



**FIGHTING HUNGER
IN AUSTRALIA**

**PILBARA INTERNAL EVALUATION REPORT 2016:
School Breakfast Program, Food Sensations® in Schools,
Fuel Your Future, Food Sensations® for Parents and
Educator Training.**

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EXECUTIVE SUMMARY

- In partnership with BHP Billiton (BHPB), 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 the Pilbara region of WA.
- Evaluation of these programs and initiatives was underpinned by each program's objectives. Those that related to this internal evaluation related to knowledge, skills and program satisfaction. As such, tailored Program Planning Logic Models and corresponding Evaluation Plans were developed for each program. Methods and tools were based on good practice indicated in published and grey literature, as well as previous experiences and insights of FBWA staff. Approval was received from the WA Department of Education to evaluate each program in the Pilbara region.
- The SBP was evaluated using a 28-question online survey. A total 15 SBP Coordinators were invited to participate, with 10 completing the survey (66.6% response rate).
- The FSS initiative was evaluated via the primary (students) and secondary (teachers) target groups. A total of 278 students were invited to complete the paper-based pre- and post-FSS session surveys (both eight questions), with 202 providing matched surveys (72.7% response rate). A total of 19 teachers were invited to complete an online survey (eight questions), with 11 doing so (57.9% response rate).
- The FYF program was also evaluated with primary (youth) and secondary (teachers) target groups. A total of 72 youth were invited to complete post-session paper-based surveys (six questions per workshop), with 51 doing so (70.8% response rate). A total of six teachers were invited to complete an online post-program survey (six questions); only two stakeholders completed the survey (33.3% response rate).
- The FSP program was evaluated using three different methods for the primary target group (parents); a post-session paper-based survey (six questions) was conducted with eight parents, four parents participated in a Sharing Circle qualitative/discussion-based approach (nine questions), while five parents participated in a Practitioner-led Group Discussion qualitative approach (nine questions). In total, FSP evaluation response rate for parent participants was 85.0% (17/20). A total of five stakeholders (secondary target group) were invited to participate in a post-session online survey (six questions), with all doing so (100% response rate).
- The ET program was evaluated through a post-training online survey (seven questions). Twelve trainees were invited; five completed the survey (41.6% 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:

Program: School Breakfast Program (SBP)

10/15 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"> A minimum of 50% or more of survey respondents reported 'all'/'most' of the students accessing the SBP were positively impacted in the following nutrition and skill measures; <ul style="list-style-type: none"> Awareness of healthy eating (90%, n=9), Awareness of the effects of 'Everyday foods' or 'Superhero Foods' on health (80%, n=8), Awareness of the effects of 'Sometimes foods' or 'Zombie Foods' on health (80%, n=8), Awareness of kitchen safety (80%, n=8) Ability to select healthy breakfast foods (90%, n=9), Ability to prepare healthy breakfasts (60%, n=6), Ability to handle food safety (50%, n=5). A total of 40% (n=4) of schools responded with 'all'/'most' of the students' <i>awareness of the dietary guidelines</i> was positively impacted by the SBP, and thus did not meet the impact indicator of success.
	<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 a positive impact in of the SBP on student's healthy food and nutrition knowledge, skills and attitudes. Specifically, key outcomes included awareness of healthy eating; kitchen safety; food safety; and healthy breakfast selection and preparation.
2. To maintain a high level of program delivery satisfaction among registered Pilbara Schools including teachers and principals.	<ul style="list-style-type: none"> A minimum of 80% of school staff report the quality of the SBP product is 'very good'/'good' each year. A minimum of 80% of school staff report the selection/range of SBP product is 'very good'/'good' each year. A minimum of 80% of school staff report the SBP ordering processes are 'very good'/'good' each year. A minimum of 80% of school staff report the communications by Foodbank WA for the SBP were 'very good'/'good' each year. 	<ul style="list-style-type: none"> 90% (n=9) of respondents rated the quality of products provided by Foodbank WA as 'very good' or 'good'. 90% (n=9) of respondents rated the selection of products provided by Foodbank WA as 'very good' or 'good'. All respondents (100%, n=10) reported the ordering process used by Foodbank WA rated as 'very good' or 'good'. All respondents (100%, n=10) indicated they believed communications by Foodbank WA were 'very good' or 'good'.
Program Activities	Process Indicators	Evaluation Results
1. Facilitate registration of the SBP among Pilbara schools each year of the project	<ul style="list-style-type: none"> A total of 13 Pilbara schools registered for the SBP each year of the project 	<ul style="list-style-type: none"> A total of 15 Pilbara schools were registered for the SBP in 2016.

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>59 food deliveries</u> were completed to SBP-registered Pilbara schools in 2016.
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 (n TBC) students provided each year of the project. 	<ul style="list-style-type: none"> A total of <u>459 students per week</u> were provided access to the SBP in 2016.
Review of key evaluation questions and recommendations	Overall, a large majority of schools reported that students were positively impacted by the SBP in 2016, in relation to nutrition knowledge and skills. The key areas of impact included awareness of healthy eating; kitchen safety; food safety; and healthy breakfast selection and preparation. A large majority of schools reported that the SBP food supplied to their school was of high quality, they were satisfied with the range of food provided, and that the food ordering and communication process were of high quality. In regards to achievement of output Key Performance Indicators, all program requirements were met in regards to the number of registered schools, the number of food deliveries and a high number of students were afforded access to the program. The key program framework change recommended by this evaluation is for more emphasis provided to students attending the SBP on the Australian Dietary Guidelines. This change is believed to further increase students' nutrition knowledge.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP Billiton); (ii) Foodbank WA 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).	

Program: Food Sensations Schools Program (FSS)

202/278 invited FSS students participated in FSS evaluation

11/19 invited teachers participated in FSS 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"> A minimum of 80% of FSS student participants can correctly identify a key message from the FS session. 	<ul style="list-style-type: none"> A total of 86% of students correctly recalled the message <i>"Everyday foods will give me a strong mind and healthy body"</i>
	<ul style="list-style-type: none"> Statistically significant increases ($p \leq 0.05$) pre- to post-FSS session among FSS student participants relating to key <u>knowledge</u> concepts taught in the session. 	<ul style="list-style-type: none"> Statistically significant increases ($p < 0.05$) in knowledge were found pre-to post-session for identification that 'chicken' is a Superhero Food. Highly statistically significant ($p < 0.01$) differences pre- to post-session (and thus exceeded expectations) were found for student recall of <i>"Everyday foods will give me a strong mind and healthy body"</i>; <i>'Which three things are Zombie Foods high in?'</i>; identification that 'Sports drinks' are 'Zombie Foods'; and identification of healthy breakfast foods.
	<ul style="list-style-type: none"> Statistically significant increases ($p \leq 0.05$) pre- to post-FSS session among FSS student participants relating to key <u>skills</u> concepts taught in the session. 	<ul style="list-style-type: none"> A statistically significant ($p < 0.05$) increase in skills was found for the correct knife holding technique. A highly statistically significant ($p < 0.01$) increase in self-reported cooking ability pre-to post-session was found.
	<ul style="list-style-type: none"> A minimum of 70% of teachers 'strongly agree'/'agree' that the FSS session improved their students' nutrition knowledge. 	<ul style="list-style-type: none"> All (100%, n=11/11) teachers 'strongly agreed' or 'agreed' that the FSS session improved their students' nutrition knowledge through the Superhero Foods and Zombie Foods concepts.
	<ul style="list-style-type: none"> A minimum of 70% of teachers 'strongly agree'/'agree' that the FSS session improved their students' skills regarding healthy food preparation. 	<ul style="list-style-type: none"> All (100%, n=11/11) teachers 'strongly agreed' or 'agreed' that the FSS session improved their students' nutrition and healthy food preparation skills.
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 94% of students reported enjoyed activities, 96% enjoyed cooking and 88% enjoyed food tasting.
	<ul style="list-style-type: none"> A minimum of 80% of teachers 'strongly agreed'/'agree' their students enjoyed participating in the FSS session/s. 	<ul style="list-style-type: none"> All teachers (100%, n=11/11) 'strongly agreed' or 'agreed' that their students enjoyed the FSS session.
	<ul style="list-style-type: none"> A minimum of 80% of teachers 'strongly agreed'/'agree' the recipes used in the FSS session were appropriate for their students within a range of contexts. 	<ul style="list-style-type: none"> The majority of teachers reported that the FSS recipes were appropriate for their students' age (100%, n=11/11), numeracy levels (82%, n=9/11), literacy levels (91%, n=10/11) and social context (91%, n=10/11).
	<ul style="list-style-type: none"> A minimum of 80% of teachers 'strongly agreed'/'agree' the activities used in the FSS session were appropriate for their students within a range of contexts. 	<ul style="list-style-type: none"> The majority of teachers reported that the FSS activities were appropriate for their students' age (100%, n=11/11), numeracy levels (91%, n=10/11), literacy levels (100%, n=11/11) and social context (91%, n=10/11).

- A minimum of **50%** of teachers 'strongly agreed'/'agreed' the FSS session met their expectations.
- All teachers (**100%**, n=11/11) 'strongly agreed' or 'agreed' the FSS session met their expectations.

Program Activities	Process Indicators	Evaluation Results
1. Pilbara schools received program	<ul style="list-style-type: none"> • 13 Pilbara schools receive FSS program each year of the project. 	<ul style="list-style-type: none"> • 14 Pilbara schools received FSS in 2016.
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. 	<ul style="list-style-type: none"> • 75 FSS sessions were delivered to students in 2016.
3. Students enrolled in the program	<ul style="list-style-type: none"> • A number of students (TBC by Foodbank WA) 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"> • 1,199 students participated in FSS in 2016.
Review of key evaluation questions and recommendations	The FSS program was highly successful in achieving its program objectives; there was a significant increase in knowledge and skills across many 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 2016 program delivery activities have met or exceeded set indicators of success in relation to number of schools engaged, number of sessions delivered and number of participating students. Minor program framework changes will occur in 2017 relating to key concepts taught and minor improvements will be made to evaluation tools and processes.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP Billiton); (ii) Foodbank WA 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).	

Program: Fuel Your Future Program (FYF)

51/72 invited youth participated in FYF youth evaluation (34 workshop 1, 17 workshop 2)

2/6 invited stakeholders participated in teacher 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 50% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s 	<ul style="list-style-type: none"> The majority of workshop 1 respondents (94%, n=32/34) correctly identified that hands should be washed for at least 20 seconds prior to cooking. Almost two-thirds (62%, n=21/34) of workshop 1 respondents agreed that they knew the names of the five food groups after the FYF session. Almost three quarters (71%, n=12/17) of workshop 2 respondents agreed that <i>"After today's workshop I know what the recommended serving sizes are for adolescents."</i>
	<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"> The only teacher respondent for <i>Workshop 1</i> 'strongly agreed' the FYF session improved their students' knowledge regarding key concepts taught in the session, while the only teacher respondent for <i>Workshop 2</i> was 'unsure'. Therefore, only 50% of teachers/agency coordinators 'strongly agree'/'agree' the FYF session improved youths' knowledge.
	<ul style="list-style-type: none"> A minimum of 50% of FYF youth participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program sessions 	<ul style="list-style-type: none"> The large majority (86%, n=44/51) of workshop 1 and 2 youth respondents agreed that the FYF workshops provided them with the skill of reading a recipe. A large majority (82%, n=42/51) of workshop 1 and 2 respondents believed they learnt how to prepare a meal at home at the FYF workshops
	<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"> The one Workshop 1 respondent 'strongly agreed' the FYF session improved their students' skills in food preparation, while the one Workshop 2 respondent was 'unsure'. Thus, only 50% of coordinators 'strongly agree'/'agree' that the FSP improved youths' food preparation skills were improved by the FYF program.
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> A minimum of 50% of FYF youth participants agreed they enjoyed the activities in the FYF workshop 	<ul style="list-style-type: none"> The majority (92%, 47/51) of respondents in workshops 1 and 2 reported enjoying the nutrition activities included in the FYF workshops.
	<ul style="list-style-type: none"> A minimum of 50% of FYF youth participants agreed they enjoyed the cooking in the FYF workshop 	<ul style="list-style-type: none"> Almost all youth evaluation respondents across workshops 1 and 2 (96%, n=49/51) indicated they enjoyed the cooking component of the workshops.
	<ul style="list-style-type: none"> A minimum of 80% of teachers/coordinators 'strongly agree'/'agree' they believe the youth enjoyed the FYF session/s. 	<ul style="list-style-type: none"> The one Workshop 1 teacher respondent 'strongly agreed' that the youth enjoyed the workshop, while the sole Workshop 2 teacher respondent was 'unsure'. Therefore, only 50% 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 agree'/'agree' the <u>activities</u> used in the FYF session were appropriate for the youth within a range of contexts. 	<ul style="list-style-type: none"> Both the sole Workshop 1 and Workshop 2 teacher respondents (100%, n=2) 'strongly agreed' or 'agreed' that the activities delivered in the FYF session were suitable for the youths' age, numeracy and literacy levels.

	<ul style="list-style-type: none"> A minimum of 80% of teachers 'strongly agreed'/'agreed' the <u>recipes</u> used in the FYF session were appropriate for the youth within a range of contexts. 	<ul style="list-style-type: none"> Both the only teacher respondents in each Workshop 1 and Workshop 2 (100%) 'strongly agreed' or 'agreed' the recipes delivered in the FYF session were suitable for the youths' age, numeracy and literacy levels.
	<ul style="list-style-type: none"> A minimum of 50% of teachers/coordinators 'strongly agreed'/'agreed' the FYF session met their expectations. 	<ul style="list-style-type: none"> The only Workshop 1 teacher respondent 'strongly agreed' that the workshop met their expectations, while the only Workshop 2 teacher respondent was 'unsure'. Therefore, 50% of teachers strongly agreed/agreed 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"> n (TBC) Pilbara schools and community agencies are engaged in the program. 	<ul style="list-style-type: none"> 10 Pilbara schools and community agencies were engaged in the program in 2016.
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"> 20 FYF sessions were delivered to high school and community agencies in the Pilbara region.
3. Youth Participated in program	<ul style="list-style-type: none"> A number of youth participating in the program in 2016 (n to be reported each year of the project). 	<ul style="list-style-type: none"> 153 youth participated in the FYF program in 2016.
Review of key evaluation questions and recommendations	The FYF program was successful in achieving most of its program objectives; with positive results in many program aspects post-session among participants. Only a small sample of teachers (n=2) participated in evaluation and therefore, it is difficult to categorically assess achievement of objectives and indicators based on such a small sample. The 2016 program delivery activities/output key performance indicators have met set indicators of success in relation to number of high schools/youth agencies engaged, number of sessions delivered and number of participants. Minor program framework changes will occur in 2017 relating to key concepts taught, in addition to some evaluation process changes.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP Billiton); (ii) Foodbank WA 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).	

