



**FIGHTING HUNGER
IN AUSTRALIA**

PILBARA INTERNAL EVALUATION REPORT 2020:

School Breakfast Program,

***Food Sensations*[®] for Schools,**

Fuel Your Future,

***Food Sensations*[®] for Parents and**

Educator Training Program.

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ABBREVIATIONS

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

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EXECUTIVE SUMMARY

In partnership with BHP, Foodbank of Western Australia (FBWA) delivers the School Breakfast Program (SBP), *Food Sensations*[®] for Schools Program (FSS), Fuel Your Future Program (FYF), *Food Sensations*[®] for Parents Program (FSP) and Educator Training Program (ET) in partnership with schools, organisations and communities throughout WA's Pilbara region.

Evaluation of these programs was underpinned by each program's objectives, relating to knowledge, skills and satisfaction with the program. Tailored program planning logic models and evaluation plans were developed for each program. Methods and tools were based on best practice indicated in the published and grey literature, on contextual consideration of the setting for program delivery, and on FBWA staff experience. Prior to evaluation commencing, approval was received from the WA Department of Education (DOE) and ethics approval from Edith Cowan University (ECU) Human Research Ethics Committee.

Following the commencement of data collection in early March, COVID-19 restrictions affected program delivery due to the cessation of Foodbank WA staff travelling to the region. Although COVID-19 influenced a number of output key performance indicators for some programs (FSS, FYF, FSP), evaluation data obtained from participants and stakeholders for each program was not impacted.

Results for the Pilbara internal evaluation have yet again demonstrated the project is continuing to be effective and highly valued. The SBP has shown an improvement in participants' nutrition intake, increasing capacity for learning, as well as knowledge and skills around food literacy. The *Food Sensations* programs' demonstrated significant improvements across a variety of food literacy themes, including increased identification of healthy foods, awareness of how to read a food label and self-reported cooking skills and confidence among participants. A consistently high level of satisfaction with the programs and services provided was also reported from schools, youth centres, playgroups, partner organisations and the wider community. Achievement against program objectives and indicators of success, as well as dissemination of results, have been included below in tabulated form for each program.

As per the FBWA team's annual practice, the recommendations based on this year's evaluation findings will inform program framework and evaluation process changes for 2021. Recommendations will be implemented into the annual work plan and included in the adaptation of lesson content taught, resources provided, and the evaluation methods used. The annual adaptation of the suite of *Food Sensations* Programs is an excellent outcome from this three year evaluation (2018 - 2020), as it has ensured they remain relevant to the target group's needs; subscribing to a continuous improvement model.

The repeat invitations for the FBWA team to return each year into remote Aboriginal communities within the Pilbara region is testament to the communication and integrity of program delivery and the team delivering the programs.

SBP SUMMARY TABLE

Program: School Breakfast Program (SBP)

11/14 invited SBP Coordinators participated in SBP evaluation

Program Objectives	Output Key Performance Indicators	Evaluation Results
	Impact Indicators	
1. To improve food literacy understanding among children accessing the SBP program	<ul style="list-style-type: none"> A minimum of 50% of schools report ‘all’/‘most’ of the students accessing the SBP are positively impacted by the SBP in relation to improvement in a range of nutrition knowledge and skills measures. 	<ul style="list-style-type: none"> 55 - 73% of survey respondents (n=11) reported ‘all’/‘most’ of the students accessing the SBP were positively impacted in the following nutrition knowledge and skills measures: Knowledge: <ul style="list-style-type: none"> Awareness of the Australian Guide to Healthy Eating poster Awareness of healthy eating Awareness of the effects of ‘Everyday’ foods or ‘Superhero’ Foods on health Awareness of the effects of ‘Sometimes’ foods or ‘Zombie’ Foods on health Awareness of kitchen safety Skills: <ul style="list-style-type: none"> Ability to select healthy breakfast foods Ability to prepare healthy breakfasts Ability to handle food safely
	<ul style="list-style-type: none"> Schools describe the impact the SBP has on students’ nutrition knowledge, skills and attitudes. 	<ul style="list-style-type: none"> Schools described the SBP as providing an educational opportunity for the students, positively impacting on their nutrition knowledge, skills and attitudes. Specifically, the SBP positively impacted students’ ability to practice selection and preparation, and reinforced routines involved with healthy eating and kitchen hygiene. Resources provided through the program also supported the development of students’ nutrition understanding allowing them to continue conversations about healthy eating with program staff.
2. To maintain a high level of program delivery satisfaction among registered Pilbara Schools including teachers and principals	<ul style="list-style-type: none"> A minimum of 80% of school staff report the quality of the SBP product is ‘very good’/‘good’ each year. A minimum of 80% of school staff report the selection/range of SBP product is ‘very good’/‘good’ each year. A minimum of 80% of school staff report the SBP ordering processes are ‘very good’/‘good’ each year. A minimum of 80% of school staff report the communications by FBWA for the SBP were ‘very good’/‘good’ each year. 	<ul style="list-style-type: none"> All respondents (100%, n=11) rated the quality of products provided by FBWA as ‘very good’/‘good’. All respondents (100%, n=11) rated the selection/range of SBP products as ‘very good’/‘good’. All respondents (100%, n=11) rated the ordering process used by FBWA as ‘very good’/‘good’. All respondents (100%, n=11) indicated they believed communications by FBWA were ‘very good’/‘good’.

Program Activities	Process Indicators	Evaluation Results
1. Facilitate registration of the SBP among Pilbara schools each year of the project	<ul style="list-style-type: none"> A total of 13 Pilbara schools registered for the SBP each year of the project. 	<ul style="list-style-type: none"> A total of 14 Pilbara schools were registered for the SBP in 2020.
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	<ul style="list-style-type: none"> A total of 52 food deliveries completed to SBP-registered Pilbara schools each year of the project. 	<ul style="list-style-type: none"> A total of 56 food deliveries were completed to SBP-registered Pilbara schools in 2020.
3. Provide access to the SBP for Pilbara students each year of the project	<ul style="list-style-type: none"> Access to the SBP to students provided each year of the project. 	<ul style="list-style-type: none"> A total of 405 students were provided access to the SBP in 2020.
Review of key evaluation questions	<p>All schools reported that students were positively impacted by the SBP in 2020, in relation to nutrition knowledge and skills. All schools reported that the SBP food supplied to their school was of high quality, and that the food ordering and communication process were of high quality. The majority of schools reported they were very satisfied with the range of products provided by FBWA. The 2020 program delivery activities have met or exceeded the set indicators of success in relation to number of schools registered, number of food deliveries and number of students provided access to the program. Program framework and evaluation process changes will occur in 2021, based on 2020 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

FSS SUMMARY TABLE

Program: *Food Sensations for Schools (FSS)*

295/323 invited FSS students participated in FSS evaluation

20/44 invited teachers participated in FSS evaluation

Program Objectives	Output Key Performance Indicators	Evaluation Results
Impact Indicators		
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> A minimum of 80% of FSS student participants can correctly identify a key message from the FSS session. 	<ul style="list-style-type: none"> Prior to the FSS session, 76% of students recalled the message <i>"Everyday foods will give me a strong mind and healthy body"</i>. This increased to 84% (n= 246/293) recall post-session. Most knowledge concepts achieved statistically significant results (p<0.05) from pre- to post-FSS session, thus meeting the indicator of success. These included identification of 'yoghurt', 'tinned fish', 'tinned fruit', 'tinned vegetables' and 'brown rice' as Superhero Foods, and 'sports drinks' as Zombie Foods, as well as statistically significant results (p<0.001) in post-session recall that Zombie Foods are high in sugar, fat and salt. Furthermore, there were significant increases in key skills pre-to post-FSS session, including self-reported cooking ability and correct knife-holding techniques (p<0.001).
	<ul style="list-style-type: none"> Statistically significant increases (p≤0.05) from pre- to post-FS session among FSS student participants relating to key knowledge concepts taught in the session. Significant increases from pre- to post-FSS session among FSS student participants relating to key skills concepts taught in the session. 	
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> A minimum of 80% of students report they enjoyed components of the FSS session. 	<ul style="list-style-type: none"> A total of 93% (n=276/295) of students reported that they enjoyed the activities and 95% (n=280/295) enjoyed the cooking. All teacher respondents (n=20) who participated in the teacher feedback email indicated they enjoyed the sessions, particularly the experience to observe the positive impact of the program amongst students, effective management of student behavior through positive relationships and engagement, and a professional and inclusive working approach demonstrated by FBWA staff. Teachers reported that the best aspects of the FSS program included high level of student engagement and inclusivity, combination of theory and practical elements, a variety of tailored resources relevant to students' needs as well as post-session familial engagement, and the expertise and professional qualities demonstrated by FBWA staff.
	<ul style="list-style-type: none"> Teachers report enjoying the FSS session/s. Teachers report on the positive attributes of the program. 	

Program Activities	Process Indicators	Evaluation Results
1. Deliver FSS program to Pilbara schools twice every year, for each year of the project	<ul style="list-style-type: none"> • <u>13 Pilbara schools</u> receive FSS program each year of the project. • <u>75 FSS sessions</u> are delivered to students attending selected Pilbara schools every year, for each year of the project. • <u>A number of students</u> engage with FSS program delivered in selected schools in the Pilbara every year, for each year of the project (n to be reported each year of the project). 	<ul style="list-style-type: none"> • <u>13 Pilbara schools</u> received FSS in 2020. • <u>47 FSS sessions</u> were delivered to students in 2020. • <u>744 students</u> participated in FSS in 2020.
Review of key evaluation questions	<p>The FSS program was highly successful in achieving its program objectives: there was a significant increase in several program evaluation outcomes from pre- to post- session among students. These results were supported by the high proportion of observing teaching staff that indicated positive changes in relation to knowledge and skills among children. Students and teachers overall enjoyed, and were very satisfied with the program. The program delivery activities met the process indicator of success in relation to the number of Pilbara schools that received the FSS program in 2020, despite a reduction in the number of field work trips and sessions delivered due to COVID-19. Minor program framework and evaluation process changes will occur in 2021, based on 2020 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

FYF SUMMARY TABLE

Program: Fuel Your Future (FYF) Program		
134/144 invited FYF youth participated in FYF evaluation		
25/39 invited stakeholders participated in FYF evaluation		
Program Objectives	Output Key Performance Indicators Impact Indicators	Evaluation Results
1. Improve the program participants' understanding and knowledge of healthy food selections and usage	<ul style="list-style-type: none"> A minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s. 	<ul style="list-style-type: none"> 62% (n=32/52) of respondents correctly identified that there are not four food groups in the Australian Guide to Healthy Eating food plate, post-FYF workshop, compared to 28% pre-FYF workshop. 90% (n=34/38) of respondents recognised post-workshop that the grain group from the Australian Guide to Healthy Eating is considered an 'eat most' food group. This was in comparison to 37% of respondents pre-workshop. 92% (n=35/38) of respondents recognised that the Australian Dietary Guidelines serve sizes differ for age and gender post-workshop. This was in comparison to 53% of respondents pre-workshop. 73% (n=16/22) of respondents correctly identified that the 'per 100g' column on a nutrition information panel can be used to compare nutrients in foods post-workshop, compared to 14% of respondents pre-workshop. 86% (n=18/21) of respondents correctly identified that the "plank" safe knife skill can be used to cut through hard foods post-workshop, compared with 24% pre-workshop.
	<ul style="list-style-type: none"> A minimum of 80% of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program session/s. 	<ul style="list-style-type: none"> 79% (n=89/111) of youth reported knowing how to prepare a healthy meal at home after the FYF workshop in comparison to pre-workshop (73%).
	<ul style="list-style-type: none"> A minimum of 70% of stakeholders 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session/s. A minimum of 70% of stakeholders 'strongly agree'/'agree' the FYF session improved their students' food preparation skills. 	<ul style="list-style-type: none"> Between 88% - 100% (n=17) of teachers/agency coordinators 'strongly agreed'/'agreed' the FYF workshop improved youths' knowledge regarding various key concepts taught in the workshop. 100% (n=17) of teachers/agency coordinators 'strongly agreed'/'agreed' the FYF workshop improved their students' skills in food preparation.
	<ul style="list-style-type: none"> A minimum of 90% of FYF participants agreed they enjoyed the cooking in the FYF workshop. A minimum of 90% of FYF participants agreed they enjoyed the activities in the FYF workshop. A minimum of 80% of stakeholders 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s. A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts. 	<ul style="list-style-type: none"> 91% (n=121) of youth agreed that they enjoyed the cooking in the FYF workshop. 89% (n=118) of respondents agreed they enjoyed the activities conducted during the FYF workshop. 100% (n=16) of teachers/coordinators 'strongly agreed'/'agreed' the youth enjoyed the FYF workshop. Almost all teachers 'strongly agreed'/'agreed' the recipes were suitable for the youths age (100%, n=17), numeracy levels (94%, n=16) and literacy levels (88%, n=15).
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> A minimum of 90% of FYF participants agreed they enjoyed the cooking in the FYF workshop. A minimum of 90% of FYF participants agreed they enjoyed the activities in the FYF workshop. A minimum of 80% of stakeholders 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s. A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts. 	<ul style="list-style-type: none"> 91% (n=121) of youth agreed that they enjoyed the cooking in the FYF workshop. 89% (n=118) of respondents agreed they enjoyed the activities conducted during the FYF workshop. 100% (n=16) of teachers/coordinators 'strongly agreed'/'agreed' the youth enjoyed the FYF workshop. Almost all teachers 'strongly agreed'/'agreed' the recipes were suitable for the youths age (100%, n=17), numeracy levels (94%, n=16) and literacy levels (88%, n=15).

	<ul style="list-style-type: none"> A minimum of 80% of stakeholders ‘strongly agreed’/‘agreed’ the activities used in the FYF session were appropriate for the youth within a range of contexts. 	<ul style="list-style-type: none"> A large majority of teachers ‘strongly agreed’/‘agreed’ the activities were suitable for the youths’ age (100%, n=17), numeracy levels (94%, n=16) and literacy levels (88%, n=15).
	<ul style="list-style-type: none"> A minimum of 50% of stakeholders ‘strongly agreed’/‘agreed’ the FYF session met their expectations. 	<ul style="list-style-type: none"> 100% (n=16) of teachers/coordinators ‘strongly agreed’/‘agreed’ that the FYF workshop met their expectations.
	<ul style="list-style-type: none"> Stakeholders report enjoying the FYF session/s. 	<ul style="list-style-type: none"> Stakeholder respondents who participated in the stakeholder feedback email (n=12/24) indicated they enjoyed the sessions. A strong theme identified from stakeholder feedback included the active participation and engagement of youth in the FYF Program.
	<ul style="list-style-type: none"> Stakeholders report on the positive attributes of the program. 	<ul style="list-style-type: none"> Stakeholders reported many positive attributes of the FYF Program. The main themes included a positive and effective practical cooking experience, valuable and relevant nutrition education, and the program delivery and expertise of FBWA staff.
	<ul style="list-style-type: none"> Stakeholders suggest improvements to the FYF program. 	<ul style="list-style-type: none"> Stakeholders also suggested improvements to strengthen the FYF Program further. Common suggestions included the request for an increased frequency of the FYF Program and adaptations to program strategies.
Program Activities	Process Indicators	Evaluation Results
1. Pilbara schools and community agencies engaged	<ul style="list-style-type: none"> A number of schools and community agencies are engaged in the program (n to be reported each year of the project). 	<ul style="list-style-type: none"> 10 Pilbara schools and community agencies were engaged in the program in 2020.
2. Sessions delivered to selected Pilbara schools	<ul style="list-style-type: none"> 20 Fuel Your Future sessions are delivered to high school and community agencies in the Pilbara region. 	<ul style="list-style-type: none"> 19 FYF sessions were delivered to high school and community agencies in the Pilbara region in 2020.
3. Youth participated in program	<ul style="list-style-type: none"> A number of youth participating in the program (n to be reported each year of the project). 	<ul style="list-style-type: none"> 205 youth participated in the FYF program in 2020.
Review of key evaluation questions	<p>The FYF program was highly successful in achieving its program objectives; with positive results in many program aspects post-session among participants. These results were confirmed by the observing teachers/stakeholders, who indicated positive impacts and satisfaction in relation to knowledge and skills among participating youth. The 2020 program delivery activities have met or exceeded set indicators of success in relation to the number of high schools/youth agencies engaged and number of participants. Due to travel interruptions in 2020 from COVID-19, the number of FYF sessions was one short (n=19) of the indicator of success (n=20). Minor program framework and evaluation process recommendations have been suggested for future program implementation.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

FSP SUMMARY TABLE

Program: Food Sensations for Parents (FSP)

27/32 invited parents participated in FSP parent evaluation

9/9 invited stakeholders participated in FSP stakeholder evaluation

Program Objectives	Output Key Performance Indicators	Evaluation Results
Impact Indicators		
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> FSP participants correctly identify key nutrition concept/s learnt as a result of the FSP session/s. A minimum of 70% of agency stakeholders 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught. FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s. A minimum of 70% of stakeholders 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills. 	<ul style="list-style-type: none"> All parents' (n=27) identified key nutrition concepts such as the Australian Guide to Healthy Eating, food label reading and fussy eating strategies in FSP sessions. All respondents (100%, n=9) 'strongly agreed'/'agreed' that the session improved parents' knowledge of key nutrition concepts taught. Parent respondents (n=27) reported that some of the skills they had learnt from the FSP program were new and useful to them, with some indicating their intent to utilise the recipes and key concepts taught in the workshop at home. All respondents (100%, n=9) 'strongly agreed'/'agreed' FSP session increased parents' food preparation skills.

