



**FIGHTING HUNGER  
IN AUSTRALIA**

**PILBARA INTERNAL EVALUATION REPORT 2017:  
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 (BHP), Foodbank of Western Australia (FBWA) delivers the School Breakfast Program (SBP), Food Sensations® in Schools initiative (FSS), Fuel Your Future program (FYF), Food Sensations® for Parents program (FSP) and Educator Training program (ET) with schools and communities throughout 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 26-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 378 students were invited to complete the paper-based pre- and post-FSS session surveys (both seven questions), with 309 students completing surveys (81.7% response rate). A total of 32 teachers were invited to complete an online survey, with 20 doing so (62.5% response rate).
- The FYF program was evaluated with primary (youth) and secondary (teachers) target groups. A total of 159 youth were invited to complete post-session paper-based surveys (six questions per workshop), with 140 doing so (88% response rate). A total of 17 teachers/stakeholders were invited to complete an online post-program survey (five questions); eight stakeholders completed the survey (47% response rate).
- The FSP program was evaluated with the primary target group (parents) using a Practitioner-led Group Discussion qualitative approach (nine questions). In total, FSP evaluation response rate for parent participants was 33.9% (36/106). A total of four stakeholders (secondary target group) were invited to participate in a post-session online survey (six questions), with a response rate of 30.7%.
- The ET program was not evaluated in 2017, due to the training program undergoing a review.
- Achievement against program objectives and indicators of success, as well as dissemination of results, have been included below in tabulated form for each program.

# SBP SUMMARY TABLE

## Program: School Breakfast Program (SBP)

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"> <li>A minimum of <b>50%</b> of schools report ‘all’/‘most’ of the students accessing the SBP are positively impacted by the SBP in relation to improvement in a range of nutrition knowledge and skills measures.</li> </ul>	<ul style="list-style-type: none"> <li><b>At least 60%</b> 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"> <li>Awareness of healthy eating (<b>90%</b>, n=9),</li> <li>Awareness of the effects of ‘Everyday foods’ or ‘Superhero Foods’ on health (<b>60%</b>, n=6),</li> <li>Awareness of the effects of ‘Sometimes foods’ or ‘Zombie Foods’ on health (<b>60%</b>, n=6),</li> <li>Awareness of kitchen safety (<b>60%</b>, n=6)</li> <li>Ability to select healthy breakfast foods (<b>90%</b>, n=9),</li> <li>Ability to prepare healthy breakfasts (<b>90%</b>, n=9),</li> <li>Ability to handle food safely (<b>80%</b>, n=8).</li> <li>A total of <b>60%</b> (n=6) of schools responded with ‘all’/‘most’ of the students’ <i>awareness of the Australian Guide to Healthy Eating poster</i> was positively impacted by the SBP.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Schools describe the impact the SBP has on students’ nutrition knowledge, skills and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Schools described a positive impact 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.</li> </ul>
2. To maintain a high level of program delivery satisfaction among registered Pilbara Schools including teachers and principals.	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of school staff report the quality of the SBP product is ‘very good’/‘good’ each year.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<b>100%</b>, n=10) rated the quality of products provided by FBWA as ‘very good’ or ‘good’.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of school staff report the selection/range of SBP product is ‘very good’/‘good’ each year.</li> </ul>	<ul style="list-style-type: none"> <li>The majority, <b>90%</b> (n=9), of respondents rated the selection of products provided by FBWA WA as ‘very good’ or ‘good’.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of school staff report the SBP ordering processes are ‘very good’/‘good’ each year.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<b>100%</b>, n=10) reported the ordering process used by FBWA WA rated as ‘very good’ or ‘good’.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of school staff report the communications by FBWA for the SBP were ‘very good’/‘good’ each year.</li> </ul>	<ul style="list-style-type: none"> <li>All respondents (<b>100%</b>, n=10) indicated they believed communications by FBWA were ‘very good’ or ‘good’.</li> </ul>