Program: Food Sensations for Parents (FSP)

17/20 invited parents participated in FSP parent evaluation

5/5 invited stakeholders participated in FSP stakeholder evaluation

Program Objectives	Impact Indicators	Evaluation Results
	<ul style="list-style-type: none"> FSP participants correctly identify key nutrition concept/s learnt as a result of the FSP session/s. 	<p>All parent respondents of the Workshop 1 post-program survey (100%, n=5) indicated that:</p> <ul style="list-style-type: none"> Children can eat the same foods as the whole family from 12 months of age; They knew the names of the 5 food groups on the Australian Guide to Healthy Eating plate; and <p>All parent respondents of the Workshop 2 post-program survey (100%, n=3) correctly identified that:</p> <ul style="list-style-type: none"> Water and plain milk are the healthiest drinks children after 12 months; After the FSP session, they felt equipped to read a food label. <p>All respondents who participated in qualitative evaluation methods were able to identify key nutrition concepts related to the workshop.</p>
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<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. FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s. A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills 	<p>All stakeholder respondents of workshop 1 (100%, n=4) 'strongly agreed'/'agreed' that the session:</p> <ul style="list-style-type: none"> Improved parents' knowledge about the Australian Guide to Healthy Eating for 0-5 year olds; and Helped parents understand why children need a wide variety of foods from the five food groups. <p>The only stakeholder respondent of workshop 2 'strongly agreed' that the session:</p> <ul style="list-style-type: none"> Improved parents' knowledge about what to look for on a food label Increased the parents' knowledge of foods that are high in fat, sugar and salt <p>Both of the two respondents of workshop 3 (100%) 'agreed' that the session:</p> <ul style="list-style-type: none"> Helped parents find ways to make mealtimes more fun and positive for children Provided parents with strategies to overcome children's fussy eating behaviours <p>All respondents of the post-program stakeholder survey (100%, n=8) reported feeling confident to prepare a meal at home as a result of the FSP workshop.</p> <p>All stakeholder respondents of workshop 1 (100%, n=4) 'strongly agreed'/'agreed' that the session:</p> <ul style="list-style-type: none"> Provided the parents with the skills to prepare nutritious and age-appropriate foods for their children; and Provided the parents with the skills to handle food safely <p>The only respondent of workshop 2 'strongly agreed' that the session:</p> <ul style="list-style-type: none"> Provided parents with the skills to prepare healthy meals for their families <p>Both of the two respondents of workshop 3 'strongly agreed'/'agreed' that the session:</p> <ul style="list-style-type: none"> Provided parents with experience in involving children in the food preparation process <p>All respondents (n=7) across Workshops 1-3 'strongly agreed'/'agreed' that the FSP session provided parents with the skills to handle food safely.</p>

	<ul style="list-style-type: none"> FSP participants report enjoying the FSP session/s 	<ul style="list-style-type: none"> All parent respondents of Workshop 2 (100%, n=3) reported that they found the food label reading activity useful. All parent respondents (100%, n=8) participating in quantitative survey methods reported enjoying the cooking component. All parent respondents who participated in the qualitative evaluation methods (n=9) indicated that they had enjoyed the sessions.
1. Maintain a high level of program delivery satisfaction among program participants	<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 	All respondents (100% , n=7) 'strongly agreed'/'agreed' that they believed the parents' enjoyed the session.
	<ul style="list-style-type: none"> A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the recipes used in the FSP session were appropriate for the parents within a range of contexts 	All respondents (100% , n=7) 'strongly agreed'/'agreed' that the recipes used in the session were appropriate for parents interest, geographical location, numeracy and literacy levels.
	<ul style="list-style-type: none"> A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the activities used in the FSP session were appropriate for the parents within a range of contexts 	All respondents (100% , n=7) 'strongly agreed'/'agreed' that the nutrition activities were appropriate for parents interest, geographical location, numeracy and literacy levels.
	<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. 	All respondents (100% n = 7) 'strongly agreed'/'agreed' that the communication provided by Foodbank WA in arranging the session was adequate.
Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to parents	<ul style="list-style-type: none"> 10 (2016) - 20 (2017-2020) FSP sessions will be delivered each year of the project. 	<ul style="list-style-type: none"> 10 FSP sessions were delivered in 2016.
2. Parents enrolled	<ul style="list-style-type: none"> Number of Parents enrolled in the program (number TBC by Foodbank WA). 	<ul style="list-style-type: none"> 37 parents participated in FSP in 2016.
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"> 4 community agencies were engaged by Foodbank WA in 2016.
Review of key evaluation questions and recommendations	All respondents correctly identified nutrition concepts taught in FSP sessions, and reported their cooking confidence increased as a result of the FSP session. All respondents indicated the cooking component was enjoyable and nutrition concepts taught in the program were useful. The FSP also met the program delivery requirements (output Key Performance Indicators). Minor program framework and evaluation process changes will occur in 2017 in light of 2016 learnings.	

Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP Billiton); (ii) Foodbank WA 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).
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Program: Educator Training program (ET)		
5/12 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 they 'Strongly Agree' or 'Agree' that the training improved their knowledge of healthy food 	<ul style="list-style-type: none"> All respondents (100%, n=5) 'strongly agreed' or 'agreed' the training improved their knowledge of healthy food.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate the training improved their skills in planning a healthy meal 	<ul style="list-style-type: none"> All respondents (100%, n=5/5) indicated the training improved their skills in planning a healthy meal.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate they 'Strongly Agree' or 'Agree' that the training improved their skills in making healthy food 	<ul style="list-style-type: none"> All respondents (100%, n=5/5) 'strongly agreed' the training improved their skills in making healthy food.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate the training improved their skills in educating others about healthy eating 	<ul style="list-style-type: none"> All respondents (100%, n=5/5) indicated the training improved their skills in educating others about healthy eating.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate the training was useful in assisting them to deliver nutrition education in the future 	<ul style="list-style-type: none"> All respondents (100%, n=5/5) indicated the training was useful in assisting them to deliver nutrition education in the future.
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' or 'Agree' that the resources were useful for their delivery of nutrition education 	<ul style="list-style-type: none"> All respondents (100%, n=5/5) 'strongly agreed' that the <i>resources</i> were useful for their delivery of nutrition education.
	<ul style="list-style-type: none"> A minimum of 70% of ET participants indicate they enjoyed taking part in the ET 	<ul style="list-style-type: none"> All respondents (100%, n=5/5) enjoyed participating in the training.
Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to educators	<ul style="list-style-type: none"> 5 sessions delivered to educators in the Pilbara region, each year of the project. 	<ul style="list-style-type: none"> 5 sessions were delivered to educators in the Pilbara in 2016
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"> Port Hedland, Nullagine, Jigalong
3. Participants attended each session	<ul style="list-style-type: none"> 5 participants attended each educator training session delivered to the Pilbara region, each year of the project. 	<ul style="list-style-type: none"> On average, 8 participants attended each training session (total n =40)
Review of key evaluation questions and recommendations	<p>The ET program was successful in achieving its program objectives; respondents indicated the training improved their knowledge and skills of planning and preparing healthy food. There was strong agreement amongst all respondents that they enjoyed participating in the training, there was an improvement in their skills in educating their clients about healthy eating and the training was beneficial in assisting them to deliver nutrition education to clients in the future. The 2016 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 2017, based on 2016 learnings.</p>	
Dissemination of lessons learnt	<p>Evaluation results will be shared with (i) the funder (BHP Billiton); (ii) Foodbank WA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office.</p>	

1.0 INTRODUCTION

1.1 School Breakfast Programs

1.1.1. Literature in support of School Breakfast Programs

School Breakfast Programs (SBP) 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's external and independent evaluation (Bartfeld & Ryu, 2011; Byrne & Anderson, 2014, 2015; Davies, 2012; Miller, 2009; Sparks, 2008). The majority of Foodbank WA's (FBWA) SBP coordinators 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 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. The SBP has now grown to be one of the largest SBP's in Australia with over 440 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 Program framework

All 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, oats, reduced fat UHT milk, canned fruit in juice, canned spaghetti, canned baked beans and Vegemite. In addition, perishable foods such as fruit and vegetables, bread and yoghurt are available where possible for metropolitan and regional schools. Schools within the Pilbara region are supplied with bulk quantities of product on a quarterly basis, with transport arranged and paid for by Foodbank. 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 of the program and implement the program 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 the 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 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 program 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 Billiton (BHPB) 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. All sessions are facilitated by qualified nutritionists and dietitians.

The objectives of the FSS initiative, 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 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 is linked to the Australian National Curriculum (predominantly 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 (AGHE), meal planning, budgeting, convenience foods or 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 Healthy Recipes for All recipe booklets, to reinforce learnt skills from the session. Observing teachers are encouraged to register for 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 this (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 learning cooking skills 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 healthful 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 are 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 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 schools and community or youth centres (Maqbool et al., 2012). Experimental (Caraher & Reynolds, 2005) and hand-on learning (Brooks & Begley, 2014; Krolner et al., 2011; Rasmussen et al., 2006) are important aspect of 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

In 2012, Foodbank was awarded funding through the National Partnership Agreement on Preventive Health (NPAPH) 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 the findings of the literature review. An expert curriculum 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-series program for adolescents and primarily delivered to youth in the Perth metropolitan area. As this program will only be available in the Pilbara region, Foodbank WA undertook a pilot project to adapt FYF into a regional-appropriate version. Resulting from the pilot, the program 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, budgeting, reading food label, 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) is a new program that was piloted in 2016 in the Pilbara under the BHPB contract, targeting disadvantaged parents of children aged 0-5 years.

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 and cooking workshops delivered by a qualified nutritionist or dietitian. These sessions cover four core nutrition topics: AGHE for 0-5 year-olds, food label reading, fussy eating and lunchboxes and food safety. Food Sensations® for Parents is currently in the pilot phase and will undergo continual review and development to align with community needs and feedback.

1.5. Nutrition Education and Cooking Training Programs

1.5.1. Literature in support of nutrition education and cooking training programs

Evaluation conducted by TNS Social Research in relation to Foodbank WA's work in East 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 (ET) (i.e. interactive delivery, session structure, emphasis on partnerships and collaboration, experience of staff) and therefore support 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 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 ET program extends the FS initiatives by training key stakeholders such as teachers to continue delivery beyond FBWA's capacity.

The objectives of the ET 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.***

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 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) Comprehensive Educator Training: four hour comprehensive training for health professionals, community agencies and educators covering the suite of FS lessons and resources. Delivered at a central location accessible to most professionals such as South Hedland or via videoconference.
- (ii) Teacher Training: 1 hour training for teachers covering a selection of FSS lessons and resources. Delivered on-site at school during FSS visit.

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 Healthy Recipes for All #2, 3 and 4 recipe booklets, 1 pack of Superhero Foods collector cards, Superhero Foods poster, Joe's Epic Breakfast Adventure Storybook, a copy of each of the lesson plans covered in the training and Superhero Foods HQ website business cards.

In 2016, all five programs/initiatives were thoroughly evaluated to measure program success. Evaluation is detailed in the following 'Methods' section.

2.0 METHODS

A mixed-methods design was used to evaluate each of the BHP Billiton-funded FBWA programs outlined above. Quantitative data was selected to provide statistical evidence, 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 Development phase

Project brief:

An Evaluation Consultant was appointed to oversee the internal evaluation of programs, conducted by both FBWA program staff and the Evaluation Consultant. A project brief was initially developed, including a project description, an outline of key steps and tasks associated with the evaluation, resources required, outputs, project milestones, roles and responsibilities, key stakeholders, communication and risk management strategies. An associated project timeline was developed to aid tracking of the project components.

Team evaluation capacity building workshop:

The Evaluation Consultant developed and delivered a planning workshop with the program teams. The purpose of the training workshop was to introduce the teams to a Program Planning Logic Model (PPLM) and Evaluation Plan (EP) approach. This approach is based on established good practice, is recommended by the state government and provides a clear, thorough outline of all processes contained in an evaluation. The capacity and capability building training also provided an overview of the difference between the internal evaluation purpose and that of the externally-contracted TNS evaluation, so as to avoid duplication and ensure all contractual requirements were met. Training materials, such as the power point presentation used, were provided to the team for post-training review and guidance in subsequent phases.

Program Planning Logic Model and Evaluation Plan development:

A PPLM and EP was developed by each team 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.

Instruments selection and development:

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 following lists the instruments selected for each program:

<i>School Breakfast Program:</i>	Online SBP coordinator survey (28 questions);
<i>Food Sensations® Schools:</i>	Paper-based pre-program and post-program student surveys (both 8 questions); online post-program teacher survey (8 questions);
<i>Fuel Your Future:</i>	Paper-based post program youth surveys (module-specific surveys, all 6 questions); online post-program teacher/agency survey (module-specific, 6 questions);
<i>Food Sensations® for Parents:</i>	Paper-based post-session parent surveys* module-specific, all 6 questions); sharing circle

discussion guide* (9 questions), practitioner
led group discussion guide* (9 questions);
online post-program stakeholder survey
(module-specific, 6 questions);
Educator Training: Online post-session survey (7 questions).

The choice of online surveys was based on the rationale that time constraints prohibited labour-intensive manual data entry for these programs, the ease of administration of these surveys and confidentiality that anonymous online surveys provide. The FSS pre- and post-session student surveys were selected given teacher-administration of pre-surveys was afforded, in addition to direct access to participants after session delivery (to complete post-session surveys), and the lack of adequate technology to administer online surveys on site during program delivery. The FYF paper-based post-session surveys were based on the project team's previous experience relating to the challenges associated with having youth complete surveys at multiple time points (i.e. pre- and post-session) and the grey literature evidence supporting this decision.

2.2 Approvals phase

As this evaluation was largely conducted within Pilbara schools, approval from the Department of Education (DOE) was required. The Evaluation Consultant discussed the potential 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 2016 application submitted to DOE would be for a "pilot year" of each program's method/s. A subsequent 2017-2020 application would be submitted after an in-depth internal review was conducted by FBWA. 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 22nd August 2016. Written approval for all processes was granted by DOE on 8th September 2016.

2.3 Data collection phase

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 19th October 2016. The survey was open until 4th November 2016. A total of 10 participants participated in the SBP pilot evaluation (66.6% response rate). Only the secondary target group (school staff) were included in SBP evaluation, given the difficulty for FBWA staff to be present to administer evaluation surveys during SBP time. Further, SBP coordinators/staff/volunteers have a large workload during SBP time, and transferring the responsibility of data collection to SBP staff/volunteers was believed to be too onerous. The close affinity SBP staff/volunteers have with this regular program would enable them to provide good quality evaluation information for the purposes and scale of this internal evaluation.

Food Sensations® in Schools:

A total of 1,191 Pilbara students participated in FFS sessions in 2016. A total of 278 students were invited to participate in the FSS pilot evaluation once DOE approval was received. Self-administered paper based pre-and post-session surveys were

**Three different methods and therefore instruments were selected for this program. This was to ascertain the most appropriate method and instrument to use with this target group for each session, where time constraints, literacy and language issues are known challenges.*

completed before and after each FSS session held after DOE approval was provided. Evaluation was conducted on school sites, with 202 students completing both pre- and post-session surveys (72.7% response rate). Teachers whose classes were participating in the FSS sessions (n=19) scheduled after DOE approval was received were invited to complete an online anonymous survey. The link was sent in the body of a standardised email, along with evaluation purpose and DOE approval letter, the week following the session. Data collection occurred from 12th September until 11th November. A total of 11 teachers participated in the pilot evaluation (57.9% response rate).

Fuel Your Future:

A total of 153 youth participated in FYF sessions in 2016. A total of 72 youth were invited to participate in the pilot evaluation. As described in the introduction, the FYF program framework includes a total of four successive workshops (sessions) delivered with youth participants. During the 2016 pilot phase, only FYF workshops 1 and 2 were evaluated with a total of 51 youth. This was due to few trips scheduled between receipt of DOE evaluation approval and the conclusion of the 2016 pilot period. The 51 youth participating in evaluation (70.8% response rate) after each session completed self-administered post-session surveys.

Teachers/stakeholders (n=6) whose classes were participating in the FYF program after DOE approval was received were invited to complete the online post-program anonymous survey. The link was sent in the body of a standardised email, along with evaluation purpose and DOE approval letter, the week following the session. Data collection occurred from 12th September until 11th November, with two stakeholders participating in pilot evaluation (33.3% response rate).

Food Sensations® for Parents:

A total of 37 parents participated in FSP in 2016. Overall, a total of 20 parents (primary target group) were invited to participate in one of three pilot evaluation methods, trialed after DOE approval was received. Overall, five sessions were evaluated. FBWA facilitators decided on which tool was chosen for each workshop based on suitability for the group. The Sharing Circle method was a discussion based (qualitative) evaluation method that enquired about key concepts taught in the session and take-home messages. A total of four people (one session) participated in this method in 2016. The second method, a Practitioner-led Group Discussion (PLGD), (Hawe, Degeling, & Hall, 1990) was also a qualitative method used to elicit key positive and negative feedback relating to program concepts taught and the cooking component. A total of five people (two sessions) participated in this evaluation method in 2016. The third method trialed included a quantitative post-session survey. The post-session parent survey was completed by 8 participants (two sessions). Overall, the response rate for the primary target group (parents) was 85% (17/20). Stakeholders/agency staff (n=5 coordinators) were invited to complete an online, post-program anonymous survey. The invitation was sent in a standardised email containing the survey link. Data collection occurred from 12th September until 18th November, with five participants completing surveys (100% response rate). NB: Two stakeholders completed the stakeholder survey twice due to overseeing two sessions. Therefore, evaluation surveys asked module-specific/different questions and therefore it was appropriate for this to occur.