2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> FSP participants report enjoying the FSP session/s. 	<ul style="list-style-type: none"> Parent respondents (n=27) indicated they had enjoyed the sessions.
	<ul style="list-style-type: none"> FSP participants suggest improvements to the program. 	<ul style="list-style-type: none"> Parent respondents (n=27) contributed suggestions to improve the program.
	<ul style="list-style-type: none"> Stakeholders suggest improvements to the FSP program. 	<ul style="list-style-type: none"> Consider offering consecutive sessions to allow more time to build on quality information sharing. Provide child-safe cooking equipment to parent centers to support program elements between Foodbank visits.
	<ul style="list-style-type: none"> A minimum of 80% of stakeholders ‘strongly agreed’/‘agreed’ that they believed parents enjoyed participating in the FSP session/s. 	<ul style="list-style-type: none"> 100% (n=9) of stakeholder respondents ‘strongly agreed’/‘agreed’ that parents enjoyed the session.
	<ul style="list-style-type: none"> A minimum of 80% of stakeholders ‘strongly agreed’/‘agreed’ the recipes used in the FSP session were appropriate for the parents within a range of contexts. 	<ul style="list-style-type: none"> 100% (n=9) of stakeholder respondents ‘strongly agreed’/‘agreed’ that recipes were appropriate in relation to parents’ interests. 89% of stakeholder respondents ‘strongly agreed’/‘agreed’ that recipes were appropriate with respect to parents’ numeracy levels (n=8), literacy levels (n=8) and geographic location (n=8).
	<ul style="list-style-type: none"> A minimum of 80% of stakeholders ‘strongly agreed’/‘agreed’ the activities used in the FSP session were appropriate for the parents within a range of contexts. 	<ul style="list-style-type: none"> 100% (n=9) of stakeholder respondents ‘strongly agreed’/‘agreed’ that the activities selected were appropriate in relation to parents’ interest. 89% (n=8) of respondents ‘strongly agreed’/‘agreed’ that the activities used in the FSP sessions were appropriate for the parents’ literacy levels.
	<ul style="list-style-type: none"> A minimum of 50% of stakeholders ‘strongly agreed’/‘agreed’ the communication provided by FBWA for the FSP session/s was adequate. 	<ul style="list-style-type: none"> All respondents (100%, n=9) ‘strongly agreed’ that the communication provided by FBWA in arranging the session was adequate.

Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to parents	<ul style="list-style-type: none"> 20 FSP sessions will be delivered each year of the project. 	<ul style="list-style-type: none"> 15 FSP sessions were delivered in 2020.
2. Parents enrolled	<ul style="list-style-type: none"> A number of Parents enrolled in the program (n to be reported each year of the project). 	<ul style="list-style-type: none"> 80 parents participated in FSP in 2020.
3. Community agencies engaged	<ul style="list-style-type: none"> A number of community agencies engaged in the program (n to be reported each year of the project). 	<ul style="list-style-type: none"> 10 community agencies were engaged by FBWA in 2020.
Review of key evaluation questions	<p>Respondents correctly identified nutrition concepts taught in FSP sessions, and reported some of the skills they learnt in the session were useful. Respondents indicated the cooking component was enjoyable and nutrition concepts taught in the program were useful. Due to travel interruptions in 2020 from COVID-19, the program delivery activities did not quite achieve the process indicator for the number of FSP sessions being five short (n=15). Minor program framework and evaluation process changes will occur in 2021, based on 2020 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body). Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

ET SUMMARY TABLE

Program: Educator Training program (ET)		
31/34 invited ET trainees participated in ET evaluation		
Program Objectives	Program Objectives Impact Indicators	Program Objectives
1. Improve the program participants' understanding and knowledge of healthy food selections and usage	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate they 'strongly agree'/'agree' that the training improved their knowledge of healthy food. 	<ul style="list-style-type: none"> 87% (n=25) of respondents 'strongly agreed'/'agreed' the training improved their knowledge of healthy food.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate the training improved their skills in planning a healthy meal. 	<ul style="list-style-type: none"> 80% (n=12) of respondents 'strongly agreed'/'agreed' the training improved their skills in planning a healthy meal.
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate the training improved their skills in educating others about healthy eating. 	<ul style="list-style-type: none"> All respondents (97%, n=28) 'strongly agreed'/'agreed' that the training improved their skills in educating others about healthy eating.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate they 'strongly agree'/'agree' that the resources were useful in the delivery of nutrition education. 	<ul style="list-style-type: none"> All respondents (100%, n=29) 'strongly agreed'/'agreed' that the resources were useful in the delivery of nutrition education.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate the training was useful in assisting them to deliver nutrition education in the future. 	<ul style="list-style-type: none"> All respondents (100%, n=25) 'strongly agreed'/'agreed' that the training was beneficial in assisting them to deliver nutrition education in the future.
<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate they enjoyed taking part in the ET. 	<ul style="list-style-type: none"> All respondents (100%, n=25) 'strongly agreed'/'agreed' they enjoyed participating in the training. 	
Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to educators	<ul style="list-style-type: none"> 5 sessions delivered to educators in the Pilbara region, each year of the project. 	<ul style="list-style-type: none"> 5 sessions were delivered to educators in the Pilbara in 2020.
2. List the Pilbara communities whom received sessions	<ul style="list-style-type: none"> List of Pilbara communities who received educator training (communities to be reported each year of the project). 	<ul style="list-style-type: none"> Parnngurr, Perth Airport and South Hedland.
3. Participants attended each session	<ul style="list-style-type: none"> 5 participants attended each educator training session delivered to the Pilbara region, each year of the project. 	<ul style="list-style-type: none"> On average, 8.4 participants attended each training session (total n=42).
Review of key evaluation questions	<p>The ET program was highly successful in achieving its program objectives. All indicators were met for both objective 1 and objective 2, with results highlighting training participants were very satisfied with the program. Due to a number of questions being skipped by multiple respondents, each question has a different total number. As a result of this, minor program framework and evaluation process changes will occur in 2021, based on 2020 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office. Findings will also be published in relevant journals and presented at relevant industry conferences.</p>	

1.0 INTRODUCTION

1.1 School Breakfast Programs

1.1.1. Literature in support of school breakfast programs

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

1.1.2. Foodbank WA's School Breakfast Program

The Foodbank WA (FBWA) SBP commenced in 2001 with 17 registered schools. The program initially began in response to an identified need within a small number of schools, and has undergone organic growth since inception. Foodbank WA's SBP has now grown to be one of the largest SBPs in Australia with 475 schools registered in 2020.

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

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

School Breakfast Program (SBP) framework

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

1.2 School-based Nutrition Education and Cooking Programs

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

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

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

1.2.2. Foodbank WA's Food Sensations® initiative

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

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

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

Food Sensations for Schools (FSS) program framework

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

1.3. Youth Nutrition Education and Cooking Programs

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

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

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

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

1.3.2. Foodbank WA's Fuel Your Future program

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

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

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

Fuel Your Future (FYF) Program framework

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

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

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

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

1.4. Parent-Focused Nutrition Education and Cooking Programs

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

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

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

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

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

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

Food Sensations for Parents (FSP) program framework

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

1.5. Nutrition Education and Cooking Training Programs

1.5.1 Literature in support of nutrition education and cooking training programs

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

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

1.5.2. Foodbank WA's Educator Training

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

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

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

Educator Training (ET) program framework

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

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

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

All training participants are provided with support materials to encourage the use of nutrition education resources and sustainable promotion of healthy eating messages. Resources include FBWA's healthy recipe booklets, Superhero Foods resources including a handbook, collector cards, storybooks, posters, a copy of each of the FS lesson plans covered in the training, and Superhero Foods HQ website business cards. In 2020, all FS programs were evaluated to measure program impact, in relation to a number of indicators. Details of evaluation procedures are detailed in the 'Methods' section.

2.0 METHODS

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

2.1 Updating Phase

2.1.1 Program planning logic model and evaluation plan updating

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

2.1.2 Instrument updates

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

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

The completion of *Food Sensations* for Schools (FSS) pre-post session student surveys and Fuel Your Future (FYF) pre-post workshop youth surveys, was dependent on whether pre-surveys had been mailed to teachers beforehand or administered to students or youth by the FBWA facilitators, and if facilitators had direct access to participants after session delivery (to complete post-session surveys). The use of paper-based surveys was selected once again due to the proven success rate based on 2019 data collection. FYF, FSP and ET post-stakeholder surveys were also administered in paper-based format again in 2020. See APPENDIX B: PROGRAM EVALUATION TOOLS for copies of each program’s evaluation tools implemented in 2020.

2.2 Approvals Phase

As a significant proportion of the program delivery evaluation is conducted within schools, approval from the WA Department of Education (DOE) is required. In order to ensure all approvals were in place before the implementation of the Pilbara Strategy, the FBWA Evaluation Consultant and Responsible Investigator discussed the approval application with DOE prior to development of the strategy, to ensure appropriate information was provided to DOE for assessment. Through these discussions, it was agreed that the 2018-2020 application submitted to DOE would encapsulate all aforementioned programs. An '*Application Form for External Parties to Conduct Research on Department of Education Sites*' and associated attachments such as information letters, were developed by the team and Evaluation Consultant. The application was submitted on 24th January 2020. Written approval for all processes was granted by DOE on 24th February 2020. Furthermore, given the intention to publish evaluation results, an application to the Edith Cowan University Human Research Ethics Committee was submitted and approval was received on 24th February 2020.

2.3 Data Collection Phase

2.3.1 School Breakfast Program

A standardised email containing the evaluation overview and purpose, DOE approval letter, and the School Breakfast Program (SBP) online survey link was sent to all SBP Coordinators from schools registered with the program in the Pilbara (n=14) on the 31st August 2020. The survey was open for 20 days, until 25th September 2020. If a response had not been received during this time, a follow-up phone call was made to outstanding schools. A total of 11 respondents participated in the SBP evaluation (78.6% response rate). Only the secondary target group (SBP Coordinators) were included in SBP evaluation, as per the requirements for DOE approval.

2.3.2 Food Sensations® for Schools Program

A total of 744 Pilbara students participated in FSS sessions throughout 2020. With DOE approval, a total of 323 students were invited to participate in the FSS evaluation from 9th March until 10th November 2020. Data collection tools included self-administered paper-based pre-and post-session surveys completed before and after each FSS session. Evaluation was conducted on school sites, with 295 students completing surveys (91.3% response rate). As many of the results utilised both pre-and post-session matched surveys, only cases that had pre- and post-session data for each question were included in the analysis. For this reason, the sample size ranged from n=288 to n=295 across questions. Teachers of participating classes (n=44) were additionally invited to complete two feedback questions, to facilitate understanding of students' and teachers' satisfaction with the program. A total of 20 teachers participated in the evaluation (45.5% response rate). The teacher evaluation questions were sent in a standardised follow-up email, along with a description of the evaluation purpose and attached DOE approval letter, the week following the session.

2.3.3 Fuel Your Future Program

A total of 205 youth participated in FYF sessions in 2020. A total of 144 youth (primary target group) were invited to participate in the evaluation, with 134 youth completing evaluation surveys (93.1% response rate) between 10th March and 12th November 2020. The FYF program framework includes a total of four independent workshops, which address four different nutrition topics, delivered

with youth participants aged 12 to 18 years. Evaluation was not conducted in all workshops due to time limitations. Participants were required to complete workshop-specific questions (questions one to three), in addition to questions asked across all workshops (questions four to six). As questions one to four in the youth survey utilise pre- and post-workshop surveys, only cases that had pre- and post-workshop matched data for each question were included in analyses. Missing data was excluded. Sample sizes varied for each survey question and ranged from n=21 (workshop-specific sample) to n=133 (combined workshop samples).

Out of a total of 38 teachers/stakeholders of participating classes, 15 were invited to complete an anonymous, self-administered, paper-based post-workshop survey. A description of the evaluation purpose, DOE approval letter and the relevant survey was provided to stakeholders for completion at the conclusion of the workshop. Out of the 15 stakeholders invited to complete the paper-based post-workshop survey, all participated in evaluation (100% response rate). Stakeholders (n=24) were also invited to complete a follow up feedback email containing two feedback questions, which were disseminated along with a description of the evaluation purpose and attached DOE approval letter. The email was sent the week following the workshop. A total of 12 stakeholders participated in this additional evaluation method (50% response rate).

2.3.4 Food Sensations® for Parents Program

Throughout 2020, 80 parents participated in 15 *Food Sensations* for Parents (FSP) sessions. A total of 32 parents (primary target group) were invited to participate in parent sessions after DOE approval was received, with 27 parents participating (84.3% response rate) between 13th March and 23rd October 2020. The chosen method, a practitioner-led group discussion (PLDG) (48), was used to elicit positive and negative discussions relating to program concepts and experiences. All sessions were audio recorded with participants' permission and recordings were transcribed by FBWA staff. Stakeholders/agency coordinators (n=9) were invited to complete a paper-based post-session survey, immediately following the workshops. A total of 9 surveys were completed by stakeholders (100% response rate).

2.3.5 Educator Training

A total of 42 people participated in five Educator Training (ET) sessions in 2020. Overall, three out of the five ET sessions were evaluated with 34 stakeholders invited to participate in the paper-based post-session survey and 31 stakeholders agreeing to participate (91.2% response rate) between 16th January until 8th July 2020. At the conclusion of the training workshops, the post-program surveys were provided to stakeholders, along with a description of the evaluation purpose and DOE approval letter.

2.3.6 COVID 19 Impact

This year of program delivery looked quite different to previous, with the Pilbara Team completing one fieldwork trip in March before COVID-19 restrictions were imposed, which included the cessation of staff travel to the Pilbara until July 2020. For the SBP, COVID-19 largely impacted Term 2 deliveries, with difficulties linked to nation-wide market shortages caused by COVID-19 panic buying. FBWA overcame this challenge through prioritising stock to remote schools in areas such as the Pilbara. Due to the success of this strategy in mitigating the impact of food shortages on Pilbara SBPs, evaluation data was not impacted.

For all remaining programs (FSS, FYF, FSP and ET), COVID-19 influenced a number of output key performance indicators. Due to the cessation of travel during COVID-19 restrictions, a reduced number of trips to the Pilbara region were conducted in 2020 with seven out of the usual 10 trips conducted. Planned fieldwork locations and program key performance indicators were re-assessed to ensure each school, organisation and community received at least one visit in 2020. This approach ensured the equitable service provision of each program and therefore upholding the expectation that no school, organisation or community will miss out. Each program maintained the planned number of schools or organisations to receive their respective programs in 2020, however the number of visits to these schools or organisations was reduced as a result of reduced travel to the region. This impacted the total number of program sessions delivered by each program, with ET the only program that achieved the output key performance indicator. Overall, COVID-19 did not impact evaluation data obtained from stakeholder and participants for each program.

