.6)
Not a formal program and/or not well attended	7 (1.7)
Other variety of small responses	8 (1.9)

Common school activities that the program has been integrated into, include *'Before school sports/exercise'* (29.2% of schools), *'Harmony/Mental Health week'* (15.4% of schools) and *'Daily ready-for-school activities'* (15.4% of schools) (Table 16).

Table 16 SBP integration into other school activities (n=414)

Activities	n (%)
Before school sports/exercise	121 (29.2)
Harmony/Mental Health Week	64 (15.4)
Daily ready-for-school activities	64 (15.4)
School Kitchen Garden	39 (9.4)
Homework Club	12 (2.9)
Reading Club	10 (2.4)
Other open-ended responses	
- Other feeding programs (i.e. Crunch & Sip)	20 (4.8)
- No integration	10 (2.4)
- Cooking/health programs	10 (2.4)
- Other educational clubs/programs	9 (2.2)
- Other variety of small responses	29 (6.3)

Half of schools (52.1%) indicated in a closed ended question they want more information regarding integration of the SBP into their school (n=403).

Common opportunities for informal learning and/ or skills developed provided by the SBP included *'The importance of breakfast'* (78.0% of programs), *'Building positive relationships'* (72.7% of programs), *'Life skills'* (68.1% of programs), *'Healthy eating/nutrition education'* (64.7% of programs) and *'Table manners'* (59.2% of programs) (Table 17).

Table 17 Opportunities for informal learning from SBP (n=414)

Opportunities	n (%)
Importance of breakfast	323 (78.0)
Building positive relationships	301 (72.7)
Life skills	282 (68.1)
Healthy eating/nutrition education	268 (64.7)
Table manners	245 (59.2)
Food preparation	179 (43.2)
Student leadership	151 (36.5)
Waste/food waste/sustainability	149 (35.0)
Oral Health	45 (10.9)
Fresh produce/growing food	45 (10.9)
Other open-ended responses	
- Volunteering/community service	8 (1.9)
- Pastoral care	4 (1.0)
- Socialising/friendship	3 (0.7)
- Other variety of small responses	6 (1.4)

Two-thirds of Schools (64.6%) stated their SBP is linked to student welfare/wellbeing policies (n=401) (Figure 4).

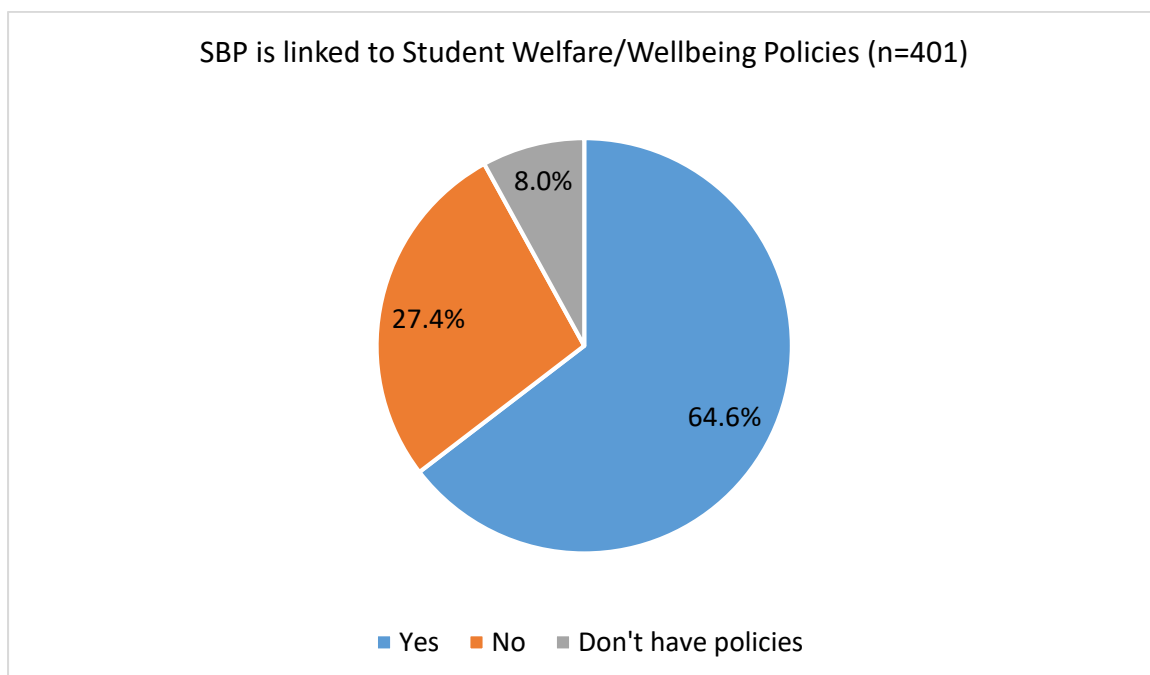


Figure 4: Response rates for the SBP linked to student welfare/wellbeing policies

When asked to expand on how the SBP is linked to welfare/wellbeing policies, the greatest response was 'food relief/access to food/the importance of breakfast' (37.1% of programs) (Table 18).

Table 18 SBP link to student welfare/wellbeing (n=213)

Responses	n (%)
Food relief/access to food/importance of breakfast	79 (37.1)
Included in school policies/plan/curriculum (general)	37 (17.4)
Pastoral care	35 (16.4)
Student wellbeing policy	19 (8.9)
Healthy eating/cooking/life skills	17 (8.0)
Increase student learning and attendance	17 (8.0)
Safe environment for students	6 (2.8)
Other variety of small responses	3 (1.4)

Over one-quarter of schools (29.3%) make use of the *Superhero Foods* resources in their SBP (n=406). The resources are mostly used as *posters on the wall* in 23.7% of schools and as *placemats for students to eat on* in 12.6% of schools (Table 19).

Table 19 Superhero Foods resources (n=414)

Responses	n (%)
Posters on the wall	98 (23.7)
Placemats for students to eat on	52 (12.6)
Recipe books	45 (10.9)
Recipes used in the program	29 (7.1)
Collector cards	11 (2.7)
Storybooks	9 (2.2)
Other open-ended responses	
- Home economics class, library	3 (0.7)
- School newsletter	2 (0.5)
- Other variety of small responses	3 (0.7)

When asked about the impact of the *Superhero Foods* resources, most common answers were '*increased awareness of healthy eating*' (30.2% of schools), '*encourages and engages students*' (22.2% of schools) and '*student interaction and discussion occurs*' (20.6% of schools) (Table 20).

Table 20 Open-ended responses to the impact of Superhero Foods resources (n=63)

Responses	n (%)
Increased awareness of healthy eating	19 (30.2)
Encourages and engages students	14 (22.2)
Student interaction and discussion occurs	13 (20.6)
Eating healthier foods	9 (14.3)
Students enjoy the resources	8 (12.7)
Useful for teachers and volunteers	6 (9.5)
Unsure/little impact/disliked by students	7 (11.1)

2.6 SBP and the needs of the school

Most common benefits of the SBP selected by schools includes 'nutrition' (90.8%), 'readiness to learn' (85.5%), 'providing a safe place' (84.5%) and 'getting students to come to school' (74.9%) (Table 21).

Table 21 SBP Benefits (n=414)

Responses	n (%)
Nutrition	376 (90.8)
Readiness to learn	354 (85.5)
Providing a safe place	350 (84.5)
Getting students to come to school	310 (74.9)
Reducing absenteeism	233 (56.3)
Teacher involvement	159 (38.4)
Other open-ended responses*	
- Social, inclusive, builds community	46 (11.1)
- Food security	18 (4.3)
- Teaches leadership and life skills	17 (4.1)
- Pastoral care	14 (3.4)
- Community involvement	12 (2.9)
- Teaches table manners and hygiene	9 (2.2)

*Participants able to record two other responses for this question

2.7 Sustainability and improvement required

The most selected strategy or measures used by schools to ensure the ongoing operation of the SBP are having 'sufficient resources available to support the SBP' (66.9% of schools) (Table 22).