Educator Training:

A total of 40 people participated in five ET sessions in 2016. A total of 12 participants were invited to complete a post-training online survey after DOE approval was received. The link was sent in the body of an email, along with

evaluation purpose and DOE approval letter, the week following the session. Data collection occurred from 12th September until 4th November, with five participants completing the online post-program anonymous survey (41.6% response rate).

2.4 Data analysis phase

A Data Analysis Strategy was developed, which outlined each program, objectives, indicators, and the instrument question that addressed each indicator and objective, proposed analyses to be conducted and FBWA team member responsible for each analysis. The approach was determined based both on a discussion with BHPB relating to reporting expectations as well as processes deemed appropriate for the time and budgetary constraints of this internal evaluation project. Quantitative and qualitative data analysis protocols were subsequently developed for the FBWA project team and outlined analytical processes required. This approach was taken to ensure consistent processes across all programs, given analyses were being conducted by various team members.

Quantitative data:

In accordance with the Data Analysis Strategy, all online surveys were analysed using Survey Monkey (Survey Monkey Inc, 2016). Data relating to the FSS pre-post session surveys, the FYF and FSP post-session surveys were manually entered into Microsoft Excel from paper-based surveys and imported into IBM SPSS (version 23, NY: IBM Corp) for analyses. Graphs and tables were drawn using Microsoft Excel for all findings that matched indicators of program success outlined in the Evaluation Plan. These “highlights” findings have been presented in the Results section of this report. Findings that did not meet indicators of program success have been summarised in narrative form within the Results section. Associated recommendations for 2017 have been included in the Recommendations section.

Qualitative data:

Open-ended questions at the end of online surveys and FSP qualitative methods were analysed thematically in Microsoft Word. Overarching ‘parent’ codes 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 improvement 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 utilised in the 2016 pilot were discussed and required amendments based on ‘lessons learnt’ documented for implementation in 2017. Evaluation dissemination included preparation of this evaluation report and a summary of aggregated results for each participating school’s principal.

3.0 RESULTS

3.1 School Breakfast Program

Output Key Performance Indicators

The output KPI's for the SBP related to school registration for the program, food deliveries and access to the program in the Pilbara. Table 1 (below) displays the 2016 program achievement against the output KPI's.

Table 1: Achievement of School Breakfast Program Output Key Performance Indicators for 2016.

Output KPI description	Number required	Number achieved 2016
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	59
3. Provide access to the SBP for Pilbara students each year of the project	TBC by FBWA	459

Outcome Key Performance Indicators

A total of 10 registered SBP schools completed the online SBP Pilbara 2016 Survey (66.6% response rate). Ninety percent of respondents (n=9) indicated they are the nominated SBP coordinator for their school, with key roles/positions reported to be principals, deputy principals, teachers, education assistants, a Pastoral Care Coordinator, an Aboriginal and Islander Education Officer, and an Attendance Officer. The total number of students that access the SBP for these 10 schools is reported to be between 352 - 382 students.

Almost all (90%, n=9) schools report the SBP program ran every day of the school week, with one respondent (n=1) indicating it ran in their school 3-4 days each week. Schools provided between 15 - 300 breakfast meals per week.

Eighty percent (n=8) of schools reported providing emergency lunches or other meals using SBP products. The most common emergency meal provided reported was lunch (54%), followed by recess/morning tea (27%), and a smaller proportion of schools providing food parcels (18%). Up to 300 of these other meals are provided per week. The reasons/circumstances for providing emergency or other meals included a lack of food provision to students for school, due to a shortage of food at home, i.e.:

“*Students who have arrived at school without lunch [and] parent could not be contacted or, they actually did not have the supplies at home to make lunch for the student.*”

In 2016, of the core staple foods offered for the SBP by Foodbank WA, all schools (100%, n=10) ordered canned spaghetti, canned baked beans, and UHT milk, 90% (n=9) ordered wheat biscuits, vegemite, and 80% (n=8) ordered canned fruit in natural juice, and oats.

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)”, Most (75% of students), Some (50% of students), Few (25% of students), None (0%), and “Don’t know” by participants. Program impacts were measured across a range of specific concepts:

- (i) Awareness of the Australian Guidelines
- (ii) 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

Specific results included:

- **90% (n=9) of schools reported ‘all’/‘most’ of their students were positively impacted in relation to awareness of healthy eating;**
- **80% (n=8) indicated ‘all’/‘most’ of their students increased their awareness of the effects of “Everyday” or Superhero Foods on health;**
- **80% (n=8) of schools reported ‘all’/‘most’ of their students’ awareness was improved in relation to effects of “Sometimes” or Zombie Foods;** and
- **80% (n=8) reported the SBP increased ‘all’/‘most’ of their students’ awareness of kitchen safety** (Fig. 1).

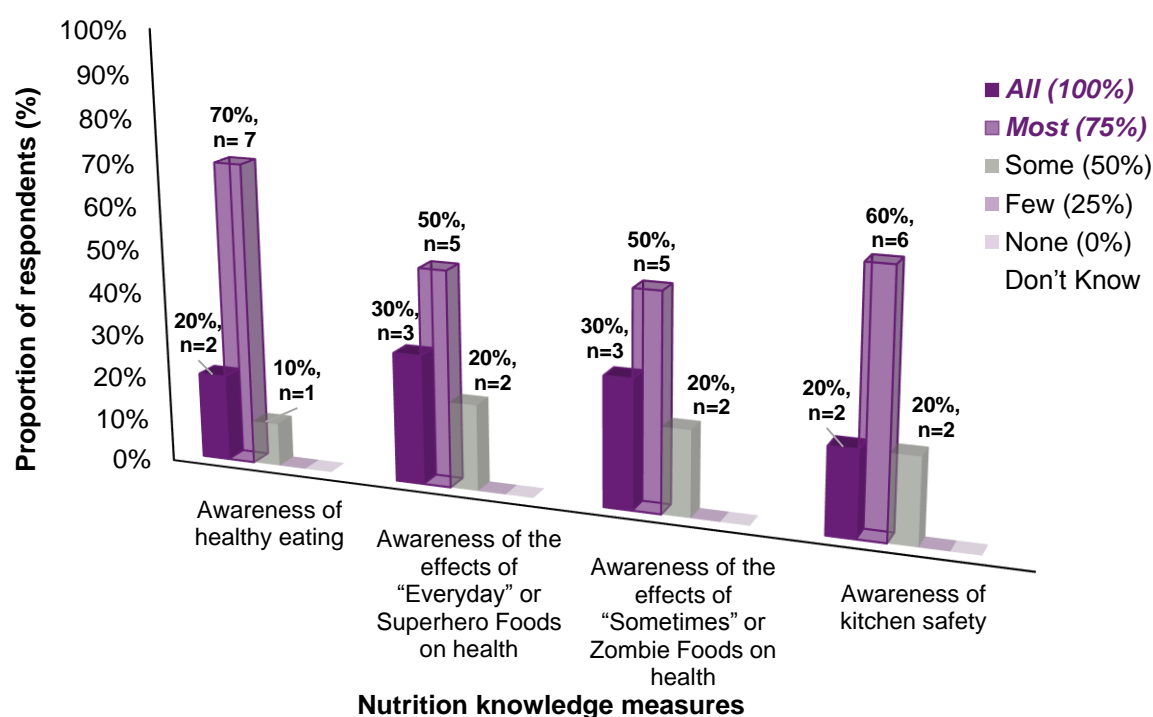


Fig. 1. Schools' rating of the proportion of students positively impacted by the SBP program in relation to healthy eating knowledge

Only one aspect did not meet this program objective in relation to knowledge (awareness of the Australian Dietary Guidelines). A total of **40%** (n=4) of schools reported '**all**'/'**most**' students' knowledge regarding this factor improved as a result of the SBP, while 60% (n=6) reported 'some' (50%) of their students' knowledge regarding the Australian Dietary Guidelines were impacted. This was in comparison to the indicator of success of **at least 50%** of schools reporting '**all**'/'**most**' of their students were positively impacted.

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 food safety

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 participants.

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*). Results **indicated:**

- **The majority (90%, n=9) of schools reported 'all'/'most' of their students' ability to select healthy breakfast foods was improved by the SBP;**
- **Over half (60%, n=6) stated 'all'/'most' students increased their ability to prepare healthy breakfasts as a result of the SBP;**
- **Half (50%, n=5) indicated 'all'/'most' of their students' ability to handle food safety was improved (Fig. 2).**

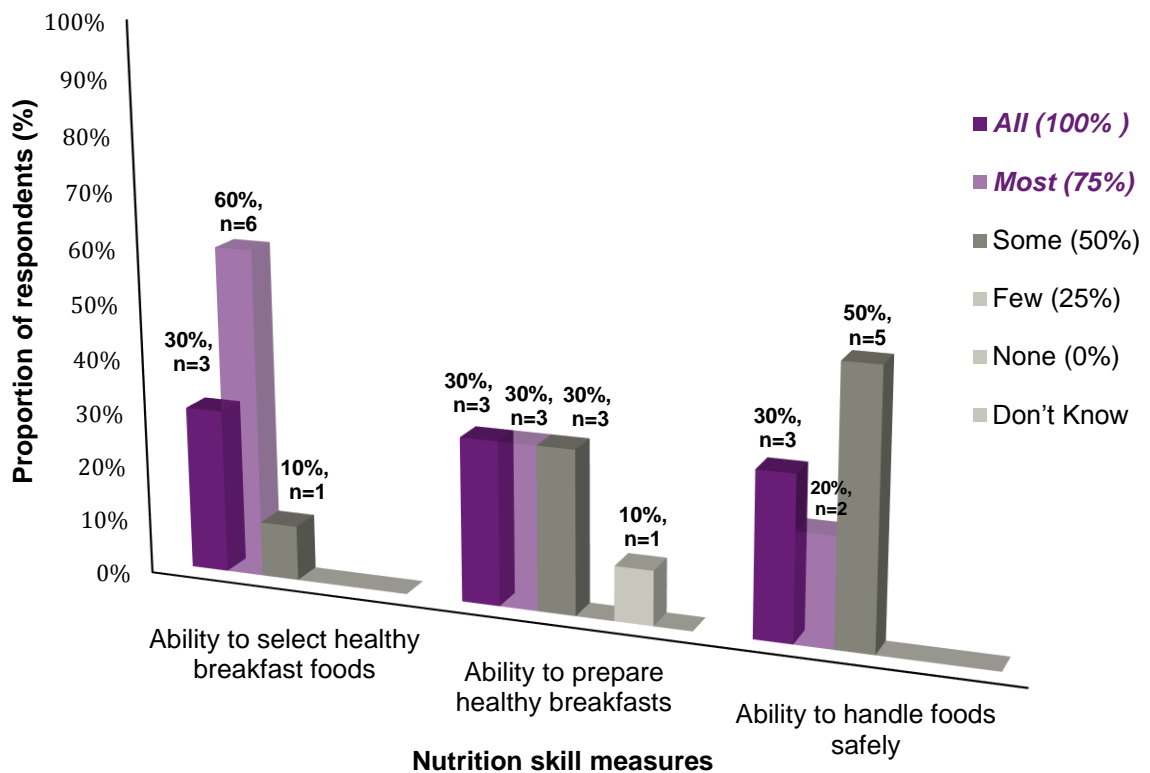


Fig. 2. Schools' rating of the proportion of students positively impacted by the SBP program in relation to food selection and preparation skills

Qualitative results shared by SBP survey respondents indicated a positive impact on students' nutrition skills, i.e.:

“*It has also lead to a number to students being able to make their own recesses and lunches how to prepare that meal and how to clean up afterwards.*”

“*The School Breakfast Program has a large impact on student healthy food and nutrition knowledge, as students learn to identify 'healthy' and 'unhealthy' choices.*”

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

Objective 2 and its respective indicators of success were achieved, with results illustrating a high level of satisfaction with the SBP program. **Ninety per cent (n=9) of respondents rated both the quality of products and the selection of products provided by Foodbank WA as either ‘very good’ or ‘good’.** All respondents (100%, n=10) reported the ordering process and the communication by Foodbank WA as ‘very good’ or ‘good’ (Figure 3).

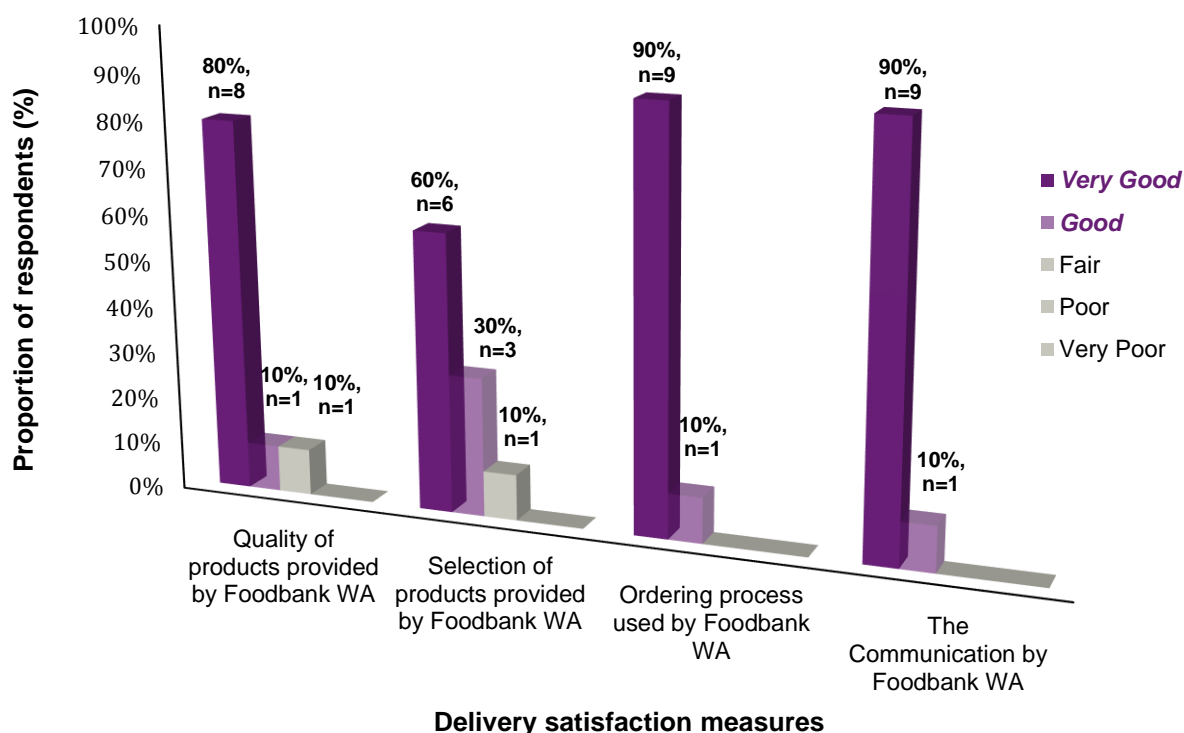


Fig 3. Schools’ rating of program delivery satisfaction relating to products quality, selection, ordering process and communication by Foodbank WA.

Qualitative results further reinforced schools' high ratings in relation to food quality and process, i.e.:

*“ There is a high quality of food to select from, our students enjoy being able to have the option of a hot or cold breakfast. Many of our student may not have tea the night before, it is nice to see them leave the homeroom happy and they have enjoyed a nutritious healthy breakfast.
”*

*“ The process is very easy and delivery is always around the same time.
Great service.
”*

3.2 Food Sensations® in Schools Initiative

Output Key Performance Indicators

The output KPI's for the FSS initiative related to school engagement, sessions delivered and the number of student participants. Table 2 (below) displays the 2016 program achievement against the output KPI's.