2.4 Data Analysis Phase

To ensure consistency in the data analysis phase of the evaluation process, a data analysis strategy was developed. The strategy outlined each FS program, its objectives and indicators, instrument questions that addressed each program's indicators and objectives, analyses to be conducted, and the FBWA team member responsible for each program analysis. The approach was based on the previous protocols established in 2016 to 2019, and were deemed appropriate for the time and budget constraints of this internal evaluation project. Quantitative and qualitative data analysis protocols were reviewed and shared with the FBWA project team, with consideration of any learnings from 2019. This approach was taken to ensure consistency across all programs, given analyses were being conducted by various team members. In addition, an evaluation planning meeting was held in January 2020.

2.4.1 Quantitative data

In accordance with the data analysis strategy, online surveys were analysed using Survey Monkey (Survey Monkey Inc, 2020). Data relating to the FSS pre-post session surveys and the FYF pre-post session surveys were manually entered into Microsoft Excel from paper-based surveys and imported into IBM SPSS (version 25, NY: IBM Corp) for analysis. Graphs and tables were produced using Microsoft Excel for all findings that achieved indicators of program success outlined in the EP. Findings that did not meet indicators of success were summarised in narrative form.

2.4.2 Qualitative data

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

2.5 Revision and Evaluation Translation Phase

Upon completion of data analysis the FBWA team reviewed results and associated recommendations. The methods used in 2020 were discussed, and any amendments based on 'lessons learnt' were documented for implementation in 2021. Evaluation dissemination included preparation and distribution of this evaluation report in the following ways: (i) a summary report for DOE central office (a requirement of approval), (ii) a summary of aggregated results for each participating school's principal and (iii) a summary report for the funder; BHP. Findings were also planned for publication in relevant journals and industry conferences.

3.0 RESULTS

3.1 School Breakfast Program

3.1.1 Output Key Performance Indicators

For the School Breakfast Program (SBP), the output key performance indicators (KPIs) related to school registration for the program, food deliveries, and student access to the program in the Pilbara. Table 1 (below) displays the 2020 program achievement against the output KPIs.

Table 1: Achievement of School Breakfast Program output KPIs for 2020.

Output KPI description	Number required	Number achieved 2020
1. Facilitate registration of the SBP among Pilbara schools each year of the project	13	14
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	52	56
3. Provide access to the SBP for Pilbara students each year of the project	N/A*	405

* There is no KPI requirement for the number of students who access the SBP.

Eight respondents (73%) of the online survey indicated that they were the nominated SBP coordinator for their school. The majority of survey respondents (n=10) operated SBP five days per week while all respondents collectively provided between 5 - 150 breakfast meals to between 10 - 100 individual children.

Nine schools (82%) reported providing emergency meals or other meals using SBP product, with lunch and recess being the most commonly reported emergency meals among respondents (78%, n=7). The primary reason cited for providing emergency meals to students related to economic circumstances in the home environment, for example:

“Poverty, low socio-economic, absence of food.”

“Low socio-economic families, students are hungry. Food allows students to focus on learning.”

3.1.2 Evaluation Objectives

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

Knowledge:

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

- (i) Awareness of the Australian Guide to Healthy Eating (AGTHE) poster (55%, n=6)
- (ii) Awareness of healthy eating (73%, n=8)
- (iii) Awareness of the effects of 'Every day' or Superhero Foods on health (64%, n=7)
- (iv) Awareness of the effects of 'Sometimes' or Zombie Foods on health (64%, n=7)
- (v) Awareness of kitchen safety (55%, n=6)

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

Skills:

Respondents were also asked to rate the proportion of students participating in the SBP that were positively impacted by the program concerning **skills**. These measures were rated as 'All (100% of students impacted)', 'Most (75% of students)', 'Some (50% of students)', 'Few (25% of students)', 'None (0%)', or 'Don't know' by participants. These skills related to healthy eating and food safety regarding three specific measures:

- (i) Ability to select healthy breakfast foods (73%, n=8)
- (ii) Ability to prepare healthy breakfasts (64%, n=7)
- (iii) Ability to handle foods safely (73%, n=8)

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

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

"The School Breakfast Program has many positive benefits on students' knowledge, skills and attitudes as they actively practice selection, preparation and cleaning skills on a daily basis. The resources provided by Foodbank also provide additional information and guidance in relation to healthy foods and nutrition."

"[SBP] Posters displayed have been very informative to our students who often ask questions to clarify information."

"Students are prepared for the day in a positive way as they are happier when fed and able to learn. The skills they utilise in the kitchen help them to learn the appropriate manners for conversation as well as equipment safety."

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

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

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

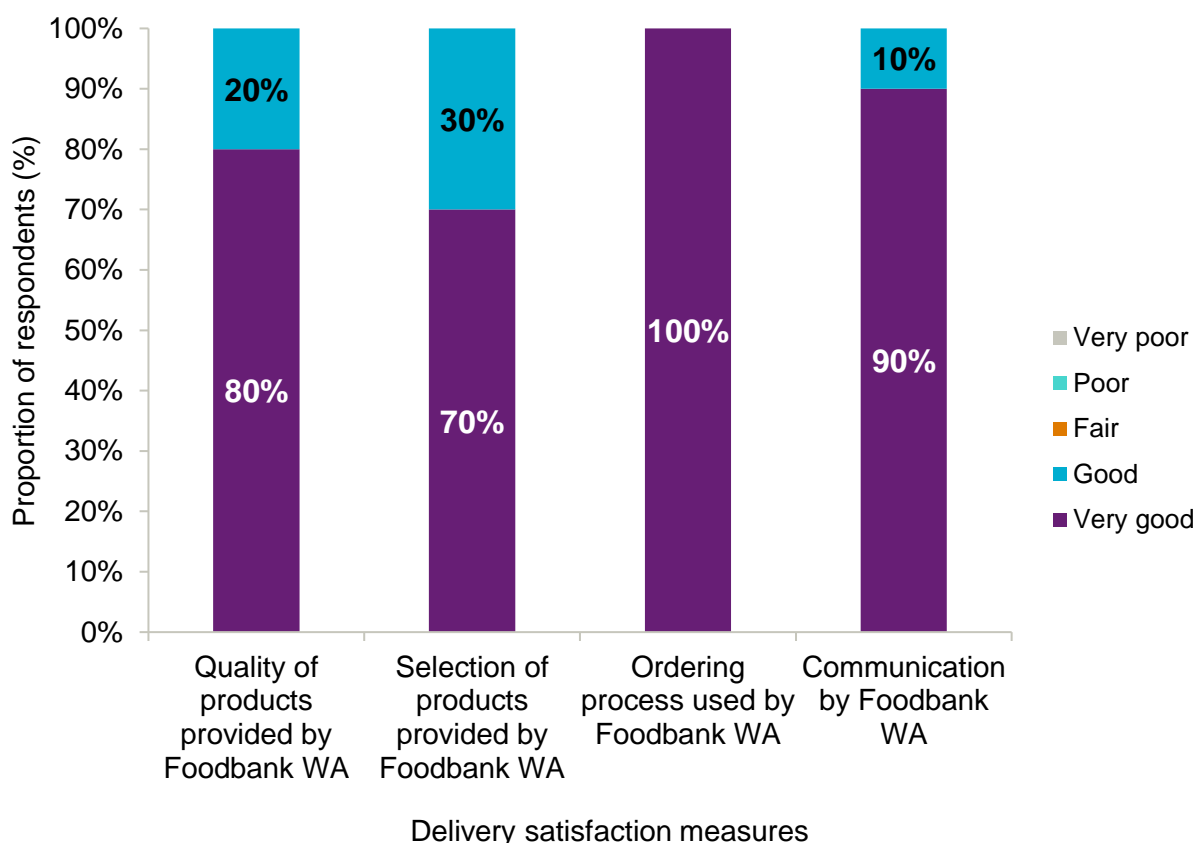


Fig. 1: Schools' rating of the SBP delivery satisfaction relating to product quality, selection, ordering process and communication by Foodbank WA.

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

"The products always arrive undamaged and are of a great quality."

"Excellent selection and prompt service with support."

"The selection provides a great base for a varied and healthy breakfast program."

"Great to have reminder emails of when order is due, easy to use website."

"All communications are timely, friendly and professional."

3.2 Food Sensations® for Schools Program

3.2.1 Output Key Performance Indicators

The output KPIs for the *Food Sensations* for Schools (FSS) Program related to school engagement, sessions delivered, and the number of student participants. Table 2 (below) displays the 2020 program achievement against the output KPIs.

Table 2: Achievement of Food Sensations® for Schools output KPIs for 2020.

Output KPI description	Number required	Number achieved 2020
1. Pilbara schools received program	13	13
2. Sessions delivered to selected Pilbara schools	75	47
3. Students enrolled in the program	N/A*	744

* There is no KPI requirement for the number of students who access the FSS Program.

3.2.2 Evaluation Objectives

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

Student Pre-Session and Post-Session Survey Results:

The FSS sessions included nutrition education and cooking components. The Superhero Foods message “*Everyday foods will give me a strong mind and healthy body*” was incorporated into sessions. Students were asked before and after FSS sessions to recall this message. Fig. 2 (below) demonstrates a statistically significant increase in recall among students pre- to post-FSS session ($\chi^2 = 8.817$, $n=288$, $p<0.05$).

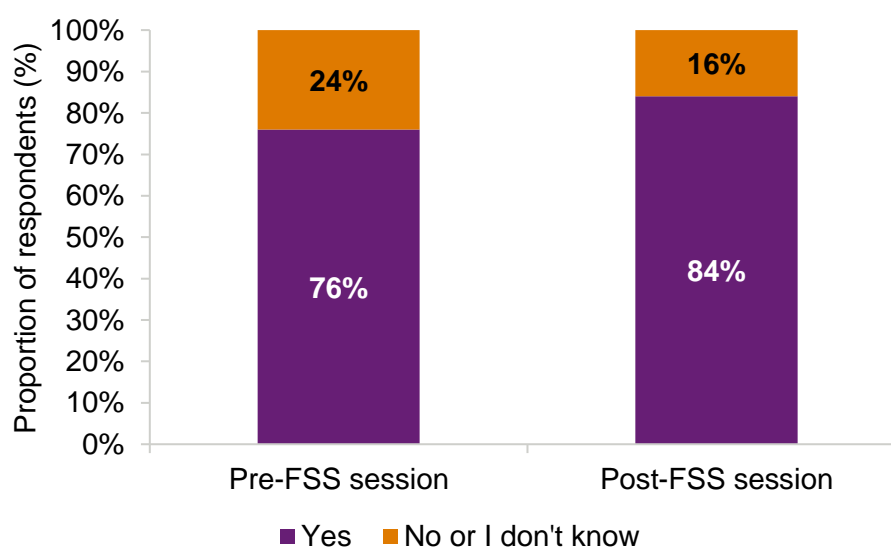


Fig. 2: Students' recall of the health message pre- and post-FSS session: “Everyday foods will give me a strong mind and healthy body”.

Another key concept taught in FSS sessions, 'Zombie Foods', is part of the 'Superhero Foods' concept. Students were asked "Which three things are Zombie Foods high in?". A significantly higher proportion of students correctly recalled that 'Zombie Foods' were high in three ingredients (fat, salt and sugar) post-FSS session, compared to pre-FSS session (Fig. 3) ($\chi^2= 87.771$, $n=292$, $p<0.001$).

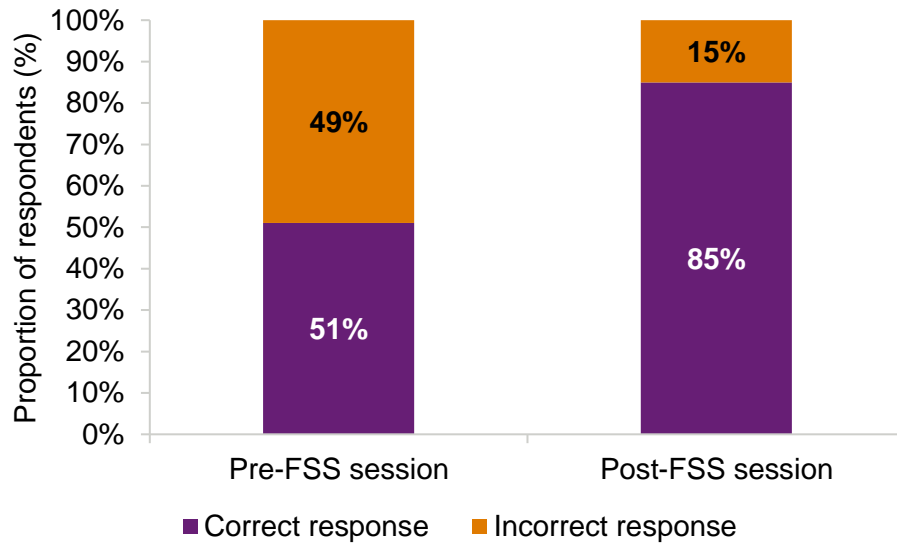


Fig. 3: Students' identification of the adverse ingredients contained in "Zombie Foods", such as soft drinks, pre- and post-FSS session.

During FSS sessions, certain foods were characterised by FBWA as ‘Superhero Foods’ or ‘Zombie Foods’. Students were asked before and after the FSS session to recall whether a selection of foods were either ‘Superhero Foods’ or ‘Zombie Foods’. Significantly more ($p < 0.05$) students were able to identify foods as either ‘Superhero Foods’ or ‘Zombie Foods’ post-session compared with pre-session. Statistically significant differences ($p < 0.001$) were found for the correct identification of tinned fish ($\chi^2 = 16.900$, $n = 295$) and sports drinks ($\chi^2 = 26.630$, $n = 291$) (Fig. 4). There was no significant difference in correct responses pre- to post- FSS session for the correct identification of sausages and salami (‘Zombie Foods’).

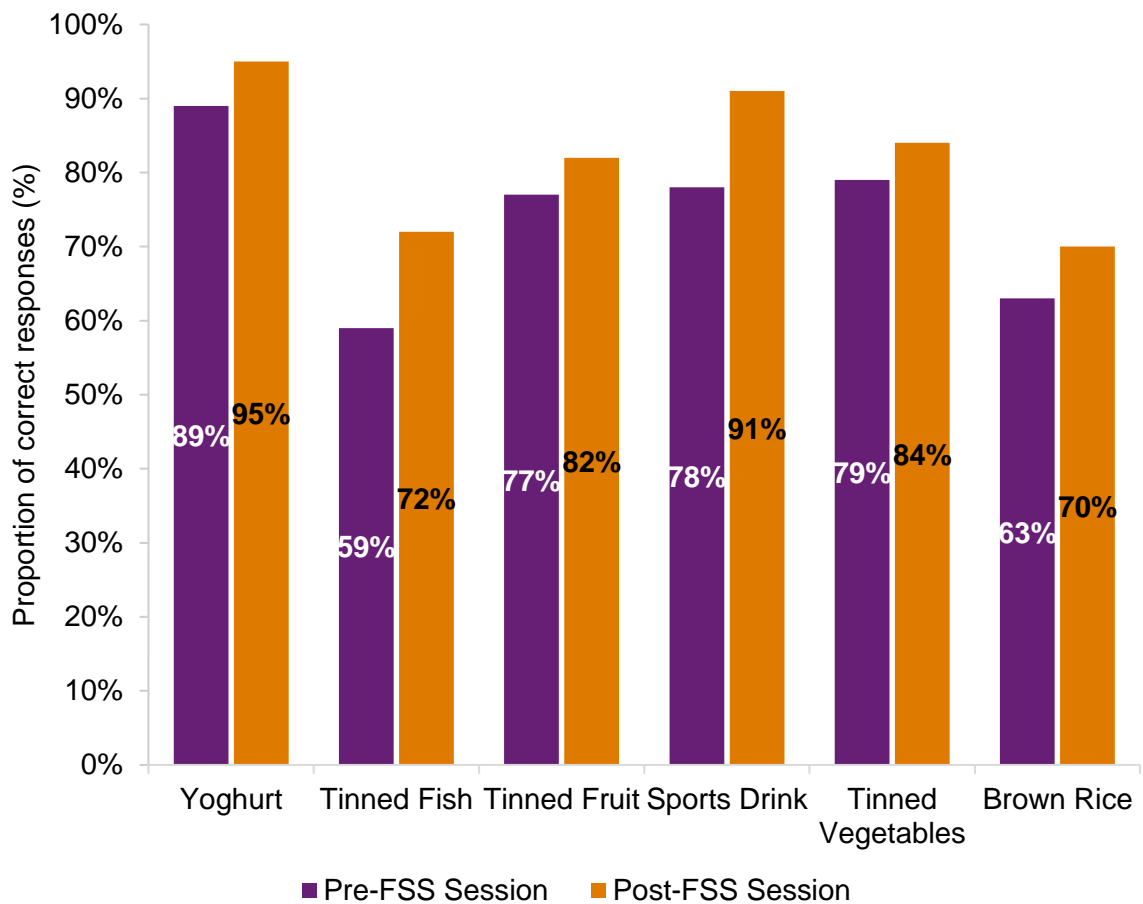


Fig. 4: The proportion of students that correctly identified whether food items were “Superhero Foods” or “Zombie Foods”, pre- and post-FSS session.

