



**FIGHTING HUNGER
IN AUSTRALIA**

**PILBARA INTERNAL EVALUATION REPORT 2018:
School Breakfast Program, Food Sensations® in Schools,
Fuel Your Future, Food Sensations® for Parents and
Educator Training.**

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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	Food Sensations®
FSP	Food Sensations® for Parents
FSS	Food Sensations® for Schools
FYF	Fuel Your Future
HFFA	Healthy Food for All
KPI	Key Performance Indicator
PLGD	Practitioner-led Group Discussion
PPLM	Project Planning Logic Model
SBP	School Breakfast Program

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EXECUTIVE SUMMARY

- In partnership with BHP (BHP), Foodbank of Western Australia (FBWA) delivers the School Breakfast Program (SBP), Food Sensations® in Schools initiative (FSS), Fuel Your Future program (FYF), Food Sensations® for Parents program (FSP) and Educator Training program (ET) with schools and communities throughout WA's Pilbara region.
- Evaluation of these programs and initiatives was underpinned by each program's objectives, relating to knowledge, skills and program satisfaction. As such, tailored program planning logic models and evaluation plans were developed for each program. Methods and tools were based on good practice indicated in published and grey literature and FBWA staff experience.
- Evaluation approvals were received from the WA Department of Education (DOE) and Edith Cowan University (ECU)'s Human Research Ethics Committee.
- The SBP was evaluated using a 26-question online survey. A total of 15 SBP Coordinators were invited to participate, with nine completing the survey (60% response rate).
- The FSS initiative was evaluated with primary (students) and secondary (teachers) target groups. A total of 460 students were invited to complete the paper-based pre- and post-FSS session surveys (both containing seven questions), with 375 students completing both surveys (81.5% response rate). A total of 47 teachers were invited to complete an online survey, with 21 doing so (44.6% response rate).
- The FYF program was evaluated with primary (youth) and secondary (teachers/stakeholders) target groups. A total of 153 youth were invited to complete pre- and post-workshop paper-based surveys (four questions for pre-survey, six questions for post-survey), with 106 participating respondents (69% response rate). A total of 18 teachers/stakeholders were invited to complete a post-workshop paper-based survey (four questions), with all stakeholders completing the survey (100% response rate). A total of 13 teachers/stakeholders were invited to respond to a follow-up feedback email (two questions per workshop) with seven respondents completing the questions (54% response rate).
- The FSP program was evaluated with the primary target group (parents) using a practitioner-led group discussion (PLGD) qualitative approach (nine questions). In total, the FSP evaluation response rate for parent participants was 71.6% (53/74). A total of 23 stakeholders (secondary target group) were invited to participate in a post-session paper-based survey (five questions), with 20 respondents completing the questions (86.9% response rate).
- The ET program was evaluated through a post-training paper-based survey (nine questions). Fifteen trainees were invited; eight completed the survey (53.3% response rate).
- Achievement against program objectives and indicators of success, as well as dissemination of results, have been included below in tabulated form for each program.

SBP SUMMARY TABLE

Program: School Breakfast Program (SBP)

9/15 invited schools participated in evaluation of the SBP

Program Objectives	Impact Indicators	Evaluation Results
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"> 25-62.5% of survey respondents (n=9) 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 their nutrition knowledge, skills and attitudes. Specifically, the SBP positively impacted students’ ability to practice nutrition skills and build nutrition understanding, and it reportedly created a positive environment for inclusivity.
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. 	<ul style="list-style-type: none"> The majority of respondents (87.5%, n=7) rated the quality of products provided by FBWA as ‘very good’/‘good’.
	<ul style="list-style-type: none"> A minimum of 80% of school staff report the SBP ordering processes are ‘very good’/‘good’ each year. 	<ul style="list-style-type: none"> All respondents of this question (100%, n=8) reported the ordering process used by FBWA WA rated as ‘very good’/‘good’.
	<ul style="list-style-type: none"> 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 of this question (100%, n=8) 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 <u>13 Pilbara schools registered</u> for the SBP each year of the project 	<ul style="list-style-type: none"> A total of <u>15 Pilbara schools</u> were registered for the SBP in 2018.
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	<ul style="list-style-type: none"> A total of <u>52 food deliveries</u> completed to SBP-registered Pilbara schools each year of the project 	<ul style="list-style-type: none"> A total of <u>51 food deliveries</u> were completed to SBP-registered Pilbara schools in 2018.
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 <u>(n TBC) students</u> provided each year of the project. 	<ul style="list-style-type: none"> A total of <u>430 students</u> were provided access to the SBP in 2018.
Review of key evaluation questions	Overall, a low number of schools reported that students were positively impacted by the SBP in 2018, in relation to nutrition knowledge and skills. The key areas of impact which met the minimum impact indicator included awareness of healthy eating; kitchen safety; food safety; and healthy breakfast selection. The majority of 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, however the range of products provided by FBWA did not receive the minimum rating required to meet objective 2. In regards to achievement of output Key Performance Indicators, program requirements were met in regards to the number of registered schools, and a high number of students were afforded access to the program, however the number of food deliveries were short by 1 delivery for the year 2018.	
Dissemination of lessons learnt	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.	

FSS SUMMARY TABLE

Program: Food Sensations in Schools (FSS)

375/460 invited FSS students participated in FSS evaluation

21/47 invited teachers participated in FSS evaluation

Program Objectives	Impact Indicators	Evaluation Results
1. Improve the program participant's 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, 71% of students recalled the message <i>"Everyday foods will give me a strong mind and healthy body"</i>. This increased to 91% (n=331/365) recall post-session.
	<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. 	<ul style="list-style-type: none"> Most knowledge concepts achieved statistically significant increases (p<0.01) from pre- to post-FS session, thus meeting the indicator of success. These included identification of 'cheese', 'tinned fruit', 'frozen vegetables', and 'rice' as Superhero Foods, 'sports drinks' as Zombie foods, as well as the identification of healthy breakfast foods. Furthermore, there were significant increases in key skills pre-to post-FSS session, including self-reported cooking ability and correct knife-holding techniques.
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 98% (n=359/366) of students reported that they enjoyed the activities, 99% (n=362/366) enjoyed the cooking and 88% (n=321/366) enjoyed the food tasting.
	<ul style="list-style-type: none"> Teachers report enjoying the FSS session/s. 	<ul style="list-style-type: none"> All teacher respondents (n=21) who participated in the teacher feedback questions indicated they enjoyed the sessions, particularly the experience to observe the impact of the program amongst students, the wide variety of relevant resources shared, the effective management of student behaviour, and a professional and inclusive working approach demonstrated by FBWA staff.
	<ul style="list-style-type: none"> Teachers report on the positive attributes of the program. 	<ul style="list-style-type: none"> Teachers reported that the best aspects of the FSS initiative included the combination of theory and practical elements, a variety of tailored resources relevant to their students' needs, and expertise and professional qualities demonstrated by FBWA staff.

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> (TBC by FBWA) engage with FSS program delivered in selected schools in the Pilbara every year, for each year of the project (n to be reported each year of the project). 	<ul style="list-style-type: none"> • <u>12 Pilbara schools</u> received FSS in 2018. • <u>80 FSS sessions</u> were delivered to students in 2018. • <u>1,151 students</u> participated in FSS in 2018.
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 aspects from pre- to post- session among students. These results were confirmed by the high proportion of observing teachers that indicated positive changes in relation to knowledge and skills among children. Students and teachers were satisfied with various program aspects. The 2018 program delivery activities have met or exceeded set indicators of success in relation to number of sessions delivered and number of participating students.</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)

106/153 invited FYF youth participated in FYF evaluation

18/18 invited stakeholders participated in FYF evaluation

Program Objectives	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"> 98% (n=48/49) of respondents agreed that they knew the names of the five food groups after the FYF session, compared to 49% pre-FYF session. 95% (n=19/20) of respondents agreed that “After today’s workshop I know what the recommended serving sizes are for adolescents” in comparison to 40% pre-session. 82% (n=18/22) of respondents identified the correct safe meat storage practice compared to 41% pre-session. 80% (n=16/20) of youth correctly identified that discretionary foods are high in fat, salt and sugar after the FYF session, compared with 15% pre-session.
	<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"> 89% of youth reported knowing how to prepare a healthy meal at home after the FYF session. However, this was a non-significant increase from pre-session (87%).
	<ul style="list-style-type: none"> A minimum of 70% of teachers/agency coordinators ‘strongly agree’/‘agree’ the FYF session improved their students’ knowledge regarding key concepts taught in the session/s 	<ul style="list-style-type: none"> Between 75% and 100% of teachers/agency coordinators ‘strongly agreed’/‘agreed’ the FYF session improved youths’ knowledge regarding various key concepts taught in the session.
	<ul style="list-style-type: none"> A minimum of 70% of teachers ‘strongly agree’/‘agree’ the FYF session improved their students’ food preparation skills. 	<ul style="list-style-type: none"> A minimum of 94% (n=17) of teachers/agency coordinators ‘strongly agreed’/‘agreed’ the FYF session improved their students’ skills in food preparation.
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 	<ul style="list-style-type: none"> 96% (n=102) of youth agreed that they enjoyed the cooking at the FYF workshop.
	<ul style="list-style-type: none"> A minimum of 90% of FYF participants agreed they enjoyed the activities in the FYF workshop 	<ul style="list-style-type: none"> 97% (n=103) of respondents agreed they enjoyed the activities conducted during the FYF workshop.
	<ul style="list-style-type: none"> A minimum of 80% of teachers/coordinators ‘strongly agreed’/‘agreed’ they believe the youth enjoyed the FYF session/s 	<ul style="list-style-type: none"> 94% (n=16) of teachers/coordinators ‘strongly agreed’/‘agreed’ the youth enjoyed the FYF sessions.
	<ul style="list-style-type: none"> A minimum of 80% of teachers ‘strongly agreed’/‘agreed’ the recipes used in the FYF session were appropriate for the youth within a range of contexts 	<ul style="list-style-type: none"> Almost all teachers ‘strongly agreed’/‘agreed’ the recipes were suitable for the youths age (95%, n=17), numeracy levels (83%, n=15) and literacy levels (83%, n=15).

	<ul style="list-style-type: none"> A minimum of 80% of teachers ‘strongly agreed’/‘agreed’ the activities used in the FYF session were appropriate for the youth within a range of contexts A minimum of 50% of teachers/coordinators ‘strongly agreed’/‘agreed’ the FYF session met their expectations. 	<ul style="list-style-type: none"> A large majority of teachers ‘strongly agreed’/‘agreed’ the activities were suitable for the youths’ age (95%, n=17) numeracy levels (83%, n=15) and literacy levels (83%, n=15). 95% (n=17) of teachers/coordinators ‘strongly agreed’/‘agreed’ that the FYF session met their expectations.
Program Activities	Process Indicators	Evaluation Results
1. Pilbara schools and community agencies engaged.	<ul style="list-style-type: none"> Number of schools and community agencies are engaged in the program. 	<ul style="list-style-type: none"> 8 Pilbara schools and community agencies were engaged in the program in 2018.
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"> 28 FYF sessions were delivered to high school and community agencies in the Pilbara region in 2018.
3. Youth Participated in program.	<ul style="list-style-type: none"> Number of youth participating in the program in 2018 (n to be reported each year of the project). 	<ul style="list-style-type: none"> 330 youth participated in the FYF program in 2018.
Review of key evaluation questions	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 that indicated positive impacts and satisfaction in relation to knowledge and skills among participating youth. The 2018 program delivery activities have met or exceeded set indicators of success in relation to number of high schools/youth agencies engaged, number of sessions delivered and number of participants.	
Dissemination of lessons learnt	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.	