Program Activities	Process Indicators	Evaluation Results
1. Facilitate registration of the SBP among Pilbara schools each year of the project	<ul style="list-style-type: none"> <li>A total of <b><u>13 Pilbara schools registered</u></b> for the SBP each year of the project</li> </ul>	<ul style="list-style-type: none"> <li>A total of <b><u>15 Pilbara schools</u></b> were registered for the SBP in 2017.</li> </ul>
2. Food deliveries completed to SBP - registered Pilbara schools each year of the project	<ul style="list-style-type: none"> <li>A total of <b><u>52 food deliveries</u></b> completed to SBP-registered Pilbara schools each year of the project</li> </ul>	<ul style="list-style-type: none"> <li>A total of <b><u>56 food deliveries</u></b> were completed to SBP-registered Pilbara schools in 2017.</li> </ul>
3. Provide access to the SBP for Pilbara students each year of the project	<ul style="list-style-type: none"> <li>Access to the SBP to (n TBC) students provided each year of the project.</li> </ul>	<ul style="list-style-type: none"> <li>A total of <b><u>427 students per week</u></b> were provided access to the SBP in 2017.</li> </ul>
Review of key evaluation questions and recommendations	Overall, a large majority of schools reported that students were positively impacted by the SBP in 2017, 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.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body).	

## FSS SUMMARY TABLE

Program: Food Sensations Schools (FSS)

309/378 invited FSS students participated in FSS evaluation

20/32 invited teachers participated in FSS evaluation

Program Objectives	Impact Indicators	Evaluation Results
1. Improve the program participant's understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of FSS student participants can correctly identify a key message from the FSS session.</li> <li>Statistically significant increases (<b>p&lt;0.05</b>) from pre- to post-FS session among FSS student participants relating to key knowledge concepts taught in the session.</li> <li>Significant increases from pre- to post-FSS session among FSS student participants relating to key skills concepts taught in the session.</li> </ul>	<ul style="list-style-type: none"> <li>A highly statistically significant change was observed for student recall of the message <i>"Everyday foods will give me a strong mind and healthy body"</i>, whereby 78% of students recalled this message before the FSS session, compared to <b>88%</b> recall post-session.</li> <li>Most knowledge concepts exceeded expectations and thus achieved highly statistically significant (<b>p&lt;0.01</b>) change from pre- to post-session. These included identification of 'chicken nuggets', 'energy drinks', 'soft drinks' as Zombie Foods and 'tinned fruit' as a Superhero Food, identification of healthy breakfast foods (knowledge); increase in self-reported cooking ability pre-to post-session (skills) and correct knife holding technique (skills).</li> </ul>
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of students report they enjoyed components of the FSS session.</li> <li>Teachers report enjoying the FSS session/s.</li> <li>Teachers report on the positive attributes of the program.</li> </ul>	<ul style="list-style-type: none"> <li>A total of <b>97%</b> (n=291/299) of students reported that they enjoyed the activities, <b>98%</b> (n=291/295) enjoyed the cooking and <b>92%</b> (n=92/286) enjoyed the food tasting.</li> <li>All teacher respondents (n=20) who participated in the teacher feedback questions indicated that they had enjoyed the sessions, particularly the experience to observe the impact of the program amongst students, the resources shared, the effective use of student behaviour and considered it a worthy professional development opportunity.</li> <li>Teachers reported the best aspects of the FSS initiative included the balance between theory and practical elements, the resources available and expertise and professional qualities demonstrated by FBWA staff.</li> </ul>

Program Activities	Process Indicators	Evaluation Results
1. Deliver FSS program to Pilbara schools twice every year, for each year of the project.	<ul style="list-style-type: none"> <li>• <u>13 Pilbara schools</u> receive FSS program each year of the project.</li> <li>• <u>75 FSS sessions</u> are delivered to students attending selected Pilbara schools every year, for each year of the project.</li> <li>• <u>A number of students</u> (TBC by FBWA) engage with FSS program delivered in selected schools in the Pilbara every year, for each year of the project (n to be reported each year of the project).</li> </ul>	<ul style="list-style-type: none"> <li>• <u>13 Pilbara schools</u> received FSS in 2017.</li> <li>• <u>74 FSS sessions</u> were delivered to students in 2017.</li> <li>• <u>996 students</u> participated in FSS in 2017.</li> </ul>
Review of key evaluation questions and recommendations	The FSS program was highly successful in achieving its program objectives; there was a significant increase in 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 2017 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 2018 relating to key concepts taught.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body).	