Table 2: Achievement of Food Sensations® in Schools Output Key Performance Indicators for 2016.

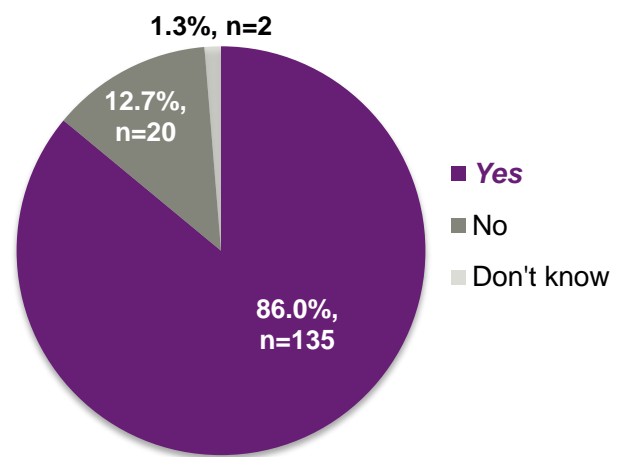
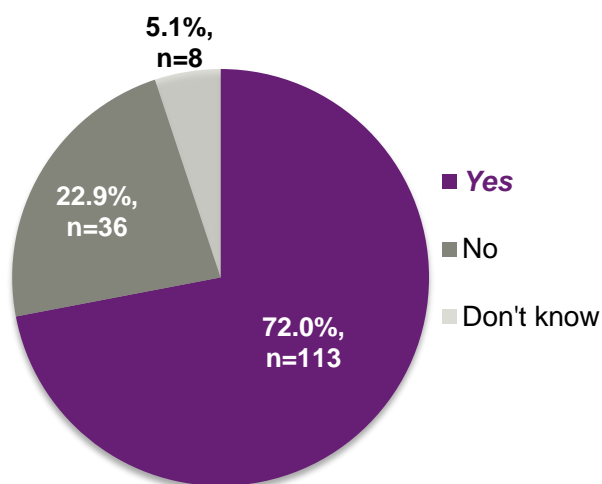
Output KPI description	Number required	Number achieved 2016
1. Pilbara schools received program	13	14
2. Sessions delivered to selected Pilbara schools	75	75
3. Students enrolled in the program	TBC by FBWA	1,199

Outcome Key Performance Indicators

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

Student Pre-session and Post-session Survey Results:

A key health message delivered during FSS sessions, "Everyday foods will give me a strong mind and healthy body", is related to the Superhero Foods concept. **The FSS resulted in a highly statistically significant* increase in recall among students of this key FSS health message (Fig. 4 and 5).**



* $p < 0.01$

Fig. 4. Students' recall of the health message pre-FSS session: "Everyday foods will give me a strong mind and healthy body" (n=157)

Fig. 5. Students' recall of the health message post-FSS session: "Everyday foods will give me a strong mind and healthy body" (n=157)

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 highly statistically significant increase in knowledge that “Zombie Foods” were high in “salt, fat and sugar”* (Fig. 6 and 7).

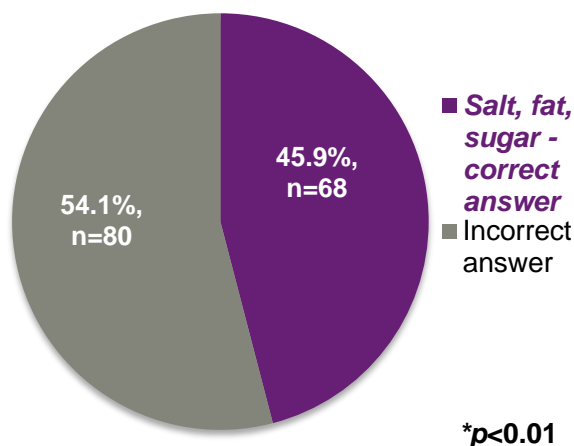


Fig. 6. Students' identification of the adverse ingredients contained in “Zombie Foods”, such as soft drinks, pre-FSS session (n=148)

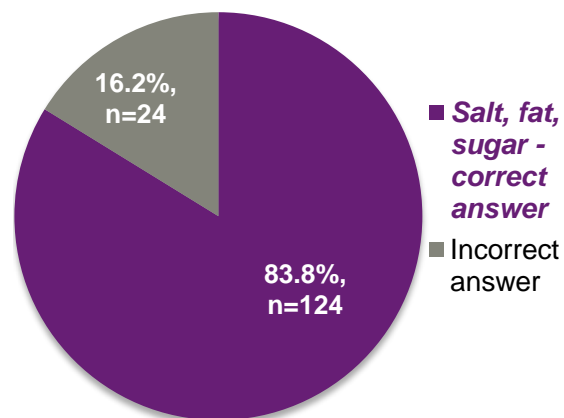


Fig. 7. Students' identification of the adverse ingredients contained in “Zombie Foods”, such as soft drinks, post-FSS session (n=148)

Another indicator of students' improvement in knowledge relating to healthy food choice is recall of whether certain foods are promoted by Foodbank WA as “Superhero Foods” or “Zombie Foods”. *The FSS session resulted in a highly statistically significant improvement in knowledge that “chicken”* (Fig 8 and 9) and “sports drinks” (Fig 10 and 11) were Superhero Foods.

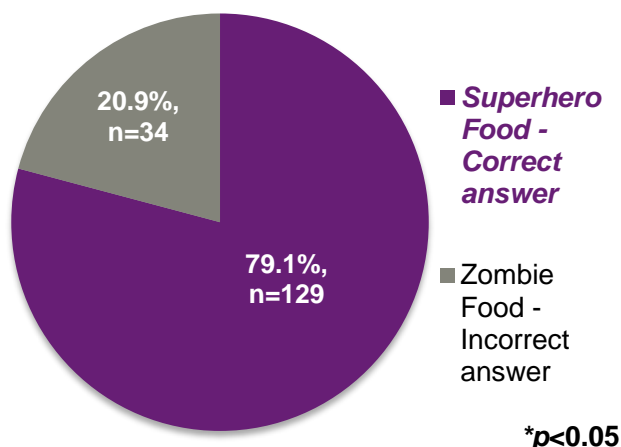


Fig. 8. The proportion of students that identified “chicken” is a “Superhero Food”, pre-FSS session (n=163)

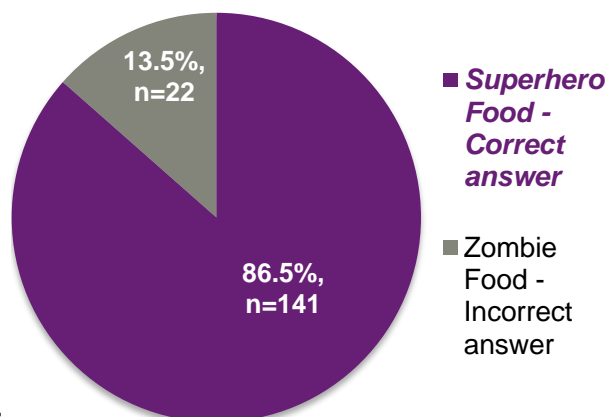
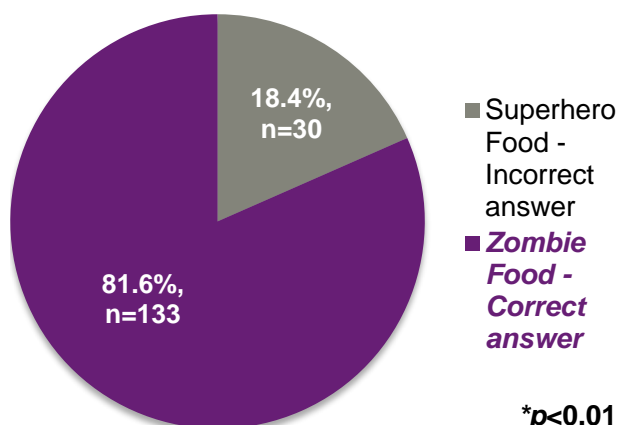


Fig. 9. The proportion of students that identified “chicken” is a “Superhero Food”, post-FSS session (n=163)



**p<0.01*

Fig. 10. The proportion of students that identified “sports drinks” are “Zombie Foods”, pre-FSS session (n=163)

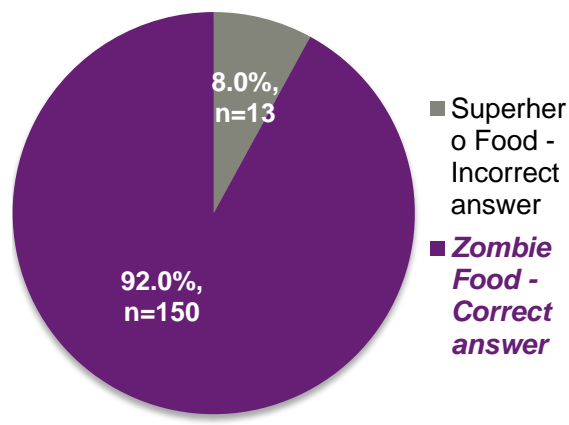
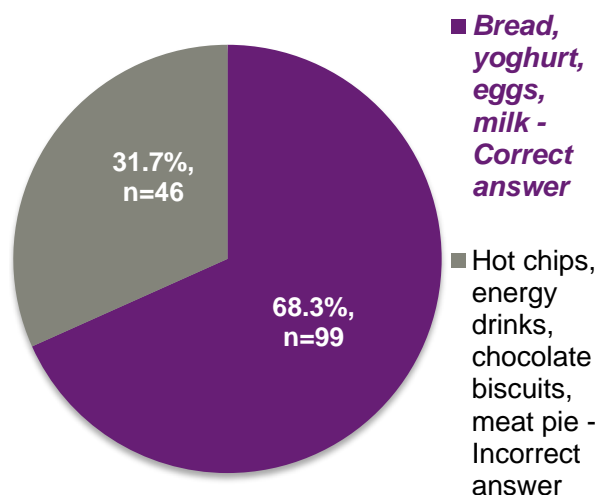


Fig. 11. The proportion of students that identified “sports drinks” are “Zombie Foods”, post-FSS session (n=163)

Identification of foods that comprise a healthy breakfast is another key food selection skill. Students in FSS sessions were asked to “circle all the foods and drinks that would be healthy to eat for breakfast”. *The FSS session resulted in a highly statistically significant* increase in knowledge that “bread”, “yoghurt”, “eggs”, “milk” were healthy breakfast foods* (Fig, 12). (Fig 13).



**p<0.01*

Fig. 12. The proportion of students that correctly identified healthy breakfast choices”, pre-FSS session (n=145)

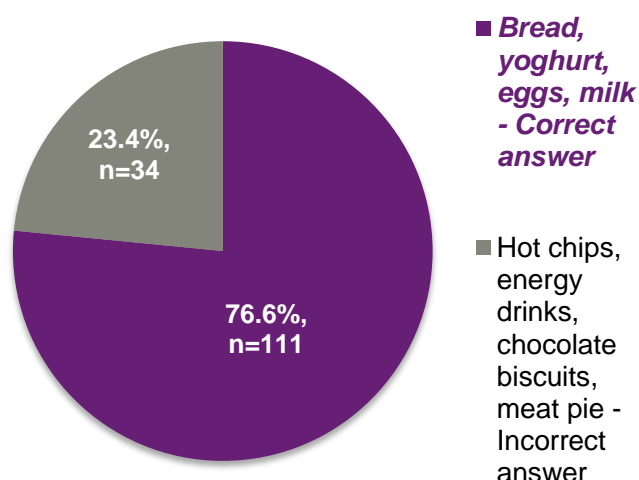


Fig. 13. The proportion of students that correctly identified healthy breakfast choices”, post-FSS session (n=145)

Cooking skills are a vital component of food literacy and one that is emphasised in the FSS sessions. Before the FSS session, children were asked to rate their cooking skills out of “I am good at cooking”, “I am okay at cooking” and “I am not good at cooking” options. Before the session, just over one-third of children indicated they had good cooking skills (Fig, 14). ***The cooking component in the FSS session resulted in a highly statistically significant* increase to over half of children indicating they are good at cooking*** (Fig, 15).

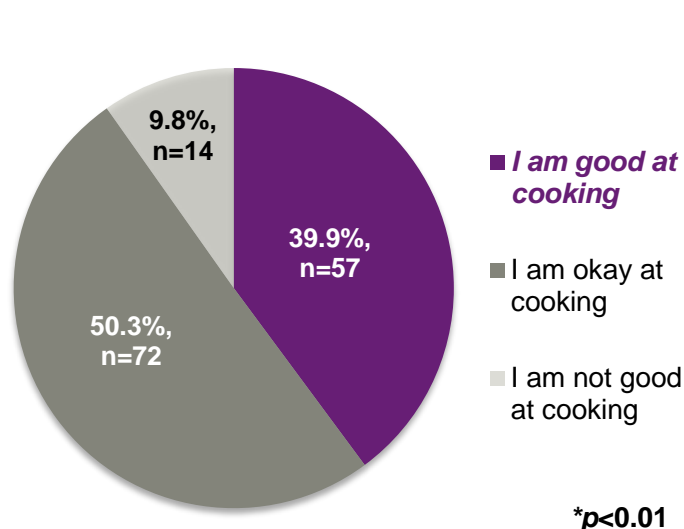


Fig. 14. The proportion of students rated their cooking skills as “good”, “okay” and “not good” pre-FSS session (n=143)

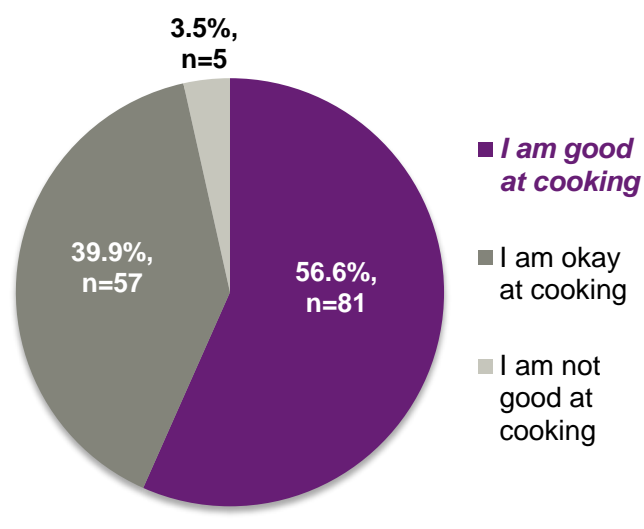


Fig. 15. The proportion of students rated their cooking skills as “good”, “okay” and “not good” post-FSS session (n=143)

Knife skills are an essential element of safe cooking practices. The FSS session includes a safety demonstration of the correct knife technique when children need to walk to wash a knife (knife pointing to the ground). While there was good knife safety awareness before the session (Fig 16), ***the FSS session resulted in a statistically significant* increase in the proportion of students correctly identifying the safe knife technique*** (Fig 17).