FSP SUMMARY TABLE

Program: Food Sensations for Parents (FSP)

53/74 invited parents participated in FSP parent evaluation

20/23 invited stakeholders participated in FSP stakeholder evaluation

Program Objectives	Impact Indicators	Evaluation Results
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. 	<ul style="list-style-type: none"> Parents discussed concepts such as the Australian Guide to Healthy Eating, food label reading and fussy eating strategies in FSP sessions.
	<ul style="list-style-type: none"> A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught. 	<ul style="list-style-type: none"> All respondents (100%, n=20) 'strongly agreed'/'agreed' that the session improved parents knowledge of key nutrition concepts taught.
	<ul style="list-style-type: none"> FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s. 	<ul style="list-style-type: none"> Parent respondents (n=53) reported that some of the skills they had learnt from the FSP program were new and useful to them, with some indicating their intent to utilise the recipes and key concepts taught in the workshop at home.
	<ul style="list-style-type: none"> A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills. 	<ul style="list-style-type: none"> All respondents (100%, n=20) '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=53) 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=53) contributed a variety of suggestions to improve the program.	
	<ul style="list-style-type: none">A minimum of 80% of agency staff/coordinators ‘strongly agreed’/‘agreed’ that they believed parents enjoyed participating in the FSP session/s	<ul style="list-style-type: none">95% (n=19) of agency staff/coordinator respondents ‘strongly agreed’/‘agreed’ that parents’ enjoyed the session.	
	<ul style="list-style-type: none">A minimum of 80% of agency staff/coordinators ‘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">All agency staff/coordinator respondents (100%, n=20) ‘strongly agreed’/‘agreed’ that recipes were appropriate in relation to participants’ interests.95% respondents (n=18) ‘strongly agreed’/‘agreed’ that recipes were appropriate in terms of numeracy levels and geographic location.95% (n=19) ‘strongly agreed’/‘agreed’ the recipes were appropriate for participants’ literacy levels.	
	<ul style="list-style-type: none">A minimum of 80% of agency staff/coordinators ‘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">All agency staff/coordinator respondents (100%, n=20) ‘strongly agreed’/‘agreed’ that the activities were appropriate in relation to parents’ interest and literacy levels.All respondents (100%, n=19) ‘strongly agreed’/‘agreed’ that the activities used in the FSP sessions were appropriate for the parents’ numeracy level and geographic location.	
	<ul style="list-style-type: none">A minimum of 50% of agency staff/coordinators ‘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=20) ‘strongly agreed’/‘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">24 FSP sessions were delivered in 2018.	
2. Parents enrolled	<ul style="list-style-type: none">Number of Parents enrolled in the program (number TBC by FBWA).	<ul style="list-style-type: none">144 parents participated in FSP in 2018.	
3. Community agencies engaged	<ul style="list-style-type: none">Number of community agencies engaged in the program (n to be reported each year of the project).	<ul style="list-style-type: none">9 community agencies were engaged by FBWA in 2018.	
Review of key evaluation questions	Respondents correctly identified nutrition concepts taught in FSP sessions, and reported some of the skills they learnt in the session were useful. Respondents indicated the cooking component was enjoyable and nutrition concepts taught in the program were useful. The FSP program also met the program delivery requirements (output Key Performance Indicators). Minor program framework and evaluation process changes will occur in 2019 in light of 2018 learnings.		
Dissemination of lessons learnt	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.		

ET SUMMARY TABLE

Program: Educator Training program (ET)

8/15 invited ET trainees participated in ET evaluation

Program Objectives	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 ET participants indicate the training improved their food planning and preparation skills. 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"> 62% (n=10) of respondents 'strongly agreed'/'agreed' the training improved their food planning and preparation skills. All respondents (100%, n= 8) 'strongly agreed'/'agreed' that the training improved their skills in educating others about healthy eating.
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 they 'Strongly agree'/'agree' that the resources were useful in the 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. 	<ul style="list-style-type: none"> All respondents (100%, n= 8) 'strongly agreed'/'agreed' that the resources were useful in the delivery of nutrition education. All respondents (100%, n= 8) 'strongly agreed'/'agreed' that the training was beneficial in assisting them to deliver nutrition education in the future. All respondents (100%, n= 8) '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"> 7 sessions were delivered to educators in the Pilbara in 2018
2. List the Pilbara communities whom received sessions	<ul style="list-style-type: none"> List of Pilbara communities who received educator training (figures reported annually). 	<ul style="list-style-type: none"> South Hedland, Parnngurr & Newman
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, 5.4 participants attended each training session (total n =38)
Review of key evaluation questions	<p>For objective 1, one out of the four minimum indicators were achieved including improving participants knowledge of healthy food and an improvement in skills in educating others about healthy eating, however improving participants skills in planning a healthy meal and making healthy food, did not meet the set minimum indicators for this objective by only a small margin. All indicators were met for Objective 2 with results highlighting training participants were very satisfied with the program. The 2018 program delivery activities have achieved the output key performance indicators, in regards to the number of ET sessions delivered to educators and the number of participants who attended sessions in the Pilbara. Minor program framework and evaluation process changes will occur in 2019, based on 2018 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 (Miller, 2009). Evidence supporting the provision of breakfast foods to children is vast and multiple positive outcomes, particularly in disadvantaged populations, have been noted in the academic literature and by Foodbank WA's (FBWA) external and independent evaluation (Bartfeld & Ryu, 2011; Byrne & Anderson, 2014, 2015; Davies, 2012; Miller, 2009; Sparks, 2008). The majority of FBWA's SBP coordinators in 2015 agreed the program improved students awareness of healthy eating (90%), food selection (75%) and eating behaviours (88%) (Byrne & Anderson, 2015).

1.1.2. Foodbank WA's School Breakfast Program

The 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 470 schools registered.

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.*

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 (Department of Education WA, 2015). 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 empowered 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 in childhood (Australian Institute of Health and Welfare, 2009, 2014). Consequently, schools have been widely accepted as an integral component of promoting health and nutrition habits in children and adolescents (Rowe, Stewart, & Somerset, 2010). Drummond (2010) 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 (Wang & Stewart, 2013). Furthermore, children have been identified as key agents of change, taking health messages learnt at school into the home environment and wider population.

School based nutrition education programs at both national and international levels have shown promising results in influencing positive behaviour change in children (Eckermann, Dawber, Yeatman, Quinsey, & Morris, 2014; Tuuri et al., 2009). 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 (Eckermann et al., 2014; Nathan et al., 2011; Stephanie Alexander Kitchen Garden Foundation, 2015; Tuuri et al., 2009). Teachers identified that, when built into the curriculum, nutrition education lessons were easier to implement, as adequate time and resources were allocated to the topic (Brown & Summerbell, 2009). In addition, nutrition messages can be made more of a focal point when integrated into areas of the curriculum beyond the health sphere, such as maths and science. This approach positively reinforces key messages given in nutrition education, while also maximising classroom time allocated to nutrition ("Guidelines for School Health Programs To Promote Lifelong Healthy Eating," 1997). Furthermore, 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 which have cited success have implemented this multi-component approach (Drummond, 2010; Springer et al., 2013; Walters & Stacey, 2009), compared to programs which 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 based on the WA Department of Health's FOODcents program. In 2010, FS was expanded to regional and remote WA through the Regional Strategy. Through the dedicated BHP (BHP) funding in the Pilbara region, FS now consists of three programs: FS in Schools, Fuel Your Future and FS for Parents. Educator Training 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 qualified nutritionists and dietitians.

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

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

Food Sensations® in Schools (FSS) program framework

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

1.3. Youth Nutrition Education and Cooking Programs

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

Adolescence is considered to be a time of increasing independence and can be associated with a deterioration of healthy eating behaviours, such as skipping breakfast and overconsumption of energy dense, nutrient poor snacks and drinks (Fitzgerald, Heary, Nixon, & Kelly, 2010; Schumacher et al., 2014). Contrary to this, rapid growth and development occurs throughout adolescence, and sufficient energy and nutrition is essential for supporting these processes (Maqbool, Dougherty, Parks, & Stallings, 2012). Given that dietary habits in adolescence translate into adulthood, adolescence is a crucial time in the lifecycle for nutrition intervention (Kelder, Perry, Klepp, & Lytle, 1994; Story, Neumark-Sztainer, & French, 2002). Adolescent food literacy interventions can empower this target group to achieve optimal physical health and strengthen connections to social and emotional health (Sturdevant & Spear, 2002). Literature indicates that effective nutrition interventions must incorporate an understanding of the personal, social, environmental and cultural determinants of adolescent food choice (Brooks & Begley, 2014; Fitzgerald, Heary, Kelly, Nixon, & Shevlin, 2013). Of these, taste is recognised as a key factor (Fitzgerald et al., 2010).

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 (Cullerton, Vidgen, & Gallegos, 2012). Food preparation and cooking skills development should be included in programs as this provides a hands-on learning experience and is an enjoyable task for most people. Successful adolescent nutrition education programs have included menu planning, food safety

and food preparation (Fitzgerald et al., 2010), selecting healthy meals and snacks and reading food labels (Tomlin & Joyce, 2013) food budgeting, energy balance, advertising and fast food, and breakfast information (Begley, Brooks, & Coelho, 2014). Prizes and a meal serve as incentives for adolescent participation (Cullerton et al., 2012), and including guided goal setting has been shown to improve behaviour change amongst this age group (Shilts, Horowitz, & Townsend, 2009). Program duration is also a major factor for youth engagement; one and a half to 2 hours of weekly engagement and at least 4 weeks of program duration has been shown to be most effective in a community setting (Fitzgerald et al., 2013; Höijer, Hjalmskog, & Fjellström, 2011; Lai Yeung, 2010; Maqbool et al., 2012). Effective interventions have been run in settings such as schools, and community or youth centres (Maqbool et al., 2012). Experimental (Caraher & Reynolds, 2005) and hands-on learning (Brooks & Begley, 2014; Krolner et al., 2011; Rasmussen et al., 2006) are important aspect of nutrition programs for adolescents, as they provide participants with opportunities to model and practice new behaviours (Kaskutas, Marsh, & Kohn, 1998). 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 teach other participants a skill or recipe (Gatenby, Donnelly, & Connell, 2011; Meehan, Yeh, & Spark, 2008; Thonney & Bisogni, 2006). In addition, programs should be flexible, informal in nature, and include a social component (Cullerton et al., 2012). The incorporation of technology into nutrition education for adolescents, such as websites, social media pages or the use of SMS, has shown to be an effective strategy to engage adolescents (Hoelscher, Evans, Parcel, & Kelder, 2002).

1.3.2. Foodbank WA's Fuel Your Future program

In 2012, FBWA was awarded 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 Curriculum, with guidance of staff from the Child Health Promotion Research Centre.

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.*

Program framework

The Fuel Your Future (FYF) program is designed to engage vulnerable adolescents in practical and fun nutrition education, by encouraging and supporting decision-making skills, problem solving abilities and self-efficacy. FYF is the only program in WA specifically designed to address the cooking and food literacy skills of young people aged 12 - 18 years of age. FYF was originally developed as a 6-session series program for adolescents and primarily delivered to youth in the Perth metropolitan area. As this program would only be available in the Pilbara region, FBWA undertook a pilot project to adapt FYF into a regional-appropriate version.

Based on evaluation from the pilot, FYF has adapted into a more flexible and regionally appropriate set of four workshops. The workshops are delivered by qualified nutritionists and dietitians, with the assistance of a co-facilitator from the host organisation. Nutrition topics covered include making healthier food decisions, food budgeting, reading food labels, food storage and transport, and fat, sugar and salt content of takeaway foods and drinks. 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 in early childhood become more difficult to change; hence, early stages of life are the most effective time to make a difference to children's health and wellbeing (Commissioner for Children and Young People, 2014). Heckman (2012) reported that interventions that support the early development of children from disadvantaged families can improve their cognitive and socio-emotional skills, reduce inequality and raise productivity. Greater parental nutrition knowledge is associated with lower prevalence of overweight children (Variyam, 2001), and health literacy and pre-emptive care are imperative in the prevention of a number of co-morbidities (Fleary, Heffer, McKyer, & Taylor, 2013). Weight change in parents is strongly associated with weight change in children, highlighting the importance of motivating behaviour change at the family level (Herman, Nelson, Teutsch, & Chung, 2012).

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

FS for Parents (FSP) 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 was 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.***

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 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 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

Evaluation conducted by Kantar Public in relation to FBWA's work in Pilbara schools and communities provides strong evidence of the effectiveness of FS. Although this evaluation was conducted primarily for FSS, the core elements of the FS model extend across all programs including Educator Training (i.e. interactive delivery, session structure, emphasis on partnerships and collaboration, experience of staff) and therefore supports the other evidence indicating effectiveness of the initiative. School contacts and stakeholders in the Pilbara reported that FS is very engaging for both students and staff, and as a result was highly effective in educating them about the benefits of good nutrition and practical life skills to prepare healthy meals. Respondents attributed the hands-on, interactive nature of FS as the reason for the program's success. Feedback received from training participants was very positive, particularly in relation to the staff delivering the training, and the increase in knowledge, skills and confidence to deliver nutrition education to clients in the future (TNS Social Research, 2014).

1.5.2. Foodbank WA's Educator Training program framework

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.***

The duration of the ET is between three and four hours, and is delivered across metropolitan Perth and regional/remote WA. Delivery methods utilised include face-to-face or videoconferencing methods, and target 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 hour 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, Newman or via videoconference.
- (ii) Stakeholder Training: 1-2 hour training for stakeholders working in schools (e.g. teachers, education assistants, Aboriginal 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 collector cards and posters, storybooks, a copy of each of the FS lesson plans covered in the training, and Superhero Foods HQ website business cards.

In 2018, all FS programs were evaluated to measure program impact, in relation to a number of indicators. Evaluation is detailed in the following '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. Indicators were based on previous evaluation results, which were used as benchmarks of expected levels of success for similar programs. See appendix A for copies of each program's EP.