## FYF SUMMARY TABLE

Program: Fuel Your Future (FYF)

140/159 invited FYF youth participated in FYF evaluation

8/17 invited stakeholders participated in FYF evaluation

Program Objectives	Impact Indicators	Evaluation Results
1. Improve the program participants understanding and knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s</li> </ul>	<ul style="list-style-type: none"> <li><b>96%</b> of workshop 1 respondents (n=98/101) reported they knew the correct handwashing technique after the FYF session.</li> <li><b>73%</b> of respondents agreed that they knew the names of the five food groups after the FYF session.</li> <li><b>91%</b> of respondents agreed that <i>"After today's workshop I know what the recommended serving sizes are for adolescents."</i></li> <li><b>82%</b> of respondents agreed that the FYF workshops provided them with the skills required to read a recipe.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program session/s</li> </ul>	<ul style="list-style-type: none"> <li>A large majority of respondents believed they learnt how to prepare a meal at home (<b>85%</b>) and by themselves (<b>81%</b>) at the FYF workshops.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of teachers/agency coordinators 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session/s</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> of teachers/agency coordinators 'strongly agreed'/'agreed' the FYF session improved youths' knowledge regarding key concepts taught in the session.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of teachers 'strongly agree'/'agree' the FYF session improved their students' food preparation skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> of teachers/agency coordinators 'strongly agreed'/'agreed' the FYF session improved their students' skills in food preparation.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>90%</b> of FYF participants agreed they enjoyed the cooking in the FYF workshop</li> </ul>	<ul style="list-style-type: none"> <li><b>94%</b> of youth agreed that they enjoyed the cooking at the FYF workshop.</li> </ul>
2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"> <li>A minimum of <b>90%</b> of FYF participants agreed they enjoyed the activities in the FYF workshop</li> </ul>	<ul style="list-style-type: none"> <li><b>96%</b> of respondents agreed they enjoyed the activities conducted during the FYF workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of teachers/coordinators 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=8) of teachers/coordinators 'strongly agreed'/'agreed' the youth enjoyed the FYF sessions.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of teachers 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=8) of teachers 'strongly agreed'/'agreed' the recipes delivered in the FYF session were suitable for the youths' age, numeracy and literacy levels.</li> </ul>

	<ul style="list-style-type: none"> <li>A minimum of <b>80%</b> of teachers ‘strongly agreed’/‘agreed’ the activities used in the FYF session were appropriate for the youth within a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=8) of teachers ‘strongly agreed’/‘agreed’ the activities delivered in the FYF sessions were suitable for the youths’ age, numeracy and literacy levels.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>50%</b> of teachers/coordinators ‘strongly agreed’/‘agreed’ the FYF session met their expectations.</li> </ul>	<ul style="list-style-type: none"> <li><b>100%</b> (n=8) of teachers/coordinators ‘strongly agreed’/‘agreed’ that the FYF session met their expectations.</li> </ul>
Program Activities	Process Indicators	Evaluation Results
1. Pilbara schools and community agencies engaged.	<ul style="list-style-type: none"> <li><b>Number of schools and community agencies</b> are engaged in the program.</li> </ul>	<ul style="list-style-type: none"> <li><b>10 Pilbara schools and community agencies</b> were engaged in the program in 2017.</li> </ul>
2. Sessions delivered to selected Pilbara schools.	<ul style="list-style-type: none"> <li><b>20 Fuel Your Future sessions</b> are delivered to high school and community agencies in the Pilbara region.</li> </ul>	<ul style="list-style-type: none"> <li><b>24 FYF sessions</b> were delivered to high school and community agencies in the Pilbara region in 2017.</li> </ul>
3. Youth Participated in program.	<ul style="list-style-type: none"> <li><b>Number of youth</b> participating in the program in 2017 (n to be reported each year of the project).</li> </ul>	<ul style="list-style-type: none"> <li><b>243 youth</b> participated in the FYF program in 2017.</li> </ul>
Review of key evaluation questions and recommendations	The FYF program was highly successful in achieving its program objectives; with positive results in many program aspects post-session among participants. These results were confirmed by the observing teacher/stakeholder that indicated positive impacts and satisfaction in relation to knowledge and skills among participating youth. The 2017 program delivery activities have met or exceeded set indicators of success in relation to number of high schools/youth agencies engaged, number of sessions delivered and number of participants. Minor program framework changes will occur in 2018 relating to key concepts taught and the evaluation process.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body).	