Cooking skills are a key component of food literacy and one that was emphasised in the FSS sessions. Before the FSS sessions, as depicted in Fig. 5 below, students were asked to rate their cooking skills; just over one third (37%, n=109) reported they had good cooking skills. Following the cooking component in the FSS session, this significantly increased to nearly two thirds of the children (59%, n=172) indicating the children felt they had improved their cooking skills as a result of participating in the session ($\chi^2=41.344$, n=290, $p<0.001$) (Fig. 5).

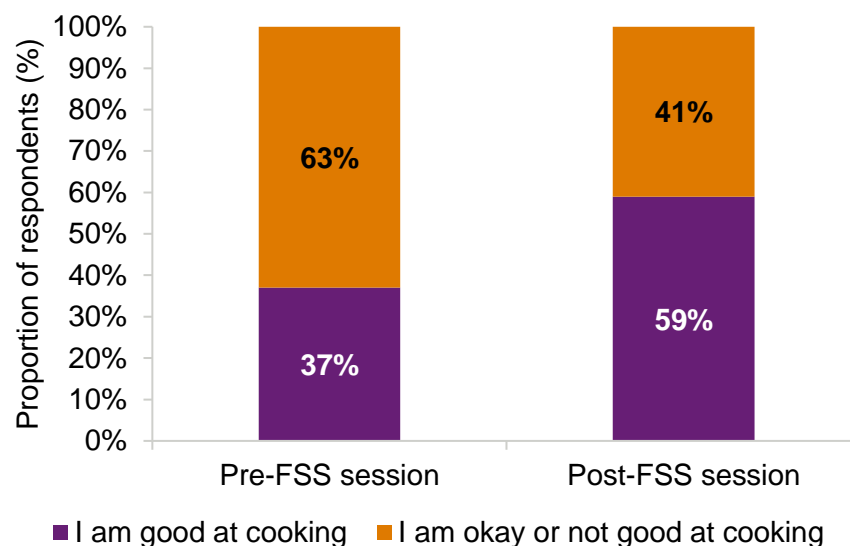


Fig. 5: Students' rating of their cooking skills pre- and post- FSS session.

Students were also asked whether they believed preparing healthy meals was easy for them. As Fig. 6 (below) demonstrates, a significantly higher proportion of students reported that preparing healthy meals was easy after the FSS session, compared with prior to the session ($\chi^2=16.364$, n=291, $p<0.001$).

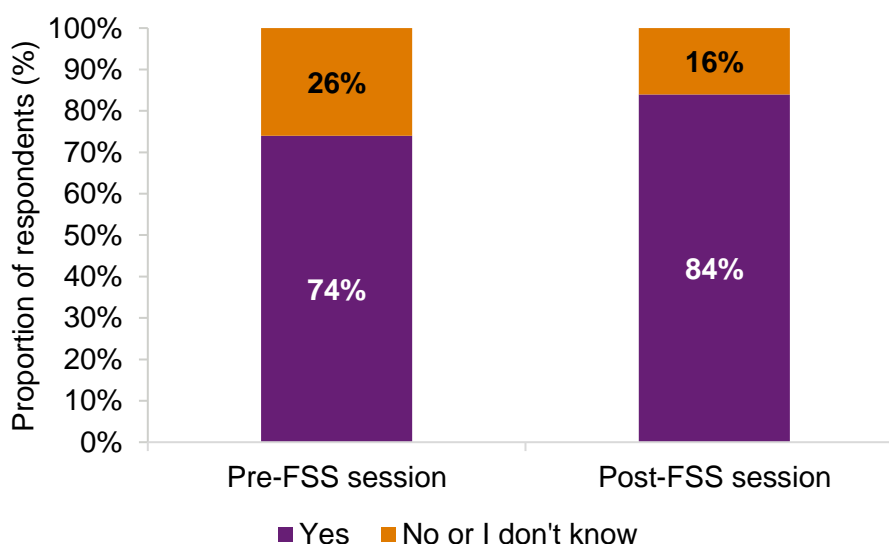


Fig. 6: Student responses regarding whether they found it easy to prepare healthy food, pre- and post- FSS session.

Knife skills are an essential element of safe cooking practices. The FSS sessions included a safety demonstration covering correct knife techniques, and a number of correct knife holding skills. While there was good knife technique identification before the session (57%, n=166), Fig. 7 (below) shows the significant improvement pre- to post- FSS session (80%, n=233) ($\chi^2=46.944$, n=288, $p<0.001$).

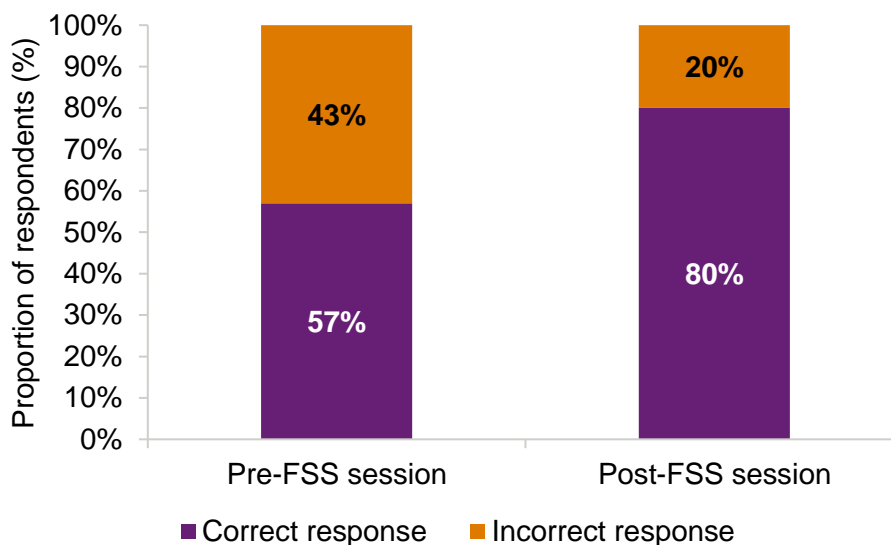


Fig. 7: The proportion of students identifying the correct knife holding technique (“plank”) pre- to post-FSS session.

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

Student Post-Session Survey Results:

FSS evaluation respondents were asked after the FSS session whether they enjoyed various components. Table 3 (below) demonstrates a high level of program satisfaction.

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

Session component	Yes n (%)	No n (%)	Don't know n (%)
<i>I enjoyed the activities in today's session (n=295)</i>	276 (93)	8 (3)	11 (4)
<i>I enjoyed cooking in today's session (n=295)</i>	280 (95)	4 (1)	11 (4)
<i>I enjoyed tasting the food our class made today (n=291)</i>	225 (77)	13 (5)	53 (18)

Teaching Staff Post-program Feedback Email Results:

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

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

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

Student engagement and inclusivity

Overall, teaching staff provided feedback indicating they thoroughly enjoyed participating in the FSS Program and were very satisfied with the experience it provided for both themselves and their students. Teaching staff were particularly complimentary regarding the level of student involvement, engagement and enjoyment throughout the FSS session.

The inclusion of every child was noted as a key program highlight, i.e.:

“[The best part of the Food Sensations session was] child involvement... all ages were given the opportunity to participate and follow the whole process of preparing a meal.”

“I think the best part of the Food Sensation session was watching how involved the children got. They all joined in and were proud of what they achieved at the end of the session.”

“It was especially pleasing to witness some of the students who often don't perform well academically, be actively engaged and offering useful opinions and answers. This gave them a sense of belonging.”

“The Food Sensations program gives students of all diverse cultures and backgrounds the opportunity to voice their own experience and knowledge with how and what nutrition is important.”

Teachers acknowledged the impact of the FSS Program being student-centred, and were complimentary toward the program encouraging autonomous learning and collaboration through group work, i.e.:

“I absolutely love the hands on [aspect] that the students have without too much interference from an adult... it was wonderful to see the students just getting in and having a go.”

“This program enables students to explore and educate themselves on the importance of how the food we eat effects our everyday living.”

“The kids really enjoyed every bit of the Food Sensations session, I reckon the best part is how you arrange the kids into different groups, it meant that each of them had the opportunity to really get involved...”

“Best part was students working together in groups to create easy healthy snacks that they could do at home.”

Teachers also commented on the appropriateness of the program content, activities and language used to convey key nutrition concepts, which they credit to achieving strong student engagement and understanding, i.e.:

“The best part of the Food Sensations for school session was how hands-on and engaging it was. The kids were constantly moving and doing something while also taking in a range of important messages and information. The language used to convey this information was also very child appropriate and we could see the students understanding the different categories of food.”

“The content kept [sic] the children engaged and they had a wonderful feast for lunch!”

Theory and practical elements

Teacher feedback on the positive attributes of the program was another indicator of program success. Teachers reported the practical components of the program aided in reinforcing theoretical elements by providing students with valuable hands on opportunities to develop and practice important life skills, i.e.:

“The best part of the session was the hands on activities that students participated in. They were able to put their learning into practice. For example discussing the different knife cutting styles and using the appropriate style dependent on the food they were cutting.”

“[The best part of the Food Sensations session was] teaching students, real life skills and essential skills in life. Giving students knowledge of healthy and unhealthy food menu/ideas and tasting new foods that they may not have experienced before. I cannot speak highly enough about the program.”

Teachers acknowledged the relevance of the program to the Pilbara region and integration with the school curriculum, appreciating the effectiveness of reinforcing key nutrition concepts in a practical way, i.e.:

“Teaching the children that frozen and tin fruit or vegetables are just as good as fresh is a very important part of the program for up in Newman. Sometimes there is limited fresh produce to purchase so they are now aware that these are still healthy.”

“... I also liked the fact that you linked it in with the whole school event of Clean Up Hedland day. Once again, it was relevant for students and related to what they have been learning about in the classroom.”

Teachers reported greatly appreciating the resources used by FBWA to enhance theoretical and practical elements of the FSS session. For example, the use of Superhero Foods to convey healthy eating messages, i.e.:

“The best part of Food Sensations was the practical hands on activities that reinforced Superhero vs Zombie foods.”

“The best part of the session was the kids sorting foods for the action hero and seeing the difference when the action hero ate healthy foods for breakfast, lunch and dinner. The kids responded well to the visual and hands on learning activity. I could see they had retained information about food groups and why a certain food was considered healthy or unhealthy.”

Teachers reportedly viewed the range of recipes to be appropriate and easily replicated in the home environment, highlighting their relevance to the students’ context and capacity to encourage post-FSS session familial engagement, i.e.:

“[The best part of the Food Sensations session was] the student’s receiving a hands-on experience to healthy foods. Students being inspired to cook their own healthy meals. Many students went home and cooked something from the recipe book.”

“It was amazing that we both got to cook and also do a learning session at the same time...The foods were some that the kids would also likely be able to make at home as well.”

“[The best part of the Food Sensations session was] how quick and simple the meals were. I took a book home and my 5 year old is cooking from it.”

Foodbank WA staff

A consistent theme identified from teachers’ feedback was specific qualities demonstrated by the FBWA staff which added value to the FSS experience for both teaching staff and students. These qualities included knowledgeable, enthusiastic and highly skilled staff, i.e.:

“The Food Sensations employees that come each year are energetic and engaging. They embrace the students individually, listen to their ideas and educate all the positives of healthy living. I hope that this program will continue in the future as students need to be exposed to the importance of what we put in our bodies and how it ultimately effects how we perform and function daily. This program does not need improvement, it needs to just continue.”

“Foodbank WA are doing a wonderful job and I think they have very skilled, healthy teams they show they really enjoy what they do.”

Teachers acknowledged the positive relationships that FBWA staff created with the students, which overall contributed to session enjoyment, student engagement and program impact, i.e.:

“The best part [of the Food Sensations session] was the collaboration between [Foodbank WA staff] and the students on healthy eating concepts and cooking with the students. The staff were great to work with.”

“The [Foodbank WA staff]... interacted with the students in a positive manner, building a wonderful rapport with them in such a small space of time.”

“All the staff that came up were fantastic with the children.”

“Very friendly presenters. The students and I loved it thank you very much!”

Teachers observed and were complementary toward the high level of skill demonstrated by FBWA staff in supporting a diverse range of student learning needs, and accordingly displayed evidence of cultural sensitivity and responsiveness, i.e.:

“[The best part of the Food Sensations session was] the interaction with students, cultural sensitivity to individual learning needs and lesson structure and delivery.”

“We would...like to thank you for catering for every child, as our school has a diverse range of children and needs.”

“The tutors were amazing and engaging. The content was delivered in a way which was very easy for all students to access and understand.”

Teachers expressed appreciation toward the competence of FBWA staff in their organisational strategies and management of student behavior, valuing both skills as contributors to strong student engagement, i.e.:

“The incursion was well organised, executed and the students loved it. Thank you very much for a hands on and engaging learning experience for students, staff and teacher helpers.”

“The behavior management strategies were perfect. The students were all engaged and they go to learn a very valuable skill.”

“The [Foodbank WA staff] were extremely organised with materials... “

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

3.3 Fuel Your Future Program

3.3.1 Output Key Performance Indicators

The output KPIs for the FYF program related to school/agency engagement, session delivery, and youth participation. Table 4 (below) displays the 2020 program achievement against the output KPIs.

Table 4: Achievement of Fuel Your Future Output KPIs for 2020.

Output KPI description	Number required	Number achieved 2020
1. Pilbara schools and community agencies engaged.	N/A*	10
2. Sessions delivered to selected Pilbara schools and community agencies	20	19
3. Youth participated in program	100	205

* There is no KPI requirement for the number of schools and community agencies who access the FYF Program.

3.3.2 Evaluation Objectives

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

Youth Pre-Post Program Survey Results:

The youth pre-post program surveys evaluated concepts drawn from the education and cooking components of a FYF workshop. **Objective 1** directly relates to questions one to four of the pre- and post-program surveys. Fig. 8 (below) represents the significant 34% increase in FYF participants' knowledge of the five food groups in the Australian Guide to Healthy Eating, from pre- to post-workshop (n=52, $p < 0.001$). Though a significant increase in knowledge is recognised, this result in particular did not meet the corresponding indicator of *a minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program workshop/s*. Across all knowledge based questions, however, the average percentage of youth correctly identifying key knowledge concepts exceeds the indicator.