2.1.2 Instruments updating

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

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

The completion of FSS pre-post session student surveys was dependent on whether teacher administration of pre-surveys was afforded, and if facilitators had direct access to participants after session delivery (to complete post-session surveys). The use of paper-based survey was selected due to the lack of adequate technology to administer online surveys on site during program delivery. Including FYF pre-session youth surveys enabled groups to be measured at multiple time points enabling pre-session data to be matched with post-session data. Using this method provided a more robust picture of any changes in the evaluation parameters of knowledge and skills, pre- and post-session. The inclusion of an electronic post-program

teacher/agency coordinator survey for FYF was specifically used to capture qualitative data relating to program satisfaction, this was successfully used in 2017 when capturing FSS teacher feedback. FYF, FSP and ET post stakeholder surveys were administered in paper-based format, to increase participation rates.

2.2 Approvals Phase

As much of this evaluation was conducted within schools, approval from the WA Department of Education (DOE) was required. The Evaluation Consultant discussed the application with DOE prior to development, to ensure appropriate information was provided in the application 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 25th January 2018. Written approval for all processes was granted by DOE on 5th April 2018. Further, given the intention to publish evaluation results, an application to the Edith Cowan University Human Research Ethics Committee was submitted. Approval was received on 13th February 2018.

2.3 Data Collection Phase

2.3.1 School Breakfast Program

A standardised email containing evaluation overview and purpose, DOE approval letter, and the SBP online survey link was sent to all SBP coordinators in the Pilbara (n=15) on the 12th October 2018. The survey was open for a 16 day period, until 28th October 2018. A total of 9 participants participated in the SBP evaluation (60% response rate). Only the secondary target group (school staff) were included in SBP evaluation, for logistics reasons. The close affinity SBP staff had with the SBP was believed to facilitate high quality evaluation information. Due to low response rates during data collection, strategies employed to increase response rates included a telephone call reminder and survey deadline extension.

2.3.2 Food Sensations® in Schools

A total of 1,151 Pilbara students participated in FSS sessions throughout 2018. A total of 460 students were invited to participate in the FSS evaluation once DOE approval was received, from 9th April until 19th October 2018. 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 375 students completing surveys (81.5% response rate). As many of the results utilise both pre- and post-session matched surveys, only cases that had available pre-post data were used for each question. Therefore, the sample size ranges from n=352 to n=367 across questions. Teachers of participating classes (n=47) were additionally invited to complete two feedback questions, to facilitate understanding of the perceived program impact on students. A total of 21 teachers participated in the evaluation (44.6% response rate). The evaluation questions were sent in the body of 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

A total of 330 youth participated in FYF sessions in 2018. A total of 153 youth were invited to participate in the evaluation, with 106 youth completing evaluation surveys (69.3% response rate) between 9th April and 19th October 2018. The FYF program framework includes a total of four independent workshops delivered with youth participants. Evaluation was not conducted in all workshops due to time and the age restrictions stipulated in the DOE ethics approval. Participants were required to complete self-administered pre- and post-workshop surveys with workshop-specific questions, in addition to questions asked across all workshops. Therefore, sample sizes varied for each survey question and ranged from n=20 (individual workshop sample) to n=106 (combined workshop samples). Teachers/stakeholders of participating classes (n=18) were invited to complete anonymous, self-administered, paper-based post-workshop surveys. Surveys were provided to stakeholders along with a description of the evaluation purpose and DOE approval letter, at the conclusion of the workshop, for completion by the end of the workshop. All invited stakeholders (n=18) consented and participated in evaluation. Stakeholders (n=13) were also invited to complete two feedback questions, disseminated in a standardised follow up email along with a description of the evaluation purpose and DOE approval letter. The email was sent the week following the session. A total of seven stakeholders participated in this additional evaluation method (53.8% response rate).

2.3.4 Food Sensations® for Parents

Throughout 2018, 144 parents participated in 24 FSP sessions. A total of 74 parents (primary target group) were invited to participate in parent evaluation sessions after DOE approval was received, with 53 parents consenting and participating (71.6% response rate) between 9th April and 19th October 2018. The chosen method, a Practitioner Led Group Discussion, based on a process described in the literature (Hawe, Degeling, & Hall, 1990) was used to elicit positive and negative discussion relating to program concepts and experiences. Some sessions were recorded with participant permission, with recordings transcribed by FBWA staff. Stakeholders/agency coordinators (n=23) were invited to complete a paper-based post-session survey, immediately following the workshops. A total of 20 surveys were completed by stakeholders (86.9% response rate).

2.3.5 Educator Training

A total of 38 people participated in seven ET sessions in 2018. Overall, 15 stakeholders were invited to participate in the paper-based post-session survey with eight stakeholders participating (53.3% response rate) between 9th April and 19th October 2018. The post-program surveys were provided to stakeholders, along with a description of the evaluation purpose and DOE approval letter, at the conclusion of the training workshop.

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 outlines each FS program, its objectives and indicators, instrument questions that address each program's indicators and objectives, the proposed 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 and 2017, 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 2017. This approach was

taken to ensure consistency across all programs, given analyses were being conducted by various team members. In addition, a 2018 kick start meeting with embedded refresher training was held in February 2018.

2.4.1 Quantitative data

In accordance with the data analysis strategy, online surveys were analysed using Survey Monkey (Survey Monkey Inc, 2018). 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 analyses. Graphs and tables were produced using Microsoft Excel for all findings that achieved indicators of program success outlined in the EP. Findings that did not meet indicators of success were summarised in narrative form.

2.4.2 Qualitative data

Open-ended questions at the end of online surveys, FSP qualitative data, and FSS and FYF teacher/agency coordinator qualitative data were analysed thematically in Microsoft Word. Codes used in analysis 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

After data analyses were completed, the FBWA team and Evaluation Consultant reviewed results and associated recommendations arising. The methods used in 2018 were discussed, and any amendments based on 'lessons learnt' were documented for implementation in 2019. 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 funder BHP. Findings were also planned for publication in relevant journals and relevant industry conferences.

3.0 RESULTS

3.1 School Breakfast Program

3.1.1 Output Key Performance Indicators

For the 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 2018 program achievement against the output KPIs.

Table 1: Achievement of School Breakfast Program output KPIs for 2018.

Output KPI description	Number required	Number achieved 2018
1. Facilitate registration of the SBP among Pilbara schools each year of the project	13	15
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	52	51*
3. Provide access to the SBP for Pilbara students each year of the project	TBC by FBWA	430

** KPI not met possibly due to one less school requesting food deliveries for the year*

One hundred percent of respondents (n=9) of the online survey indicated they were the nominated SBP coordinator for their school. The total number of students that accessed the SBP across these nine schools was reported to be between 220 - 245 students. Schools running the SBP provided between 5 - 125 breakfasts per week.

The reasons for providing emergency meals was primarily that students were not provided these meals from home, due to no food being available. Those surveyed indicated this was most likely due to family finances, i.e.:

“Students were being kept away from school as parents/carers didn’t have food to send to school with their kids”

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, in relation to their healthy eating knowledge. These measures were rated as “All (100% of students impacted)”, “Most (75% of students)”, “Some (50% of students)”, “Few (25% of students)”, “None (0%)”, or “Don’t know” by participants. Program impacts were measured across a range of specific concepts:

- Awareness of the Australian Guide to Healthy Eating (AGTHE) poster
- Awareness of healthy eating

- (iii) Awareness of the effects of “Everyday” or Superhero Foods on health
- (iv) Awareness of the effects of “Sometimes” or Zombie Foods on health
- (v) Awareness of kitchen safety

Two aspects of nutrition knowledge measures met the program objectives using the indicator of success of at least 50% of schools reporting ‘all’/‘most’ of their students were positively impacted by the School Breakfast Program. Three aspects did not meet **objective 1** in relation to knowledge.

Skills:

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

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

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

All skill-specific nutrition measure results met **objective 1** and its corresponding indicator (*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*).

Qualitative results shared by SBP survey respondents indicated a positive impact on students’ healthy food and nutrition knowledge, skills and attitudes, i.e.:

“Ensures all students have had the opportunity to eat a healthy breakfast prior to lessons starting, allows an opportunity to discuss what healthy food options are and why certain items are not included in school breakfasts without preaching to the students. Educates the students on what they can prepare easily at home as an alternative to buying a pie at the local shop.”

“The program has had a positive effect on all students as there are less behavioural issues throughout the classroom. Students feel inclusive.”

“Students have the opportunity to practice good choices daily.”

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

Respondent's demonstrated good satisfaction with regards to SBP food quality, variety and administrative procedures associated with the program. Specific results (Fig. 1.) indicated:

- The majority of respondents (87%, n=7) rated the quality of products as 'very good' or 'good';
- All respondents (100%, n=8) rated the ordering processes and communication relating to the SBP provided by FBWA as either 'very good' or 'good'.

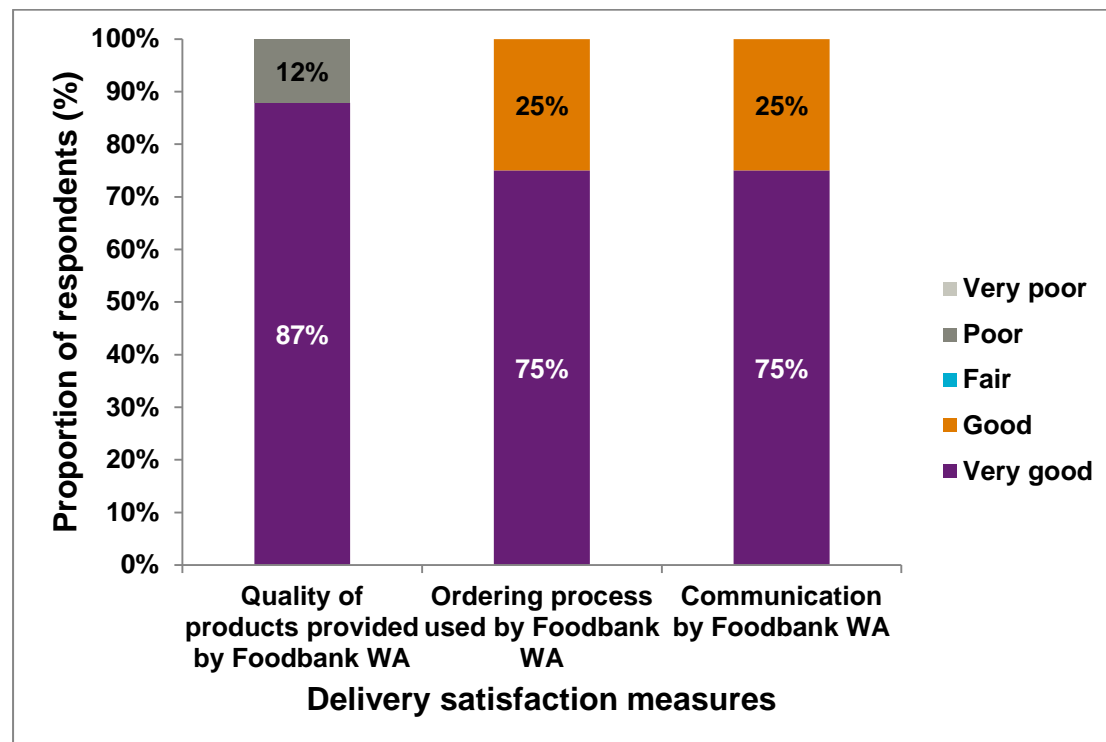


Fig. 1. Schools' rating of program delivery satisfaction relating to product quality, ordering process and communication by FBWA.

Qualitative results were positive in relation to food quality, ordering process and communication, i.e.:

“All foods provided are nutritious and endorsed by the DOE Health Policy.”

“A good selection of choices that let us offer different ‘options’ each day”

“Efficient and well organised”

“I have always been treated as a personal customer which is great.”

3.2 Food Sensations® in Schools Program

3.2.1 Output Key Performance Indicators

The output KPIs for the FSS initiative related to school engagement, sessions delivered and the number of student participants. Table 2 (below) displays the 2018 program achievement against the output KPI's.

Table 2: Achievement of Food Sensations® in Schools output KPIs for 2018.

Output KPI description	Number required	Number achieved 2018
1. Pilbara schools received program	13	12
2. Sessions delivered to selected Pilbara schools	75	80
3. Students enrolled in the program	TBC by FBWA	1,151

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, with Figure 2 (below) demonstrating a highly statistically significant increase in recall among students pre- to post-FSS session ($\chi^2 = 53.443$, $n=365$, $p<0.001$).