Table 22 Strategies or measures the school currently use to ensure the ongoing operation of the SBP (n=414)

Responses	n (%)
Sufficient resources available to support the SBP	277 (66.9)
Communication on the benefits of the SBP to staff, parents, community	200 (48.3)
Coordination is assigned to those with appropriate skills	180 (43.5)
Funding for resources	152 (36.7)
Volunteer recruitment	143 (34.5)
Sufficient training is provided to enable staff to implement the SBP	86 (20.8)
Other open-ended responses	
- Community development	6 (1.4)
- No strategies implemented	3 (0.7)
- Recognition of volunteers	2 (0.5)
- Use of canteen resources	2 (0.5)
- P&C support	2 (0.5)
- Other: principal involvement, student rules, integration with other programs	4 (1.0)

One-fifth of schools (19.0%) think improvements are needed for the integral operation of the SBP (n=382). When asked to describe the improvement needed, the most listed answer was a greater involvement from staff and more volunteers to run the SBP (37.8% of schools) (Table 23).

Table 23 Open-ended responses for improvements needed (n=82)

Responses	n (%)
More staff involvement and volunteers	31 (37.8)
Greater priority for the school, invest more time, greater advertising to students	14 (17.1)
Improved facilities, room/space and appliances	12 (14.6)
Run SBP more often	6 (7.3)
More food needed to meet demands	5 (6.1)
More community engagement	4 (4.9)
Greater/better communication with students	4 (4.9)
More involvement with internal school programs and learning opportunities	4 (4.9)
More emphasis on healthy eating and nutrition education	2 (2.4)

Over one-third of schools (38.2%) believe there are factors limiting the school's ability to improve or expand the SBP (n=408). Similarly to responses listed for improvements needed, 32.8% of schools stated a lack of staff and/or volunteers as the main factor limiting the school's ability to improve or expand the SBP (Table 24).

Table 24 Open-ended responses for limiting factors (n=204)

Responses*	n (%)
Lack of staff and/or volunteers	67 (32.8)
Inadequate facilities/venue	35 (17.2)
Budgeting and financing shortages	26 (12.7)
Lack of priority, time invested and advertising to students	18 (8.8)
Unable to run more often due to staff working days	16 (7.8)
School isolation/remoteness	11 (5.4)
Lack of community engagement	10 (4.9)
Lack of food	9 (4.4)
Other responses	12 (5.9)

**Participants able to record two responses for this question*

2.8 Final Comments

When asked to rate the importance of the SBP, 83.7% of schools stated it is very important or essential (n=409) (Table 25).

Table 25 Response rates for importance of SBP (n=409)

Response	n (%)
Essential	208 (50.9)
Very important	134 (32.8)
Important	50 (12.2)
Somewhat important	14 (3.4)
Not important	3 (0.7)

When asked to expand on this response, nearly half of schools stated the SBP is important for addressing food security (45.9% of schools) (Table 26).

Table 26 Open-ended responses for importance of SBP (n=401)

Responses*	n (%)
Food security – vital for learning/survival/health	184 (45.9)
Improved learning and attendance	57 (14.2)
Pastoral care, relationships with families and students	30 (7.5)
Community building	19 (4.7)
Safe place for students	23 (5.7)
Student wellbeing and social aspects	50 (12.5)
Not much currently, not a priority for students	14 (3.5)
Available for all students to attend, no stigma in attending	10 (2.5)
Would like to run more often to provide further support for students	4 (1.0)
Other responses	10 (2.5)

**Participants able to record two responses for this question*

Half of schools provided final comments regarding the SBP, with over half of these comments (59.6%) being comments of appreciation and thankfulness for both the SBP and Foodbank WA. A further 31.7% of comments stated to that the SBP is integral to the school and/or students (Table 27).

Table 27 Final comments (n=208)

Responses	n (%)
Thank you, appreciative comments, fantastic program	124 (59.6)
The SBP is integral to the school and student wellbeing	66 (31.7)
Would like more access to foods	6 (2.9)
Planning to increase capacity of SBP	3 (1.4)
Would appreciate resources, training, workshop from Foodbank WA	3 (1.4)
Would like to run more often	2 (1.0)
"No comment" written	4 (1.9)

Section 3

Food Sensations® for Schools

Secondary School Students & Teacher Surveys

2019 Evaluation Data

3.1 Methods and Response Rate

Foodbank WA's *Food Sensations*® programs aims to improve the knowledge, attitudes and skills to improve healthy food consumption. All registered *School Breakfast Program* schools are eligible to receive a free *Food Sensations*® for Schools (FSS) session. FSS is based on the social cognitive theory and a program logical model has been developed to explain how the program impacts on attitudes, knowledge and skills in a one session delivery format.

Classes receive one session which can be between 60 to 120 minutes dependent on the time of day and class which selects the program. With the state-wide delivery of the secondary schools program it is difficult to have a standard time and lesson plan content as Foodbank facilitators tailor the session structure and content to fit the needs of the class and/or school. The cooking lesson component is prioritised, and other lesson plans are delivered in full or partially delivered dependent on time. Foodbank WA facilitators consider their consistent messages are focused on the

- Australian Guide to Healthy Eating food groups with particular emphasis on grain (cereal) foods mostly wholegrain and/or high fibre cereal and milk, yoghurt, cheese and/or alternatives (mostly reduced fat) and
- Emphasising knife safety and hand washing during the cooking lesson.

There is currently no international agreement on how to measure nutrition knowledge and food literacy in children/adolescents and measures published to date are specifically designed around intervention behaviour change. Best practice in delivery of programs with a food literacy/cooking element is difficult to determine due to the variable study design, duration and measurement outcomes. A review of intervention programs and validated tools with the secondary school age group was reviewed to align suitable questions for inclusion in a pre and post session evaluation.

A review of lesson plans, previous evaluation questions and potential literature review generated validated questions were aligned with the performance measures and discussed with Foodbank WA facilitators. Several reviews and some initial piloting in Term 2 tested comprehension and ability to detect change.

The secondary students and teachers (primary and secondary) evaluation tools have been designed to measure FSS effectiveness in achieving the contract performance measures with prioritise attitudes supported by improved knowledge and skills. A pre session and post session questionnaire is used with secondary students. A teacher's survey based on the previous contract questions was edited and designed for online completion. Teachers from primary and secondary schools who hosted a FSS session are contacted two weeks after session completion and invited to participant in a one-time online survey. All evaluation tools were approved by the Department of Education.

Curtin University Human Research Ethics Committee approval was obtained for both target group surveys (HRE2019-0289). A research information sheet is sent to School Principals outlining the aim of the research and how to withdraw consent if they don't wish their school to be involved. An evaluation protocol has been prepared for Foodbank WA facilitators to inform teachers of the research requirements, enable secondary students to withdraw consent. A pilot was commenced at the end of Term 2, minor edits were made to questionnaires and evaluation commenced for Term 3 and 4 in 2019.

Response Rate

During the evaluation phase, 100 sessions were delivered across 38 schools; 27 primary schools and 11 secondary schools in Western Australia. Secondary school sessions accounted for 26% of the sessions in 2019. At these sessions, secondary students were invited to provide pre and post evaluation. Twenty-one sessions were evaluated with 323 secondary students providing some evaluation data. The majority of these students were from regional schools (58.9%) with metropolitan schools accounting for 41.1% of students (Table 1).

Table 1 Overall Statistics report – Primary target group (Students)

Students	n	% of total sessions	% total – evaluated participants
All Sessions	100	-	-
Secondary School Sessions	26	26.0	
Sessions evaluated	21	21.0	-
Secondary Students evaluated (total)	323	-	-
Secondary Students (Metropolitan)*	129	-	41.1
Secondary students (Regional/Remote)*	185	-	58.9
Completed T1- Pre questionnaire	312	-	96.6
Completed T2- Post questionnaire	291	-	90.1
Matched (pre-post questionnaires)	280	-	86.7

*Nine student questionnaires were not associated with a school or session (unknown participants)

During the evaluation phase, 96 teachers were sent the survey link two weeks after their in class session and 51 (53.1%) completed this survey (Table 2).