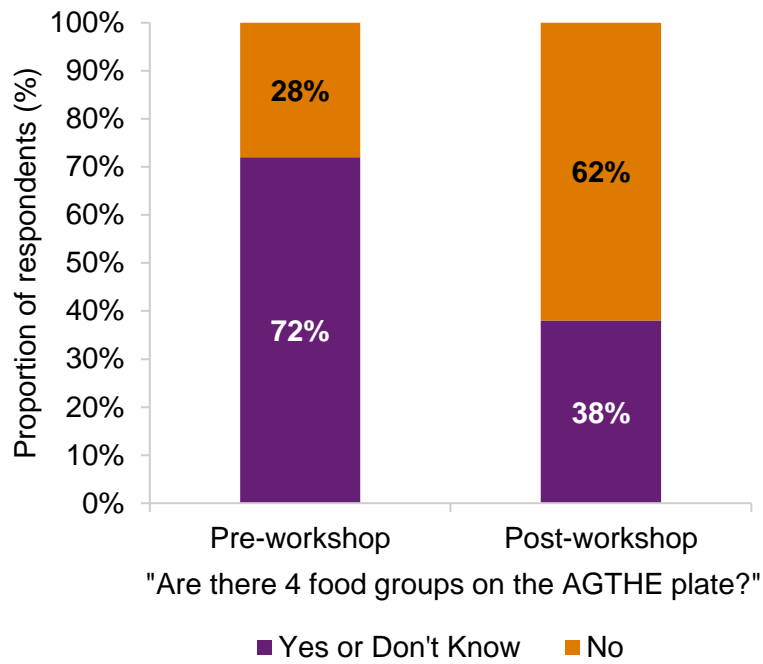


Fig. 8: Workshop 1: FYF youths' level of understanding regarding the Australian Guide to Healthy Eating food groups, pre- to post-FYF workshop.

In Fig. 9 (below) there is a 53% increase in youths' recognition that the grain food group in the Australian Guide to Healthy Eating is recognised as an 'eat most' group, from pre- to post-workshop (n=38, $p < 0.001$).

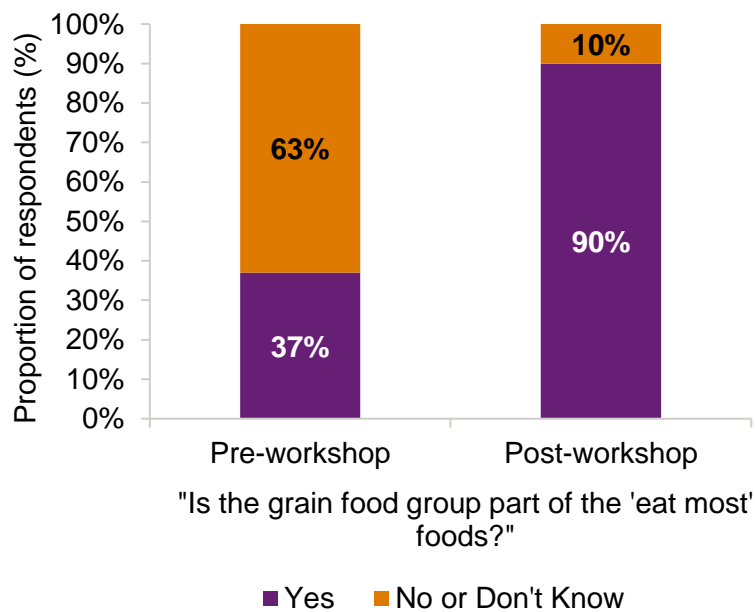


Fig. 9: Workshop 2: FYF youths' level of understanding regarding the Australian Guide to Healthy Eating food group proportions, pre- to post-FYF workshop.

Fig. 10 (below) shows the effectiveness of the FYF workshop in shifting youths' understanding that the Australian Dietary Guidelines recommended food group

serve sizes differ for age and gender, from pre- to post-workshop (39% increase, n=38, p=0.001).

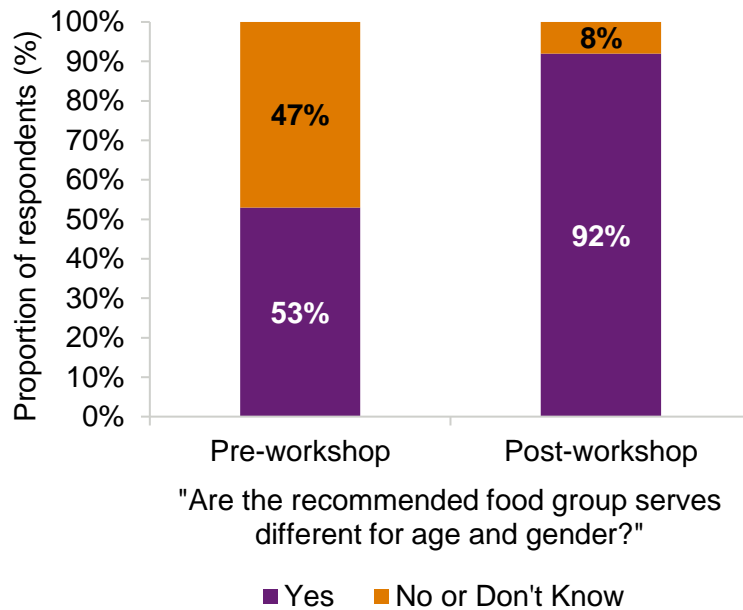


Fig. 10: Workshop 2: FYF youths' level of understanding regarding the Australian Dietary Guidelines Serve Sizes, pre- to post-FYF workshop.

Fig. 11 (below) demonstrates that more FYF participants could identify how to compare foods using the nutrition information panel after the FYF workshop, in comparison to before the workshop (59% increase, n=22, p=0.001).

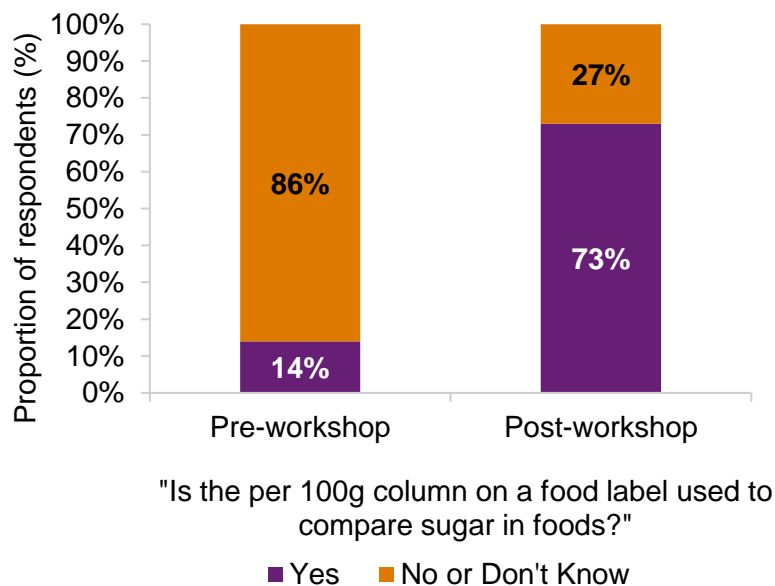


Fig. 11: Workshop 3: FYF youths' level of understanding regarding nutrition information panels, pre- to post-FYF workshop.

Fig. 12 (below) demonstrates a substantial 62% increase in participants' knowledge that the plank knife technique is a safe knife skill, particularly to cut through hard foods, from pre- to post-workshop (n=21, p<0.001).

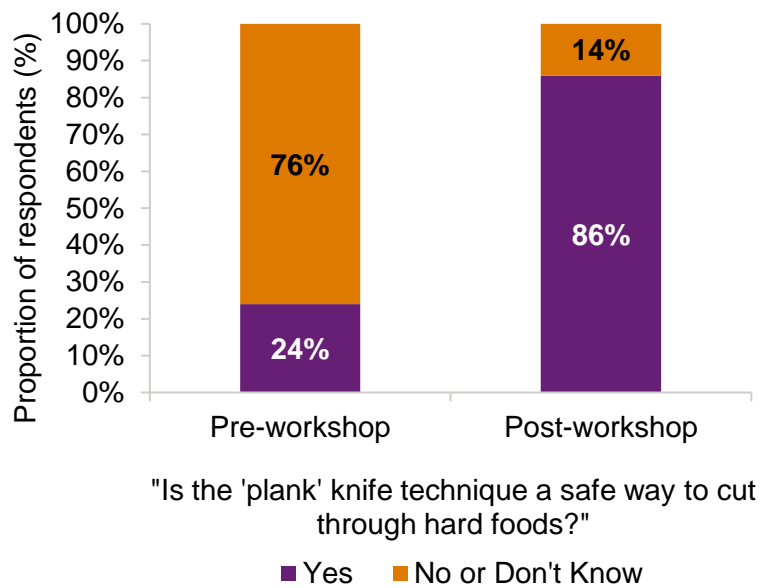


Fig. 12: Workshop 4: FYF youths' level of understanding regarding safe knife skills, pre- to post-FYF workshop.

The development of cooking skills was a strong focus of the FYF program. Youth were asked in workshops one to three whether they had the skills to prepare a healthy meal at home. As this question was asked in multiple pre-post FYF workshop surveys, samples across workshops have been combined. Fig. 13 (below) depicts a non-significant 6% increase in participants' perceived skills to prepare a healthy meal at home from pre- to post-workshop ($n=111$, $p=0.230$). This result fell slightly short of meeting the corresponding indicator of *a minimum of 80% of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program workshop/s*.

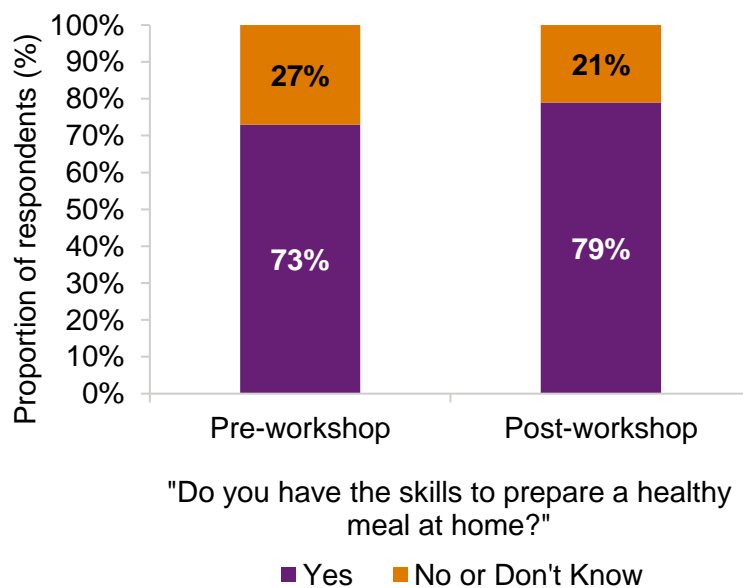


Fig. 13: FYF youths' level of skills regarding preparing healthy meals.

Other non-significant findings were found for the following knowledge concepts pre-post workshop: protein in dairy (workshop 1), recipe reading (workshop 1 and 2), sugar-free soft drinks (workshop 3), sugar, fat and salt content (workshop 3), safe defrosting (workshop 4) and use-by dates (workshop 4). Of these questions, it was found that nearly all concepts resulted in an increase in participant understanding and knowledge ranging from 6% (n=52, p=0.629) to 29% (n=21, p=0.070). One question resulted in an insignificant 14% decrease (n=21, p=0.375) in participant understanding and knowledge of eating food after its use-by date.

Stakeholder Post-program Survey Results:

To increase the strength of the youth results for **objective 1**, data was also captured from the stakeholders' points of view. The FYF post-workshop stakeholder survey assessed **objective 1** through questions relating to the improvement of youth knowledge of key nutrition concepts and food preparation skills. The percentage of stakeholders (n=17) that reported an increase in youths' knowledge as a result of the FYF workshop ranged from 88 - 100% across the four different workshops, meeting the corresponding indicator (*a minimum of 70% of teachers/agency staff 'strongly agree'/'agree' the FYF workshop improved their youths' knowledge regarding key concepts taught in the workshop*). The indicator measuring youth food preparation skills was met with 100% (n=17) of respondents across all workshops 'strongly agreeing'/'agreeing' that the workshop improved the youths' food preparation skills (Table 5).

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

Youth Skills	Strongly Agree	Agree
Workshop 1, 2, 3 & 4 results (n=17)	n (%)	n (%)
Increased the youths' skills on how to follow a recipe	10 (59)	7 (41)
Provided the youth with the skills to prepare healthy meals	12 (71)	5 (29)

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

Youth Pre-Post Session Survey Results:

Objective 2 directly relates to questions five and six of the post-program survey. Youth were asked to rate their level of enjoyment for the two FYF workshop components; nutrition education and cooking. As shown in Table 6, a large majority of participating youth enjoyed both the cooking (91%, n=121) and activity components (89%, n=118) of the FYF program.

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

Youth Satisfaction	Yes	Don't Know	No
Workshop 1, 2, 3 & 4 results (n=133)	n (%)	n (%)	n (%)
Did you enjoy the cooking in today's workshop?	121 (91)	7 (5)	5 (4)
Did you enjoy the activities in today's workshop?	118 (89)	9 (7)	6 (4)

Stakeholder Post-program Survey Results:

Stakeholder participants were asked to indicate their level of agreement with the statements “I believe the youth enjoyed today’s workshop” and “The Fuel Your Future workshop met my expectations”. All respondents (100%, n=16) ‘strongly agreed’/‘agreed’ that the youth enjoyed the workshops and ‘strongly agreed’/‘agreed’ the workshop met their expectations. These results indicate a high level of program delivery satisfaction amongst program respondents (Table 7).

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

Stakeholder Satisfaction	Strongly Agree	Agree
Workshop 1, 2, 3 & 4 results (n=16)	n (%)	n (%)
I believe the youth enjoyed today’s workshop	13 (81)	3 (19)
The Fuel Your Future workshop met my expectations	12 (75)	4 (25)

When focusing on the appropriateness of workshop recipes and activities across all workshops, all respondents (100%, n=17) ‘strongly agreed’/‘agreed’ that they were appropriate in relation to age of the youth participants (Table 8). At least 88% (n=15) of respondents also ‘strongly agreed’/‘agreed’ that both the recipes and activities were appropriate in relation to numeracy and literacy levels of the youth participants.

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

Workshops 1, 2, 3 & 4	Strongly Agree	Agree	Unsure	Disagree
Recipe suitability (n=17)	n (%)	n (%)	n (%)	n (%)
Age	13 (76)	4 (24)	0 (0)	0 (0)
Numeracy Levels	12 (70)	4 (24)	1 (6)	0 (0)
Literacy Levels	13 (76)	2 (12)	1 (6)	1 (6)
Activities suitability (n=17)	n (%)	n (%)	n (%)	n (%)
Age	13 (76)	4 (24)	0 (0)	0 (0)
Numeracy Levels	12 (70)	4 (24)	1 (6)	0 (0)
Literacy Levels	12 (70)	3 (18)	2 (12)	0 (0)

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

Stakeholder Post-program Qualitative Feedback Results:

Following each FYF workshop, participating stakeholders were asked two qualitative questions twice through the stakeholder post-program survey and within the stakeholder post-program feedback email to seek their feedback about the program:

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

In order to assess whether **objective 2** was met, stakeholder responses to the above questions were analysed according to three important indicators: *stakeholders report on the positive attributes of the FYF program, stakeholders report enjoying the FYF workshop/s and stakeholders suggest improvements to the FYF program* respectively. The responses were then categorised into six different themes as detailed below.

A positive and effective practical cooking experience

Stakeholders recognised the value of the cooking component as an opportunity for youth to delve into a diverse selection of new and healthy ingredients and recipes to form a range of healthy meals.

“[The best part of the FYF workshop was] having a variety of healthy dishes presented to the students for cooking and tasting. Using some vegetables raw and make the students have new experiences.”

It was seen as a greater benefit when the cooking component also included new experiences, accessible ingredients, team work and the opportunity to taste the food.

“[The best part of the FYF workshop was] creating fizzy drinks; having youth involved and creating building their skills in cooking.”

“It was great to have a variety of dishes and having the students in small groups preparing them.”