## FSP SUMMARY TABLE

Program: Food Sensations for Parents (FSP)

36/36 invited parents participated in FSP parent evaluation

4/13 invited stakeholders participated in FSP stakeholder evaluation

Program Objectives	Impact Indicators	Evaluation Results
1. Improve the program participants' understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>FSP participants correctly identify key nutrition concept/s learnt as a result of the FSP session/s.</li> </ul>	<p>All respondents who participated in qualitative evaluation methods were able to identify key nutrition concepts related to the workshop.</p>
	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught.</li> </ul>	<p>The only respondent of workshop 1 'strongly agreed' that the session:</p> <ul style="list-style-type: none"> <li>Improved parents' knowledge about the Australian Guide to Healthy Eating for 0-5 year olds; and</li> <li>Helped parents understand why children need a wide variety of foods from the five food groups.</li> </ul> <p>The only respondent of workshop 2 'strongly agreed' that the session:</p> <ul style="list-style-type: none"> <li>Improved parents' knowledge about what to look for on a food label</li> <li>Increased the parents' knowledge of foods that are high in fat, sugar and salt</li> </ul> <p>Both of the two respondents of workshop 4 (<b>100%</b>) 'strongly agreed' or 'agreed' that the session:</p> <ul style="list-style-type: none"> <li>Improved parents' knowledge on what to include in a healthy lunch for outside the home</li> <li>Provided parents with strategies to keep foods safe when travelling</li> </ul>
	<ul style="list-style-type: none"> <li>FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s.</li> </ul>	<ul style="list-style-type: none"> <li>All parent respondents who participated in the PLGD (n=36) reported that some of the skills they had learnt from the FSP program were new and useful to them, indicating their intent to utilize the recipes and key concepts taught in the workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>A minimum of <b>70%</b> of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills.</li> </ul>	<p>The only respondent of workshop 1 'strongly agreed' that the session:</p> <ul style="list-style-type: none"> <li>Provided the parents with the skills to prepare nutritious and age-appropriate foods for their children</li> </ul> <p>The only respondent of workshop 2 'strongly agreed' that the session:</p> <ul style="list-style-type: none"> <li>Provided parents with the skills to prepare healthy meals for their families</li> </ul> <p>Both of the two respondents of workshop 4 (<b>100%</b>) 'strongly agreed'/'agreed' that the session:</p> <ul style="list-style-type: none"> <li>Provided parents with experience in preparing a healthy and safe lunch for outside the home</li> </ul> <p>All respondents 'strongly agreed'/'agreed' that the FSP session provided parents with the skills to handle food safely.</p>

2. Maintain a high level of program delivery satisfaction among program participants	<ul style="list-style-type: none"><li>FSP participants report enjoying the FSP session/s</li></ul>	<ul style="list-style-type: none"><li>All parent respondents who participated in the PLGD (n=36) indicated that they had enjoyed the sessions.</li></ul>
	<ul style="list-style-type: none"><li>A minimum of <b>80%</b> of agency staff/coordinators ‘strongly agreed’/’agreed’ that they believed parents enjoyed participating in the FSP session/s</li></ul>	<b>100%</b> (n=4) of respondents ‘strongly agreed’/’agreed’ that they believed the parents’ enjoyed the session.
	<ul style="list-style-type: none"><li>A minimum of <b>80%</b> of stakeholders ‘strongly agreed’/’agreed’ the recipes used in the FSP session were appropriate for the parents within a range of contexts</li></ul>	All respondents ( <b>100%</b> , n=4) ‘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"><li>A minimum of <b>80%</b> of stakeholders ‘strongly agreed’/’agreed’ the activities used in the FSP session were appropriate for the parents within a range of contexts</li></ul>	All respondents ( <b>100%</b> , n=4) ‘strongly agreed’/’agreed’ that the nutrition activities were appropriate for parents interest, geographical location, numeracy and literacy levels.
	<ul style="list-style-type: none"><li>A minimum of <b>50%</b> of agency staff/coordinators ‘strongly agreed’/’agreed’ the communication provided by FBWA for the FSP session/s was adequate.</li></ul>	All respondents ( <b>100%</b> , n=4) ‘strongly agreed’/’agreed’ that the communication provided by FBWA in arranging the session was adequate.
Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to parents	<ul style="list-style-type: none"><li>20 FSP sessions will be delivered each year of the project.</li></ul>	<ul style="list-style-type: none"><li><b>24 FSP sessions</b> were delivered in 2017.</li></ul>
2. Parents enrolled	<ul style="list-style-type: none"><li>Number of Parents enrolled in the program (number TBC by FBWA).</li></ul>	<ul style="list-style-type: none"><li><b>106 parents</b> participated in FSP in 2017.</li></ul>
3. Community agencies engaged	<ul style="list-style-type: none"><li>Number of community agencies engaged in the program (n to be reported each year of the project).</li></ul>	<ul style="list-style-type: none"><li><b>10 community agencies</b> were engaged by FBWA in 2017.</li></ul>
Review of key evaluation questions and recommendations	All respondents correctly identified nutrition concepts taught in FSP sessions, and reported the skills they learnt in the session were useful and innovative. All respondents indicated the cooking component was enjoyable and nutrition concepts taught in the program were useful. The FSP program also met the program delivery requirements (output Key Performance Indicators). Minor program framework and evaluation process changes will occur in 2018 in light of 2017 learnings.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office (approval body).	