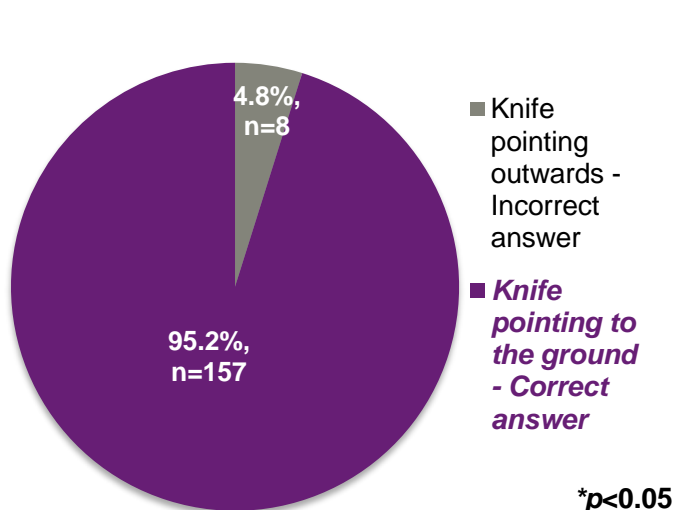


Fig. 16. The proportion of students identifying the correct knife holding technique pre-FSS session (n=165)

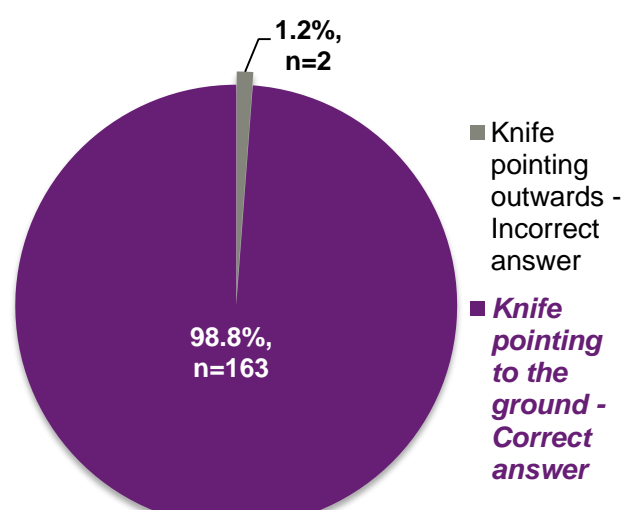


Fig. 17. The proportion of students identifying the correct knife holding technique post-FSS session (n=165)

Non-significant FSS student evaluation findings included the concept of handwashing; no significant differences in students' knowledge was found for either the handwashing technique nor time duration required to clean hands. Students' knowledge regarding the correct technique for chopping vegetables did not significantly differ as a result of the FSS session. Students' knowledge regarding whether food items were regarded by FBWA as a 'Superhero Food' or 'Zombie Food' did not significantly differ pre- to post-session for the following food items: energy drink, banana, ice cream, sausages, milk, bread, hot chips, broccoli.

Teacher Post-program Survey Results:

After each session, teachers were asked to indicate their level of agreement on knowledge and skill improvements in their students. As shown in Figure 18, **100% of teachers (n=11) 'strongly agreed' or 'agreed' that the FSS session improved their students' knowledge on both 'Superhero Foods' and 'Zombie Foods'.**

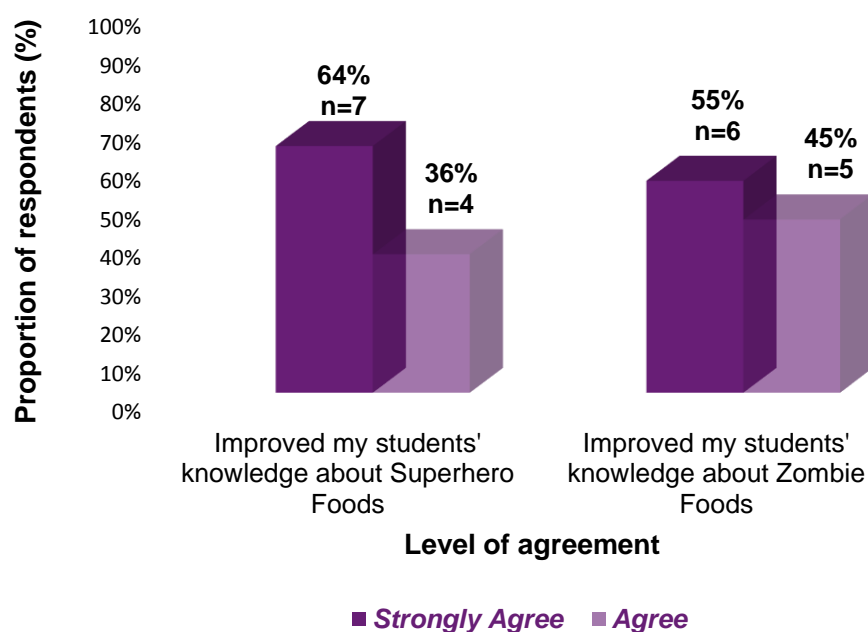


Fig. 18. Improvements in students' knowledge on Superhero Foods and Zombie Foods (n=11)

All teachers (100%, n=11) 'strongly agreed' or 'agreed' that the FSS session had provided a safe food handling experience (see Figure 19). Two key messages of the sessions are to "Choose Superhero Foods", and to "Cook healthy recipes containing Superhero Foods". All (100%, n=11) of teachers 'strongly agreed'/'agreed' that the FSS session had taught both of these skills to their students (see Figure 19).

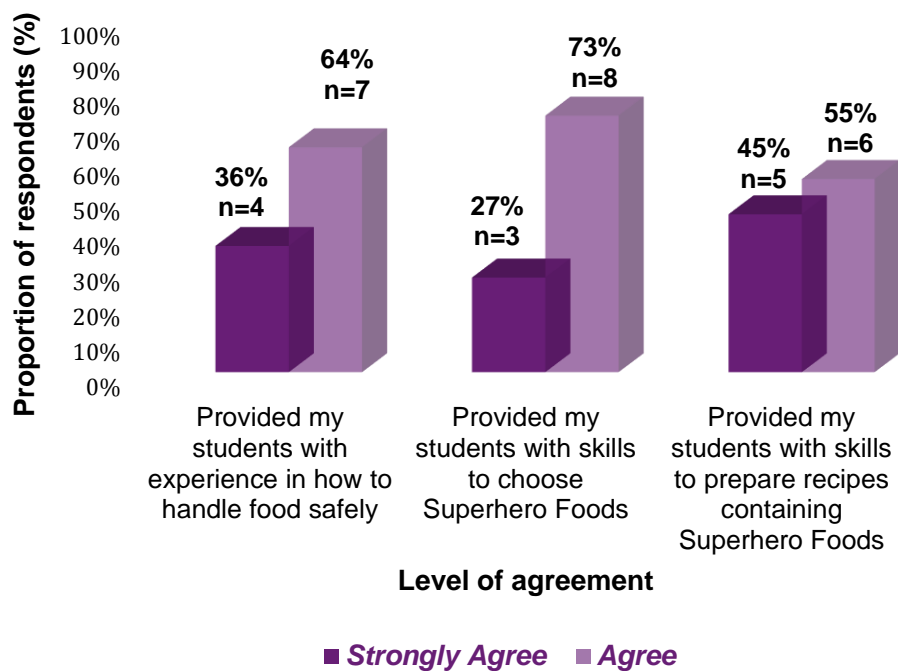


Figure 19. Improvements in students' skills regarding healthy food preparation (n=11)

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

Student Pre-session and Post-session Survey Results:

Children participating in FSS were asked after the session whether they enjoyed various components. Table 3 demonstrates the **high level of program satisfaction in relation to the activities (94%), cooking (96%) and food tasting (88%).**

Table 3: Children's 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</i>	94	152	4	6	2	3	100
<i>I enjoyed cooking in today's session</i>	96	154	2	3	3	4	100
<i>I enjoyed tasting the food our class made today</i>	88	137	3	4	10	15	100

Teacher Post-program Survey Results:

After the session, teachers are asked to indicate their level of agreement with “I believe my students enjoyed taking part in today’s class”. As shown in Figure 20, all teachers (100%, n=11) ‘strongly agreed’/‘agreed’ that their students enjoyed the FSS session.

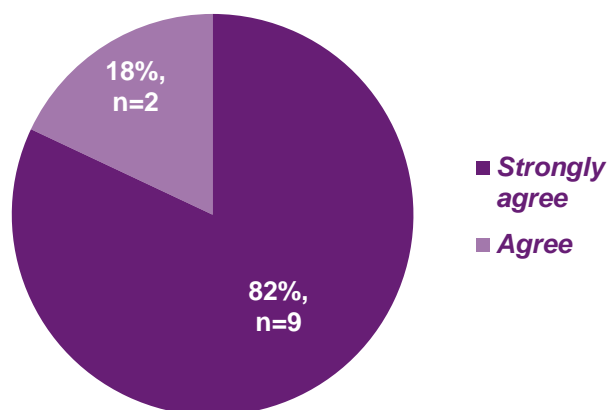


Fig. 20. Teachers’ responses to the question ‘I believe my students enjoyed taking part in today’s class’ (n=11)

To maximize relevance and impact, each FSS session (both the activity and the recipes) is tailored to the needs and abilities of the class. Table 4 below outlines teachers’ level of agreement with how appropriate each of the session components were for their students. *All teacher respondents (100%, n=11) ‘strongly agreed’/‘agreed’ that the recipes and activities were appropriate for the age of the students. A large majority ‘strongly agreed’/‘agreed’ that the recipes (82%, n=9) and activities (91%, n=10) were appropriate for the students’ numeracy levels. Most teachers also ‘strongly agreed’/‘agreed’ the literacy levels of the recipes (91% n=10) and activities (100% n=11) were appropriate for their students. The social components were also appropriate, with 91% (n=10) of teachers strongly agreeing/agreeing that both the recipes and activities were appropriate in this context (Table 4).*

Table 4: Teachers’ responses to appropriateness of session components for their students

	Strongly agree		Agree		Unsure		Disagree		Total
	%	n	%	n	%	n	%	n	%
Recipe appropriateness									
Age	64	7	36	4	-	-	-	-	100
Numeracy levels	36	4	46	5	9	1	9	1	100
Literacy levels	36	4	55	6	-	-	9	1	100
Social context	45	5	45	5	9	1	-	-	100
Activity appropriateness									
Age	64	7	36	4	-	-	-	-	100
Numeracy levels	36	4	55	6	9	1	-	-	100
Literacy levels	36	4	64	7	-	-	-	-	100
Social context	55	6	36	4	9	1	-	-	100

Post-session, teachers were asked their level of agreement with *statement “The FSS session delivered with my class met my expectations”*. **All teachers ‘strongly agreed’/‘agreed’ that the session successfully met their expectations** (Figure 21).

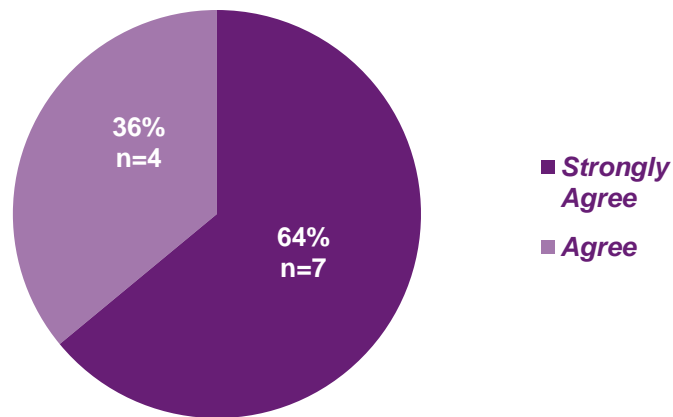


Fig. 21. Teachers' level of agreement with 'the session met my expectations'.

3.3 Fuel Your Future Program

Output Key Performance Indicators

The output KPI's for the FYF program related to school engagement, session delivery and youth participation. Table 5 (below) displays the 2016 program achievement against the output KPI's.

Table 5: Achievement of Fuel Your Future Output Key Performance Indicators for 2016.

Output KPI description	Number required	Number achieved 2016
1. Pilbara schools and community agencies engaged.	TBC by FBWA	10
2. Sessions delivered to selected Pilbara schools.	20	20
3. Youth Participated in program.	TBC by FBWA	153

Outcome Key Performance Indicators

Youth Post-program Survey Results:

Total youth evaluation respondents ranged in age from 12-17 years; **the most common age groups were 14 and 15 years** (Figure 22). The mean age of 2016 evaluation participants was 14.1 years.

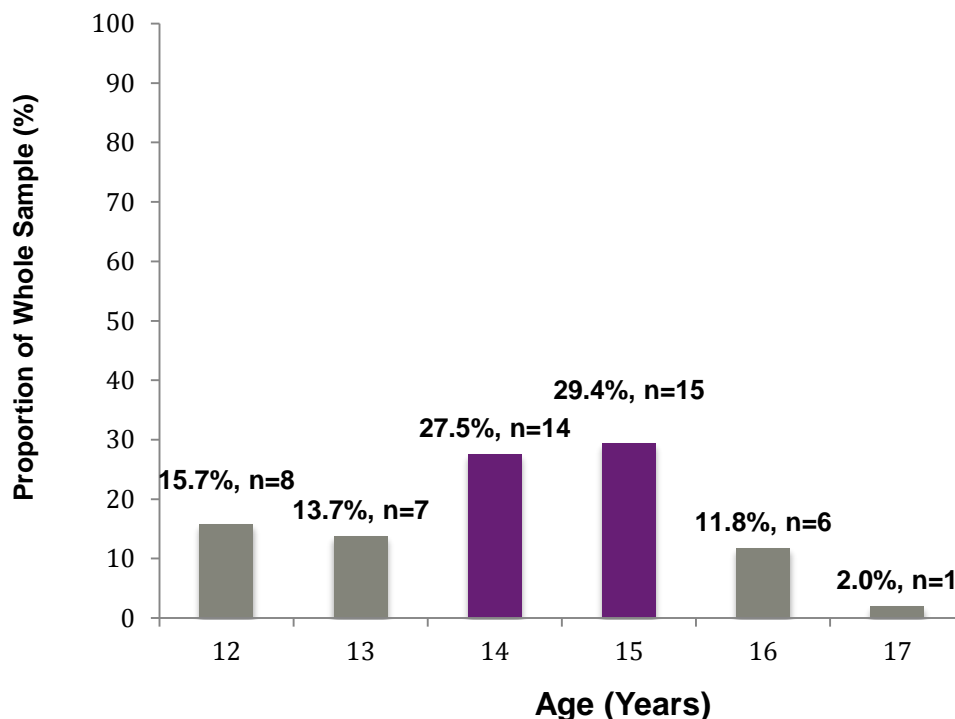


Fig. 22. Fuel Your Future evaluation respondent age profile (n=51)

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

Youth Post-session Survey Results:

As both workshop 1 and 2 surveys each contained six questions; the first two questions directly related to specific session content taught in those respective workshops. Therefore, the first set of results presented below (Figures 23-25) contain results for each workshop separately. The next section (Figures 26-27) presents results collectively for both workshops, given the final set of questions were asked in both workshops.

Figure 23 below displays the proportion of participants that responded to the workshop 1 survey question ***“To make sure you have clean hands before cooking, you should wash them for at least 20 seconds.”*** As demonstrated, the majority (94.1%, n=32/34) of respondents provided the correct response.

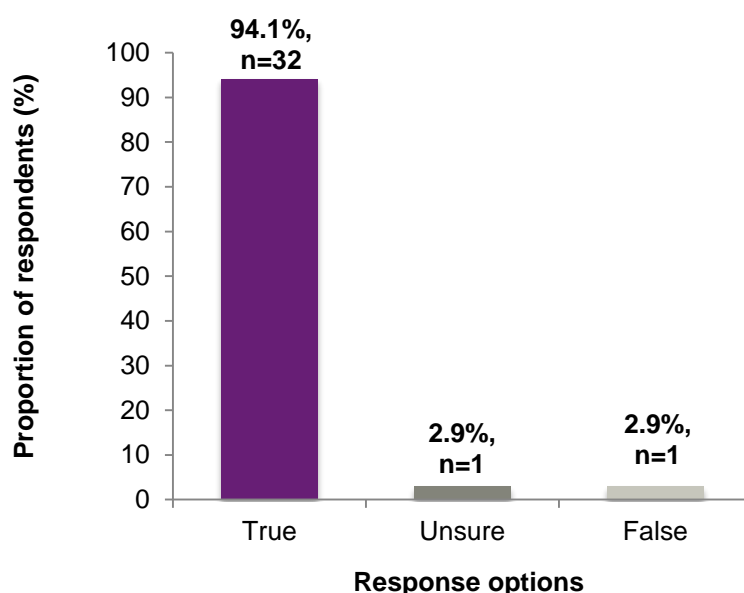


Fig. 23. Workshop 1 participants' (n=34) response to question 1: “To make sure you have clean hands before cooking, you should wash them for at least 20 seconds.”