Table 2 Overall Statistics Report – Secondary target group (Teachers Primary and Secondary)

Teachers	n	% of total sessions/teachers
Sessions	100	-
Teachers evaluated#	96	-
Primary teachers	74	77.0
Secondary teachers	22	22.9
Lost to follow-up*	45	46.9
Follow up total	51	53.1

#Three teachers were responsible for multiple sessions

*Lost to follow-up, a) teacher left position after session, or b) email bounced, or c) did not respond to several contact attempts

3.2 Demographic Characteristics– Primary target group (Students)

Two-thirds of schools were located in the Perth metropolitan area (64.8%) and most schools were a part of the public sector (86.5%). Nearly half of all schools had an Index of Social Economic Advantage (ICSEA) decile score of eight or higher (48.6% of schools) and only 10.8% of schools had a decile score below four. (Table 3).

Table 3 School Demographic Characteristics

Characteristics		%	Primary %	Secondary %
Education Region (n=38)	South Metropolitan	36.8	26.3	10.5
	North Metropolitan	28.9	23.7	5.2
	Wheatbelt	18.4	13.2	5.2
	Goldfields	7.9	5.3	2.6
	Southwest	7.9	2.6	5.3
Sector (n=37)*	Public	86.5	64.9	21.6
	AISWA	8.1	-	8.1
	CEWA	5.4	5.4	-
School Type (n=38)	Primary school	68.4	68.4	-
	Senior High School	21.1	-	21.1
	District High School	7.9	-	7.9
	Remote Community School	2.6	2.6	-
ICSEA Decile (n=38)	1	2.6	2.6	-
	2	5.3	2.6	2.6
	3	5.3	5.3	-
	4	5.3	5.3	-
	5	10.5	5.3	5.3
	6	10.5	7.9	2.6
	7	13.2	5.3	7.9
	8	15.8	13.2	2.6
	9	21.1	15.8	5.3
	10	10.5	2.6	7.9

*One primary school is a part of the Ashdale Cluster Network (an independent school, but not a part of AISWA)

Secondary student sessions were conducted among mixed school year groups (22.3%), engagement program students (19.2%), Health and Physical Education classes (14.2%), general year groups (12.4%) and in Home Economics classes (13.9%). Sessions were mostly 90 minutes (55.7% of sessions) or 120 minutes in length (34.4% of sessions). (Table 4).

The secondary student sessions are generally composed of delivery of a) an education module (different modules to choose from) and b) cooking activities. Dependent on time allocation for the session Foodbank WA facilitators can choose to fully or partially deliver education modules. Full program delivery was of modules *Sugar in Drinks* (66.9% of sessions), and *Homemade vs Takeaway* (23.8% of sessions), with partial delivery of *Australian Guide to Healthy Eating (AGHE)* in 6.5% of sessions. Most sessions (84.2%) participated in cooking activities.

Table 4 Session Delivery (Secondary Students)

Delivery Characteristics		%
	Mixed student group	22.3
	Engagement program students	19.2
Class (n=323)	Generic year group	15.2
	Health and Physical Education	14.2
	Home Economics	13.9
	Science	9.9
	Maths	5.3
Length (n=323)	60 minutes	6.5
	90 minutes	54.2
	120 minutes	33.4
	Other length/unreported	9.9
Full lesson delivery (first) (n=323)	Sugar in Drinks	66.9
	Homemade vs Takeaway	23.8
	Cooking	-
Full lesson delivery (second) (n=323)	Sugar in Drinks	-
	Homemade vs Takeaway	-
	Cooking	84.2
Partial lesson delivery (n=323)	Australian Guide to Health Eating	6.5

Students were asked to self-report year level, age and sex. Sessions were primarily conducted with students in Year 7 to 10, covering ages 11 to 15 years with a relatively equal mix of sex (Table 5).

Table 5 Secondary Student Demographics Characteristics

Characteristics	Responses	%
Secondary students (self-reported)		
Year level (n=316)	7	25.9
	8	20.9
	9	20.6
	10	22.2
	11	5.1
	12	5.4
Age (n=310)	11	0.6
	12	23.5
	13	17.1
	14	20.3
	15	22.6
	16	8.4
	17	6.1
	18	1.3
Sex (n=315)	Female	51.7
	Male	47.3
	Identify as other	1.0

3.3 Students attitudes towards healthy eating and knowledge about food and nutrition– Primary target group (Secondary students)

OUTCOME 2: Students develop positive attitudes towards healthy eating and knowledge about food and nutrition.

2.2 Support the development of student's knowledge and skills in relation to healthy eating and nutrition. Level of food and nutrition knowledge and skills demonstrated by students, in particular:

- ✓ Dietary guidelines, Food selection; Food preparation; and
- ✓ Safe food handling

Nearly half of secondary students participating in *Food Sensations*® for Schools were regularly preparing and cooking meals at home at least once per week (43.4%) and 31.7% were rarely or never involved at home (Table 6).

Table 6 Frequency of preparing and cooking meals at home (n=309)

Responses	n (%)
Always (5-7 days a week)	30 (9.7)
Often (2-4 times a week)	104 (33.7)
Sometimes (2-4 times a month)	77 (24.9)
Rarely (1-12 times a year)	61 (19.7)
Never	37 (12.0)

The FSS one off sessions have supported knowledge and skills related to the dietary guidelines, food selection, food preparation and safe food handling. The raw data for questions related to selecting the distinguishing nutrients in two food groups, interpreting the level of a nutrient from a nutrition information panel and the time required for hand washing for safe food handling is presented in Table 7. Matching questionnaire responses were subjected to chi-square analysis and demonstrated that students statistically significantly improved in ability to select the distinguishing nutrients in grains and milk food groups. There was statistically significant improvement at end of session in ability to interpret Nutrition Information Panel and identify the correct time for washing hands (Table 7).

Table 7 Dietary guidelines, food selection and food safety knowledge improvements

		Pre-Session n (%)	Post Session n (%)	P value*
Distinguishing Nutrients in Grain Food Group	Correct	80 (25.6)	110 (37.9)	p<0.001
	Incorrect	232 (74.4)	180 (62.1)	
Distinguishing Nutrients for Milk Food Group	Correct	138 (44.5)	139 (37.9)	p<0.001
	Incorrect	172 (53.3)	150 (51.9)	
Interpret Nutrition Information Panel	Correct	192 (61.9)	186 (64.4)	p<0.001
	Incorrect	119 (38.1)	103 (35.6)	
Time required for hand washing	Correct	86 (27.7)	230 (80.1)	p<0.001
	Incorrect	225 (72.4)	75 (19.9)	

All food literacy related attitudinal questions statistically significantly improved in agreement with exception of *'Healthy food being delicious and tasty'* which had highest agreement at the start of the program (Table 8).

Table 8 Food literacy attitudes

	Pre session mean \pm (SD)	Post session Mean \pm (SD)	P value
Attitudes			
I know how to choose foods that will give me a strong mind and healthy body (n=278)	2.12 \pm 0.74	1.70 \pm 0.68	<0.001
Making healthy food choices is important to me (n=278)	1.97 \pm 0.81	1.74 \pm 0.73	<0.001
I like to try new foods (n=280)	2.04 \pm 0.83	1.86 \pm 0.85	<0.001
I think healthy food is easy to cook (n=277)	2.28 \pm 0.83	1.85 \pm 0.84	<0.001
Healthy food can be delicious and tasty (n=274)	1.93 \pm 0.86	1.88 \pm 0.85	ns

*Coded- 1 strongly agree to 5 strongly disagree, paired t-tests

Students reported an increase in their self-assessment of their food preparation and skill ability to perform tasks *'prepare and cook a healthy meal'*, *'follow a simple recipe to prepare a healthy meal'*, and *'cut up vegetables or fruit to put in a meal or snack'*. (Table 9a/b/c). At the start of the session, just under half of students indicated they could prepare and cook a healthy meal on their own (43.2%) and by the end of the session this increased to 66.5%. At the start of the session, nearly two-thirds could follow a simple recipe to prepare a healthy meal (61.2%) and by the end of the session this rose to 73.1%. At the start of the session, the majority of students indicated they could cut vegetables and fruit to put in a meal or snack (79%) and this rose to 81.4% with more students indicating they could now do this with help.