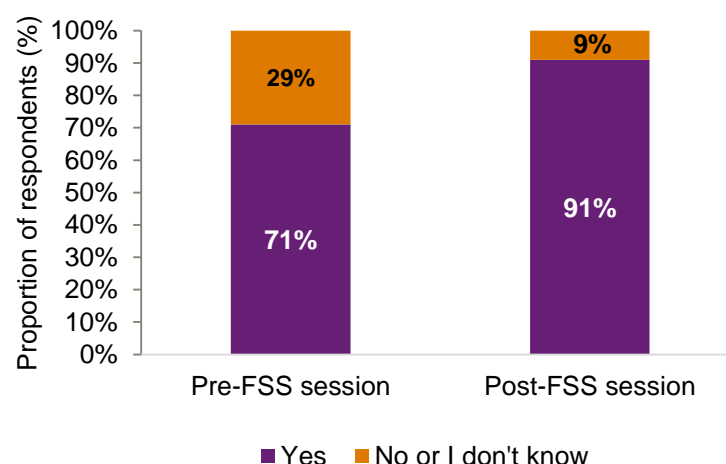


Fig. 2. Students' recall of the health message pre- and post-FSS session: “Everyday foods will give me a strong mind and healthy body”.

Another key concept taught in FSS sessions, ‘Zombie Foods’, is part of the ‘Superhero Foods’ concept. Students were asked “Which three things are Zombie Foods high in?” The FSS session resulted in a significantly higher proportion of

students correctly recalling that ‘Zombie Foods’ were high in three attributes: fat, salt and sugar, compared to pre-FSS session (Fig. 3.) ($\chi^2 = 87.429$, $n=347$, $p<0.001$).

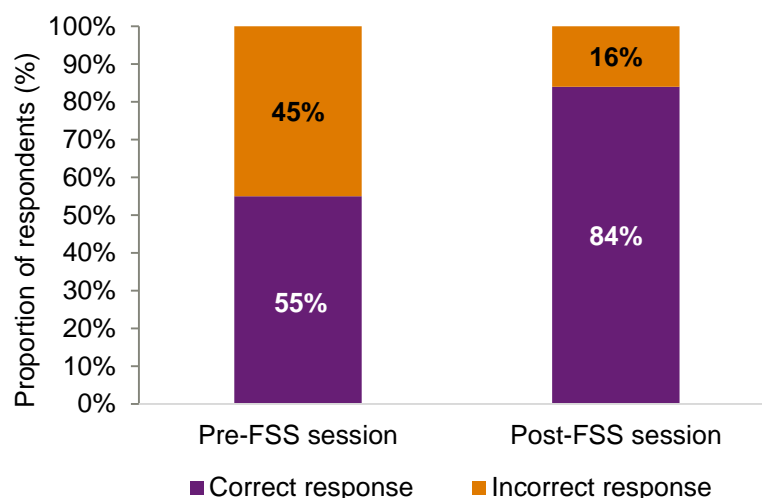


Fig. 3. Students’ identification of the adverse ingredients contained in “Zombie Foods”, such as soft drinks, pre- and post-FSS session.

During FSS sessions, certain foods were promoted by FBWA as ‘Superhero Foods’ or ‘Zombie Foods’. Students were asked before and after the FSS session to recall whether a selection of foods were either ‘Superhero Foods’ or ‘Zombie Foods’. Significantly more students correctly identified cheese ($\chi^2=9.490$, $n=363$, $p<0.001$), tinned fruit ($\chi^2=29.823$, $n=363$, $p<0.001$), frozen vegetables ($\chi^2=11.281$, $n=367$, $p<0.001$), rice ($\chi^2= 10.028$, $n=363$, $p<0.001$) and sports drinks ($\chi^2=18.225$, $n=359$, $p<0.001$) as either Superhero Foods or Zombie Food post-FSS session, compared with pre-FSS session (Fig. 4.).

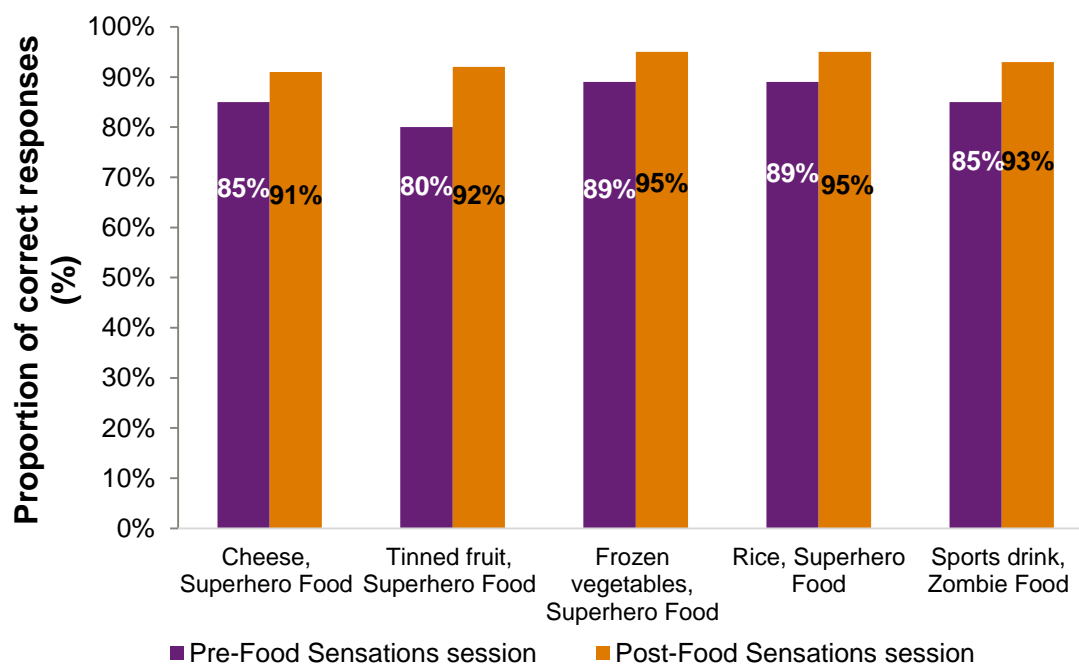


Fig. 4. The proportion of students that correctly identified whether food items were “Superhero Foods” or “Zombie Foods”, pre- and post-FSS session.

There was no significant difference in correct responses pre- to post-FSS session for energy drinks, sweet biscuits or chicken nuggets (all Zombie Foods).

Identification of foods that comprise a healthy breakfast was another key food selection skill introduced in FSS sessions. Students were asked to “*circle all the foods and drinks that would be healthy to eat for breakfast*”. As Figure 5 (below) shows, significantly more students identified healthy breakfast choices after the FSS session, compared to pre-FSS session ($\chi^2=95.276$, $n=355$, $p<0.001$).

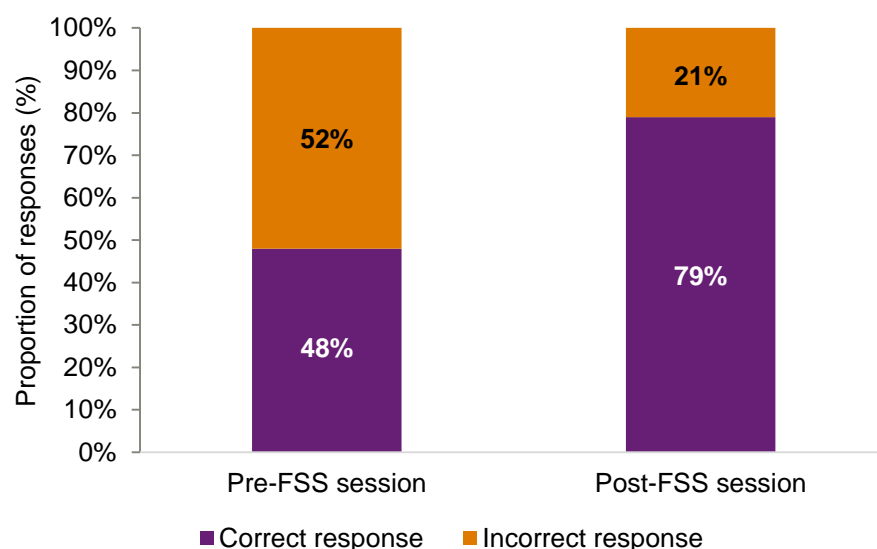


Fig. 5. The proportion of students that correctly identified healthy breakfast choices pre-to-post FSS session.

Cooking skills are a key component of food literacy and one that was emphasised in the FSS sessions. Before the FSS sessions, students were asked to rate their cooking skills; just over one third reported they had good cooking skills. Following the cooking component in the FSS session, this significantly increased to over two-thirds of children indicating they were good at cooking ($\chi^2=73.508$, $n=352$, $p<0.001$). (Fig. 6).

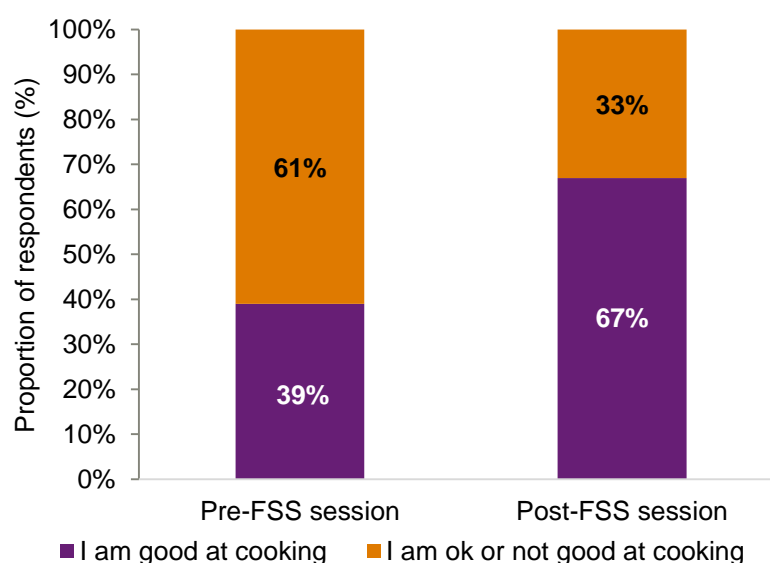


Fig. 6. Students' rating of their cooking skills pre- and post-FSS session.

Students were also asked whether they believed preparing healthy meals was easy for them. As Figure 7 (below) demonstrates, a significantly higher proportion of

students reported that preparing healthy meals was easy after the FSS session, compared with prior to the session ($\chi^2=30.018$, $n=356$, $p<0.001$).

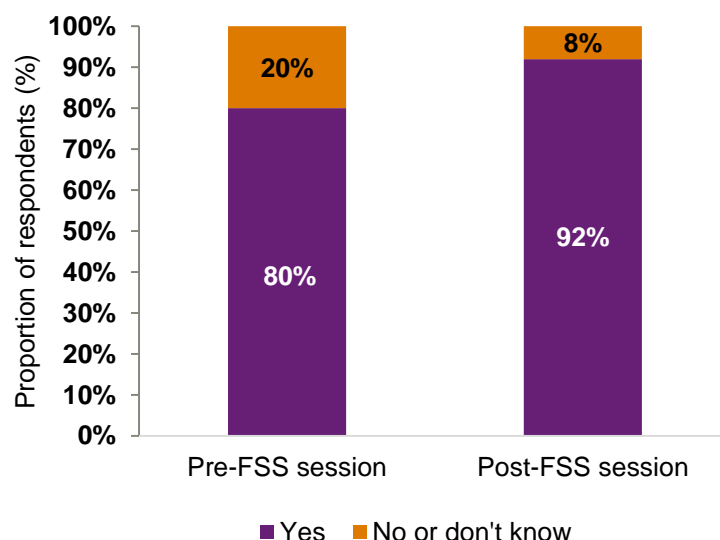


Fig. 7. Student responses regarding whether they found it easy to prepare healthy food, pre- and post-FSS session.

Knife skills are an essential element of safe cooking practices. The FSS sessions included a safety demonstration of correct knife techniques, demonstrating a number of knife holding skills. While there was good knife technique identification before the session (71%, $n=258$), Figure 8 (below) shows the significant improvement pre- to post-FSS session (91%, $n=331/362$) regarding correct knife technique identification ($\chi^2=56.967$, $n=362$, $p<0.001$).

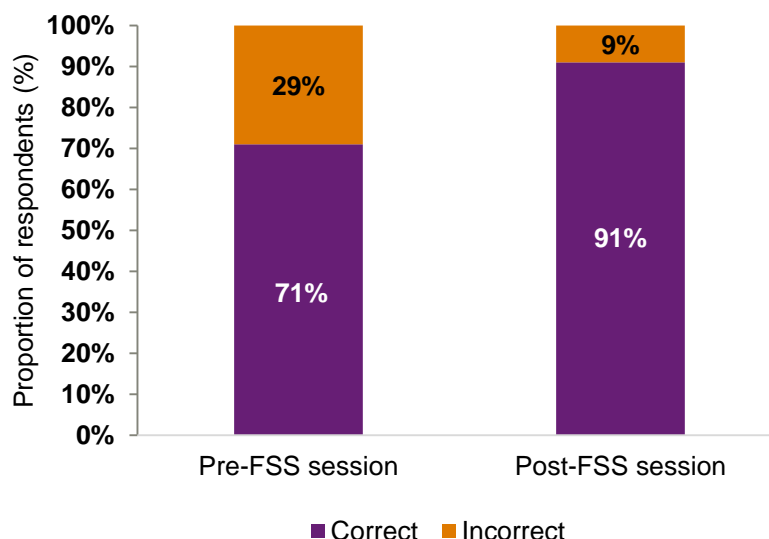


Fig. 8. The proportion of students identifying the correct knife holding technique ("bridge") pre- to post-FSS session.