Figure 24 below (left) indicates the proportion of evaluation respondents (n=34) that answered workshop 1 question 2: “After today’s workshop, I know the names of the five food groups on the Australian Guide to Healthy Eating plate.” Almost two-thirds (61.8%, n=21/34) of respondents agreed that, as a result of the workshop, they knew the names of the five food groups. Figure 25 (right) is also related to the five food groups and was included in the workshop 2 evaluation survey. Almost three quarters (n=12/17) of evaluation participants **agreed that “After today’s workshop I know what the recommended serving sizes are for adolescents.”**

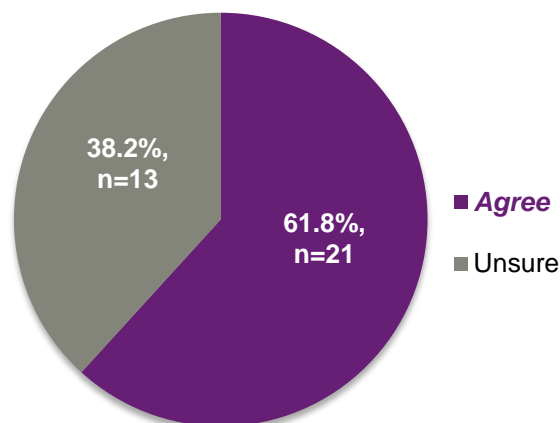


Fig. 24. Proportion of workshop 1 respondents (n=34) that responded to question 2: “After today’s workshop, I know the names of the 5 food groups on the Australian Guide to Healthy Eating plate.”

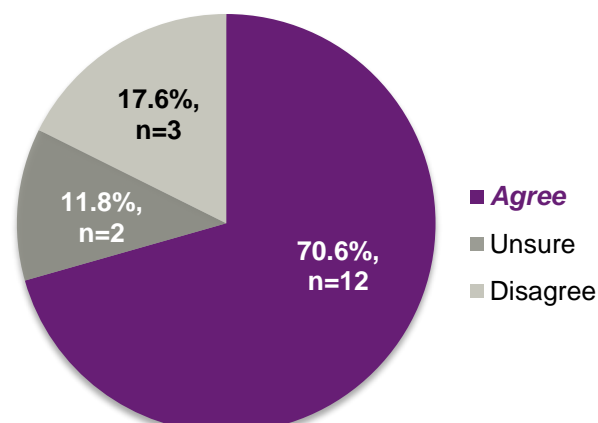


Fig. 25. Proportion of workshop 2 respondents (n=17) that agreed/were unsure/disagreed with question 2: “After today’s workshop I know what the recommended serving sizes are for adolescents.”

The four subsequent question responses have been combined for workshops 1 and 2, given the questions were asked in both surveys. Figure 26 below displays the combined workshop 1 and 2 results (n=51) relating to the question: “Today’s workshop taught me how to read a recipe.” The large majority (86.3%, n=44/51) of respondents agreed that the FYF workshops had provided them with the critical ‘healthy food usage’ skill of reading a recipe. Figure 27 (right) demonstrates that, again, a large majority (82.4%, n=42/51) of respondents believed they gained essential food use skills - preparing a meal at home - as a result of the FYF workshops.

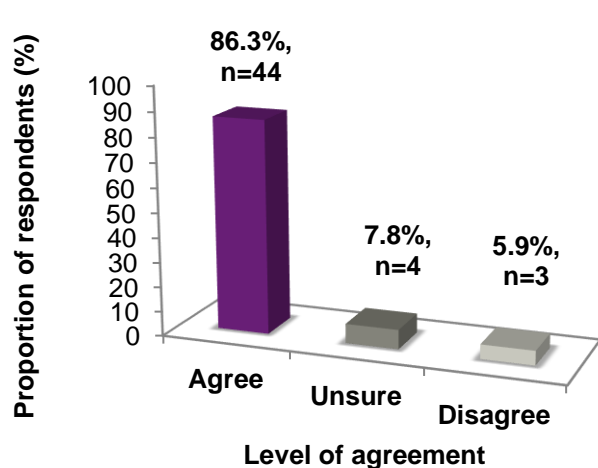


Fig. 26. Evaluation responses (n=51) to the question: “Today’s workshop taught me how to read a recipe.”

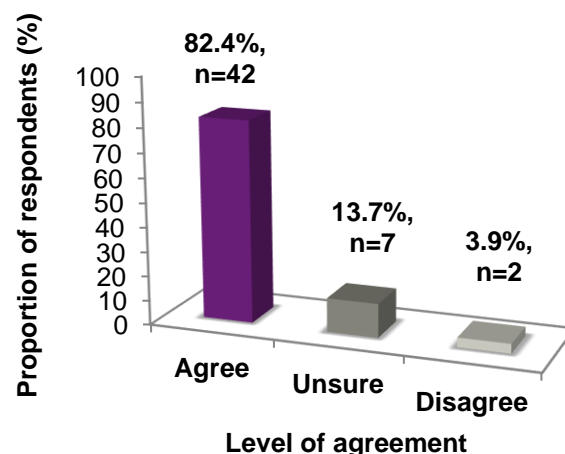


Fig. 27. Evaluation responses (n=51) to the question: “Today’s workshop taught me how to prepare a meal at home.”

Only one question asked of FYF evaluation respondents in workshop 2 did not achieve objective 1 and its corresponding indicator “A minimum of 50% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s”. A total of 17.6% of respondents provided the correct response (false) to the question: “The three main things that discretionary foods are high in are: fat, vitamins and sugar.”

Stakeholder Post-program Survey Results:

Objective 1 was achieved for workshop 1, with the only respondent for workshop 1 strongly agreeing the FYF session improved their students’ nutrition knowledge relating to handwashing and the five food groups. Food preparation skills were also regarded, with the only respondent indicating the FYF program improved the youths’ skills in following a recipe and preparation of healthy meals.

Two questions that were asked of the **only** respondent in workshop 2, did not achieve objective 1 and its corresponding indicator “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’. This respondent (noting that there was only one respondent) reported being ‘unsure’ that the session increased youths’ knowledge of foods that are high in fat, sugar and salt. They also ‘disagreed’ that the session increased youths’ knowledge of recommended serving sizes for each food group. This respondent was also ‘unsure’ whether the session increased youths’ skills on how to follow a recipe; and ‘disagreed’ that the session provided youth with the skills to prepare healthy meals. Therefore, these questions did not meet the particular evaluation indicator of success for this objective: ‘A minimum of 70% of teachers ‘strongly agree’/‘agree’ the FYF session improved their students’ food preparation skills.”

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

Youth Post-session Survey Results:

As above, results presented below relate to evaluation responses for both workshop 1 and 2 collectively, as the same questions were asked in both workshop surveys. Figure 28 (below) showcases the success of the FYF program in participant satisfaction; almost all evaluation respondents across workshops 1 and 2 (**96.1%, n=49/51**) indicated they enjoyed the cooking component of the workshop. Similarly, the nutrition activities were enjoyed by the majority (**92.2%, 47/51**) of respondents (Figure 29).

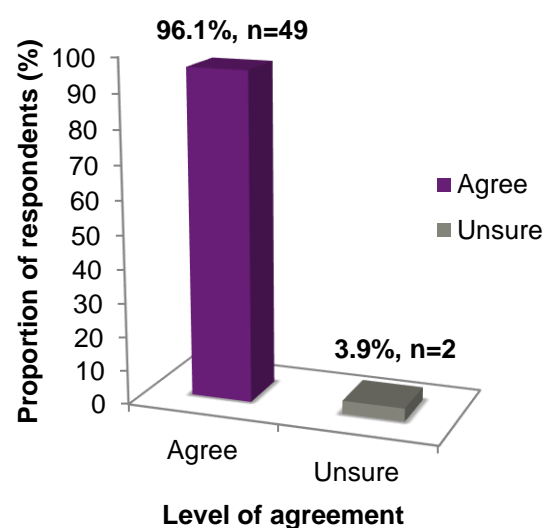


Fig. 28. Evaluation responses (n=51) to the question: “I enjoyed the cooking in today’s workshop.”

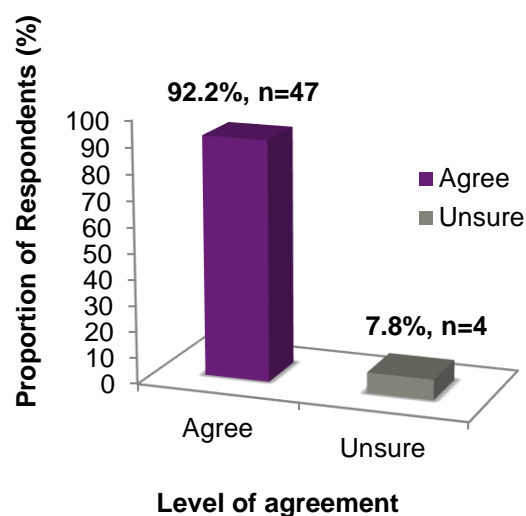


Fig. 29. Evaluation responses (n=51) to the question: “I enjoyed the activities in today’s workshop.”

Stakeholder Post-program Survey Results:

As shown in Table 6 and Table 7, both of *the two respondents of the FYF teacher/stakeholder evaluation* ‘strongly agreed’ or ‘agreed’ that the *activities and recipes used in the FYF sessions were suitable for the youths’ age, numeracy and literacy levels.*

Table 6: Suitability of workshop activities across workshops 1 and 2

Activities suitability	Strongly Agree		Agree	
	%	n	%	n
Age	100	2	-	-
Numeracy Levels	100	2	-	-
Literacy Levels	100	2	-	-

Table 7: Suitability of recipes across workshops 1 and 2

Recipes suitability	Strongly Agree		Agree	
	%	n	%	n
Age	100	2	-	-
Numeracy Levels	50	1	50	1
Literacy Levels	50	1	50	1

Evaluation respondents were asked their level of agreement with the question statements “*The Fuel Your Future workshop met my expectations*” and “*I believe the youth enjoyed the workshop delivered.*” The only workshop 1 evaluation respondent ‘strongly agreed’ that the workshop met their expectations and the youth enjoyed the workshop. However, the only respondent of workshop 2 stakeholder evaluation was ‘unsure’ whether the FYF session met their expectations and was ‘unsure’ whether the youth enjoyed the session.

3.4 Food Sensations® for Parents

Output Key Performance Indicators

The output KPI's for the FSP program related to session delivery, number of parent participants and number of community agencies engaged. Table 8 (below) displays the 2016 program achievement against the output KPI's.

Table 8: Achievement of Food Sensations® for Parents Output Key Performance Indicators for 2016.

Output KPI description	Number required	Number achieved 2016
1. Sessions delivered to parents	10	10
2. Parents enrolled in the program	TBC by FBWA	37
3. Community agencies engaged	TBC by FBWA	4

Outcome Key Performance Indicators

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

Parent Sharing Circle (SC) and Practitioner-led Group Discussion (PLGD) Survey Results:

Nine respondents participated in qualitative parent evaluation methods. One respondent found learning about the meat and alternatives food group the most useful with a particular emphasis on alternative forms of meat such as nuts. Mostly, **respondents were able to identify the key nutrition concepts relating to the module**. Respondents discussed the importance of fibre, protein and vitamins when asked why children need to eat a variety of the five food groups. It was also noted that eating from all the five food groups meant children would maintain strong bones. Based on these responses **it appeared that the sample had understood why children need a variety of foods from the five food groups and how healthy food impacts on the health and wellbeing of children**. Participants did not report finding any aspects of the Australian Guide to Healthy Eating component difficult to understand. Participants described how they had not considered how confronting new foods could be for children and indicated that the sensitivity of an infant's palate was something they did not know before the session. Participants also mentioned that they noticed the recipes contained most of the five food groups that were discussed in the lesson.

Respondents reported that the recipes were something new that they had learnt from the session. The fact that the recipe ingredients could be purchased at the local shop was highlighted as a positive of the session. When asked about any new cooking skills that were learnt, respondents mentioned the flat bread as being a new and different approach to what they usually did at home when making damper. It was identified by respondents as a good alternative option to the bread available at the shops and the recipe's simplicity was commended. Respondents discussed cooking with kids as being a skill that they had learned from the session, noting that the children enjoyed cooking with the parents. Although not directly related to the parent's skills, it was mentioned that teaching children the skills to make healthy desserts at home was a good idea and that this was better than

processed, sugary desserts such as ice-cream. Respondents also commented positively on the children's safety knives. ***Respondents did not find the cooking sessions difficult in any way.***

Parent Post-program Survey Results:

All respondents of the workshop 1 post-program survey (n=5) indicated that children can eat the same foods as the whole family from 12 months of age; they knew the names of the 5 food groups on the Australian Guide to Healthy Eating plate; and they felt confident in their ability to follow a recipe as a result of the FSP session. All respondents of the workshop 2 post-program survey (n=3) correctly identified that water and plain milk are the healthiest drinks for children after 12 months, and all respondents reported that, after the FSP session, they felt equipped to read a food label. However, all respondents incorrectly responded 'true' to the statement: *"Discretionary foods are high in fat, vitamins and sugar."* As both workshops 1 and 2 surveys included the question *"After today's session, how confident are you in your ability to prepare one of these meals at home?"* results from both workshops were combined for this question. All respondents (n=8) reported being 'confident' to prepare one of the meals showcased in the FSP program at home.

Stakeholder Post-program Survey results:

As shown in Table 9 below, ***all respondents (n = 7) 'strongly agreed'/'agreed' that the session improved parents knowledge about the Australian Guide to Healthy Eating, food selection, food safety and food preparation.*** In addition, key strategies relating to fussy eating and meal time behaviours were provided by the FSP.

Table 9: Stakeholder post-session survey results relating to knowledge and skills indicators.

Workshops 1 - 3 Knowledge and skills	Strongly Agree		Agree	
Workshop 1 results (n=4)	%	n	%	n
Improved the parents' knowledge about the Australian Guide to Healthy Eating for 0-5 year olds	75	3	25	1
Provided the parents with the skills to prepare nutritious and age-appropriate foods for their children	75	3	25	1
Helped parents understand why children need a wide variety of foods from the five food groups	50	2	50	2
Provided the parents with the skills to handle food safely	25	1	75	3
Workshop 2 results (n=1)				
Improved parents' knowledge about what to look for on a food label	100	1	-	-
Increased the parents' knowledge of foods that are high in fat, sugar and salt	100	1	-	-
Provided parents with the skills to prepare healthy meals for their families	100	1	-	-
Provided the parents with the skills to handle food safely	-	-	100	1
Workshop 3 results (n=2)				
Helped parents find ways to make mealtimes more fun and positive for children	100	2	-	-

Provided parents with strategies to overcome children's fussy eating behaviours	100	2	-	-
Provided parents with experience in involving children in the food preparation process	100	2	-	-
Provided the parents with the skills to handle food safely	100	2	-	-

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

Parent Sharing Circle (SC) and Practitioner-led Group Discussion (PLGD) Survey Results:

Overall, respondents enjoyed watching the children cook most and expressed that it was difficult to do at home. Comments related to the fact that the session made it appear easy to persuade the children to eat the food they had prepared. Respondents also reported enjoying cooking together and the social element of the session. The food was often mentioned as being the best part of the session, in addition to learning new recipes and using different ingredients.