Table 9a Self-assessment of ability to prepare and cook a healthy meal.

I can prepare and cook a healthy meal (n=273)					
Post session*					
		I cannot do this	I am not sure I can do this	I can do this with help	I can do this on my own
Pre-session	I cannot do this	6 (33.3%)	1 (5.6%)	2 (11.1%)	9 (50.0%)
	I am not sure I can do this	2 (6.1%)	8 (24.2%)	8 (24.2%)	15 (45.5%)
	I can do this with help	2 (2.0%)	3 (2.9%)	44 (43.1%)	53 (52.0%)
	I can do this on my own	3 (2.5%)	4 (3.3%)	9 (7.5%)	104 (86.7%)

*Chi-square calculated 2x2 table (can't do vs can do) $p < 0.0001$, Percentages refer to the percentage of the pre session responses.

Table 9b Self-assessment of ability to follow a simple recipe to prepare a healthy meal.

I can follow a simple recipe to prepare a healthy meal (n=273)					
Post session*					
		I cannot do this	I am not sure I can do this	I can do this with help	I can do this on my own
Pre-session	I cannot do this	5 (38.5%)	1 (7.7%)	1 (7.7%)	6 (46.2%)
	I am not sure I can do this	2 (7.1%)	7 (25.0%)	4 (14.3%)	15 (53.6%)
	I can do this with help	2 (3.4%)	2 (3.4%)	30 (50.8%)	25 (42.4%)
	I can do this on my own	5 (2.9%)	4 (2.3%)	7 (4.0%)	157 (90.8%)

*Chi-square calculated 2x2 table (can't do vs can do) $p < 0.0001$, Percentages refer to the percentage of the pre session responses.

Table 9c Self-assessment of ability to cut up vegetables and fruit to put in a meal or snack.

I can cut up vegetables or fruit to put in a meal or snack (n=274)				
Post session*				
	I cannot do this	I am not sure I can do this	I can do this with help	I can do this on my own
Pre-session	I cannot do this	5 (41.7%)	0	7 (58.3%)
	I am not sure I can do this	2 (14.3%)	3 (21.4%)	2 (14.3%)
	I can do this with help	1 (3.3%)	1 (3.3%)	10 (33.3%)
	I can do this on my own	10 (4.6%)	6 (2.8%)	9 (4.1%)
				193 (88.5%)

*Chi-square calculated 2x2 table (can't do vs can do) $p < 0.0001$, Percentages refer to the percentage of the pre session responses.

3.4 Process Evaluation- Secondary students

Majority of secondary students indicated they enjoyed the session (93.0%), enjoyed the cooking component (95.4%) and enjoyed tasting new foods (82.7%). Two-thirds (66.9%) of students planned to make one of the *Food Sensations*® recipes at home (Table 10).

Table 10 End of session responses

Statements	Agree n (%)	Not sure n (%)	Disagree n (%)
Enjoyed session (n=284)	264 (93.0)	17 (6.0)	3 (1.1)
Enjoyed cooking (n=284)	271 (95.4)	13 (4.6)	-
Tasted a new food (n=284)	234 (83.5)	27 (9.5)	20 (7.0)
Enjoyed tasting the food (n=283)	234 (82.7)	35 (12.4)	14 (5.0)
Will make one of the recipes at home (n=284)	190 (66.9)	70 (24.6)	24 (8.5)

Of those students who weren't sure if they would or disagreed to making a recipe at home, the main reasons were *not liking the recipe* (21.7%), *not usually involved with cooking at home* (20.0%), *unsure why* (15.0%) and *don't have the ingredients* (13.4%) (n=60).

There was a range of responses when students were asked what they learnt at the session. Students were able to list up to two responses, with the main response being "*learning how to cook a new recipe*" (23.2% of students). Other responses were about knife skills and safety (10%), nutrition composition and label reading and other comments about learning how to cook and cooking in general (Table 11).

Table 11 Students' open-ended comments about what they learnt at the program (n=288)

Responses *	n (%)
Learn how to cook a new recipe	67 (23.2)
Knife skills and safety	29 (10.1)
Nutrition composition of healthy and unhealthy foods	28 (9.7)
How to cook or improve cooking skills	23 (8.0)
Healthy food is easy to cook	22 (7.6)
Learn how to be healthy	22 (7.6)
Healthy food tastes good	17 (5.9)
Sugar in drinks	14 (4.9)

Unsure/other	13 (4.5)
Teamwork is important	12 (4.2)
How to prepare /cook healthy food specific	10 (3.5)
Food safety and hygiene	8 (2.8)
It is good to cook and try new foods	5 (1.7)
Other – variety of small responses	18 (6.2)

*Students able to record 2 options for this question

3.5 Demographic characteristics– Secondary target group (Teachers -Primary and Secondary)

Of the 51 teachers providing evaluation, 44 teachers were general class teachers, (86.3%). The remaining were specialist teachers, education assistants and principals. Thirty-seven teachers were primary school teachers (72.5%) and 14 teachers were secondary school teachers (27.5%) (Table 12).

Table 12 Student Demographics reported by teachers

Characteristics	Responses	%
Primary and Secondary students (teacher reported)		
School Type (n=51)	Primary	72.5
	Secondary	27.5
Year level (n=103 responses)*	K-PP	3.9
	1	2.9
	2	5.8
	3	10.7
	4	14.6
	5	17.5
	6	11.6
	7	6.8
	8	5.8
	9	6.8
	10	7.8
	11	2.9
	12	2.9
Students who identify as Aboriginal and/or Torres Strait Islander as a percentage of the class (n=50)	None	14.0
	1-25%	80.0
	26-50%	4.0
	51-100%	2.0

*Teachers able to select multiple year levels, as some sessions were given to mixed year groups

3.6 Students attitudes towards healthy eating and knowledge about food and nutrition- Secondary target group (Teachers)

OUTCOME 2: Students develop positive attitudes towards healthy eating and knowledge about food and nutrition.

2.2 Support the development of student's knowledge and skills in relation to healthy eating and nutrition. Level of food and nutrition knowledge and skills demonstrated by students, in particular:

- ✓ Dietary guidelines
- ✓ Food selection
- ✓ Food preparation; and
- ✓ Safe food handling

Nearly all teachers agreed the session improved students' knowledge and skills regarding session content (agreement ranged from 98.0-100%). (Table 13)

Table 13 Teacher responses on session content, delivery and relation to curriculum delivery

Statements	Total Sample	Primary Sample	Secondary Sample	Total Sample	Total Sample
	Agree	Agree	Agree	Neutral/ Not sure	Disagree
	n (%)	n (%)	n (%)	n (%)	n (%)
Knowledge and skills provided					
Improved students' knowledge about healthy foods (n=51)	51 (100.0)	40 (78.4)	11 (21.6)	-	-
Provided students with knowledge of how to prepare healthy foods (n=51)	51 (100.0)	40 (78.4)	11 (21.6)	-	-
Provided students with skills to prepare healthy foods (n=51)	50 (98.0)	40 (78.4)	10 (19.6)	1 (2.0)	-
Provided students with knowledge of how to handle food safely (n=51)	50 (98.0)	40 (78.4)	10 (19.6)	1 (2.0)	-

Teachers reported students displayed *improvement in positive attitudes to healthy foods* (75.5% agree) and students *discuss or bring in cooking from the Food Sensations® recipe book* (60.2% agree) (Table 14). Teachers were less sure about whether there were improved healthy food choices within the school or whether students were bringing healthier food to school.