## ET SUMMARY TABLE

Program: Educator Training program (ET)		
0/0 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.	• A minimum of <b>70%</b> of ET participants indicate they 'Strongly Agree' or 'Agree' that the training improved their knowledge of healthy food	• Nil respondents.
	• A minimum of <b>70%</b> of ET participants indicate the training improved their skills in planning a healthy meal	• Nil respondents.
	• A minimum of <b>70%</b> of ET participants indicate they 'Strongly Agree' or 'Agree' that the training improved their skills in making healthy food	• Nil respondents.
	• A minimum of <b>70%</b> of ET participants indicate the training improved their skills in educating others about healthy eating	• Nil respondents.
2. Maintain a high level of Program delivery satisfaction among Program participants.	• A minimum of <b>70%</b> of ET participants indicate they 'Strongly Agree' or 'Agree' that the resources were useful for their delivery of nutrition education	• Nil respondents. • Nil respondents.
	• A minimum of <b>70%</b> of ET participants indicate the training was useful in assisting them to deliver nutrition education in the future	
	• A minimum of <b>70%</b> of ET participants indicate they enjoyed taking part in the ET	• Nil respondents.
Program Activities	Process Indicators	Evaluation Results
1. Sessions delivered to educators	• <b>5 sessions</b> delivered to educators in the Pilbara region, each year of the project.	• <b>5 sessions</b> were delivered to educators in the Pilbara in 2017
2. List the Pilbara communities whom received sessions	• <b>List of Pilbara communities</b> who received educator training (figures reported annually).	• <b>Punmu, South Hedland, Hedland</b>
3. Participants attended each session	• <b>5 participants attended each educator training session</b> delivered to the Pilbara region, each year of the project.	• On average, <b>3.2 participants attended each training session</b> (total n =16)
Review of key evaluation questions and recommendations	The ET program was not successful in achieving its program objectives; as dissemination of the evaluation tool was deemed not to be appropriate amongst the target audiences who attended the training. The 2017 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 2018, based on 2017 learnings.	
Dissemination of lessons learnt	Evaluation results will be shared with (i) the funder (BHP); (ii) FBWA staff, to facilitate adoption of key program framework or evaluation recommendations; (iii) participating school principals; (iv) the Department of Education WA central office.	

# 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 FBWA's external and independent evaluation (Bartfeld & Ryu, 2011; Byrne & Anderson, 2014, 2015; Davies, 2012; Miller, 2009; Sparks, 2008). The majority of FBWA's 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 FBWA. Product is delivered either directly to the school or to the nearest freight centre. FBWA facilitates access to food, information and support however schools are empowered to take ownership 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 (BHP) funding in the Pilbara region, FS now consists of three programs: FS in Schools, Fuel Your Future and FS for Parents. Educator Training is offered as a component of all FS programs, and has been designed to up-skill health professionals, school staff and relevant partner agencies. 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, FBWA 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, FBWA 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) was piloted in 2016 in the Pilbara under the BHP contract, targeting disadvantaged parents of children aged 0-5 years. In 2017, the FSP program was implemented and evaluated in the Pilbara region.

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

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

A review of the literature and needs assessment was conducted which included the delivery of two face-to-face focus groups and an electronic survey of experts in early childhood nutrition, health professionals and key stakeholders in the Pilbara and around Australia. The structured program content was determined through these consultations with experts and Pilbara stakeholders. FBWA staff attended various playgroups to build trust and relationships with community members and stakeholders. This program offers up to four tailored nutrition 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 designed to

engage parents of 0-5 year olds in a fun and interactive nutrition and cooking workshop to enable them to select and provide healthy food for their children.