Parent Post-program Survey Results:

Workshop 1 respondents (n=5) were asked whether they would like another FSP session at their playgroup. **A large majority (80%, n=4) indicated they would like a session**, while one respondent (20%) indicated they would not like another session. As workshop 2 included food label reading skill-building, respondents (n=3) were asked if they found the food label reading activity useful, to which all (n=3) indicated they did. Workshops 1 and 2 included the same question statement “*I enjoyed the cooking component of today’s session*” and therefore results have been combined. All respondents from Workshops 1 and 2 (n=8) indicated they enjoyed the cooking component of the FSP session.

Stakeholder Post-program Survey results:

All stakeholders (n=7) were asked whether they believed the parents enjoyed the session; **100% ‘strongly agreed’/‘agreed’ that the parents enjoyed the FSP session**. In relation to communication provided by Foodbank WA, similarly, **all respondents (n=7) were satisfied with the level of communication received in arranging the FSP session** (Fig 30).



Fig 30. Stakeholder post-session survey results relating to satisfaction indicators (n=7).

With regards to recipes, all stakeholders (n = 7) strongly agreed or agreed that recipes were appropriate, in relation to: interest, numeracy and literacy levels, and geographic location (Fig 31).

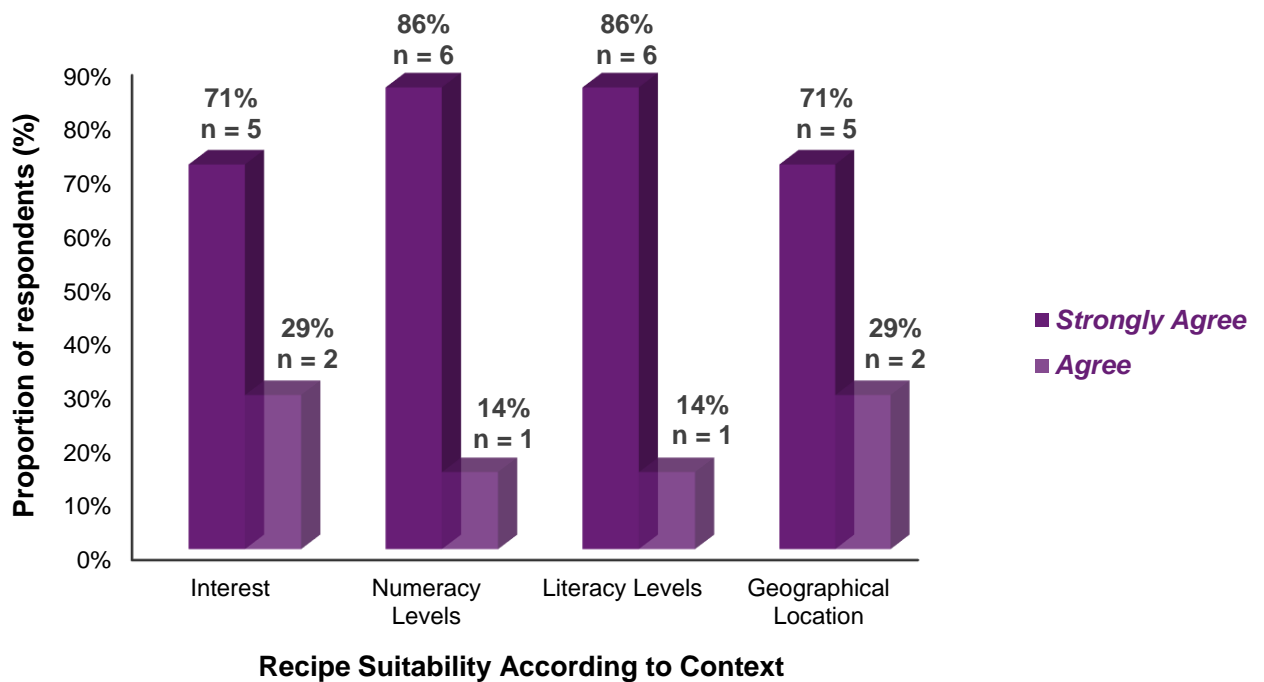


Fig 31. Stakeholder post-session survey results relating to recipe suitability (n=7).

Similarly, when looking at the nutrition activities, all stakeholders (n = 7) either ‘strongly agreed’ or ‘agreed’ that they were appropriate in relation to interest, numeracy and literacy levels, and geographic location (Figure 32).

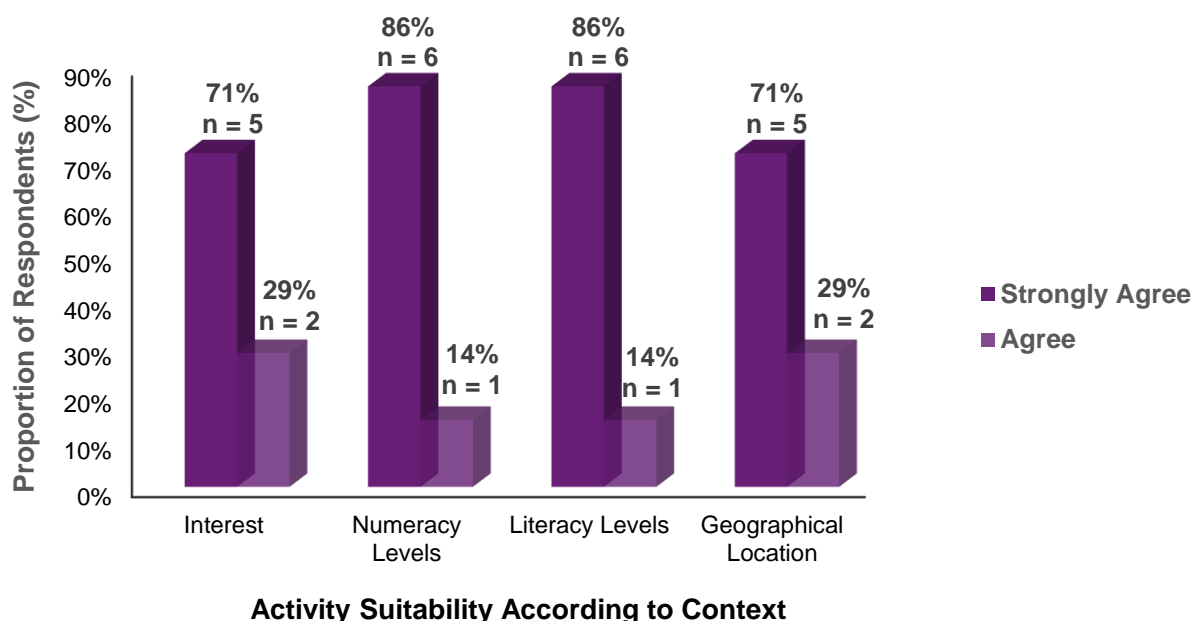


Fig 32. Stakeholder post-session survey results relating to recipe suitability.

Program stakeholders who completed the online stakeholder survey indicated that overall they were satisfied with the sessions, commenting on the ease of involvement and friendliness of FBWA staff, i.e.:

“*No area needed to improve, facilitators were great, helpful and the workshop was easy to be a part of.*”

“*It was a great workshop girls were very friendly.*”

“*After speaking with the parents they were all very happy.*”

3.5 Educator Training

Output Key Performance Indicators

The output KPI's for the Educator Training program related to session delivery, participation of communities and the number of participating trainees. Table 10 (below) displays the 2016 program achievement against the output KPI's.

Table 10: Achievement of Educator Training Output Key Performance Indicators for 2016.

Output KPI description	Number required	Number achieved 2016
1. Sessions delivered to educators	5	5
2. List the Pilbara communities whom received sessions	TBC by FBWA	Port Hedland Nullagine Jigalong
3. Participants attended each session	5	8 (total n=40)

Outcome Key Performance Indicators

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. The majority of respondents of the post-program survey (80%, n=4) 'strongly agreed' the training improved their knowledge about healthy food as shown in Figure 33. Furthermore, all respondents (100%, n=5) 'strongly agreed' the training improved their skills in planning a healthy meal, making healthy food and educating others about healthy eating.

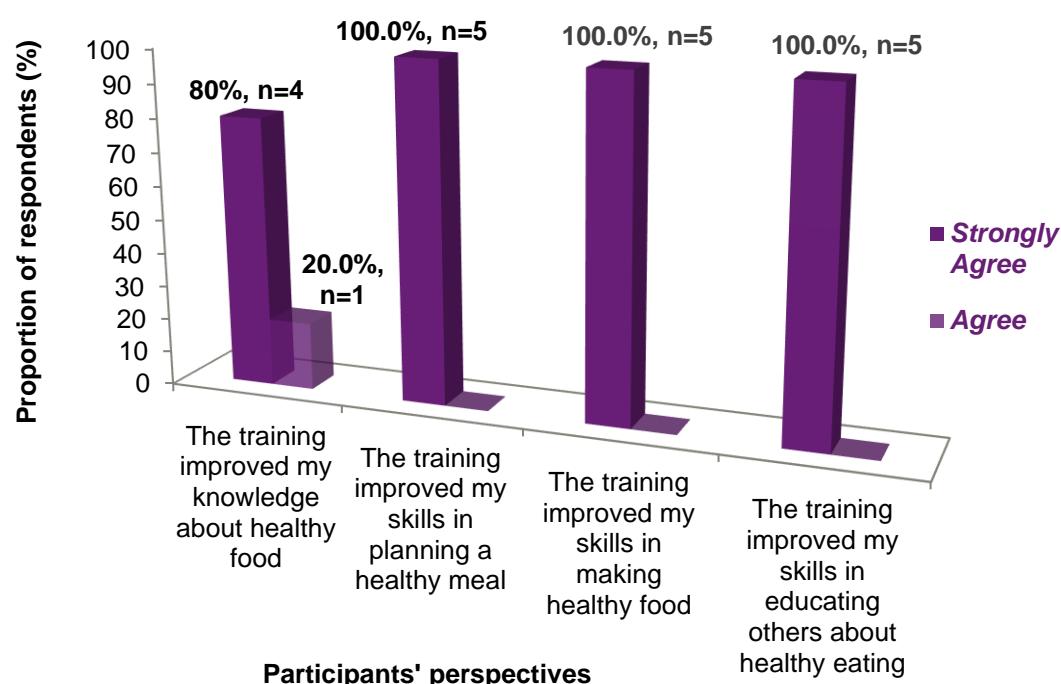


Fig. 33. Educator Training participants' healthy food knowledge and skills (n=5)

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

As shown in Table 11, all respondents (100%, n=5/5) ‘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.

Table 11. Participants’ satisfaction with the Educator Training Program

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

4.0 DISCUSSION

4.1 School Breakfast Program

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

In relation to **objective 1**, from the schools' perspectives, the SBP program was successful in increasing food literacy and understanding as demonstrated throughout multiple nutrition knowledge and skill measures. Although there was a reasonable response rate (66.6%, n=10), this is a relatively small population (n=15). A minimum of 80% of schools reported 'all'/'most' of their students were to positively impacted in nutrition knowledge in four measures; awareness of healthy eating, awareness of the effects of 'Everyday' or 'Superhero Foods' on health; awareness of the effects of 'Sometimes' or 'Zombie Foods' on health; and awareness of kitchen safety. These results indicate the SBP not only meets the primary focus to provide a nutritious breakfast, but that the program is a highly valuable vehicle to improve nutrition knowledge among the students who attend SBP. Comments provided by survey respondents further emphasise this; students are reported to be actively selecting healthier alternatives of foods, have an understanding of the importance of meals and the possible adverse effects of long term poor nutrition. It is interesting to note comments regarding the educational resources, 'Superhero Foods', which are delivered as part of the FSS program to teach students about healthy and unhealthy food choices. These are believed to have a positive impact in facilitating student discussion on these topics during the SBP. This particular nutrition education resource could take precedence over others and could explain the smaller impact seen in students' awareness of the Australian Dietary Guidelines, as reported by schools. With regard to increased nutrition skills, at least 50% of school respondents believed 'all'/'most' of their students were positively impacted in their nutrition related skill measures including; ability to select healthy breakfast foods, ability to prepare healthy breakfasts; and ability to handle food safety. This was further reinforced by comments relating to students' increase in self-efficacy to create a healthy meal and clean up after the meal. Overall, the delivery of the SBP is seen to positively build on students' food literacy and understanding in a range of nutrition knowledge and skill measures.

In relation to program **objective 2**, all respondents of the SBP survey indicated a high level of program delivery satisfaction. Across all four measures, at least 90% of respondents from the coordinator survey rated the quality and selection of products provided by FBWA, the ordering process and communication by Foodbank WA relating to the SBP as 'very good' or 'good'. Comments provided by respondents relating to the quality, selection, ordering process and communication process by FBWA further build on the high satisfaction of SBP delivery, reporting a timely and easily workable process of ordering SBP products from FBWA, provided with communication that is well informed, clear, and professional. Comments for improvement relating to the addition of fresh fruit and expansion of another cereal options, inclusion of rice and pasta. Schools expressed appreciation for the program. Collectively, the SBP results demonstrate success of the program in maintaining a high level of program delivery satisfaction among registered SBP Pilbara schools in 2016.

Strengths of the SBP evaluation included a mixed-methods survey. This enabled both quantitative and qualitative data to create a more detailed picture of how the SBP operates in the Pilbara, and identify areas of success and opportunities for improvement.

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- and 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 nutrition 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 reported cooking skill level as a result of the FSS program and their identification of the correct knife holding technique. Non-significant FSS student evaluation findings related to the concept of handwashing; no significant differences in students' knowledge was found for either the handwashing technique nor time duration required to effectively clean hands. Students' knowledge regarding the correct technique for chopping vegetables also did not significantly differ as a result of the FSS session. Students' knowledge regarding 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. From the teachers' perspectives, the FSS program was successful in increasing student understanding and knowledge of healthy food selection and usage. All teachers indicated agreement that the session had improved their students' knowledge of both 'Superhero Foods' and 'Zombie Foods', which are the main concepts used to impart nutrition knowledge within FSS. In addition, all teachers agreed the session had improved their students' skills of safely handling food, choosing 'Superhero Foods' and preparing healthy recipes which include Superhero Foods. These results demonstrate the importance of including both a knowledge-based nutrition activity, as well as a hands-on cooking experience in which students can learn and practice a variety of skills.

Student participants reported high levels of satisfaction (*Objective 2*) regarding enjoyment of the activities, cooking and food tasting components. Teachers also indicated a high level of satisfaction with the FSS program delivery. All teachers 'strongly agreed' or 'agreed' that their students enjoyed the session and that the session met their expectations. Suitability of the activities and the recipes for students' ages was rated highly by teachers. Suitability of activities and recipes for numeracy and literacy levels were also rated highly, indicating that the FSS program was targeted well for the students' abilities. FSS activities and recipes were also believed to be suitable for the students' social context. This is important positive feedback, as town or community-specific factors such as culture, location and food access can impact the food and nutrition environment immensely. These results all demonstrate suitability of the activities, resources and recipes for the target group, which contributes to a high level of satisfaction with the FSS program.

Strengths of the FSS evaluation include pre- and post-session evaluation, which enables a more thorough understanding of the short-term impact of this program. In addition, use of a simple, online survey that could be completed in respondents' own time after the session enabled time for teachers to reflect on the session. Limitations include the small sample size of teacher respondents (n=11) for the post-program survey. Therefore, some caution should be used when assessing whether these results are an accurate representation of program objective achievement.

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.

FYF program results relating to **objective 1** included safe food handling, knowledge of the five food groups, knowledge regarding discretionary food, serve sizes, food label reading and meal preparation. Knowledge relating to safe food handling is an imperative element of this program objective relating to 'healthy food usage'. Key results included that the majority of evaluation respondents correctly identified the length of time to wash their hands before preparing a meal. Further, almost two-thirds of evaluation respondents reported knowing the names of the five food groups. Knowledge of the five food groups is directly related to knowledge of healthy food selection, given the Australian Dietary Guidelines make recommendations relating to which food groups should comprise a healthy diet. In regards to key food skills, a large majority of respondents agreed that the FYF workshops had provided them with the skills to read a recipe. Following on from reading a recipe, the large majority of respondents also believed they gained the essential food use skill of preparing a meal at home as a result of the FYF workshops. Only one question asked of FYF evaluation respondents in workshop 2 did not achieve objective 1 and its corresponding indicator "*A minimum of 50% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s*". A total of almost one in five FYF respondents provided the correct response (false) to the question: "*The three main things that discretionary foods are high in are: fat, vitamins and sugar.*" The only stakeholder/teacher respondent from the FYF workshop 1 'strongly agreed' the FYF session improved their students' knowledge regarding key concepts taught in the session. Further, this respondent believed that the session improved the youths' skills in food preparation. However, the only workshop 2 respondent indicated they were 'unsure' or 'disagreed' that the FYF session improved their students' knowledge regarding a range of key concepts taught in the session, and if the session improved the youths' skills in food preparation.