Table 14 Teacher reports on behaviours displayed following session

Student Behaviours (teacher reported)	Total Sample Agree n (%)	Primary Sample Agree n (%)	Secondary Sample Agree n (%)	Total Sample Neutral/ Not sure n (%)	Total Sample Disagree n (%)
Improved positive attitudes to healthy foods (n=49)	37 (75.5)	30 (81.2)	7 (14.3)	9 (18.4)	3 (6.1)
Discuss or bring in cooking from the <i>Food Sensations</i> ® recipe book (n=50)	31 (62.0)	30 (60.0)	1 (2.0)	12 (24.0)	7 (14.0)
Improved healthy food choices e.g. at canteen (n=50)	21 (42.0)	18 (36.0)	3 (6.0)	23 (46.0)	6 (12.0)
Bringing healthier food to school (n=50)	17 (34.0)	16 (32.0)	1 (2.0)	25 (50.0)	8 (16.0)

3.7 Process evaluation- Teachers

There was a high level of agreement reported for session delivery and activity related questions (agreement ranged from 90.2-98.0%). Questions asking about session support of curriculum delivery saw a lower level of agreement (agreement ranged from 54.9-96.1%) (Table 15).

Table 15 Process evaluation responses to FSS

Statements	Total Sample Agree n (%)	Primary Sample Agree n (%)	Secondary Sample Agree n (%)	Total Sample Neutral/ Not sure n (%)	Total Sample Disagree n (%)
Delivery of session					
Activities encouraged all the students in the class to participate (n=51)	49 (96.1)	39 (76.5)	10 (19.6)	2 (3.9)	-
Activities were appropriate for students' age (n=51)	50 (98.0)	39 (76.5)	11 (21.6)	1 (2.0)	-
Activities were accessible for all students (n=51)	49 (96.1)	39 (76.5)	10 (19.6)	-	2 (3.9)
Activities were culturally responsive (n=51)	46 (90.2)	35 (68.6)	11 (21.6)	5 (9.8)	-
School and community contexts was considered in the learning activities (n=51)	46 (90.2)	35 (68.6)	11 (21.6)	5 (9.8)	-
Learning activities were engaging for students (n=51)	49 (96.1)	38 (74.5)	11 (21.6)	2 (3.9)	-
Support curriculum delivery					

Assisted me to deliver curriculum objectives/learning outcomes of the curriculum (n=51)	45 (88.2)	36 (70.6)	9 (17.6)	6 (9.8)	1 (2.0)
Improved my understanding of healthy eating (n=51)	28 (54.9)	20 (39.2)	8 (15.7)	17 (33.3)	6 (11.7)
Improved my confidence in ways to structure practical teaching about healthy eating (n=51)	39 (76.5)	29 (56.9)	10 (19.6)	10 (19.6)	2 (3.9)
I intend to include more education on healthy eating in my classroom/s in the next 6 months (n=49)	37 (75.5)	29 (59.2)	8 (16.3)	11 (22.4)	1 (2.0)
Foodbank WA's Teachers pack including <i>Food Sensations</i> ® support materials will assist me to deliver the curriculum (n=51)	49 (96.1)	39 (76.5)	10 (19.6)	2 (3.9)	-
Motivated me to go to the Superhero Foods HQ website to source materials (n=50)	32 (64.0)	27 (54.0)	5 (10.0)	16 (32.0)	2 (4.0)
I have already been to the Superhero Foods HQ website to source material (n=49)	23 (46.9)	18 (36.7)	5 (10.2)	11 (22.4)	15 (30.6)
I already regularly include lessons about healthy eating and food preparation in my teaching (n=51)	34 (66.6)	27 (52.9)	7 (13.7)	9 (17.6)	8 (15.1)

Teachers commented on the benefits of hand on practical learning and activities, including cooking as the most valuable aspect of the session (Table 16).

Table 16 Teachers open-ended comments about what were the most valuable aspect/s of the session (n=44)

Responses	n (%)
Hands on tasks/practical components/cooking activity	20 (16.0)
Learning about healthy food/nutrition	3 (12.9)
Engaging session, student participation	7 (10.9)
Eating and tasting new foods	2 (10.6)
Recipes	4 (9.4)
Learning how to prepare and cook healthy meals	5 (9.1)
Learning about nutrition composition of foods	3 (4.5)
Motivation, renewed confidence	30 (3.9)
Program activities and structure (general)	25 (3.2)

Three quarters of teachers reported school interest in further professional learning opportunities regarding nutrition and healthy eating (74.5%). Interest was high in topics *food label reading*, *general nutrition and healthy eating* and *cooking in the classroom* (Table 17).

Table 17 Nutrition topics for professional development (n=51)

Topic	n (%)
Food label reading	34 (66.6)
General nutrition and healthy eating	32 (62.7)
Cooking in the classroom	31 (60.8)
Assessing sugar in drinks	28 (54.9)
Creating a healthy school environment	21 (41.2)
Using superhero Foods resources	16 (31.4)
Healthy and easy meals for low socioeconomic children	1 (2.0)

There were 29 responses to suggestions for improving the session. The greatest response listed when asked how the session could be improved was ‘*nothing*’, ‘*no changes required*’ or ‘*great program*’ (44.8% of responses). Other responses included increasing the length of the session and including more interaction for students (Table 18).

Table 18 Suggestions for improvement of session (n=29)

Responses	n (%)
None/no changes/great program/continue program	13 (44.8)
Longer duration of session/time comments	4 (13.8)
Positive comments	3 (10.3)
More interactive/engaging	3 (10.3)
Ensure appropriate/adequate ingredients and facilities	2 (6.9)
Eat together as a group at a set table	1 (3.4)
Follow up evaluation for students	1 (3.4)
Be more environmentally friendly	1 (3.4)
Be consistent with messages – i.e. Zombie Foods messages inconsistencies	1 (3.4)

Thirty-one teachers made a final comment about the session. All comments were positive, highlighting the benefits of FSS, facilitators, and session structure. Many comments described student enjoyment and the desire to run future sessions. Sample comments included:

“The students really enjoyed the session and enjoyed the healthy food. The presenters did a great job. They were well informed and presented in a positive, well-structured format, and related to the students” – Secondary School Teacher

“The feedback and credit I get from other teachers and parents on these sessions is always so positive. I often get photos of children making the recipes at home and samples of what they make for me to try!!” – Primary School Teacher

“The Food Sensations sessions were by far some of the most relevant, important and engaging excursions our school has had in recent times.” – Primary School Teacher

“A few of the students said they went home and showed their parents what they cooked, from the booklet, then came in and said their parents wanted them to cook a dish for them.” – Primary School Teacher

Section 4

Summary and Recommendations

2019 Performance Measures

OUTCOME 1: Provision of nutritious food to students vulnerable to poor nutrition

Foodbank WA is providing a School Breakfast Program that meets the needs of participating schools (1.2)

- ✓ Schools continue to report high levels of satisfaction with the quality and range of core foods provided by Foodbank WA.
- ✓ There is high level agreement on the support and communication offered by Foodbank WA.

SBP RECOMMENDATIONS

1. **PRODUCT VARIETY** Continue to explore ways to increase the range of products (perishable foods) to all schools to continue to dietary variety in students through Foodbank WA and local suppliers.
2. **IMPROVING SBP INTERGRATION**- Focus on providing resources/advice to schools where the SBP is not considered integrated into the organisational practice of the school.

OUTCOME 2: Students develop positive attitudes towards healthy eating and knowledge about food and nutrition.

Foodbank WA is providing a program that support the development of student's knowledge and skills in relation to healthy eating and nutrition (2.2)

- ✓ Secondary students report statistically significant increases in level of food and nutrition knowledge and skills demonstrated by students, in particular:
 - Dietary guidelines
 - Food selection
 - Food preparation; and
 - Safe food handling
- ✓ Teachers report impact on primary and secondary student's level of positive attitudes, knowledge and skills.

FSS RECOMMENDATIONS

1. **DELIVERING A BEST PRACTICE PROGRAM** Consider best practice principles for nutrition education and food literacy program delivery requiring a minimum of four sessions. Foodbank WA is delivering a theoretically based experiential program adapted to different developmental levels of children and adolescents in line with best practice with the exception of duration. One off sessions make it difficult to determine impact on behaviour change with evaluation.
2. **SUPPORTING FSS DELIVERY** Focus on session delivery in secondary classes where the curriculum can reinforce the *Food Sensations*® lesson plans (i.e. Health and Physical Education and Home Economics).