Stakeholders in particular commented on the participants having the opportunity for independence and responsibility during the cooking component.

“[The best part of the FYF workshop was] having autonomy to prepare a meal together with their peers.”

“[The best part of the FYF workshop was] students taking ownership over preparing and cooking recipes”.

“[The best part of the FYF workshop was] students making their own meals and waiting to eat (after content).”

Overall the stakeholders identified the cooking component as a practical and effective attribute of the FYF Program.

“[The best part of the FYF workshop was] great easy recipes for all ages/abilities. Easy to follow. Accessible ingredients.”

Valuable and relevant nutrition education

An overarching theme recognised within the stakeholder feedback encompasses the positive learning experience of the participant during the food literacy and nutrition education activities. Stakeholders frequently commented on the tailoring of particular activities designed to engage youth through hands-on and visual learning.

“The best part was the visual representation of fat, salt, sugar in fast food. Also the bit about frozen coke, slushies having more sugar because cold numbs taste buds.”

“[The best part of the FYF workshop was] comparing sugar, salt, fat in fast food vs home made.”

Stakeholders also mentioned the value of having an external facilitator who is qualified in nutrition and health promotion to deliver important health messages to the target group.

“[The best part of the FYF workshop was] the kids hearing the same messages from another source that they regard as “more intelligent and cooler” than their teacher. It is reinforcement of what I am trying to cover with them.”

Overall, stakeholders were satisfied with the key knowledge and skill concepts taught in the FYF workshop, particularly in the nutrition education component but also strongly linked to the cooking component, and could identify specific learnings that were valued by the youth.

“The educational side of it was incredibly valuable for the students. Being able to relate the practical side of cooking with the nutritional benefits has definitely increased their understanding of healthy eating. Maybe it will influence them to choose some healthier options with their meal choices in the future.”

Program delivery and expertise of FBWA staff

Many stakeholders reflected on the implementation of the program within the context of their school/organisation and target group. One stakeholder in particular commented on the effective collaboration between FBWA and partner organisations when planning for, and delivering, a FYF workshop.

“The best part was the collaboration between agency and school in informing students about healthy eating and cooking.”

Feedback included positive commentary of the delivery style of the facilitators, the program structure and workshop lesson plans. According to stakeholders, these elements were well organised, engaging and informative.

“I thought the order of activities was perfect - get the students hooked, give them the information & then reward with food!”

“It was very informative, efficiently organised and guided which helped in getting the students engaged.”

“Presenters were awesome.”

“A wonderful program.”

Active participation and engagement

In addition to stakeholders providing feedback on the positive attributes of the program, teachers also reported enjoying the FYF workshops. Stakeholders suggested that positive engagement of youth during both the cooking and nutrition activities led to students enjoying the session and actively participating in the activities.

“[The best part of the FYF workshop was] the engagement of students in the cooking sessions and actively answering questions during the activity.”

“The children were engaged for the whole session which was fantastic.”

“The activities were very engaging for the students and they loved the program.”

“The students thoroughly enjoyed the session and were very pleased with the outcome.”

This engagement in the program was also reported to be related to the level of support from the FBWA facilitators. Stakeholders highlighted that it was great to see students not only engage in the program, but to be given the confidence to actively participate and to try something new.

“The best part was the students actively participating in the cooking with the support of [FBWA staff].”

“They enjoyed tasting the different dishes and even if they didn’t like one or two, they still had something to eat and enjoy.”

“The best part of the session was to see the willingness of the students to participate in both the short quiz and cooking session.”

“[The best part of the FYF workshop was] seeing the students positively engage in the session and have the confidence to have a go at cooking some healthy recipes in the kitchen.”

Increased frequency of visits

Numerous stakeholder respondents also suggested improvements that could be made to the FYF Program in the future. Of these improvements, stakeholders suggested that their organisation/school and their youth would benefit from an increased number of FYF workshops per year. It was suggested that increasing the frequency of workshops would increase the sustainability of key nutrition messages.

“Maybe 4 times per year to [community].”

“It would be great for Foodbank to come out at least 4-5 a year.”

“In a more 'normal' year it would be good to have the more regular sessions as this could help to reinforce learning rather than the children

having more of an experience. I am not very familiar with the program so am not able to add further at the moment.”

“The best thing would be to be able to have some future sessions but I know that when they are in Newman their time is very tight... We are happy to fit in when we can and the team is great. Thanks again.”

“Having more sessions would be very welcome at the school.”

“It will be great if these sessions happened more frequently.”

Program strategy adaptations

Within this stakeholder feedback, a number of specific improvements were suggested for particular lesson plans and activities. These suggested improvements were associated with the structure of the program, delivery method of activities, and suggestions for new and innovative ideas.

“Ask teachers to complete name tags prior. Ask students to wash hands and wear aprons before intro to save time.”

“More verbal instructions needed due to literacy skills of youth.”

“Can’t think of anything to improve, except less single use plastics!!!”

“The only thing that comes to mind is incorporating a ‘paddock to plate’ aspect to the debrief section of the program delivery. eg after the cooking lesson giving the students info/ideas on the value and importance of sustainable and subsistent meal processes. It could be as simple as discussing how fresh is best and/or the value/benefits in not relying on the transportation of raw foods long distances. I’ve been an Agriculture teacher for many years thus the rationale behind the thoughts I have provided.”

A consistent improvement underpinning stakeholder feedback was increasing the suitability of strategies to the context of the target group. These included minor adaptations to make the workshops more culturally appropriate and relevant to their age group.

“I would recommended using more bush ingredients in recipes for a trial like lemon myrtle, bush tomatoes or Kakadu plum.”

“Similar to the soft drink alternative - however, the mint, berry soft drink was not widely liked. Can there be a slushie or smoothie alternative with less sugar, salt that is more likely to be liked by students.”

“It was fantastic having rewards, however the prize for head chef (brownie making kit) was not something the student could use. For this cohort, a different reward would be more applicable.”

Overall stakeholder satisfaction

In summary, all stakeholders maintained a high level of program delivery satisfaction as encompassed by the below quotes:

“Presentation was great and simple to understand. It was great to see students fully engaged in both theory and practical. Well planned and executed. Whole school enjoyed the lunch that was prepared by the students carefully guided by your team. The teaching and take home resources were great.”

“It was wonderful to have a session with the Foodbank team. They were so friendly, organized and professional. The session began with some theory activities and then moved to the practical cooking and the students even had some food to take home in containers! The presentation was aimed at the right level and the students learnt a lot ... especially with their practical skills. The session was timed just right as well - I don't know how they did it!”

“I honestly thought it was a really great session!”

“Continue the good work.”

“Thanks again for coming up. I know how much effort and sacrifice it must be (on the whole teams part) to carry out a program to the places you go to. It's a fabulous program with such value for all who take part in it.”

3.4 Food Sensations® for Parents Program

3.4.1 Output Key Performance Indicators

The output KPIs for the *Food Sensations* for Parents (FSP) program related to session delivery, number of parent participants and number of community agencies engaged. Table 9 (below) displays the 2020 program achievement against the output KPIs.

Table 9: Achievement of Food Sensations® for Parents Output KPIs for 2020.

Output KPI description	Number required	Number achieved 2020
1. Sessions delivered to parents	20	15
2. Parents enrolled in the program	N/A*	80
3. Community agencies engaged	N/A*	10

* There is no KPI requirement for the number of parents and community agencies who access the FSP Program.

3.4.2 Evaluation Objectives

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

Practitioner-led Group Discussion Survey Results:

A total of 27 parents participated in the post session evaluation using the PLGD data collection tool. Thematic analysis was used to interpret all transcribed information from each workshop, revealing the successful achievement of the indicators for success (*FSP participants correctly identify key nutrition concept/s learnt as a result of the FSP session/s, and FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s*).

Workshop 1 - Sensational Start

A total of sixteen parents participated in Workshop 1 over three sessions. Evaluation using the practitioner-led group discussion (PLGD) tool did not occur on any occasion for this workshop, including for reasons of time constraints from ad hoc session start times and the additional time required to complete this post session.

Workshop 2 - Food Investigation

A total of eight participants took part in the PLGD post-session evaluation for Workshop 2.

Participants stated this workshop provided **helpful information on healthier food choices**, particularly for children.

“What I should really be aiming to feed the children.”

Respondents also commented that they were able to better **understand the nutritional value of foods** after undertaking the activity of reading food labels and comparing ingredients, whilst others appreciated **learning about the strengths and limitations of the Health Star Rating** on pre-packaged food.

“To compare different foods by looking at the packet food item list.”

“I learned that the stars [Health Star Rating] are not that good of an indicator.”

“Which are the better choices for [my child] and how to explain to him what the better choices are.”

Experiencing the ease of cooking FBWA recipes during the session, and that it was possible for the children to get involved by using appropriate cooking equipment (i.e. using a kids safe plastic knife), were other themes to emerge:

“And it’s possible for the kids to actually do it.”

“It was great using those special knives to chop.”

“...cause I want to get the kids involved.”

Overall the participants agreed that the practical label reading activity incorporated into Workshop 2 was a highly valuable exercise that allowed the participants to apply learnings during the session.

Workshop 3 - Family Mealtimes

Respondents (n=16) indicated that the **provision of healthy food and involving their child in the cooking process** were valuable learnings attained from participating in Workshop 3.

“The importance of good food.”

“What I learnt was participating with your child while cooking. I tend to just, you know, stick him outside and try to get through cooking and preparing a meal quite quickly. I think creating more space for that now and I think actually getting him involved in the process I think for me will be a bit of a takeaway.”

Respondents indicated they liked the way the session was delivered, along with examples of how to approach getting their child to eat certain foods. Learning about the **importance of “having structure and routine” around mealtimes** also delivered valuable information to one parent.

Participants reported the workshop content related to family mealtime strategies was not difficult to understand and there was no indication from any of the participants that the cooking was hard to do. One respondent claimed, **“it was excellent”**.

Workshop 4 - Food on the Move

In Workshop 4, participants (n=8) reported learning or gaining a refresher around the **Australian Guide to Healthy Eating (AGTHE)'s five food groups** in addition to understanding the serve sizes ascribed to each food group. Responses also included learning about **healthy substitutions and understanding what can go into a healthy lunchbox**:

“Healthier version of foods we eat all the time and better ways to get vegies into them.”

“...more ideas as to what to put into a lunchbox.”

Several of the respondents indicated that participating in cooking during the session provided **additional ideas for healthy recipes and how to involve children safely** in the kitchen, for example:

“I know that that is a full meal there, so I can make that and know I have got pretty much everything on that chart [AGTHE] in that meal.”

“...it gave me great ideas, like even with the bananas and rolled oats, it's something I've never tried before. It's so easy and gets the kids mushing with bananas. It was great.”

“They can still be using that and doing it for themselves, that's creating independence.”

Stakeholder Post-program Survey Results:

All respondents (100%, n=9) ‘strongly agreed’/‘agreed’ that the participants’ knowledge and understanding concerning key nutrition concepts taught across the FSP sessions improved from pre- to post-session and met the corresponding indicator (a minimum of 70% of stakeholders ‘strongly agree’/‘agree’ the FSP session/s improved participants’ knowledge relating to key nutrition concepts taught). Nutrition concepts included the AGTHE, food selection, food preparation, food safety, reading and understanding food labels, positive feeding strategies, experience in preparing food involving children and storing food safely.

Responses from 100% of the respondents (n=9) met the program objective using the indicator of success of a minimum of 70% of stakeholders ‘strongly agree’/‘agree’ the FSP session/s contributed to an improvement in parents’ food preparation skills in relation to the skill required to prepare healthy food.

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

Practitioner-led Group Discussion (PLGD) Survey Results:

Workshop 1 - Sensational Start

As previously mentioned, evaluation using PLGD tool did not occur for Workshop 1 and therefore no results have been analysed.

Workshop 2 - Food Investigation

Program participants reported an overall enjoyment in Workshop 2, most notably in actively participating in the label reading activity.

“The interaction and having things explained, and not just having it being spoken to and being involved in it.”

“Being involved and doing the activity where you’re looking at the labels and reading the quantities.”

“It was very informative.”

Several of the respondents indicated that they enjoyed that this session has exposed them to new concepts and thoughts about choosing healthy foods, i.e.:

“I like that it’s made me actually think a bit more. Like the stars [Health Star Rating]. Cause I just grab what I think is healthy without actually looking at it, so it’s made me actually think about it.”

“...I’m going to have to look through everything.”

“Finding out that my shopping is not what it was supposed to be.”

The majority of parents reported that engaging the children in cooking was an enjoyable element, demonstrating the possibility of introducing these skills early in life.

“It was great to let all the kids have a turn...and enjoy it.”

“It gives them a good baseline.”

Provision of additional healthy recipes that are suitable for both parents and children to eat to avoid cooking separate meals, were suggestions that resonated with multiple participants, i.e.:

“More like recipes that are kids friendly...like having these books [FBWA recipe booklet] would be amazing.”

“I have to cook two meals cause the kids won’t eat what I eat.”

Workshop 3 - Family Mealtimes

Some of the themes to emerge regarding **enjoyment** from the respondents that participated in Workshop 3 included the hands-on nature of this session and cooking with their children. Provision of quality information and sharing experiences was also mentioned as **positive aspects**, such as:

“The information was really good...”

“Definitely that its hands on.”

“Get to cook with your child.”

“It was really good sharing each other’s experiences.”

Parent participants suggested a handout covering key themes would reiterate the information covered during the session. Parents reiterated that they can use this information to provide practical guidance for implementing strategies at home.

“I’d like examples of how to get my child to eat certain foods.”

“Tips, so you can read back later.”

Workshop 4 - Food on the Move

Overall the feedback from parents who attended Workshop 4 was very positive. Several of the participants commented that **the cooking and tasting the food was the most enjoyable part of the session**, in addition to the hands-on and practical activities.

“It was more interesting than I expected.”

“I loved it.”

Overall, the main consensus from participants was that **there was nothing about the session that they didn't enjoy.**

Stakeholder Post-program Survey results:

All stakeholders surveyed (100%, n=9) ‘strongly agreed’ that the parents enjoyed participating. One hundred percent of the respondents (n=9) also ‘strongly agreed’

that the communication provided by FBWA was adequate and the session met expectations (Table 10).

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

Workshops 1, 2, 3 & 4 Satisfaction	Strongly Agree
Workshop 1, 2, 3 & 4 (n=9)	n (%)
I believe the parents enjoyed the workshop	9 (100)
I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	9 (100)
The Food Sensations for Parents workshop met my expectations	9 (100)

All of the stakeholders (100%, n=9) 'strongly agreed'/'agreed' that the recipes selected were appropriate concerning participants' interest levels. Eighty-nine percent of stakeholders (n=8) 'strongly agreed'/'agreed' that the recipes were appropriate in terms of numeracy, literacy and geographical location (Table 11).

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

Workshops 1, 2, 3 & 4 Recipe Suitability	Strongly Agree	Agree	Unsure
Workshop 1, 2, 3 & 4 results (n=9)	n (%)	n (%)	n (%)
Interest	8 (89)	1 (11)	0 (0)
Numeracy Levels	7 (78)	1 (11)	1 (11)
Literacy Levels	7 (78)	1 (11)	1 (11)
Geographical location	7 (78)	1 (11)	1 (11)

One hundred percent of stakeholders (n=9) 'strongly agreed'/'agreed' the nutrition activities were appropriate in relation to the participants' interest, with eighty-nine percent of respondents (n=8) 'strongly agreeing'/'agreeing' the recipes were appropriate. In reference to the appropriateness of the FSP session to numeracy levels and geographical location, results did not meet the 80% minimum indicator by a margin of 2% with 78% of respondents 'strongly agreeing'/'agreeing' (see Table 12 below).

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

Workshops 1, 2, 3 & 4 Nutrition Activity Suitability	Strongly Agree	Agree	Unsure
Workshop 1, 2, 3 & 4 results (n=9)	n (%)	n (%)	n (%)
Interest	8 (89)	1 (11)	0 (0)
Numeracy Levels	6 (67)	1 (11)	2 (22)
Literacy Levels	7 (78)	1 (11)	1 (11)
Geographical Location	6 (67)	1 (11)	2 (22)

Feedback provided by the program stakeholders who completed the post-session stakeholder survey indicated a high level of satisfaction with the FSP Program. Statements support the fact that parents who participate in FSP sessions gain valuable knowledge and healthy eating strategies.