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

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

Evaluation conducted by TNS Social Research in relation to FBWA'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 2017, all programs/initiatives with the exception of the Educator Training program, 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 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 Updating phase

#### **2.1.1 Program Planning Logic Model and Evaluation Plan updating:**

A Program Planning Logic Model (PPLM) and Evaluation Plans (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.

#### **2.1.2 Instruments updating:**

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

<i>School Breakfast Program:</i>	Online SBP coordinator survey (26 questions);
<i>Food Sensations® Schools:</i>	Paper-based pre-program and post-program student surveys (both 7 questions); electronic post-program teacher feedback email (2 questions);
<i>Fuel Your Future:</i>	Paper-based post program youth surveys (module-specific, all 6 questions); paper-based post-program teacher/agency survey (module-specific, 5 questions);
<i>Food Sensations® for Parents:</i>	Paper-based post-session parent survey practitioner led group discussion guide (module-specific, all 9 questions); online post-program stakeholder survey (module-specific, all 6 questions);
<i>Educator Training:</i>	Paper based post-session survey (7 questions).

The choice of online surveys was based on the rationale that time constraints prohibited 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 2017-2020 application submitted to DOE would be for each program's method/s. 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 8<sup>th</sup> February 2017. Written approval for all processes was granted by DOE on 7<sup>th</sup> March 2017.

## 2.3 Data collection phase

### 2.3.1 School Breakfast Program:

A standardised email containing evaluation overview and purpose, DOE approval letter and the SBP online survey link was sent to all SBP coordinators in the Pilbara (n=15) on 9<sup>th</sup> October 2017, with a copy to the school principal. The survey was open until 30<sup>th</sup> October 2017. A total of 10 participants participated in the SBP 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 to any volunteers involved. SBP coordinators, staff and volunteers have a large workload during SBP time, therefore it was not considered practical to contribute further to this workload by transferring the responsibility of data collection to SBP staff/volunteers during SBP times (which could also compromise provision of the program to school students on those days). The close affinity SBP staff have with this regular program would enable them to provide good quality evaluation information for the purposes and scale of this internal evaluation.

### 2.3.2 Food Sensations® in Schools:

A total of 996 Pilbara students participated in FFS sessions in 2017. A total of 378 students were invited to participate in the FFS pilot evaluation once DOE approval was received. Self-administered paper based pre-and post-session surveys were completed before and after each FFS session held after DOE approval was provided. Evaluation was conducted on school sites, with 309 students completing surveys (81.7% response rate). As many of the results utilise both pre- and post-session matched surveys, only cases that had available pre-post data were used. Therefore, the sample size differs between questions, from n=262 to n=310. Teachers whose classes were participating in the FFS sessions (n=32) scheduled after DOE approval was received were also invited to complete two feedback questions. The questions were sent in the body of a standardised follow up email, along with evaluation purpose and DOE approval letter, the week following the session. Data collection occurred from 26<sup>th</sup> March until 21<sup>st</sup> September. A total of 20 teachers participated in the evaluation (62.5% response rate).

### **2.3.3 Fuel Your Future:**

A total of 243 youth participated in FYF sessions in 2017. A total of 159 youth were invited to participate in the evaluation throughout the year. The FYF program framework includes a total of four successive workshops (sessions) delivered with youth participants. During the 2017 reporting period, FYF workshops were evaluated with a total of 140 youth completing evaluation surveys. Evaluation was not conducted in all sessions, due to time and age restrictions stipulated in the DOE ethics approval, in some settings e.g. youth centres participants ages range from 10-17 years meaning evaluation data cannot be collected with participants who fall outside of the 12-18 years category. The 140 youth who participated in evaluation (88% response rate) after each workshop completed self-administered post-workshop surveys. Youth participants completed module-specific evaluation questions, therefore, the sample size for each FYF survey question differs between n=7 and n=124. Teachers/stakeholders (n=17) whose classes were participating in the FYF program were invited to complete self-administered post-workshop anonymous surveys. The post-workshop surveys were provided to stakeholders along with evaluation purpose and DOE approval letter, at the conclusion of the workshop. Stakeholders were asked to complete the surveys at the same time as the youth in the workshop and return to the program facilitators before the end of the workshop. Data collection occurred from 13<sup>th</sup> March until 15<sup>th</sup> September, with eight stakeholders participating in evaluation (47% response rate).