APPENDICES

Appendix 1. FSS Evaluation Program Logic Model

NAME OF PROGRAM/PROJECT:
Food Sensations® for Schools (FSS) Program Evaluation 2019 to 2020

SITUATION:
<p>Foodbank WA has been refunded for 2019-2020 to deliver FSS (n=67 schools).</p> <p>Secondary students and teachers (primary and secondary) are to be involved in evaluation processes.</p> <p>Outcome 2 Students develop <u>positive attitudes</u> towards healthy eating and knowledge about food and nutrition.</p> <p>2.2 Support the development of student's knowledge and skills in relation to healthy eating and nutrition</p> <p>Performance measures- Level of food and nutrition <u>knowledge</u> and <u>skills</u> demonstrated by students, in particular:</p> <ul style="list-style-type: none">- dietary guidelines;- food selection;- food preparation; and- safe food handling. <p><i>Performance measures method- Annual reporting against measures –Food Sensations session feedback completed by teachers and secondary students (reporting pre and post information)</i></p> <p>Outcome 3: Building and maintaining partnerships to contribute to long-term sustainability of the program</p> <p>3.2 Schools are referred to other nutrition and health promotion programs as required.</p> <p><i>Performance measures- List types of programs being referred and number of teachers provided with referral information</i></p>

PRIORITIES:
<ul style="list-style-type: none">• Improve dietary intakes and food literacy in school aged children.• Evidence from the 2011-12 National Nutrition and Physical Survey demonstrated that 9-13 yr. olds and 14-18 yr. old were not achieving any food group recommendation with the exception of cereals in 9-11yr olds and there was high intake of discretionary foods contributing up to 41% of total energy).• Adolescents are developing independence at this stage of the lifecycle and require food literacy skill development (planning, selecting, preparing and eating) to be able to feed themselves in a health promoting way.

PRIORITIES:

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
<p>Dept of Education, Department of Health (DoH) and Dept of Primary Industries and Regional Development have funded Foodbank WA to deliver FSS to n=67 schools in 2019 and 2020.</p> <p>DoH's Health Promotion Strategic Framework 2017-2021 priority for healthier eating in WA include increasing the knowledge, skills and confidence necessary to choose a healthy diet. Targeted interventions indicate the need to Invest in programs that increase food and nutrition knowledge and skills of parents, children and other groups most vulnerable to poor nutrition. [1]</p> <p>Foodbank WA have an established program and</p>	<p>Conduct FSS delivery to more than one class in each school (60 to 120 minutes)</p> <p>Experiential learning improves self-efficacy (confidence) to select and eat healthy foods by performance accomplishments and verbal persuasion (encouragement).</p> <p>Hands on successful cooking and eating experiences provide observational learning and peer modelling to support behaviour change (preparing and tasting healthy foods)</p> <p>Overall enjoyment of FSS may improve emotional states for trying new behaviours at</p>	<p>Secondary school students (estimated minimum n=18 to 20 schools) in Year 7 to 12 (per year)</p> <p>Teacher/s (estimated minimum n=134) attached to FSS session delivery from primary and secondary schools (n=67)</p>	<p>PROCESS INDICATORS</p> <p>Response rate greater than 2017 contract evaluation (number of schools 38%, 14% secondary students, 41% teachers)[36]</p> <p>Students respond positively to FSS delivery including level of agreement about enjoyment of session, cooking and tasting new foods.</p> <p>Students self-reported involvement with home meal preparation.</p>	<p>IMPACT INDICATORS</p> <p>Self-reported change in knowledge about healthy foods and nutrients in food groups from AGHE (Dietary Guidelines)</p> <p>Self-reported improvement in accuracy in reading a nutrition information panel.</p> <p>Self-reported change in attitudes to food preparation and healthy foods</p>	<p>OUTCOME INDICATORS</p> <p>Improved dietary choices from the core foods in the AGHE</p> <p>Reduced intake of discretionary foods (high fat, sugar and salt)</p> <p>Increased involvement with meal planning, selection and preparation at home.</p>

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
<p>experienced facilitators (n=5) involved in the delivery of FSS in the metropolitan and regional areas (particularly the Pilbara-separate contract)</p> <p>FSS lesson plan curriculum is evidence based and designed to link to achievement standards in learning areas in the Australian Curriculum. https://www.australiancurriculum.edu.au/</p> <p>FSS for secondary students consists of six lesson plans, a combination of which can be delivered in one session (60-120 minutes) either as full and/or partial lessons.</p> <p>Deliver as a minimum AGHE and COOKING lessons. Additional content either full lesson plan or partial lesson plan from SUGAR IN DRINKS (food label reading),</p>	<p>home (and potential food selection from canteen).</p> <p>Provide resource information for Teacher/s to expand on FSS program delivery after/before Foodbank WA's delivery.</p>		<p>Teachers provide quality assessment of suitability and effectiveness of FSS activities</p> <p>Teacher/s respond positive to experience with FSS program</p> <p>Teachers consider Foodbank WA Facilitators effective in FSS delivery.</p> <p>Teachers reporting using Superhero Food resources to support additional curriculum delivery.</p>	<p>Self-reported food literacy practices (selecting and preparing foods including hand washing knowledge, following recipes, using a knife to cut vegetables or fruit, cooking at home, tasting a new food, intention to make recipe at home.</p> <p>Self-reported learning from FSS session (qualitative)</p> <p>Teachers self-reported feedback on FSS impact on knowledge, attitudes and skill development.</p>	

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
HOMEMADE VS TAKEAWAY FOODS, CALCIUM IN FOODS					

ASSUMPTIONS	EXTERNAL FACTORS
<p>1. FSS one session program delivery can impact on knowledge, attitudes, self-efficacy (confidence) of primary and secondary students</p> <p>2. FSS is being delivered in a classroom setting that will continue to support key messages from the program as to work towards outcome indicators.</p> <p>3. School active withdrawal of consent and parent 'opt out' of secondary students survey approval should increase response rates.</p> <p>4. The partial delivery of FSS lesson plans is considered sufficient duration and of implementation fidelity to support attitude, knowledge and skill change in students.</p>	<p>1. Level of secondary school involvement in food preparation at home before FSS program experience as this will influence secondary student's abilities to practice classroom lesson activities (individual agency).</p> <p>2. Type of class session delivered e.g. home economics vs health and PE as potentially home economics classes may support further food literacy development to a greater extent than other classes.</p> <p>3. One session program delivery does not enable assessment of dietary or food literacy behaviour change.</p> <p>4. WACHS staff could attend FSS and FSA training and deliver additional programs in schools in their regions.</p> <p>5. Teachers need to be directed to DoH Refresh.ED website http://www.refreshedschools.health.wa.gov.au and other key nutrition education and food literacy resources to support curriculum delivery.</p>

EVALUATION PLAN:

Study design: Cross sectional surveys approved by Department of Education and Department of Health

1. Secondary school students' pre (start) and post (end) of program paper questionnaires designed to achieve contract performance measures, align with lesson plan objectives and based on questions sourced from validated published questionnaires.

EVALUATION PLAN:
2. Teacher's survey – two (2) week after FSS delivery online survey (Qualtrics) designed to achieve contract performance measures using questions previously used in past contracts and Foodbank WA team developed questions.

1. Chronic Disease Prevention Directorate, *WA Health Promotion Strategic Framework 2017-2021*. 2017, Department of Health: Perth, Western Australia.
2. Edith Cowan University, *Evaluation of the Foodbank WA School Breakfast and Nutrition Education Program Final Report*. 2018 unpublished report.

Section 1 About you and your school

School Breakfast Program Consent

I have read the research information sheet provided with the email and understand its contents and I believe I understand the purpose, extent and possible risks of my involvement with this research.

I've asked any questions I have and these have been answered to my satisfaction and I can ask further questions at any time.

My participation is voluntary and I have the right to stop the survey and withdraw at any time or decline to answer particular questions.

The data I provide will be de-identified and data that may identify me personally or my school will not be used in reports or publications.

I understand that by continuing with this survey I have agreed to participate in the 2019 Annual Survey.

Please click on arrow below to start the survey. You can go back to any questions and you can go out of the survey and come back to finish it.