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 demonstrates the high level of program satisfaction in relation to the activities (98%, n=359), cooking (99%, n=362) and food tasting (88%, n=321).

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

Session component	Yes	No	Don't know	Total
	n (%)	n (%)	n (%)	
<i>I enjoyed the activities in today's session (n=366)</i>	359 (98)	3 (1)	4 (1)	100%
<i>I enjoyed cooking in today's session (n=366)</i>	362 (99)	4 (1)	0 (0)	100%
<i>I enjoyed tasting the food our class made today (n=366)</i>	321 (88)	3 (1)	42 (11)	100%

Teacher Post-program Survey Results:

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

- (i) What was the best part of the Food Sensations® session?
- (ii) Do you have any suggestions to help improve the Food Sensations® program?

Teacher support

A chosen indicator for program satisfaction was teachers' feedback regarding FSS session enjoyment. Overall, teachers indicated they enjoyed participating in the program and were very satisfied with the experience it provided for themselves and their students. Teachers reported a high level of student participation, engagement and enjoyment throughout the FSS sessions, with the cooking and food aspects noted as program highlights, i.e.:

“I have thoroughly enjoyed observing the students' level of participation and enjoyment gained through their participation”.

“The best part was the student's response to cooking- they loved it. The food was great and I really loved seeing them doing the preparation”.

“...Thank you very much it was a great afternoon and the kids were so engaged it was fantastic to see!”

Teachers recognised the FBWA team as a support to their students and indicated the FSS program offered a unique opportunity to students, i.e.:

“Thank you for the opportunity to participate in Foodbank this year. We would love to do it again soon”.

“...I just absolutely love having your team down to help support our students”.

“Some of these kids definitely do not cook at home so it is awesome they get to learn these skills at school”.

Teachers viewed regular future visits as important to further develop the Food Sensations program to help facilitate greater integration of the program into their own teaching programs, i.e.:

“Regular visits to the school will continue to ensure that the program continues to develop and be part of our essential teaching and learning programs”.

Theory and practical elements

Teacher feedback on the positive attributes of the program was another indicator of program success. A strong theme throughout the teacher feedback was the combination of the theory and practical elements included in the FSS sessions. Teachers specifically noted that the educational activities were diverse, informative, hands on and fun, and therefore stimulated strong engagement throughout the session, helping to increase students’ knowledge on a variety of topics related to healthy eating, i.e.:

“The students have been engaged in all activities. The students have extended their knowledge of a wide range of concepts pertaining to healthy eating.”

Teachers reported the cooking component promoted a strong sense of inclusivity and teamwork amongst their students, i.e.:

“Seeing my students work independently and collaboratively with different tasks during their recipes. I loved how I was able to see them problem solve together...”

“I loved seeing my kids accomplish something as a team within the hour!”

Teachers reported that the FSS facilitated exposure amongst students to a wide range of healthy foods, i.e.:

“Talk[ing] about vegetables at [the] beginning was excellent as a lot of Aboriginal children in this community have not been exposed to a lot of them.”

“...wonderful variety of food - very good for students to try different kinds of healthy food.”

The combination of theory and practical skill development strengthened students’ understanding and skills in identifying and preparing healthy foods, which was consolidated in the cooking element of the session, i.e.:

“The best part of the food sensations program is showing students how to cook and eat healthily in a very feasible and accessible way. This is done by educating students about the health value of various foods that they generally encounter and showing them how to use these foods in recipes. I feel that many of my students would be able to use the knowledge gained during the session to make changes in their eating habits to create a healthier lifestyle.”

“... I feel it’s great they are learning how to recognize different foods and also healthy food choices. Most of all though, it is great they can learn how to make these different foods into simple meals. I really think these sort of classes help them to develop a deeper understanding of food and be able to recognise what healthy food choices are.”

“The best part was definitely the cooking - they loved every part of it, whether it be learning new skills on how to handle the knife with different foods, learning how to follow a recipe, measuring, stirring and even cleaning up!”

Resources

Teachers reported an appreciation for the range of resources used by Foodbank WA to help with the nutrition and cooking aspects during a FSS session, i.e.:

“The story book at the end with the hidden boomerang was a lovely and engaging addition.”

“It was exciting to have the indigenous foods acknowledged.”

“I also enjoyed the newer superhero characters including ‘deadly damper’, as I thought these were culturally relevant.”

Teachers acknowledged the recipes were relevant to their students’ needs, which encouraged strong engagement during the cooking component, i.e.:

“The recipes chosen are outstanding and highly relevant to the cultural and personal needs of our students.”

Teachers also expressed that the resources used in FSS provided integral support to their lessons for teaching health messages to their students after the Foodbank WA visit, i.e.:

“I really appreciate that a book is given out to all the students of the foods (recipes that the students have made). It not only encourages the students to try the recipes at home but gives us ideas as well to use for our healthy eating program. It certainly supports our school healthy eating philosophy.”

“We used the book to have weekly food preparations for technology and our study of other cultures.”

Foodbank WA staff

In their feedback, teachers' recognised the qualities demonstrated by Foodbank WA staff as adding value to the Food Sensations experience for both teachers and students. These qualities included knowledgeable staff, a professional and inclusive working approach, effective management of student behaviour, and an enthusiastic attitude, i.e.:

“...thoroughly prepared, excellent team that delivered professional and engaging activities, and worked very hard to help all students, scaffolding according to the levels of students participating”.

“The organisation of the learning experience was exceptional which removed behavioural issues”.

The willingness of the Foodbank WA team to share their nutrition knowledge with staff and students was highly valued by teachers. Teachers commended the Foodbank WA staff for tailoring the information to be suitable for the specific age groups participating in the session, i.e.:

“The best part of the Food Sensations session was permitting all students to be involved no matter about their ability in school”.

“...flexible approach on the part of your team, given the situation in our school where you successfully worked with a range of age groups at the same time”.

Teachers indicated the professional approach adopted by Foodbank WA staff in developing relationships has resulted in a strong foundation of trust being established over a number of years. Teachers reported a strong faith in the ability of the Foodbank WA team to engage with students and staff, helping to provide a positive and engaging learning experience, i.e.:

“I think that the way in which you began the lesson played a big part in its success. Your team engaged students immediately with a warm greeting and a smile (doesn't hurt does it!).”

“We absolutely love the relationships that are being developed by our students and the ladies running the programm[e].”

“We loved the interaction that the ladies had with the students. They dealt with each group extremely well...”

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

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 2018 program achievement against the output KPIs.

Table 4: Achievement of Fuel Your Future Output KPIs for 2018.

Output KPI description	Number required	Number achieved 2018
1. Pilbara schools and community agencies engaged.	TBC by FBWA	8
2. Sessions delivered to selected Pilbara schools.	20	28
3. Youth Participated in program.	100	330

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:

Each of the four workshop surveys contained six questions. The first question/s in each workshop survey directly related to specific session content taught in those respective workshops. Figure 9 (below) represents the significant increase in FYF participants' self-reported knowledge of the five food group names (n=49, p<0.001).

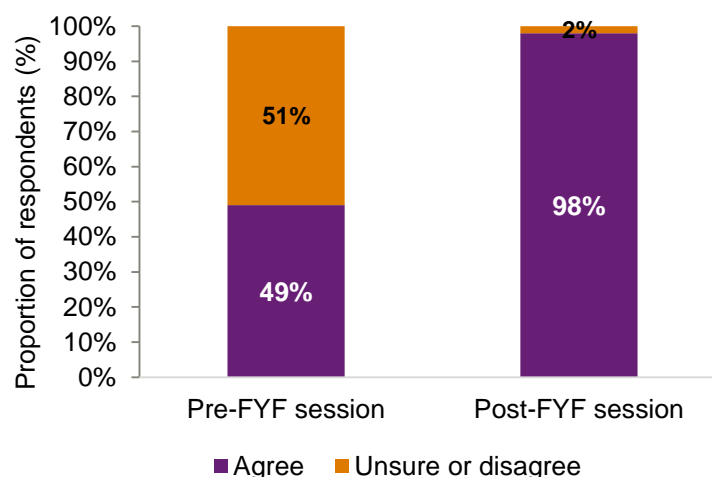


Fig. 9. Workshop 1: FYF students' level of agreement with the statement "I know the names of the five food groups on the Australian Guide to Healthy Eating" pre- to post-FYF session.

Figure 10 (below) shows the effectiveness of the FYF session in shifting students' understanding of the recommended food group serve sizes for adolescents (n=20, p=0.001).

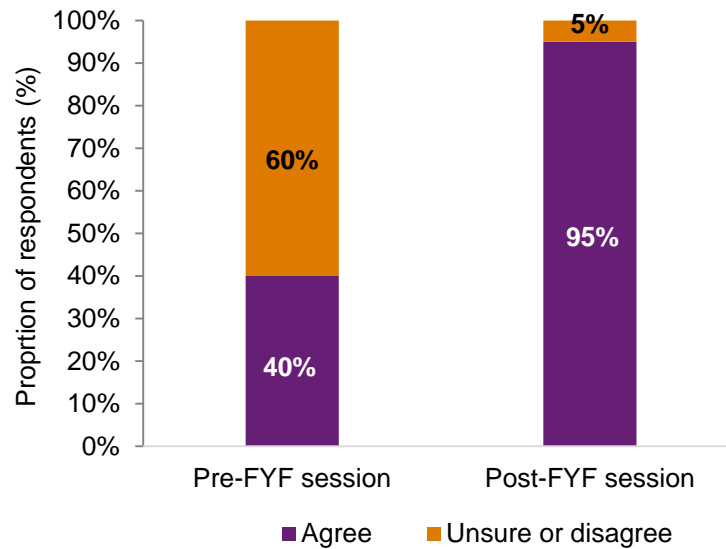


Fig. 10. Workshop 2: FYF students' level of agreement regarding their knowledge of recommended serve sizes required for adolescents, pre- to post-FYF session.

Figure 11 (below) demonstrates that more FYF participants could identify that discretionary foods are high in fat, salt and sugar after the FYF session, in comparison to before the session (n=20, p<0.001).

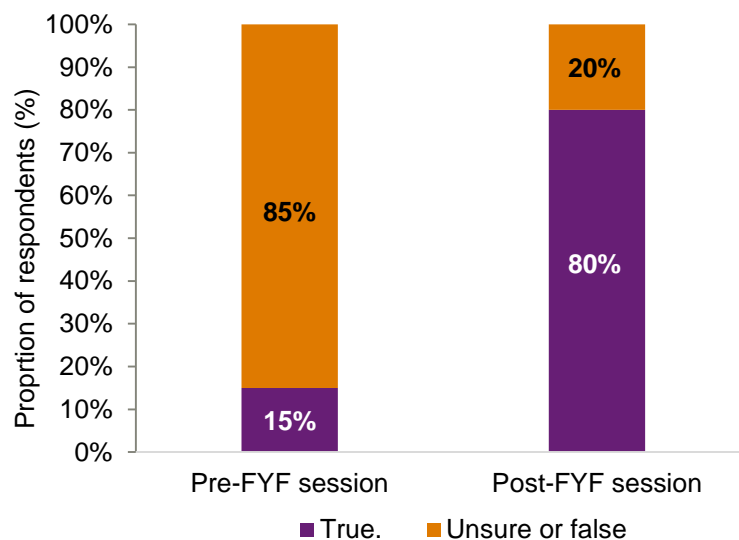


Fig. 11. Workshop 3: FYF students' level of understanding regarding the high fat, salt and sugar attributes of discretionary foods, pre- to post-FYF session.

Finally, Figure 12 (below) depicts substantial increases in participants' awareness that meat should be stored on the bottom shelf of the fridge, a concept taught in FYF Workshop 4 (n=22, p=0.004).