FYF program results relating to **objective 2** included high participant satisfaction with the program. Almost all respondents indicated they enjoyed both the cooking component and the nutrition activities included in the session. The only teacher/stakeholder respondent for workshop 1 indicated a high level of program delivery satisfaction. Contrary to the positive results from workshop 1, the only teacher/stakeholder respondent of workshop 2 indicated they were 'unsure' whether the program met their expectations or whether the youth enjoyed the session.

Strengths of the FYF evaluation included use of a simple tool to measure post-program impact with a reasonable sample (n=51 youth). Further, the program achieved high rates of success for knowledge and skill indicators. Further, the use of a simple, online survey that could be completed in respondents' own time after the session enabled time for stakeholder participants to reflect on the session. Limitations included some potentially confusing question framing for one question, use of only a post-program survey to assess program impacts and the small sample size of the teacher/stakeholder respondents (n=2/6, 33.3% response rate). Therefore, some caution should be used when assessing whether the teacher/stakeholder results are an accurate representation of program objective achievement.

4.4 Food Sensations® for Parents

The FSP program **objectives** included (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.

In relation to program **objective 1**, all respondents of the workshop 1 survey (n=5) indicated that children can eat the same foods as the whole family from 12 months of age; they knew the names of the 5 food groups on the Australian Guide to Healthy Eating plate; and reported feeling confident in their ability to follow a recipe as a result of the FSP session. All respondents of the workshop 2 post-program survey (n=3) correctly identified that water and plain milk are the healthiest drinks for children after 12 months, and all respondents reported that, after the FSP session, they felt equipped to read a food label. However, all respondents incorrectly responded 'true' to the statement: "*Discretionary foods are high in fat, vitamins and sugar.*" One hundred per cent of workshops 1 and 2 evaluation participants (n=8) reported feeling confident to prepare a meal at home as a result of the FSP workshop. Overall, the results from the post-session stakeholder survey were positive. All respondents 'strongly agreed'/'agreed' that the parents' knowledge on the key nutrition concepts taught within each workshop had increased. Similarly 100% (n = 7) of respondents 'strongly agreed' or 'agreed' that parents improved their skills in preparing nutritious and age-appropriate food safely as a result of the session. Qualitative evaluation methods also revealed positive results. Overall, evaluation participants were able to identify the key nutrition concepts relating to each workshop. The evaluation demonstrated that parents had an understanding of healthy food selection and usage following the FSP session. Participants noted the importance of variety in a child's diet and key nutrients including fibre, protein and vitamins. Parents were also able to recall selected food groups discussed in the workshop. Parents also reinforced that they had not realised how confronting it can be for children trying new foods and indicated that they had not considered this before when trying to encourage their children to eat healthy foods at home.

Key results for **Objective 2** included the large majority of workshop 1 respondents indicating they would like another session at their playgroup. All parent evaluation participants reported enjoying the cooking component of the FSP session. The qualitative results of this evaluation also indicated that the parents were satisfied with the workshops. Parents who participated in the qualitative evaluation mentioned that they enjoyed the social element of the session and discussed the importance of cooking and eating together. Respondent also indicated that they enjoyed learning new recipes and using different ingredients. Stakeholders who

participated in the post-session stakeholder survey were also satisfied with the sessions; 100% (n = 7) of respondents 'strongly agreed'/'agreed' that they believed that parents enjoyed the session.

Overall, FSP was successful in providing key knowledge and skill concepts in relation to program content taught during FSP workshops, with high program satisfaction among participants. Strengths of this evaluation include use of a range of evaluation methodologies to determine the most appropriate methods for this target group. This facilitated 'triangulation', whereby quantitative data collected from both parents and stakeholders was able to be considered alongside qualitative data collected from parents. Further, the stakeholder survey included a simple, online survey that could be completed in respondents' own time after the session. This enabled time for participants to reflect on the session. Further, the qualitative methods of data collection were used with particularly disengaged groups and where literacy levels were a concern. Both of the qualitative methods were successful in gaining meaningful insights into program outcomes. Limitations include the small sample of parents that completed post-program surveys (n=8). It was deemed that this evaluation method was less appropriate for other groups participating in the pilot period, and hence, it was only trialed with two groups. Therefore, caution should be applied when considering whether these results are an appropriate indicator of program objective achievement.

4.5 Educator Training

The Educator Training 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**, 80% of respondents of the post-program survey 'strongly agreed' or 'agreed' the training improved their knowledge about healthy food. All respondents 'strongly agreed' or 'agreed' the training improved their skills in planning a healthy meal, making healthy food and educating others about healthy eating.

For **objective 2**, all respondents 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, online survey that could be completed in respondents' own time after the session. This enabled time for participants to reflect on the session. Limitations include the fact that only teacher participants completed ET evaluation in 2016. It is important to note the program target group consists of teachers *and* health professionals. In addition, a small sample size (n=5) participated in 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

- More emphasis on the Australian Dietary Guidelines should be provided during the SBP, to increase students' nutrition knowledge relating to this resource.

5.2 Food Sensations® in Schools

- The program staff should consider reducing the length of the pre- and post-session student surveys, given the length of some questions.
- More emphasis should be given in sessions regarding the teaching of whether 'energy drink', 'banana', 'ice cream', 'sausages', 'milk', 'bread', 'hot chips', 'broccoli' are Superhero Foods or Zombie Foods. Alternatively, students may have already had prior knowledge regarding these foods and therefore they could be removed from surveys and replaced with more session-specific learning concepts that students may not have had prior knowledge about.
- More emphasis should be given in sessions regarding the correct technique for cutting vegetables, given there were no significant changes from pre- to post-session for this item. Alternatively, the program team could consider rephrasing this question to include the three common knife cutting techniques to increase the difficulty of this question.
- Given the small sample size ($n=11$) and response rate ($11/19 = 57.9\%$) for teacher surveys it would not be advisable to continue using online survey tools for teacher respondents. It is recommended that paper-based post-session teacher surveys be used in 2017. These would be administered and completed at the conclusion of the session.
- Alternatively, program staff should consider whether secondary target group evaluation should be removed from 2017 evaluation processes, given the difficulty attaining a good sample size.

5.3 Fuel Your Future

- More emphasis should be provided for session content relating to discretionary foods, such as more repetition of the key message/s.
- Alternatively, the evaluation question "*Discretionary foods are high in fat, vitamins and sugar*" should be reworded for clarity. This question appeared to cause confusion among respondents.
- Given the current handwashing question in workshop 1 does not specifically link to knowledge gained from the session, it is recommended that the question is amended to read "***After today's Fuel Your Future workshop, I know how long I should wash my hands for prior to cooking.***"
- Alternatively, program staff should consider whether inclusion of a pre-program as well as the current post-program survey may be appropriate to facilitate a better understanding of program impacts pre- to post-program.
- Given the much higher rate of success in evaluation results compared to most indicators in the 2016 FYF evaluation plan, the 2016 evaluation results presented in this report should be used as benchmarks/indicators of success for the FYF 2017 evaluation plan.
- Given the small sample size ($n=2$) which included respondents from workshop 1 and 2 for teacher/stakeholder online surveys it would be advisable to discontinue use of online survey tools and utilise paper-based post-session

teacher surveys in 2017. These would be administered and completed at the conclusion of the session.

- Alternatively, program staff should consider whether secondary target group evaluation should be removed from 207 evaluation processes, given the difficulty attaining a good sample size.
- Workshop 2 delivery methods and activity/recipe resources should be reviewed to ensure they are effective in disseminating key concepts and skills to participants in 2017.

5.4 Food Sensations® for Parents

- The program staff should consider focusing cooking element on children's cooking skills with the assistance of parents.
- Include more information relating to food safety within cooking component of sessions.
- Participants should be included in recipe selection process and program staff should embrace the use of participants' home recipes.
- More emphasis should be provided for session content relating to discretionary foods, such as more repetition of the key message/s.
- Alternatively, the evaluation question "*Discretionary foods are high in fat, vitamins and sugar*" should be amended for clarity. All respondents incorrectly responded to this question.
- The program staff should consider only using qualitative evaluation methods with the primary target group of this program (parents) in 2017 and beyond.
- Given the small sample size (n=7) for stakeholder online surveys, it would be advisable to discontinue use of online survey tools and utilise paper-based post-session teacher surveys in 2017. These would be administered and completed at the conclusion of the session.
- Alternatively, program staff should consider whether secondary target group evaluation should be removed from 207 evaluation processes, given the difficulty attaining a good sample size.

5.5 Educator Training

Given the small sample size (n=5) and response rate ($5/12 = 41.6\%$) it would not be advisable to continue using online survey tools. Therefore, paper based surveys should be used in 2017. These would be administered and completed at the conclusion of the session.

APPENDIX A: PROGRAM EVALUATION PLANS

Program: School Breakfast Program (SBP)						
Objectives (outcome KPI's)	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 SBP been delivered as intended?						
1. To improve food literacy understanding among children accessing the SBP program	1. 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. 2. Schools describe the impact the SBP has on students' nutrition knowledge, skills and attitudes.	Online surveys of all participating schools	SBP Coordinator Survey (anonymous)	SBP survey (Annually)	Survey Monkey 'Analyse Results' function, thematic analysis of qual data using MS Word	FBWA
2. To maintain a high level of program delivery satisfaction among registered Pilbara Schools including teachers and principals.	1. A minimum of 80% of school staff report the quality of the SBP product is 'very good'/'good' each year. 2. A minimum of 80% of school staff report the selection/range of SBP product is 'very good'/'good' each year 3. A minimum of 80% of school staff report the SBP ordering processes are 'very good'/'good' each year 4. A minimum of 80% of school staff report the communications by Foodbank WA for the SBP were 'very good'/'good' each year	Online surveys of all participating schools	SBP Coordinator Survey (anonymous)	SBP survey (Annually)	Survey Monkey 'Analyse Results' function, thematic analysis of qual data using MS Word	FBWA
Activities (output KPI's)	Process indicators	Evaluation Method	Instrument	Timeline	Analysis	Responsibility
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	N/A	FBWA
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					
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: Food Sensations Schools Program						
Objectives (outcome KPI's)	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 (teachers, principals) satisfied with the services and products provided? 3. Has the program been delivered as intended?						
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> A minimum of 80% of 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 ($p \leq 0.05$) from pre- to post-FS session among FS student participants relating to key skills concepts taught in the session. A minimum of 70% of teachers 'strongly agree'/'agree' that the FS session improved their students' nutrition knowledge relating to various concepts taught. A minimum of 70% of teachers 'strongly agree'/'agree' that the FS session improved their students' skills regarding healthy food preparation. 	Surveys of students during one round of FSS Pilbara trips each year. Surveys with participating teachers.	Paper based student surveys (students) Online survey (teacher)	Pre and post session (student) Post-session survey (teacher) 3-5x trips each year of the project period.	Survey Monkey 'Analyse Results' function; IBM SPSS Statistics; MS excel software; Thematic analysis	FBWA
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 FS session. A minimum of 80% of teachers 'strongly agreed'/'agreed' their students enjoyed participating in the FS session/s. A minimum of 80% of teachers 'strongly agreed'/'agreed' the recipes used in the FS session were appropriate for their students within a range of contexts. A minimum of 80% of teachers 'strongly agreed'/'agreed' the activities used in the FS session were appropriate for their students within a range of contexts. A minimum of 50% of teachers 'strongly agreed'/'agreed' the FS session met their expectations. 	Surveys of students during one round of FSS Pilbara trips each year. Surveys with participating teachers.	Paper based surveys (students) Online survey (teachers)	Pre and post session (student) Post-session (teacher) 3-5x trips each year of the project period	Survey Monkey 'Analyse Results' function; IBM SPSS Statistics; MS excel software; Thematic analysis	FBWA
Activities (output KPI's)	Process indicators	Evaluation Method	Instrument	Timeline	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. 					
3. Students enrolled in the program	<ul style="list-style-type: none"> Number of students engage with FSS program (TBC) 					

Program: Fuel Your Future						
Objectives (outcome KPI's)	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. Improve the program participants' understanding and knowledge of healthy food selections and usage;	<ul style="list-style-type: none"> A minimum of 50% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s A minimum of 50% of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program session/s 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 quantitative survey (youth) Post workshop mixed-methods survey (stakeholders)	Paper-based post-session target survey (youth) Online post-session stakeholder survey	Post session 3-5x trips each year of the project period	Survey Monkey 'Analyse Results' function and IBM SPSS Statistics; thematic analysis	FBWA
2. Maintain a high level of program delivery satisfaction among program participants; and	<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. A minimum of 50% of FYF participants agreed they enjoyed the cooking in the FYF workshop A minimum of 50% of FYF participants agreed they enjoyed the activities in the FYF workshop 	Post workshop quadrant - each participant to individually complete (anonymous). Online survey for stakeholders	Paper-based post-session target survey (youth) Online post-session stakeholder survey	Post session 3-5x trips each year of the project period	Survey Monkey 'Analyse Results' function and IBM SPSS Statistics; thematic analysis	FBWA
Activities (output KPI's)	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	N/A	FBWA
2. Sessions delivered to selected Pilbara schools.	Deliver 20 sessions in the Pilbara region to high school and community agencies.					
3. Youth Participated in program.	X number of youth participated in the program in 2016. (n to be reported each year of the project).					

Program: Food Sensations for Parents						
Objectives (outcome KPI's)	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 participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> FSP participants identify key nutrition concept/s learnt as a result of the FSP session/s. A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s. A minimum of 70% of 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"> Practitioner-led Discussion Surveys Sharing circle 	<ul style="list-style-type: none"> Practitioner-led discussion Guide Post-session questionnaire Sharing Circle Discussion Guide Post session online stakeholder survey 	Post session September - October 2016 3-5x trips each year of the project period	Survey Monkey 'Analyse Results' function; IBM SPSS Statistics, Thematic analysis	FBWA
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 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. 	<ul style="list-style-type: none"> Practitioner-led Discussion Surveys Sharing circle 	<ul style="list-style-type: none"> Practitioner-led discussion Guide Post-session questionnaire Sharing Circle Discussion Guide Post session online stakeholder survey 	Post session September - October 2016 3-5x trips each year of the project period	Survey Monkey 'Analyse Results' function; IBM SPSS Statistics, Thematic analysis	FBWA
Activities (output KPI's)	Process indicators (activities/outputs)	Evaluation Method	Instrument	Timeline	Analysis	Responsibility
1. Sessions delivered to parents	10 (2016) -20 (2017-2020) FSP sessions will be delivered each year of the funding period.	Program monitoring	FBWA FSP Database	Annually	N/A	FBWA
2. Parents enrolled	X number of parents were enrolled in the program. (n to be reported each year of the project).					
3. Community agencies engaged	X number of community agencies were engaged. (n to be reported each year of the project).					

Program: Educator Training						
Objectives (outcome KPI's)	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. 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 setting 4. Has the ET program been delivered as intended?						
1. 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 	Online survey of all training participants	Post online training survey	After each training session	Survey Monkey 'Analyse Results' function; thematic analysis	FBWA
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' 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 	Online survey of all training participants	Post online training survey	After each training session	Survey Monkey 'Analyse Results' function; thematic analysis	FBWA
Activities (output KPI's)	Process indicators	Evaluation Method	Instrument	Timeline	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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