Thank you for participating.

Section 1: These questions ask about you and your school.

What is your current position or role at the school?

- ☐ Principal
- ☐ Deputy Principal
- ☐ Teacher or Education Assistant
- ☐ Chaplain
- ☐ Aboriginal and Islander Education Officer (AIEO)
- ☐ Canteen manager
- ☐ Administration staff
- ☐ Parent/P&C committee
- ☐ Other (please specify)

Are you the nominated Foodbank WA School Breakfast Program Coordinator for your school?

- ☐ Yes
- ☐ No

How many years have you worked and/or been involved with this particular school?

- ☐ Less than one year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ More than 15 years

Describe your involvement with the School Breakfast Program. (select all that apply)

- ☐ Order food from Foodbank WA
- ☐ Pick up food from Foodbank WA
- ☐ Source additional items
- ☐

Assist with food preparation

- ☐ Coordinate volunteers
- ☐ Organise room and facility logistics
- ☐ Promote the program within the school
- ☐ Other (1) describe

- ☐ Other (2) describe

How many students are currently enrolled at the school?

In an average week, approximately how many individual students access the School Breakfast Program at your school?

In an average week, approximately how many of the students accessing the School Breakfast Program are from Aboriginal or Torres Strait Islander backgrounds?

Section 2: These next questions ask about your school's breakfast program products and Foodbank WA services.

Rate the overall **RANGE** of products provided by Foodbank WA for the School Breakfast Program.

Please rate only those products listed that were supplied by Foodbank WA. If your school has not accessed/used a specific product, please answer 'not applicable' for that product.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable/ Don't receive
Canned fruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wheat biscuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vegemite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canned spaghetti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canned baked beans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UHT milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UHT orange juice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fresh fruit/vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yoghurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments on the ratings you provided on the range of foods?

Rate the overall **QUALITY** of products provided by Foodbank WA for the School Breakfast Program.

Please rate only those products listed that were supplied by Foodbank WA. If your school has not accessed/used a specific product, please answer 'not applicable' for that product.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable/ Don't receive
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	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable/ Don't receive
Canned fruit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wheat biscuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vegemite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canned spaghetti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Canned baked beans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UHT milk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UHT orange juice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fresh fruit/vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yoghurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- ☐ Yes
- ☐ No

- ☐ Funded by the school, specify products
- ☐ Funded/donated by parents/school community, specify products
- ☐ Donated by local retail store, specify products
- ☐ Donated by local food producer (e.g. orchard, market garden), specify products
- ☐ Grown in the school kitchen garden, specify products
- ☐ Other (1), describe source and products
- ☐ Other (2), describe source and products

[illegible]

Section 3: These next questions ask about your school's breakfast program operation.

Have you made any changes to the operation of your School Breakfast Program for 2019?

- ☐ Yes
- ☐ No
- ☐ Not applicable - we did not run a School Breakfast Program last year

Provide details of the changes made for this year. (select all that apply)

- ☐ Logistics of where it is run
- ☐ Hours of operation
- ☐ Days of the week operated
- ☐ Staffing
- ☐ Student attendance
- ☐ Student cohort
- ☐ Types of foods offered

☐ Other (1), describe

☐ Other (2), describe

In your opinion, to what degree do you think the School Breakfast Program has been integrated into your school?

- ☐ A program that has become part of the organisational practice of the school
- ☐ An extra-curricular activity offered by the school
- ☐ Other (explain)

Is the School Breakfast Program integrated into other school activities or programs? (select all that apply)

- ☐ Before-school sports/exercise
- ☐ Reading Club
- ☐ Homework Club
- ☐ School Kitchen Garden
- ☐ Specific events (e.g. Harmony/Mental Health Week)
- ☐ Daily 'ready for school' activities (e.g. provision of uniforms, tooth brushing)
- ☐ Other (describe)

Does your School Breakfast Program provide opportunities for informal learning and/or skills development? (select all that apply)

- ☐ Healthy eating/nutrition education
- ☐ Student leadership
- ☐ Waste/food waste/sustainability
- ☐ Importance of breakfast
- ☐ Oral Health
- ☐ Fresh produce/growing food
- ☐ Table manners
- ☐ Building positive relationships
- ☐ Life skills (e.g. preparing food, using cutlery, washing dishes)
- ☐ Food preparation
- ☐ Other (describe)

Is the School Breakfast Program linked to student welfare/wellbeing policies at your school?

- ☐ Yes
- ☐ No
- ☐ Don't have a policy/policies

Explain how the School Breakfast Program is linked to student welfare/wellbeing policies.

Do you include Foodbank WA's Superhero Foods resources in your School Breakfast Program?

- ☐ Yes
- ☐ No
- ☐ Don't know

Describe how you include Superhero Foods resources. (select all that apply)

- ☐ Posters on the wall
- ☐ Placemats for students to eat on
- ☐ Collector cards
- ☐ Recipe books
- ☐ Recipes use in the program
- ☐ Storybooks
- ☐ Other (1), describe
-
- ☐ Other (2), describe
-

Describe what impact, if any, have the Superhero Foods resources had?

Would your school like more information about integrating the School Breakfast Program with other school activities?

- ☐ Yes
- ☐ No

Section 4: This question ask about how the School Breakfast Program is meeting the needs at your school.

What do you see as the benefits of your School Breakfast Program? (select all that apply)

- ☐ Providing a safe place
- ☐ Nutrition
- ☐ Getting students to come to school
- ☐ Readiness to learn
- ☐ Reducing absenteeism
- ☐ Teacher involvement
- ☐

Other (1), describe

☐ Other (2), describe

Section 5: These questions ask about any partnerships or collaborations involved in running your School Breakfast Program.

Which of the following individuals and groups are involved in running the School Breakfast Program? (select all that apply)

- ☐ Staff position(s) specifically created to run the Breakfast Program
- ☐ Existing staff members assigned to run the Breakfast Program (i.e. part of their formal duties/workload)
- ☐ Staff volunteers (i.e. Breakfast Program is additional to normal duties/workload)
- ☐ Parent/Carer volunteers
- ☐ Breakfast Program students
- ☐ Other school volunteers
- ☐ University student volunteers
- ☐ Other volunteers (describe)

Staff in this school have a shared understanding of the purpose of the School Breakfast Program.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Has participation in the School Breakfast Program led to any community partnerships?

- ☐ Yes
- ☐ No
- ☐ Don't know

Describe the partnership(s) and the benefit to the school.

Section 6: These questions ask about the sustainability and improvements required for your School Breakfast Program.

What strategies or measures does your school currently use to help ensure the ongoing operation of the School Breakfast Program? (select all that apply)

- ☐ Sufficient training is provided to enable staff to implement the School Breakfast Program
- ☐ Sufficient resources are available to support the School Breakfast Program
- ☐ Coordination is assigned to those with appropriate skills
- ☐ Volunteer recruitment
- ☐ Communication on the benefits of the School Breakfast Program to staff, parents, community
- ☐ Funding for resources (e.g. appliances, crockery, cutlery etc.)
- ☐ Other (1), describe

☐ Other (2), describe

Do you think any improvements are needed to the internal operation of your School Breakfast Program?

☐ Yes

☐ No

Describe the improvements you believe are needed.

Are there any factors limiting your school's ability to improve or expand your breakfast program?

☐ Yes

☐ No

Describe the factors limiting your school's ability to improve or expand your breakfast program.

Our school is open to working with staff and others in new ways to use the School Breakfast Program.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Section 7: Final Comments

Rate how important you feel the School Breakfast Program is for your school.

☐ Not important

☐ Somewhat important

☐ Important

☐ Very important

☐ Essential

Expand on your response on the importance of the School Breakfast Program.

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

☐ Yes

☐

No

Describe ways in which Foodbank WA could help your school to improve the operation of your School Breakfast Program.

Provide any final comments you may have about the School Breakfast Program.

Food Sensations in Schools

Start of Program Questions

First Name: _____



Read each question and mark one (1) answer you think is right for you.

Your year: 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
Gender: Female ☐ Male ☐ Other _____
Your age: 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐

These questions ask you *what you know* about selecting and eating foods (Tick 1 ☒).