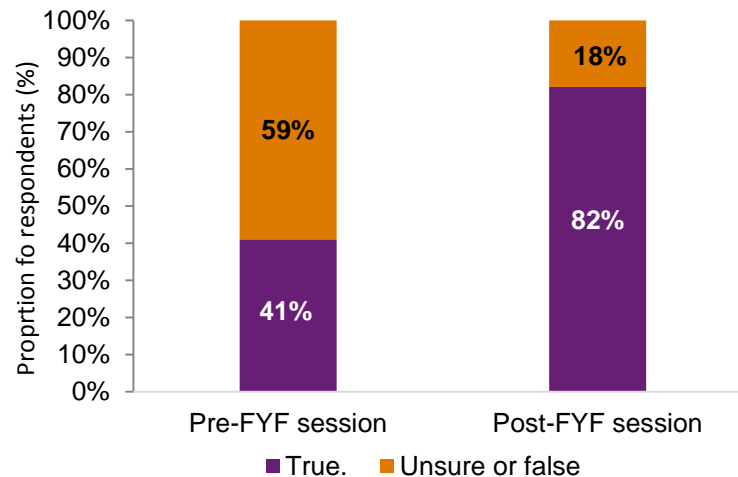


Fig. 12. Workshop 4: FYF students' responses regarding the storage of raw meat, pre- to post-FYF session.

Although no matched comparisons were made for the Workshop 1 concept of 'reading a recipe', 90% (n=43/48) of youth reported they were confident to read a recipe prior to the FYF workshop, while 96% (n=46/48) reported they could read a recipe after the FYF workshop. For matched data, non-significant findings were found for the following concepts pre-post session: skills to prepare a meal at home (workshops 1-4), handwashing (workshop 1), energy drinks, takeaway food attributes of high fat, salt, sugar, reading a food label (workshop 3), defrosting meat and using knives safely (workshop 4).

The development of cooking skills were a strong focus of the FYF program. Students were asked in each of the four workshops whether they had the skills to prepare a meal at home. As this question was asked in each pre-post FYF session survey, samples across workshops have been combined. Prior to the FYF session, 87% (n=90/104) of youth reported they had the skills to prepare a healthy meal at home, with this marginally increasing to 89% (n=92/104) after the FYF session. However, this increase was not significant (n=104, p=0.80).

Stakeholder Post-program Survey Results:

To increase the validity of youth results for **objective 1**, data was also captured from the stakeholder's point 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. Between 75 - 100% of stakeholders (n=18) reported that youth's knowledge was increased as a result of the FYF session, meeting the corresponding indicator (*A minimum of 70% of teachers/agency staff 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session*). The indicator measuring youth food preparation skills was met with 94% (n=17) of respondents across all workshops strongly agreeing or 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	Unsure	Disagree	Strongly Disagree
Workshop 1, 2, 3 & 4 results (n=18)	n (%)	n (%)	n (%)	n (%)	n (%)
Increased the youths' skills on how to follow a recipe	13 (72)	4 (22)	0 (0)	0 (0)	1 (6)
Provided the youth with the skills to prepare healthy meals	15 (83)	2 (11)	0 (0)	0 (0)	1 (6)

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

Youth Pre-Post Session Survey Results:

Students were asked to rate their level of enjoyment in various FYF session components. As shown in Table 6, a large majority of participating youth enjoyed both the cooking and activity components of the FYF program.

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

Session component	Yes	Unsure	No	Total
	n (%)	n (%)	n (%)	
I enjoyed cooking in today's session (n=106)	102 (96)	1 (1)	3 (3)	100%
I enjoyed the activities in today's session (n=106)	103 (97)	3 (3)	0 (0)	100%

Stakeholder Post-program Survey Results:

Stakeholder participants were asked to indicate their level of agreement with the statements "I believe the youth enjoyed today's workshop" and "The Fuel Your Future workshop met my expectations". The majority of respondents (94%, n=16) 'strongly agreed' / 'agreed' that the youth enjoyed the workshops and 95% (n=17) 'strongly agreed' / 'agreed' the workshop met their expectations. 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.

Workshop 1,2,3 & 4 Satisfaction	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	n (%)	n (%)	n (%)	n (%)	n (%)
I believe the youth enjoyed today's workshop (n=17)	15 (88)	1 (6)	0 (0)	0 (0)	1 (6)
The Fuel Your Future workshop met my expectations (n=18)	16 (89)	1 (6)	0 (0)	0 (0)	1 (6)

When focusing on the appropriateness of workshop recipes and activities across all workshops, most respondents (95%, n=17) ‘strongly agreed’/‘agreed’ that they were appropriate in relation to age of the youth participants (Table 8). The majority of respondents (83%, n=15) 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: Appropriateness of workshop aspects.

Workshops 1, 2, 3 & 4	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Recipe suitability (n=18)	n (%)	n (%)	n (%)	n (%)	n (%)
Age	14 (78)	3 (17)	0 (0)	0 (0)	1 (6)
Numeracy Levels	8 (44)	7 (39)	1 (6)	1 (6)	1 (6)
Literacy Levels	6 (33)	9 (50)	1 (6)	1 (6)	1 (6)
Activities suitability (n=18)					
Age	14 (78)	3 (17)	0 (0)	0 (0)	1 (6)
Numeracy Levels	8 (44)	7 (39)	1 (6)	1 (6)	1 (6)
Literacy Levels	7 (39)	8 (44)	1 (6)	1 (6)	1 (6)

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

Stakeholder Post-Program Feedback Email Results:

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

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

Positive engagement

Positive engagement of both participants and stakeholders during FYF workshops was a theme that was evident within the stakeholder feedback. Within this theme, stakeholder satisfaction with the program was derived from two aspects: (i) the stakeholders observing youth enjoying the workshop and (ii) the stakeholders enjoying and engaging in the program themselves.

Stakeholders commented on how the hands-on nutrition activities and cooking element added to the participants’ enjoyment of the FYF workshop, contributing to overall engagement throughout the session, i.e.:

“The session had some new and tasty meals that the students really enjoyed preparing. They love preparing for the wider school community and love it when they get to take food (dinner) home.”

Stakeholders made mention that the FYF workshop was enjoyable for them as supervisors, with one stakeholder referring to the engaging nutrition education element, i.e.:

“I personally enjoyed the hands on education side before the cooking took place”.

Both aspects of stakeholder satisfaction demonstrate the indicator that stakeholders (teachers) reported enjoying the FYF session was met.

Education tailored to the target group

Feedback provided by stakeholders highlighted education tailored to the target group as a major strength of the program. Positive comments were made regarding the appropriateness of the nutrition education to the age of the target group, and highlighted the value of one on one support for students who required extra assistance.

The flexibility in workshop activities was recognised by stakeholders, with comments emphasising the importance of hands-on activities to engage all participants, i.e.:

“... although we have a large age gap... the hands on activity was fun and engaging for all... and I feel everyone learned something about healthy food and eating.”

Stakeholders also noted that the curriculum-linked nutrition messages retained relevancy to schoolwork for the target group. The messages taught in the FYF session reportedly build upon what the participants had learnt in their school classes.

Practical application of learnings

Stakeholders reported the practical application of learnings during a FYF workshop was a positive attribute, i.e.:

“I think the best part about the Fuel Your Future session is that the kids get to learn about healthy eating for example what fast food [is], and then get to learn how to cook healthier options.”

It was recognised that the nutrition activities were “really powerful” in influencing participants to apply learnings in everyday life. This was achieved through the use of practical nutrition activities. Stakeholders also viewed the cooking element as a practical component of the workshop where participants developed and strengthened their cooking skills and confidence.

Continuance of program and staff

Overall, stakeholder feedback indicated a desire to retain the existing program model, provided positive support for the Pilbara delivery team, and that they were looking forward to future visits, i.e.:

“Keep the wonderful team you have right now as they have built the relationships with our students.”

“Again the program was awesome and so was the Foodbank team, look forward to your next trip to the Pilbara.”

“Keep up the tremendous work and excellent commitment!”

3.4 Food Sensations® for Parents Program

3.4.1 Output Key Performance Indicators

The output KPIs for the FSP program related to session delivery, number of parent participants and number of community agencies engaged. Table 9 (below) displays the 2018 program achievement against the output KPIs.

Table 9: Achievement of Food Sensations® for Parents Output KPIs for 2018.

Output KPI description	Number required	Number achieved 2018
1. Sessions delivered to parents	20	24
2. Parents enrolled in the program	TBC by FBWA	144
3. Community agencies engaged	TBC by FBWA	9

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 (PLGD) Survey Results:

Workshop 1

A total of 20 parent participants participated in the post-session evaluation for 'Workshop 1 - Sensational Start'. Overall, participants were able to **correctly identify key nutrition concepts learnt as a result of this workshop**. Participants reported that eating more vegetables was a useful learning, as was learning that **“healthy food is a good choice”** and **“it is easy to choose the right foods”**. One participant recalled **“it was interesting to know that the nutrition is equal between fresh food, and tinned/frozen food”**. Learning about the sugar content of discretionary foods and drinks was commonly reported as the most useful takeaway message from this workshop and that healthy eating isn't **“all or nothing”**, with discretionary foods okay to be consumed sometimes rather than excluded entirely. Participants reported that **new information learnt from the cooking session** included the 'Atomic Apple cups' (healthy apple crumble), dip recipes and time-saving tips such as using microwave rice. Recipe adaptations, such as new ways to include/hide vegetables whilst cooking, was a valuable component. Four participants reported that they did not learn anything new from the cooking, with one explaining, **“We have cooked lots before”**.

Overall, the majority of the 20 participants reported that **there was very little they found difficult to understand about the activity**, with feedback that the AGTHE activity was 'good', 'simple' and thoroughly explained, i.e., **“we went over it a couple of times so we could understand”**. Difficulties reported included: **“I just didn't understand the flour and the rice, because that's what I eat and it still makes me gain weight”** and another asking the question, **“Hilo milk - when is it a better choice than full cream milk?”** Participants reported that **there was not**

anything about the cooking session that they found difficult, with many participants commenting on the ease of the cooking. The majority of participants *could not think of any ways to make the recipes more appealing*, reporting that the colourful recipes were satisfying as they were. Recommendations included adding more tomato paste in the 'Chicken Drummer Rice' recipe, serving biscuits with the dip, and adding a dip to the fritter recipe.

Workshop 2

A total of 9 participants took part in the parent post-session evaluation for 'Workshop 2 - Food Investigation'. Participants were able to *correctly identify some of the key nutrition concepts learnt as a result of this workshop*, with three main themes emerging: identifying misleading marketing claims on food labels, developing a knowledge of the nutrition information panel (NIP), and understanding sugar content in food and drinks. The latter of which was reinforced by participants reinforcing their learning, i.e.: "*knowing how much sugar is in each of the drinks*" with another commenting she had been confused about the difference between natural and added sugars prior to the session. Participants reported that *learning the skills to read food labels equipped them to make healthier food choices*, with participants commending the use of the LiveLighter wallet card and quick, easy, healthy meal ideas in the session.

Participants did not report any difficulties with the label reading activity, with comments including that it was "*pretty straight forward*".

Workshop 3

'Workshop 3 - Family Mealtimes' results collated from the 16 participants can be grouped under two themes. Participants reported learning that (i) they were not alone and that other parents struggled with fussy eaters and (ii) parental feeding responsibilities. Participants expressed that it was reassuring to know they were not the only ones dealing with this stressful issue, with comments including "*...it was reassuring my approach is fine*", "*To know that you are not alone, and to know that other kids are having the same issues*", and, "*It did change my way of thinking. I was doing a lot of that stuff already but it really reassured me I'm not alone and was on the right track*". Participants cited learning to continually offer food, even if it is refused, was important, as was avoidance of food bribery and comfort eating, and the importance of structure. Session feedback included: "*To not be afraid of structure. I can be a provider and have boundaries to our kids' independence which is important with their eating*", and "*The responsibilities of whose job it is to do certain things, that's helpful*". Learning and receiving new recipe ideas, and utilising the kid-friendly knives, were also cited as *newly learned skills that will help participants manage fussy eating behaviours at home*. Participants *did not report finding the workshop content on fussy eating difficult to understand*. One participant commented that while it was not difficult content to understand, it was "*a shock to realise how much kids are responsible for. I thought previously that all those things fell on me*". Participants *did not report any cooking skills used in the session that will not be helpful* in managing fussy eating behaviours at home.

Workshop 4

In 'Workshop 4 - Food on the Move', *participants (n=8) reported learning* about the concept of combining food groups, and focusing on adding foods rather than taking-away in the context of building lunchboxes and food for outside the home. Reinforcing concepts relating to the five food groups, and discussing what can be made from those groups, was reportedly helpful, as was sharing of ideas and tips to

keep food safe in hot weather. *Participants didn't report any difficulties* understanding the session content. Parents referenced *learning the skills* to utilise specific cooking equipment as being helpful in creating healthy food for outside the home in the future. Several participants talked positively about the child-friendly plastic knives used in the cooking session, while two participants found the electric frypan and sandwich press to be useful tools. *Participants did not report any cooking skills used in the session that they felt would not be helpful* in creating a healthy lunch/snack for outside the home.