“We really value what you do for our families to empower and share knowledge in all things food.”

“Parents wanting information about individual nutritional needs and being satisfied with a variety of strategies to overcome food issues.”

“Fantastic team modelling how to cook with children by making it fun and interesting.”

“The children loved making the food and were more willing to try it after.”

“The parents and children love the foodbank visits and gain a valuable insight into healthy eating.”

“It was a fantastic session!”

Stakeholders also provided suggestions to improve the FSP program.

“It would be great to have some kid safe knives so we can do the recipes when Foodbank aren't here.”

“To come together more and maybe do longer session to let everyone have a chance. Maybe 2 sessions on the day? Or over 2 days.”

“I've had parents come to me and tell me that they've used the recipes and resources from our previous session in March and were very excited to see the new recipes!”

3.5 Educator Training

3.5.1 Output Key Performance Indicators

The output KPIs for the Educator Training (ET) program relate to session delivery, participation of communities and the number of participating trainees. Table 13 (below) displays the 2020 program achievement against the output KPIs.

Table 13: Achievement of Educator Training Output KPIs for 2020.

Output KPI description	Number required	Number achieved 2020
1. Sessions delivered to educators	5	5
2. List the Pilbara communities whom received sessions	N/A*	<ul style="list-style-type: none"> • Parnngurr • Perth Airport** • South Hedland
3. Participants attended each session	5	8.4 (total n=42)

* There is no KPI requirement for the number of Pilbara communities who access the ET Program.

** Participants who attended the Perth Airport training work across multiple Pilbara communities.

3.5.2 Evaluation Objectives

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

The results relating to the post-program ET survey have been included below. The majority of respondents (87%, n=25) **'strongly agreed'/'agreed' the training improved their knowledge of healthy food** as shown in Fig. 14. In addition, the majority of respondents (80%, n=12) **'strongly agreed'/'agreed' the training improved their skills in planning a healthy meal** also shown in Fig. 14. Furthermore, all but one respondent (97%, n=28) **'strongly agreed'/'agreed' the training improved their skills in educating others about healthy eating.**

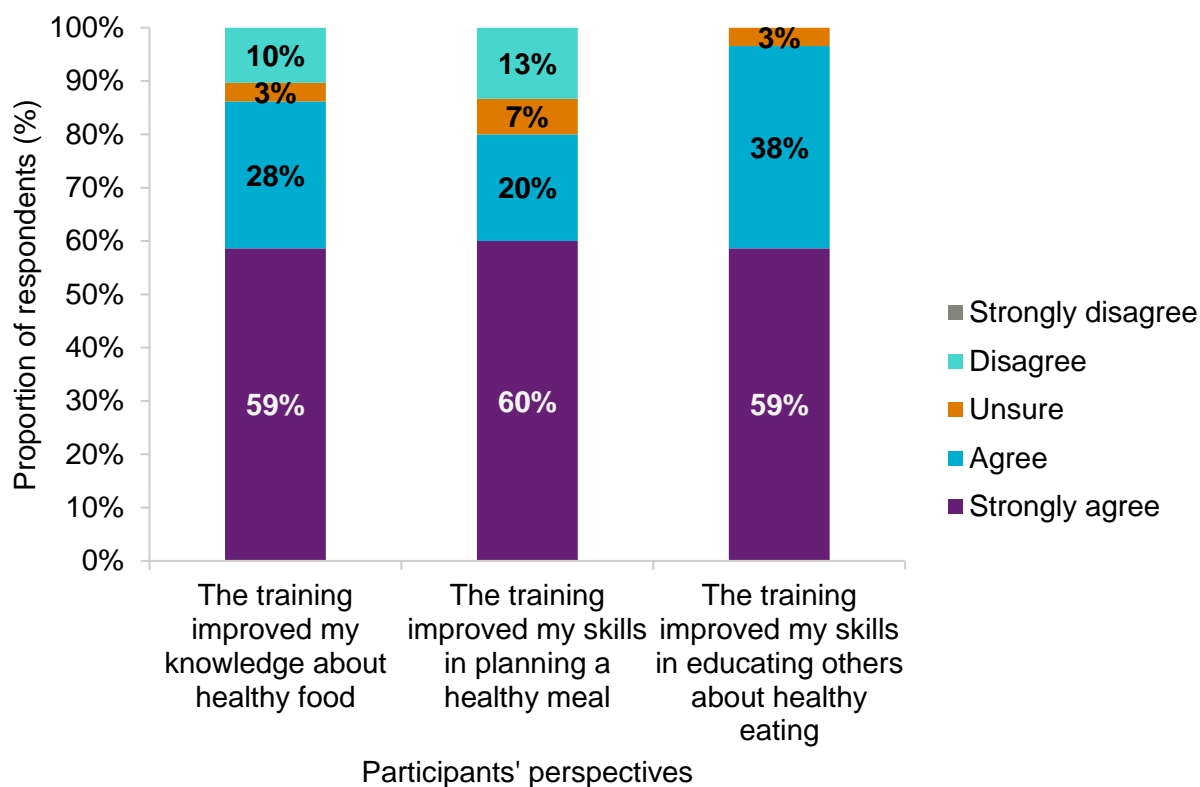


Fig. 14: Educator Training participants' knowledge and skills improvements.

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

As shown in Table 14, all respondents (100%, n=25) indicated that they enjoyed participating in the training and found the training useful for nutrition education delivery. All respondents (100%, n=29) **'strongly agreed'/'agreed' the resources provided were useful for their delivery of nutrition education.**

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

Educator Training Program	Yes/Strongly Agree	Agree
	n (%)	n (%)
Did you enjoy taking part in today's session? (n=25)	25 (100)	0 (0)
Do you think the training was useful in assisting you to deliver nutrition education? (n=25)	25 (100)	0 (0)
The resources provided were useful for my delivery of nutrition education (n=29)	20 (69)	9 (31)

4.0 DISCUSSION

4.1 School Breakfast Program

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

All aspects of the SBP operations are periodically reviewed to ensure high quality and best practice service provision. Program satisfaction has remained consistent, despite the impact of COVID-19. Whilst SBP stocks were impacted by the wide-spread food shortages, any stock that FBWA did have was preferentially allocated to remote schools in areas such as the Pilbara. FBWA anticipated these areas could possibly be more exposed to food related transport issues due to the closed borders. This assessment and subsequent decision ensured the level of service and availability of food products was not impacted because remote and very remote schools were prioritised above others due to their location.

Following the review of transport suppliers in late 2019, no issues with food transportation occurred in 2020 and schools continued to report that the food product arrived in excellent condition. This periodic assessment of SBP product, quality, range and transport options will continue throughout the current, and future funding agreements.

The key activity of the SBP is food provision. Given the healthy nature of products supplied which adhere to the WA Department of Education Healthy Food and Drink Policy, some level of healthy food awareness is implied. The SBP environment provides an opportunity for informal learning via visual aids highlighting the Superhero Foods initiative in the form of posters and SBP placemats. Evidence of school staff observing students using and referring to these posters was reflected in the 2020 data, highlighting the opportunity for incidental learning to occur in this environment. Building on the existing resources supplied to schools, a key focus for 2021 is expansion of the current range of resources to link the FSS key messaging to the SBP.

The strength of the SBP evaluation is the use of an online survey that includes quantitative and qualitative questions to evaluate participants' knowledge, skills and satisfaction with the program. The Pilbara SBP survey was open for four weeks in the second half of term 3. This change was a recommendation from the 2019 Internal Evaluation report to increase the response rate for the survey. Although the same response rate as 2019 was achieved, conducting the survey in term 4 rather than term 3 and having the survey open for 4 weeks instead of 2, facilitated a higher representation of respondents from remote schools in this year's sample.

4.2 Food Sensations® for Schools Program

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

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

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

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

A limitation of the current FSS student evaluation is readability and comprehension of the written pre- and post- survey tools, attributed to the high variance in student literacy levels across the East Pilbara region. Innovation in data collection tools should be explored, considering the use of appropriate technologies, within reason for use in remote locations. In addition, as part of the FBWA team's annual review of program evaluation methodology, an assessment of tool questions are made to determine if changes are required based on the previous year's results where there is an existing high level of knowledge among students, and where pre to post result comparisons are not statistically significant. This approach should continue to identify strengths and gaps in students' knowledge and skills, to reinforce existing strategies, and to inform new directions in program delivery.

4.3 Fuel Your Future Program

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

In 2019, a number of results relating to **objective 1** did not significantly change from pre-post FYF workshop. This was identified to be due to a high level of prior knowledge relating to a number of nutrition concepts. Prior to 2020 implementation, evaluation tools were reviewed according to the 2019 results and

recommendations, and a number of questions were designed to be more challenging in 2020. This produced a larger quantity of results relating to **objective 1** that significantly changed from pre- to post-FYF workshop. A high level of prior knowledge was still recognised for a number of questions, however, this may be attributed to previous attendance at a FYF workshop or prior learning at school. All questions resulted in an increase in knowledge, skill or confidence except for one question regarding use-by dates. This question may have resulted in youth confusion due to mixed messaging from the facilitator when addressing the concepts of food safety versus food waste in Workshop 4. Overall, participant data indicates an increase in participant knowledge, understanding and skills of food literacy and nutrition from pre-post FYF workshop.

Nearly all stakeholder responses supported participant data, by recording an improvement in participant understanding and knowledge of nutrition concepts. All stakeholders believed the FYF workshop improved participant skills for healthy food selection and usage. This confirms the reliability of participant results in that key nutrition messages are being effectively and successfully understood by participants.

FYF Program results relating to **objective 2** demonstrated a high level of participant and stakeholder satisfaction with the program. This may relate strongly to the perceived appropriateness and suitability of workshops to participants' age, numeracy and literacy levels. This data is reinforced in the stakeholder feedback emails where stakeholders report satisfaction with engagement strategies and with program facilitation. A new indicator was added to the FYF Program analysis strategy, *stakeholders suggest improvements to the FYF Program*, under **objective 2**. Results from this indicator showed key themes that have been recognised in past years such as a demand for increased program delivery, along with new concepts such as program activity, structure and delivery improvements. These improvements highlighted by stakeholders have greatly informed the FYF Program recommendations (49).

Strengths of the FYF evaluation included the use of a simple, regional-specific youth evaluation tool to measure pre-post program impact with a large sample size of n=134. In addition, the FYF Program also evaluated stakeholder perspectives via the use of a workshop-specific post-program survey addressing both **objectives 1** and **2**, along with a post-program feedback email. The use of participant and stakeholder data also increases the validity of results.

Consistent with evaluation results in the past, the response rate (50%) for the post-program stakeholder feedback email is a limitation of this evaluation. Post-program stakeholder feedback emails are sent within one week of the FYF workshop, and reminder emails sent the following week to those who have not responded. Many stakeholders who did respond, required the reminder email as a prompt. As a result of the 2019 evaluation recommendations, the two questions included in the stakeholder feedback email have also been added to the paper-based survey to reduce the impact of the aforementioned limitation. The addition of the same two qualitative feedback questions in the paper-based survey in conjunction with the post-program feedback email allows for qualitative evaluation data to be collected twice, with a greater time period for stakeholders to respond to questions.

Evaluation in youth centres continues to be a challenge, as youth centres are an informal setting where formal evaluation tools can be recognised as confronting. As the majority of the youth invited to partake in evaluation were in high school settings, evaluation findings may be more relevant and applicable to high school settings rather than youth centres.

4.4 Food Sensations® for Parents

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

The nutrition guidance provided by FBWA tertiary qualified Public Health Nutritionists, continues to facilitate credible information dissemination through FSP, whilst delivering nutritional awareness to Pilbara parents. All FSP workshops are underpinned by the Australian Guide to Healthy Eating (AGTHE), giving parents a consistent foundation to build on each year. For some parents this was the first opportunity they had to learn about the five foods groups and the recommended portions required for their child's development.

The range of education activities offered during each session, provides an opportunity to increase nutrition knowledge and awareness. This year saw the introduction of 'real' food packages used to help decipher the information found on food labels (Workshop 2). Several parents indicated learning important new information and appreciated the practical nature of this activity to maximise learning and retention. Some reflected that their next supermarket trip may change initially to improve their purchasing and subsequent eating behaviours from the information learnt.

A collective concern raised by several parents revolved around the difficulty in getting their children to eat certain foods, healthy foods or meals prepared for the family. The concept of establishing structure and routine around mealtimes for positive feeding outcomes resonated with many parents, as highlighted in the Division of Responsibility model (Workshop 3), along with the opportunity to share personal experiences with other parents.

The hands-on cooking component continues to be popular with parents looking for healthy options and new meal ideas. Many parents expressed appreciation in getting their children safely involved in the cooking component, with several citing that this experience has demonstrated the real possibility of engaging children in meal preparation in the home environment. One parent specified that having their child involved in cooking can help to build their confidence and independence, whilst a stakeholder stated that children were more likely to try food when they have been involved in making it.

The recipe booklets are also highly valued amongst the participants, adding that they deliver simple and easy recipes as well as provide new ideas, with continued requests for additional FBWA recipe booklets.

A strength of using the PLGD evaluation tool is collecting detailed and comprehensive feedback from parents using the audio recorder post-session.

However, a limitation to this method is successfully acquiring the time from the parents post-session and for the session to not be cut short in order to accommodate this. Playgroups run for Aboriginal clients have a more relaxed approach to start times and are also less responsive to formal protocol. At times, this impacted the time available for both cooking and for any discussions around nutrition. As a result, Workshop 1 did not undergo any evaluation as they were all held in Aboriginal playgroup settings. Stakeholders at these sessions were not approached to complete the survey due to the ad hoc nature of the session.

Potential response bias from the facilitator delivering the survey continues to be a limiting factor. Post stakeholder surveys are an efficient method to collate feedback from this group. Overall the stakeholders were highly satisfied with the FSP program, citing the significant value of providing insightful information with a variety of feeding strategies and healthy food options to parents in a safe and respected environment.

4.5 Educator Training

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

In 2020, participant numbers within ET sessions was higher, resulting in a higher number of evaluation respondents than 2019. This is a strength of the evaluation as it gives greater insight into the effectiveness of ET in improving participant understanding and knowledge of food literacy. A range of attendees participated in the 2020 ET workshops, including health professionals, teachers, youth workers, playgroup staff, local government employees, local partners and key Aboriginal community members. To increase the strength of the evaluation further, the introduction of a tool that measures longer-term impact, such as an email containing qualitative evaluation may provide a more in-depth insight into program strengths and areas for improvement.

A key limitation of this year's evaluation was the decision to not evaluate two out of the five ET sessions. One session with teachers had low participant numbers, and therefore the FBWA facilitator chose not to evaluate. This limitation has been reported in previous years, with teachers being a difficult target group for the program to engage with and requesting evaluation can be perceived as an imposition. Teachers have previously reported several barriers to engaging with the program including: lack of time, a preference for FBWA team of qualified nutritionists to deliver the FSS program due to their expertise and strong rapport with the students due to regular visits, and a lack of support within the school environment to promote healthy food choices. Regional professional development days for teachers are offered at the start of each school term in the Pilbara. Exploring the possibility of having the ET Program embedded within the professional development days should be closely considered for delivery in 2021. The other session was conducted with a low literacy group and due to cultural sensitivity reasons, evaluation was not appropriate.

For the sessions that were evaluated, there were a number of questions that had a lower response rate due to the layout of the post-program ET survey. A number of respondents experienced confusion with which questions were relevant to the training session, as the respondent is asked questions only on the topics addressed during the session. This may have resulted in some respondents selecting 'unsure' or 'disagree' as a response to a question. Alternatively, the FBWA facilitator may have asked respondents to omit particular questions thus impacting the individual response rate for each question.