- I know how to choose foods that will give me a strong mind and healthy body**
strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐
- What are two of the main nutrients you get from eating the grains, cereal and bread food group?**
Protein & Fibre ☐ Calcium & Protein ☐ Carbohydrate & Fibre ☐ Iron & Calcium ☐
Iron & Carbohydrate ☐
- What are two of the main nutrients you get from eating the milk, yoghurt and cheese food group?**
Protein & Fibre ☐ Calcium & Protein ☐ Carbohydrate & Fibre ☐ Iron & Calcium ☐
Iron & Carbohydrate ☐
- How much sugar per 100g is in this breakfast cereal. (Use the nutrition information below)**
22.9g ☐ 0.6g ☐ 14.6g ☐ 76.2g ☐ 4.4g ☐

NUTRITION INFORMATION

Servings Per Pack: 10 Serving Size: 30g	Average Quantity per Serving	Average Quantity per 100g
Energy	480kJ	1610kJ
Protein	2.1g	7.0g
Fat-total - Saturated	1.1g 0.2g	3.8g 0.6g
Carbohydrate - Sugars	22.9g 4.4g	76.2g 14.6g
Dietary Fibre	2.2g	7.3g
Sodium	80mg	265mg

Please continue survey over page.

Food Sensations in Schools

Start of Program Questions



These statements ask *what you think* about selecting and preparing foods to eat (Tick 1 ☒).

5. Making healthy food choices is important to me

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

6. I like to try new foods

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

7. I think healthy food is easy to cook

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

8. Healthy food can be delicious and tasty

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

These questions ask about *how you usually* select and prepare foods (Tick 1 ☒).

9. Before I eat or prepare food, I need to wash my hands for how many seconds?

10 seconds ☐ 20 seconds ☐ 30 seconds ☐ 40 seconds ☐ I don't know ☐

10. I can prepare and cook a healthy meal

I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐

I can do this on my own ☐

11. I can follow a simple recipe to prepare a healthy meal

I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐

I can do this on my own ☐

12. I can cut up vegetables or fruit to put in a meal or snack

I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐

I can do this on my own ☐

13. How often do you help prepare a healthy meal with your family?

Never ☐ Rarely (1-2 times a year) ☐ Sometimes (2-4 times a month) ☐

Often (2-4 times a week) ☐ Always (5-7 times a week) ☐

Hand back to your teacher or Foodbank WA staff when finished. Thank you.

Food Sensations in Schools

End of Program Questions

First Name: _____



Read each question and mark one (1) answer you think is right for you.

These questions ask you *what you know* about selecting and eating foods (Tick 1 ☒).

1. I know how to choose foods that will give me a strong mind and healthy body

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

2. What are two of the main nutrients you get from eating the grains, cereal and bread food group?

Protein & Fibre ☐ Calcium & Protein ☐ Carbohydrate & Fibre ☐ Iron & Calcium ☐
Iron & Carbohydrate ☐

3. What are two of the main nutrients you get from eating the milk, yoghurt and cheese food group?

Protein & Fibre ☐ Calcium & Protein ☐ Carbohydrate & Fibre ☐ Iron & Calcium ☐
Iron & Carbohydrate ☐

4. How much sugar per 100g is in this breakfast cereal. (Use the nutrition information below)

22.9g ☐ 0.6g ☐ 14.6g ☐ 76.2g ☐ 4.4g ☐

NUTRITION INFORMATION		
Servings Per Pack: 10 Serving Size: 30g	Average Quantity per Serving	Average Quantity per 100g
Energy	480kJ	1610kJ
Protein	2.1g	7.0g
Fat-total - Saturated	1.1g 0.2g	3.8g 0.6g
Carbohydrate - Sugars	22.9g 4.4g	76.2g 14.6g
Dietary Fibre	2.2g	7.3g
Sodium	80mg	265mg

Please continue survey over page.

Food Sensations in Schools

End of Program Questions



These statements ask *what you think* about selecting and preparing foods to eat (Tick 1 ☒).

5. Making healthy food choices is important to me

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

6. I like to try new foods

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

7. I think healthy food is easy to cook

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

8. Healthy food can be delicious and tasty

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

Now that I have attended the Food Sensations Session, I will select and prepare foods at home in the following ways (Tick 1 ☒).

9. Before I eat or prepare food, I need to wash my hands for how many seconds?

10 seconds ☐ 20 seconds ☐ 30 seconds ☐ 40 seconds ☐ I don't know ☐

10. I can prepare and cook a healthy meal

I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐
I can do this on my own ☐

11. I can follow a simple recipe to prepare a healthy meal

I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐
I can do this on my own ☐

12. I can cut up vegetables or fruit to put in a meal or snack

I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐
I can do this on my own ☐

Please continue survey over page.

Food Sensations in Schools

End of Program Questions



These questions ask you *what you thought* about today's session (Tick 1 ☒).

13. I enjoyed the Food Sensations session

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

14. I enjoyed cooking in today's session

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

15. I enjoyed tasting the food my class made today

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

16. I tasted a new food today

agree ☐ not sure ☐ disagree ☐

17. I will make one of the recipes I made today at home

strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

If you are not sure or disagree, why?

18. Today in the Food Sensations session I learnt

Please return your survey to your teacher or Foodbank WA staff member. Thank you.

Consent

I have read the research information sheet and I believe I understand the purpose, extent and possible risks of my involvement with this research.

My questions have been answered to my satisfaction and I can ask further questions at any time.

My participation is voluntary and I have the right to stop the survey and withdraw at any time or decline to answer particular questions.

The data I provide will be de-identified and any data that may identify me individually or my school will not be used in the annual report to funders.

☐ I understand that by continuing with this survey I have agreed to participate.

What is your role?

- ☐ Class Teacher
☐ Specialist Teacher
☐ Education Assistant
☐ Relief Teacher
☐ Chaplain
☐ Other (please specify)

--

The *Food Sensations in Schools* session was delivered to (select all year groups that apply);

- ☐ K-PP
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Year 6
- ☐ Year 7
- ☐ Year 8
- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12

What percentage of the students who participated in the *Food Sensations in Schools* session two weeks ago would identify as Aboriginal and/or Torres Strait Islander (approximate)?

Indicate your level of agreement with the following statements about the *Food Sensations in Schools* session delivered to your students.

[illegible]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Provided students with knowledge of how to handle food safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your level of agreement with the delivery of the *Food Sensations in Schools* session activities.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know/not applicable
Activities encouraged all the students in the class to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities were appropriate for students' age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities were accessible for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities were culturally responsive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School and community contexts was considered in the learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities were engaging for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your level of agreement as to how the *Foods Sensations in Schools* session (including materials) supports your curriculum delivery.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know/unsure
Assisted me to deliver curriculum objectives/learning outcomes of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my understanding of healthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my confidence in ways to structure practical teaching about healthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to include more education on healthy eating in my classroom/s in the next 6 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foodbank WA's Teachers pack including Food Sensations support materials will assist me to deliver the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivated me to go to the Superhero Foods HQ website to source materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have already been to the Superhero Foods HQ website to source material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already regularly include lessons about healthy eating and food preparation in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last two (2) weeks have you seen any of your students who attended the *Food Sensations in Schools* session display the following behaviours or actions?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know/unsure
Discuss or bring in cooking from the Food Sensations recipe book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved healthy food choices (e.g. canteen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing healthier food to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved positive attitudes to healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would your school be interested in further professional learning opportunities in the area of nutrition and healthy eating offered by Foodbank WA?

- ☐ Yes
- ☐ No
- ☐ Unsure

What nutrition topics would you be interested in? (select all that apply)

- ☐ Food label reading
- ☐ Assessing sugar in drinks
- ☐ Creating a healthy school environment
- ☐ Cooking in the classroom
- ☐ General nutrition and healthy eating
- ☐ Using Superhero Foods resources
- ☐ Other (specify)

What were the most valuable aspect/s of the *Food Sensations in Schools* session?

What suggestions for improvement do you have for these sessions?

Do you have any final comments?