Stakeholder Post-program Survey Results:

All respondents (100%, n=20) 'strongly agreed'/'agreed' that the session improved participants' knowledge relating to key nutrition concepts taught across the four workshops. This includes concepts relating to the Australian Guide to Healthy Eating, food selection, food safety and food preparation. *One hundred percent of respondents (n=20) 'strongly agreed'/'agreed' that the session contributed to an improvement in parents' food preparation skills).* In addition to providing parents with the skills to handle food safely, stakeholders 'strongly agreed'/'agreed' that the four workshops provided parents with: skills in preparing nutritious and age-appropriate food for their children; skills in preparing healthy family meals; experience in involving their children in cooking; and experience in preparing safe and healthy food for outside the home.

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

Practitioner-led Group Discussion (PLGD) Survey Results:

Workshop 1

FSP participants (n=20) *reported enjoying Workshop 1*, with the majority reporting the cooking aspect as the most enjoyable element of the session. Specifically, several participants reported that involving their children in the cooking was a highlight. The food was reported by four participants to be the most enjoyable aspect of the session. Positive feedback was received around the informal and interactive structure of the session, with parents able to ask questions, and discuss various topics. Facilitator reassurance was also a positive aspect of the session, i.e.: *"I think a lot of parents have that anxiety. So it's good to know from a professional, it's good to have that reassurance..."*, and another sharing, *"Just how informal it is, you're not structured too much. We can talk about different things"*. Participants reported that *there wasn't anything they didn't like about the session*, with one participant commenting that it was, *"lovely, fun, relaxing - a great day"*. Suggestions for improvement in the nutrition session included more information on kids' drinks, the sugar content of healthy everyday foods, and more discussion around discretionary or 'treat' foods. Participants also requested more information about grains and pulses, and an evaluation of diet drinks and foods. New cooking inclusions suggested focused on more hot dinner recipes and specifically, inclusion of a lasagna recipe.

Workshop 2

Three main themes appeared when participants (n=9) were asked about *the most enjoyable part of Workshop 2*: the food, the cooking, and the conversational/social aspect of the session. One participant expressed that cooking with the children and having them take part was enjoyable, while another participant explained that cooking from the recipe booklet in the session was

beneficial as it meant they were more likely to use it again. Two participants expressed that meeting new people and connecting with others through conversation and food were enjoyable aspects of the workshop.

Participants reported enjoying Workshop 2, and *did not recall anything they didn't like* about the session. Participants recommended *additional information about food label reading to include in the session* should involve food additives and preservatives, the Health Star Rating, an examination of school snack food labels, healthy lunchboxes for children and fussy eating (topics which are covered in Workshops 3 and 4). *Additional suggestions* for improvement included a team-based activity to determine the fat, sugar and fibre content of a variety of foods, including fresh, unpackaged foods such as fruits and vegetables and inviting participants to share stories of the meals they currently cook at home.

Workshop 3

The majority of participants were satisfied with the cooking skills included in the session. Participants (n=16) commented that the cooking was *the most enjoyable part of the session*, and for some this was in part due to the kids' involvement. One participant commented that the food was the highlight, while two others felt that the discussion with other participants was the standout aspect of the workshop, i.e. "I rarely talk with my friends about food/eating (my kids' eating in particular). So it's nice to be able to talk with you and others about our kids' eating habits."

Participants made *a range of suggestions as to information that could be included in the workshop to help them feel more equipped to manage fussy eating at home*. A recurring suggestion was learning specific strategies to get fussy children to try new foods that they had previously refused, strategies to communicate better with their child, ideas to make food more enjoyable for their child, and to better understand their child's reasons for refusing a food. Other suggestions included more recipes for 'kid-friendly' foods and how to make food look more appealing and nice, therefore making it more interesting for the kids. Two participants commented that undertaking the cooking at the beginning of the session *would have worked better*. One participant explained, "Cooking with kids first is more enjoyable for them. We can learn while they're eating". Going into more depth around specific strategies to get fussy children to eat was reported by participants as *something they would like to see in the session*. One participant also commented that they would like to have a conversation about the health implications that can result from fussy eating.

Workshop 4

Participants (n=8) gave positive feedback around the hands-on 'build-a-lunchbox' activity, with one participant commenting they would love to do the activity with their kids at home. One participant *felt the best part* was being with the other parents and sharing ideas, while another referenced the fact that the Food Sensations for Schools program was happening at the same time, commenting, "What I particularly liked though, was that it was concurrent with the children doing food as well...They're involved in it too, they're thinking about food right now whilst I'm thinking about it too, and we can talk about that. So it's a family topic." Most participants *did not suggest any other cooking skills* they would like to see included in the cooking session, and reiterated how much they enjoyed the fact that the children were involved.

Participants reported that *there wasn't anything that they did not like about the session*, but *did make suggestions around what could be added*. Suggestions included take-home booklets, a discussion of family meals, breakfast and snacks and food for younger children, i.e.: “It’s good to know all this but at the same time it’s kind of 3 years too early. It would be nice to have ideas for a 6 month old.” Other suggestions included: ideas around packing lunchboxes, especially for a hot climate, providing sample ingredients to take home, provision of a lunchbox building tool.

Stakeholder Post-program Survey results:

All stakeholders (n=20) were asked whether they believed the parents enjoyed the session; 95% (n=19) ‘strongly agreed’/‘agreed’ that the parents enjoyed the FSP session. In relation to communication provided by FBWA, all respondents (n=20) were satisfied with the level of communication received in arranging the FSP session (Table 10).

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

Workshops 1, 2, 3 & 4 Satisfaction	Strongly Agree		Agree		Unsure	
	%	n	%	n	%	n
Workshop 1, 2, 3 & 4 (n=20)						
I believe the parents enjoyed the workshop	95	19	-	-	5	1
I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	95	19	5	1	-	-

With regards to recipes, all stakeholders (n=20) ‘strongly agreed’/‘agreed’ that recipes were appropriate in relation to participant interest. Ninety-five percent of stakeholders (n=18) ‘strongly agreed’/‘agreed’ the recipes were appropriate in terms of numeracy levels and geographic location, and similarly 95% (n=19) ‘strongly agreed’/‘agreed’ the recipes were appropriate considering participant literacy level (Table 11).

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

Workshops 1, 2, 3 & 4 Recipe Suitability	Strongly Agree		Agree		Unsure	
	%	n	%	n	%	n
Workshop 1, 2, 3 & 4 results*						
Interest (n=20)	90	18	10	2	-	-
Numeracy level (n=19)	74	14	21	4	5	1
Literacy level (n=20)	75	15	20	4	5	1
Geographic location (n=19)	79	15	16	3	5	1

*note: the number of respondents differed between questions and are displayed on each respective row.

When looking at the nutrition activities, all stakeholders (n=20) ‘strongly agreed’/‘agreed’ that they were appropriate in relation to interest and literacy levels. All stakeholders (n=19) ‘strongly agreed’/‘agreed’ that the activities used in the FSP session were appropriate for the parents in relation to numeracy level and geographic location (Table 12).

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

Workshops 1, 2, 3 & 4 Nutrition Activity Suitability	Strongly Agree		Agree	
	%	n	%	n
Workshop 1, 2, 3 & 4 results*				
Interest (n=20)	90	18	10	2
Numeracy level (n=19)	89	17	11	2
Literacy level (n=20)	85	17	15	3
Geographic location (n=19)	89	17	11	2

**note: The number of respondents differed between questions and are displayed on each respective row.*

Feedback provided by the program stakeholders who completed the post-session stakeholder survey indicated a high level of satisfaction with the sessions. They commented that the parents enjoyed the sessions, and appeared to gain knowledge as a result of them.

“The parents appeared to get a lot from this session. We had EON join us and together they are a fantastic team covering growing cooking and eating fresh delicious foods.”

“Fantastic turnout of our families. Parents loved going home with new ideas. Parents loved being able to be supported by your team with issues they have. Thank you so much!”

3.5 Educator Training

3.5.1 Output Key Performance Indicators

The output KPIs for the Educator Training program (ET) related to session delivery, participation of communities, and the number of participating trainees. Table 13 (below) displays the 2018 program achievement against the output KPIs.

Table 13: Achievement of Educator Training Output KPIs for 2018.

Output KPI description	Number required	Number achieved 2018
1. Sessions delivered to educators	5	7
2. List the Pilbara communities whom received sessions	TBC by FBWA	<ul style="list-style-type: none"> • South Hedland • Parnngurr • Newman
3. Participants attended each session	5	5.4 (total n=38)

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 educator training survey have been included below. *All respondents (100%, n=8) 'strongly agreed'/'agreed' the training improved their skills in educating others about healthy eating*

Two questions asked of training respondents did not meet their corresponding indicators:

- (i) 'A minimum of 70% of ET participants indicate the training improved their skills in planning a healthy meal'.
- (ii) 'A minimum of 70% of ET participants indicate they 'Strongly Agree' or 'Agree' that the training improved their skills in making healthy food'.

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

As shown in Table 14, *all respondents (n=8) 'strongly agreed' the training resources provided were useful for their delivery of nutrition education and the training was beneficial in assisting them to deliver nutrition education in the future. All respondents also indicated they enjoyed participating in the training.*

Table 14: Participants satisfaction with the Educator Training Program.

	Yes/Strongly Agree n (%)
The resources provided were useful for my delivery of nutrition education.	8 (100)
Do you think the training was useful in assisting you to deliver nutrition education?	8 (100)
Did you enjoy taking part in today's session?	8 (100)

4.0 DISCUSSION

4.1 School Breakfast Program

The SBP objectives measured by the internal evaluation included: (i) to improve food literacy understanding among children accessing the SBP; and (ii) to maintain a high level of program delivery satisfaction among registered schools including students, teachers and principals.

In relation to program **objective 1**, of the five indicator knowledge measures, only two were met. Variable increases in student knowledge and skills were reported by schools. Limitations of this evaluation included a small sampling frame (n=15) and modest response rate of 60% (n=9). Of the nine respondents, only eight completed all survey questions, resulting in incomplete data for many participants. In addition, the survey was open for a short period of two weeks, which possibly impacted the response rate.

The SBP was successful in increasing food literacy understanding for all indicator skills measures by having a minimum of 50% of schools reporting 'all' or 'most' for their respective skill indicators. The results indicate the SBP not only met the primary objective of providing a nutritious breakfast, but that the program was valuable in improving some nutrition knowledge and skills among the students who attend. The delivery of the SBP has reportedly improved food literacy and understanding in some nutrition knowledge and skills measures, however, a number of indicators of success were not met.

In relation to program **objective 2**, all respondents of the SBP survey indicated a very high level of satisfaction with program delivery, such as the communication and ordering process, and quality of products. The product variety measure did not achieve its indicator of success, with one comment indicating the respondent believed the selection of foods was unhealthy. Comments provided by respondents relating to the ordering process and communication by FBWA further build on the high satisfaction of SBP delivery. Comments regarding the nutrient density of food referred to the perceived high salt and sugar content of these foods, as well as damaged food products. Some schools requested an expansion of food products such as bread and fresh fruit, and improvements to the packing process of foods. The use of a mixed-methods survey is a strength and has provided the opportunity for respondents to provide further explanation of their feedback of how the SBP operated in the Pilbara.

4.2 Food Sensations® in Schools

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

Results for FSS student pre-post session surveys highlighted that knowledge (*objective 1*) relating to the 'Superhero Foods' and 'Zombie Foods' concepts was gained as a result of the FSS session. Students identified key messages and were able to translate them when deciphering the nutritional profile of real food items such as discretionary foods. Other important knowledge gains related to identification of healthy breakfast choices; a high proportion of students were able to indicate which items from a list would be healthy options for breakfast. Children also gained significant confidence in their self-reported cooking skill level and ease of preparing healthy meals, as a result of the FSS program. A large majority of students were also able to correctly identify the pictured knife holding technique. Participants' knowledge whether food items were regarded by FBWA as a 'Superhero Food' or 'Zombie Food' did not significantly differ pre- to post-session for a range of food items, including energy drinks, sweet biscuits and chicken nuggets. The teacher results demonstrated that a strong level of student participation and engagement throughout the session, the use of tailored and culturally relevant resources, the professional, knowledgeable and friendly approach used by the Foodbank WA team, effective management of student behaviour, and combination of both theory and practical elements were key highlights valued by teachers.

Student participants reported high levels of satisfaction (*objective 2*) regarding enjoyment of the activities, cooking and food tasting components. Overall, results are suggestive that the FSS sessions were effective in their objectives of increasing student knowledge relating to healthy food selection and use, as well as program satisfaction. Teachers valued the opportunity to practice applying the knowledge and skills learned during the nutrition activity directly afterwards in the cooking component. The resources provided by Foodbank WA staff were frequently identified by teachers as a positive aspect of the program. These included the recent additions of Aboriginal specific resources, use of resources tailored specifically to meet the needs of the target audience, the recipe books, and tailored recipes were also highly valued by teachers. Teachers reported that these supported students to continue practicing the skills they had learnt during the session at home. These results demonstrate the important role FBWA resources play, not only in assisting teachers to promote healthy eating messages, but to empower students to practice the skills learnt during FSS sessions.