5.0 RECOMMENDATIONS

5.1 School Breakfast Program

- Continue the periodic review of School Breakfast Program (SBP) product quality, range and transport options.
- Continue promoting existing SBP resources to schools, and explore development of new Superhero Foods resources to raise awareness of the program and strengthen the impact on students' knowledge and skills.
- Continue to conduct the annual SBP coordinator survey in term 3 and keep the survey open for a period of 4 weeks to facilitate a higher response rate.

5.2 Food Sensations[®] for Schools Program

- Consider the use of technologies to enhance program evaluation methodology and data collection tools, addressing a strong variation in the literacy levels of students across the East Pilbara region.
- Continue to annually review questions in the Food Sensations for Schools (FSS) student pre-post survey tool to highlight areas for improvement, and to clarify program delivery direction.
- Continue to utilise a mixed methods approach to evaluate the FSS program.
- Review and refresh FSS program lesson plans to address non-statistically significant pre- and post- survey results, specifically in relation to emphasising key nutrition concepts i.e. processed meats are 'Zombie Foods'.

5.3 Fuel Your Future Program

- Include knowledge content more specific to the Fuel Your Future (FYF) workshops in the youth evaluation tools. It was apparent that youth may have already had a high level of knowledge regarding many general concepts, therefore including more challenging questions may provide a clearer understanding of workshop learnings.
- Design and pilot a new evaluation tool that is more suitable for youth centre settings, where program evaluation is recognised as an inconvenience.
- Investigate outcome evaluation tools through avenues such as the creation of a smart phone application to measure the retention of program key messages and provide a rationale as to why there is a high level base knowledge within the target group.
- The strategic addition of food waste concepts within the lesson plan of Workshop 4 (food safety and storage) will create a structured guide for the

facilitator to convey key messages without confusing concepts such as not eating food past its use-by date, and also being mindful where food is wasted.

5.4 Food Sensations® for Parents

- Continue to build on using ‘real’ food products for educational activities to provide practical learning.
- Create a series of one-page handouts to provide parents information to take-home and refer to post-session.
- Consider offering two sessions consecutively, either on the same day or over two days within the week to expand on the information and build on cooking skills.
- Provide a pack to each parent centre which includes kid safe knives, to encourage children participating in food preparation.
- Continue to produce FBWA recipe booklets appropriate for parents of young children.
- Continue using PLGD for parent evaluation as a useful tool in gathering detailed and comprehensive feedback.

5.5 Educator Training

- Continue with the current format and content for Educator Training (ET) workshops.
- Prioritise ET sessions with teachers, as this group was not represented in the 2020 program delivery or evaluation. This may include closely considering the timing of any teacher ET sessions (for example, avoid term 4) to minimise likelihood of postponement or cancellation.
- Closely consider the timing of any teacher ET sessions (for example, avoid term 4), to minimise likelihood of postponement or, cancellation. Explore the possibility of embedding the ET program as part of the regional professional development days on offer to teachers at the start of each school term.
- The post-program ET paper survey may need to be specific to the program focus (FSS, FYF or FSP) so that there are no (or a reduced number of) questions that respondents are required to skip, therefore minimising confusion.
- Create an evaluation tool similar to FSS and FYF that evaluates the longer-term impacts and key message retention of the ET session such as a feedback email one month post-session.

APPENDIX A: PROGRAM EVALUATION PLANS

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

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

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

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

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

Activities	Process Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
1. Sessions delivered to parents	<ul style="list-style-type: none"> 20 FSP sessions delivered in the Pilbara region each year of the project. 	Program monitoring	FBWA FSP Database	Annually	NA	FBWA
2. Parents enrolled	<ul style="list-style-type: none"> A number of parents enrolled in the program (n to be reported each year of the project). 	Program monitoring	FBWA FSP Database	Annually	NA	FBWA
3. Community agencies engaged	<ul style="list-style-type: none"> A number of community agencies engaged in the program (n to be reported each year of the project). 	Program monitoring	FBWA FSP Database	Annually	NA	FBWA

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

APPENDIX B: PROGRAM EVALUATION TOOLS

School Breakfast Program Evaluation Tool:



School Breakfast Program 2020
Coordinator Survey



School Breakfast Program 2020
Coordinator Survey



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

1. What is your current role/position at the school?

- Principal
- Deputy Principal
- Teacher
- Other. Please Specify _____

2. Are you the nominated School Breakfast Program Coordinator for your school?

- Yes
- No. Please skip to Question 4

3. Please describe your role or involvement with the School Breakfast Program.

4. How many students are currently enrolled at the school?

5. In total, how many individual children access the School Breakfast Program at your school?

6. Please indicate how often the School Breakfast Program is run at your school

- Every week. Please proceed to answer Questions 7 and 8, then skip to Question 11.
- Fortnightly basis. Please skip to Question 9
- Monthly basis. Please skip to Question 9
- Other. Please specify and then skip to Question 10. _____

7. How many days of the week does your School Breakfast Program usually operate?

- 1
- 2
- 3
- 4
- 5

8. On average, how many breakfast meals are served per week? _____

Please skip to Question 11.

9. How many days does your School Breakfast Program usually operate each fortnight/month?

- 1
- 2
- 3
- 4
- 5

10. On average, how many breakfast meals are served each session? _____

11. Does your school provide emergency lunches or other meals using School Breakfast Program products?

- Yes.
- No. Please skip to Question 15.

12. Please indicate the type of emergency meals or other meals provided.

- Recess / morning tea
- Lunch
- Food parcels
- Other Please specify _____

13 Please indicate the average number of meals provided for each type of emergency or other meals selected above, per week. _____

14. What were the key reasons/circumstances for providing emergency or other meals? _____

15. In 2020, which of these Foodbank WA-supplied products have you provided to the students in your School Breakfast Program? (Please choose ALL that apply)

- Canned fruit in natural juice
- Wheat biscuits
- Vegemite
- Canned spaghetti
- Baked beans
- Oats
- UHT milk
- 100% unsweetened UHT juice (NB: Foodbank supplies juice to remote schools only)

16. Considering *only* the students who access the School Breakfast Program: What proportion were positively impacted in terms of the following?

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

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



School Breakfast Program 2020
Coordinator Survey



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

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

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

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

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

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

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

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

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

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

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

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

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

Food Sensations for Schools Program Evaluation Tools:



Food Sensations® 2020
Student - Pre Survey



Name: _____ Foodbank Code: _____

Q1a. What year are you in? _____ Date: _____

Survey Instructions:

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

Q2. Please tick your answer for each question below:

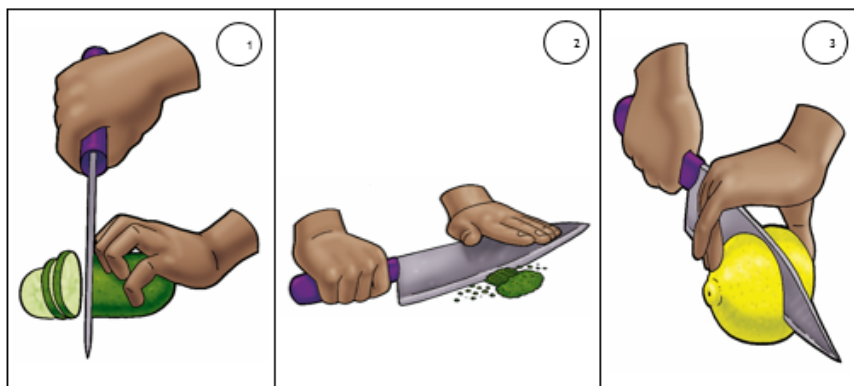
(Tick ✓ one box only)

	Yes	No	Don't know
2a. 'Everyday foods' will give me a strong mind and healthy body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Healthy homemade meals are easy for me to make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

I am good at cooking I am okay at cooking I am not good at cooking

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



Please turn over...



Food Sensations® 2020
Student - Pre Survey











Foodbank WA teach students about Superhero and Zombie Foods during Food Sensations².

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

Salt Vitamins Fat Sugar Food colouring Don't know

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

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

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



Thank you - please return this form to your teacher.



Food Sensations® 2020 Student - Post Survey



Food Sensations® 2020 Student - Post Survey



Name: _____ Foodbank code: _____
Q1a. What year are you in? _____ Date: _____

Survey Instructions:

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

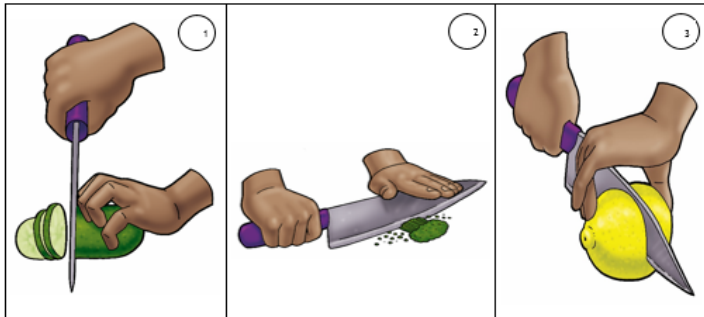
Q2. Please tick your answer for each statement below: (Tick ✓ one box only)

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

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

- I am good at cooking I am okay at cooking I am not good at cooking

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



Please turn over...

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









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

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

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

- Salt Vitamins Fat Sugar Food colouring Don't know

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

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

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

-  Bread / Toast  Hot Chips  Baked beans  Energy Drinks  Porridge  Chocolate Biscuits  Milk  Bacon

Thank you - please return this form to your teacher.

Fuel Your Future Program Evaluation Tools:

FUEL YOUR FUTURE YOUTH PRE SURVEY - WORKSHOP 1

Survey Instructions:

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

Name: _____ Date: _____

Foodbank code: _____

How old are you? _____

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



*

* The above FYF Program youth pre-workshop evaluation survey is the same across all four workshops.

FUEL YOUR FUTURE YOUTH POST SURVEY - WORKSHOP 4

Survey Instructions:

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

Name: _____ Date: _____

Foodbank code: _____

How old are you? _____

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



*

* The above FYF Program youth post-workshop evaluation survey is the same across all four workshops.

YOUTH PRE SURVEY - WORKSHOP 1

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

NO³
DON'T KNOW²
YES¹

2. Is there Protein in dairy foods?

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

YOUTH POST SURVEY - WORKSHOP 1

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

NO³
DON'T KNOW²
YES¹

2. Is there Protein in dairy foods?

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

YOUTH PRE SURVEY - WORKSHOP 2

1. Is the grain food group part of the “eat most” foods?

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

YOUTH POST SURVEY - WORKSHOP 2

1. Is the grain food group part of the “eat most” foods?

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

YOUTH PRE SURVEY - WORKSHOP 3

1. Can sugar-free soft drinks cause tooth decay?

NO³
DON'T KNOW²
YES¹

2. Can sweet foods also be high in salt?

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

YOUTH POST SURVEY - WORKSHOP 3

1. Can sugar-free soft drinks cause tooth decay?

NO³
DON'T KNOW²
YES¹

2. Can sweet foods also be high in salt?

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

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

NO³
DON'T KNOW²
YES¹

YOUTH PRE SURVEY - WORKSHOP 4

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

YOUTH POST SURVEY - WORKSHOP 4

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".

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

A target diagram consisting of three concentric circles. The outermost circle is labeled "NO³", the middle circle is labeled "DON'T KNOW²", and the innermost circle is labeled "YES¹".



Fuel Your Future
Stakeholder Post Session Survey 2020



Workshop 1

Foodbank code: _____

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

Q1. The Fuel Your Future Workshop 1:

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Increased the youths' knowledge of the nutrients in food | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Increased the youths' knowledge of the Australian Guide to Healthy Eating food groups | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Increased the youths' skills of how to follow a recipe | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Provided the youth with the skills to prepare healthy meals | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

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

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

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

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

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

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

Q5. What was the best part of the Fuel Your Future workshop?

Q6. Do you have any suggestions to help improve the Fuel Your Future Program?

Thank you for completing the survey!



Fuel Your Future
Stakeholder Post Session Survey 2020



Workshop 2

Foodbank code: _____

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

Q1. The Fuel Your Future Workshop 2:

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Increased the youths' knowledge of 'eat most', 'eat some' and 'eat least' food groups | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Increased the youths' knowledge of recommended serving sizes for each food group | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Increased the youths' skills on how to follow a recipe | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Provided the youth with the skills to prepare healthy meals | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

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

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

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

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

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

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

Q5. What was the best part of the Fuel Your Future workshop?

Q6. Do you have any suggestions to help improve the Fuel Your Future Program?

Thank you for completing the survey!



Fuel Your Future
Stakeholder Post Session Survey 2020



Workshop 3

Foodbank code: _____

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

Q1. The Fuel Your Future Workshop 3:

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

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

- | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Numeracy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Literacy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Numeracy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Literacy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

Q5. What was the best part of the Fuel Your Future workshop?

Q6. Do you have any suggestions to help improve the Fuel Your Future Program?

Thank you for completing the survey!



Fuel Your Future
Stakeholder Post Session Survey 2020



Workshop 4

Foodbank code: _____

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

Q1. The Fuel Your Future Workshop 4:

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

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

- | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Numeracy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Literacy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Numeracy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Literacy Levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

Q5. What was the best part of the Fuel Your Future workshop?

Q6. Do you have any suggestions to help improve the Fuel Your Future Program?

Thank you for completing the survey!

Fuel Your Future Program - Stakeholder Post-program Feedback Email

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

Food Sensations for Parents Program Evaluation Tools:

Food Sensations® for Parents: Practitioner Led Group Discussion

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

Foodbank code: _____

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

***Food Sensations®* for Parents: Practitioner Led Group Discussion**

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

Foodbank Code: _____

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

Food Sensations® for Parents: Practitioner Led Group Discussion

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

Foodbank Code: _____

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

Food Sensations® for Parents: Practitioner Led Group Discussion

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

Foodbank Code: _____

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



Workshop 1

Foodbank code: _____

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

Q1. The Food Sensations for Parents Workshop 1:

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Improved the parents' knowledge about The Australian Guide to Healthy Eating for 0-5 year olds | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Helped parents understand why children need a wide variety of foods from the five food groups | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Provided parents with the skills to prepare healthy meals for their families | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Provided the parents with the skills to handle food safely | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q2. The nutrition activity in Workshop 1 was tailored appropriately according to the parent's:

- | | | | | | |
|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Interest | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Geographical location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q3. The recipes cooked in Workshop 1 were tailored appropriately according to the parent's:

- | | | | | | |
|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Interest | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Geographical location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. I believe the parents enjoyed the workshop | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. The Food Sensations for Parents workshop met my expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

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

Thank you for completing the survey!



Workshop 2

Foodbank code: _____

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

Q1. The Food Sensations for Parents Workshop 2:

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Improved parents' knowledge about what to look for on a food label | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Increased the parents' knowledge of foods that are high in fat, sugar and salt | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Provided parents with the skills to prepare healthy meals for their families | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Provided the parents with the skills to handle food safely | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q2. The nutrition activity in Workshop 2 was tailored appropriately according to the parent's:

- | | | | | | |
|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Interest | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Geographical location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q3. The recipes cooked in Workshop 2 were tailored appropriately according to the parent's:

- | | | | | | |
|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Interest | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Numeracy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Literacy levels | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Geographical location | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

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

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
--	----------------	-------	--------	----------	-------------------

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. I believe the parents enjoyed the workshop | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. The Food Sensations for Parents workshop met my expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

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

Thank you for completing the survey!



Food Sensations® for Parents
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Workshop 3

Foodbank code: _____

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

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

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

Thank you for completing the survey!



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Workshop 4

Foodbank code: _____

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

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

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

Thank you for completing the survey!

Educator Training Program Evaluation Tool:



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Foodbank code: _____

Q1. My role is:

- ₁ Health Promotion Officer ₂ Nutritionist/Dietitian ₃ Child Health Nurse ₄ Teacher ₅ Teacher EA
₆ Playgroup Coordinator ₇ Youth Worker ₈ AIEO ₉ Other

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

Q2b. If NO, why not? _____

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

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

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

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

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

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



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

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

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

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

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

Thank you for completing this survey

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