Strengths of the FSS student evaluation include pre-post session evaluation, which enables a more thorough understanding of the short-term impact of this program. In addition, the use of two feedback questions for the teacher post-program survey enabled respondents to have enough time to reflect on the experience and complete in their own time. Despite a small sample (n=21), this method continues to provide constructive feedback regarding teachers' satisfaction with the program.

4.3 Fuel Your Future

The 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.

Key FYF program results demonstrate significant gains in knowledge regarding identification of the five food group names, recommended serve sizes for adolescents, attributes of discretionary foods, and food safety practices. Knowledge or skills relating to a number of concepts did not substantially change pre-post FYF workshop. These included self-reported skills to prepare a meal at home, knowledge regarding handwashing, energy drinks, takeaway foods, reading a food label, defrosting meat, and safe knife use. This is suggestive of an already high level of understanding about these topics among participants, or that more specific, detailed information would be useful. Nearly all stakeholder respondents indicated that the FYF session improved the participants' food preparation skills and knowledge regarding key concepts taught in the session. This supports participant data from the youth pre-post survey recording an improvement in participant understanding and knowledge of healthy food selection and usage.

FYF program results relating to *objective 2* demonstrated a high level of participant satisfaction with the program. Almost all respondents indicated they enjoyed both the cooking component and the nutrition activities included in the workshops. Reinforcing these results, all stakeholder respondents across the workshops also indicated a high level of program delivery satisfaction. Both impact indicators, namely that stakeholders believed youth enjoyed the workshop and that the workshop met the stakeholder's expectations, were exceeded. Another indicator of *objective 2* was the appropriateness of the workshops to participants' age, numeracy levels and literacy levels in regards to both workshop recipes and activities. These indicators were met, with most stakeholders agreeing that the FYF workshops were suitable for youth within a range of contexts. Such results all demonstrate perceived suitability of the FYF program activities, recipes and resources for the target group, and show a high level of satisfaction with the program.

Strengths of the FYF evaluation included the use of a simple youth evaluation tool to measure pre-post program impact with a reasonable sample size (n=106). In addition, the FYF program also evaluates stakeholders via the use of a workshop-specific post-program survey addressing both *objectives 1* and *2*, along with a post-program feedback email. The addition of the post-program feedback email in conjunction with the paper-based survey in 2018 has allowed for qualitative evaluation data to be collected, and a greater time period for those invited to respond. The use of participant and stakeholder data also increases the validity of results.

FYF program limitations included managing session time to allow pre-post youth survey completion. In addition, modest response rates for both youth (69%) and stakeholder (54%) participants was a limitation. Wording differences of one question between pre-post workshop surveys precluded paired analyses. With regards to stakeholder evaluation, analysis of the data indicated one respondent acted as an outlier, consequently skewing data towards 'strongly disagree' for all questions in Workshop 3, despite the stakeholder verbally expressing positive reviews regarding the workshop.

4.4 Food Sensations® for Parents

The FSP program *objectives* include (i) improve the program participants' understanding and nutrition knowledge of healthy food selections and usage; and (ii) maintain a high level of program delivery satisfaction among program participants.

The results of the PLGD evaluation indicate that the FSP program was successful in improving participants' knowledge and understanding of healthy food selection and usage (*objective 1*). Parent feedback demonstrated self-reported improvements in their knowledge and skills across various key points addressed in Workshops 1, 2, 3 and 4. These included: improved knowledge around the AGTHE for 0-5 year olds, skills in label reading, increased knowledge of foods high in sugar, strategies to overcome fussy eating in children, improved knowledge in preparing food for outside the home, knowledge of food safety, and skills in preparing simple and healthy meals, while involving children in the process. Across the four workshops, participants did not report finding many concepts difficult to understand, nor did they identify cooking skills that they felt would not be helpful in the future. This may suggest that the content is appropriately tailored for the target group, and is relevant to their needs. Participants did raise questions and/or comment on wanting more information about grains and cereals, suggesting that this food group may be causing confusion to some participants, and therefore could be a concept to address in more detail in future sessions. Participants offered a range of suggestions to improve the sessions, such as fussy eating strategies, examining a wider range of products in the label reading activity. All participating stakeholders 'strongly agreed' / 'agreed' that the program improved the participants' knowledge and skills relating to the key concepts taught in the workshops.

The FSP program was also successful in maintaining a high level of program delivery satisfaction among program participants (*objective 2*). Across the four workshops, participants consistently reported the most enjoyable aspects to be the hands-on cooking, the involvement of the children in the cooking, the food, the interactive delivery style which allowed for parents to seek reassurance from the facilitator, and the sharing of ideas with other participants. Participants did not report disliking any aspects of the session. Results from the post-session stakeholder survey also indicate that *objective 2* was met, with all stakeholders (n=20) agreeing that the parents enjoyed the workshop.

Strengths included use of a paper-based stakeholder survey, resulting in a high response rate (86.9%, n=20). The parent evaluation was also strengthened through the introduction of an audio recording device, allowing for more detailed evaluation to be gathered than was previously possible when participant feedback was scribed by hand. Feedback from participants indicated that the newly added activities were enjoyed and easily understood, an additional strength. Limitations included maintaining participant engagement until the end of the session when evaluation occurs. Furthermore, some circumstances experienced during the sessions precluded evaluation, such as disengaged groups or the involvement of children. Further, the qualitative methodology of the PLGD may have increased social desirability bias, as the workshop facilitator also facilitated the evaluation. Limitations of the post-session stakeholder evaluation included the inability of all stakeholders to witness all sessions in their entirety, reducing the accuracy of their evaluation responses.

4.5 Educator Training

The 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.

In relation to *objective 1*, all respondents 'strongly agreed'/'agreed' the training improved their skills in educating others about healthy eating. Two questions did not achieve *objective 1* and included the perception that the ET improved meal planning and food preparation skills. This is suggested to result from a greater focus on other program aspects deemed important through extensive stakeholder consultations.

For *objective 2*, all training participants strongly agreed the training resources provided were useful for their delivery of nutrition education, and the training was beneficial in assisting them to deliver nutrition education in the future. All respondents also strongly agreed they enjoyed participating in the training.

Strengths of this evaluation include a simple, paper-based survey that was completed by participants immediately after the session. Limitations included that only health professionals completed ET evaluation. It is important to note that the program target group consists of health professionals, teachers and other stakeholders. In addition, a small sample size (n=8) participated in the post-program evaluation surveys. Therefore, caution should be applied when determining whether these results are an appropriate indicator of program objective achievement for the target group.

5.0 RECOMMENDATIONS

5.1 School Breakfast Program

- Provide information to SBP coordinators on certain SBP products perceived to be high in sugar – for example explaining that tinned spaghetti provides a source of carbohydrates, fibre, protein, vitamins and minerals for students at breakfast which outweighs their reported concern that the product is high in sugar.
- An emphasis on the Australian Dietary Guidelines and the AGTHE plate poster should be provided during the SBP, to increase students' nutrition knowledge relating to this resource.
- More emphasis on 'Everyday' (Superhero Foods) and 'Sometimes' (Zombie Foods) foods should be provided during the SBP to increase students' knowledge relating to this resource.
- Review packing method of SBP products delivered to schools to prevent damage to SBP product during transportation.
- Have the SBP Coordinator survey open for longer than two weeks, to allow more time for participation.
- Adjust the 'skip logic' settings of the online SBP survey to prevent respondents from skipping questions relating to program objectives.
- FBWA to continue the current review of the core SBP products provided to schools.

5.2 Food Sensations® in Schools

- New question items should be introduced to FSS to test students' knowledge of whether they are Superhero Foods or Zombie Foods. It is apparent that students possibly had a high existing level of knowledge about some of the food items included in the 2018 tools.
- The additional teacher post-program feedback email should continue to be utilised, due to the short amount of time required to complete the stakeholder survey.

5.3 Fuel Your Future

- FYF pre-post session survey questions across workshops should be scrutinised and updated, to ensure wording facilitates paired comparisons for all questions.
- Include knowledge content more specific to the FYF sessions in the evaluation tools. It was apparent that youth already had a high level of knowledge regarding many general concepts assessed in the 2018 evaluation.
- Spend more time explaining the evaluation tool to both the participants and stakeholders to reduce the risk of incomplete evaluation responses or tool misinterpretation.
- The number of students within the target age range of 12 to 18 years needs to be recorded at each session, in order to more accurately measure the number of youth invited to take part in evaluation.
- Youth pre-post survey question answers may need to be reviewed to ensure they are appropriate for students with prior nutrition knowledge. This may include the addition of a not applicable (N/A) answer.

5.4 Food Sensations® for Parents

- Consider conducting the cooking prior to the nutrition education, which may help participants relax and feel comfortable, while also providing a more ‘captive audience’ for evaluation.
- For more knowledgeable participants, spend less time on cooking and more time on the education component, delving into more detail within the topics (consider introducing new ‘optional activities’ to workshops for these instances).
- Develop tailored handouts recapping each workshop for participants to take home.
- Choose recipes to cook that are healthy versions of common ‘unhealthy snack foods’.
- Utilise more snack foods targeted at children in Workshop 2’s label reading activity.
- Develop an extended workshop on fussy eating to provide more detail on this popular topic (consider a ‘modulette’).
- Develop a ‘modulette’ on snacks for children across the ages of 6 months - 5 years, which can be used when lunchboxes are not a relevant topic for participants with younger children.
- Whenever possible, have a second facilitator present at sessions to conduct the PLGD which may help to reduce bias.
- Review the language utilised in the PLGD to make questions more appropriate for lower literacy groups, and to improve clarity of question understanding

5.5 Educator Training

- More emphasis should be provided in sessions on upskilling participants in planning a healthy meal and making healthy food, given these two aspects did not meet their respective indicators of success for **objective 1**.
- More emphasis should be placed on ensuring educator training sessions delivered to teachers are evaluated, to ensure program impacts on this specific audience are being appropriately measured and therefore reflected in the overall sample.
- The post-program paper survey should continue to be utilised for data collection in 2019.

APPENDIX A: PROGRAM EVALUATION PLANS

Program: School Breakfast Program (SBP)						
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.	
Activities	Process indicators	Evaluation Method	Instrument	Timeline	Analysis	Responsibility
1. Facilitate registration of the SBP among Pilbara schools each year of the project	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	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	Access to the SBP to (n TBC) students provided (n TBC) each year of the project	Program monitoring	FBWA SBP database	Annually	NA	FBWA

Program: Food Sensations Schools Program						
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 participants? 2. Are Food Sensations participants (students) 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 trip 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 FS 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 are delivered to students attending selected Pilbara schools every year, for each year of the project. 	Program monitoring	FBWA FS database	Annually	N/A	FBWA
3. Students enrolled in the program	<ul style="list-style-type: none"> Number of students engage with FSS program (TBC) 	Program monitoring	FBWA FS 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 teachers/agency coordinators 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session/s. A minimum of 70% of teachers '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 teachers/coordinators 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s. A minimum of 80% of teachers 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts. A minimum of 80% of teachers 'strongly agreed'/'agreed' the activities used in the FYF session were appropriate for the youth within a range of contexts. A minimum of 50% of teachers/coordinators '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"> Teachers report enjoying the FYF session/s. Teachers 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.	
Activities	Process indicators	Evaluation Method	Instrument	Timeline	Analysis	Responsibility
1. Pilbara schools and community agencies engaged.	Deliver Fuel Your Future sessions to X number of schools and community agencies engaged in the program. (n to be reported each year of the project).	Program monitoring	FYF Stats database	Annually	NA	FBWA
2. Sessions delivered to selected Pilbara schools.	Deliver 20 sessions in the Pilbara region to high school and community agencies.	Program monitoring	FYF Stats database	Annually	NA	FBWA
3. Youth Participated in program.	X number of youth participated in the program in 2018. (n to be reported each year of the project).	Program monitoring	FYF Stats 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 at the FSP? 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. Have levels of partnership and collaboration increased as a result of the program and how have these partnerships impacted the capacity for further program delivery within school and community settings 5. 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 agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught A minimum of 70% of agency staff/coordinators '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"> A minimum of 80% of agency staff/coordinators '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 agency staff/coordinators '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	20 FSP sessions will be delivered each year of the funding period.	Program monitoring	FBWA FSP Database	Annually	NA	FBWA

2. Parents enrolled	X number of parents were 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	X number of community agencies were engaged. (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' or '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 they 'Strongly Agree' or 'Agree' that the training improved their skills in making healthy food 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' or '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 (figures reported annually). 					
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. 					

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