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

A total of 106 parents participated in FSP in 2017. Overall, a total of 36 parents (primary target group) were invited to participate in the Practitioner Led Group Discussion (PLGD) evaluation method after DOE approval was received, over eight sessions. The PLGD (Hawe, Degeling, & Hall, 1990) is a qualitative method that was used to elicit key positive and negative feedback relating to program concepts taught and the cooking component. A total of 36 stakeholders participated in evaluation (100% response rate). Stakeholders/agency staff (n=13 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 13<sup>th</sup> March until 15<sup>th</sup> September, online survey links were sent out after 13 workshops. A total of four surveys were completed (30.8% response rate).

### **2.3.5 Educator Training:**

A total of 16 people participated in five ET sessions in 2017. The ET program was not evaluated in 2017, due to the training program undergoing a review.

## **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 on the previously established reporting expectations and processes in 2016 deemed appropriate for the time and budgetary constraints of this internal evaluation project. Quantitative and qualitative data analysis protocols were reviewed in light of learnings from 2016 data analysis phase ensuring the FBWA project team were clear on analytical processes required in 2017. This approach was taken to ensure consistent processes across all programs, given analyses were being conducted by various team members.

#### **2.4.1 Quantitative data:**

In accordance with the Data Analysis Strategy, all online surveys were analysed using Survey Monkey (Survey Monkey Inc, 2017). Data relating to the FSS pre-post session surveys and the FYF post-session surveys were manually entered into Microsoft Excel from paper-based surveys and imported into IBM SPSS (version 24, 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 2018 have been included in the Recommendations section.

#### **2.4.2 Qualitative data:**

Open-ended questions at the end of online surveys, FSP qualitative methods and FSS teacher qualitative methods were analysed thematically in Microsoft Word. Codes were used 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 2017 were discussed and required amendments based on ‘lessons learnt’ documented for implementation in 2018. Evaluation dissemination included preparation and distribution of this evaluation report in the following ways: (i) a summary report for DOE central office (a requirement of approval) and (ii) 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 2017 program achievement against the output KPI's.

**Table 1: Achievement of School Breakfast Program Output Key Performance Indicators for 2017.**

Output KPI description	Number required	Number achieved 2017
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	56
3. Provide access to the SBP for Pilbara students each year of the project	TBC by FBWA	427

A total of 10 registered SBP schools completed the online SBP Pilbara 2017 Survey (66.6% response rate). Eighty percent of respondents (n=8) indicated they are the nominated SBP coordinator for their school, with key roles/positions reported to be principal, deputy principal, teacher, education assistant/Pastoral Care Coordinator, canteen attendant, Student Services Manager and Manager of Corporate Services. The total number of students that access the SBP for these 10 schools is reported to be between 286 - 301 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 on an "as needs basis", usually 3 days per week. Schools provided between 3 - 300 breakfast meals per week.

Eighty percent (n=8) of schools reported providing emergency lunches or other meals using SBP products. The most commonly reported emergency meal provided was lunch (n= 6, 75%), with two schools already providing emergency lunch meals also sometimes providing recess (n=2, 25%) and one school providing recess and food parcels (12.5%). Up to 350 of these other meals (lunch, recess and/or food parcels) are provided per week, in addition to breakfast meals.

.....

.....

The reasons/circumstances for providing these other meals was primarily that students are not provided these meals from home due to no food being at home, which those surveyed indicated is most likely due to family finances, i.e.:

*“When students arrive at school hungry or without recess or lunch, they are given food. As a policy, we do not ask our students why they do not have food as to limit their feeling of ‘shame’ but it can be surmised that there is a shortage of food at home or that the parents were unable to provide the meals for some reason.”*

.....

In 2017, of the core staple foods offered for the SBP by FBWA all schools (100%, n=10) ordered canned spaghetti and canned baked beans, 90% (n=9) ordered UHT milk and wheat biscuits, 80% (n=8) ordered the 100% unsweetened UHT juice (offered by FBWA to remote schools only), 70% (n=7) ordered the canned fruit in natural juice and vegemite, and 40% (n=4) ordered the oats.

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

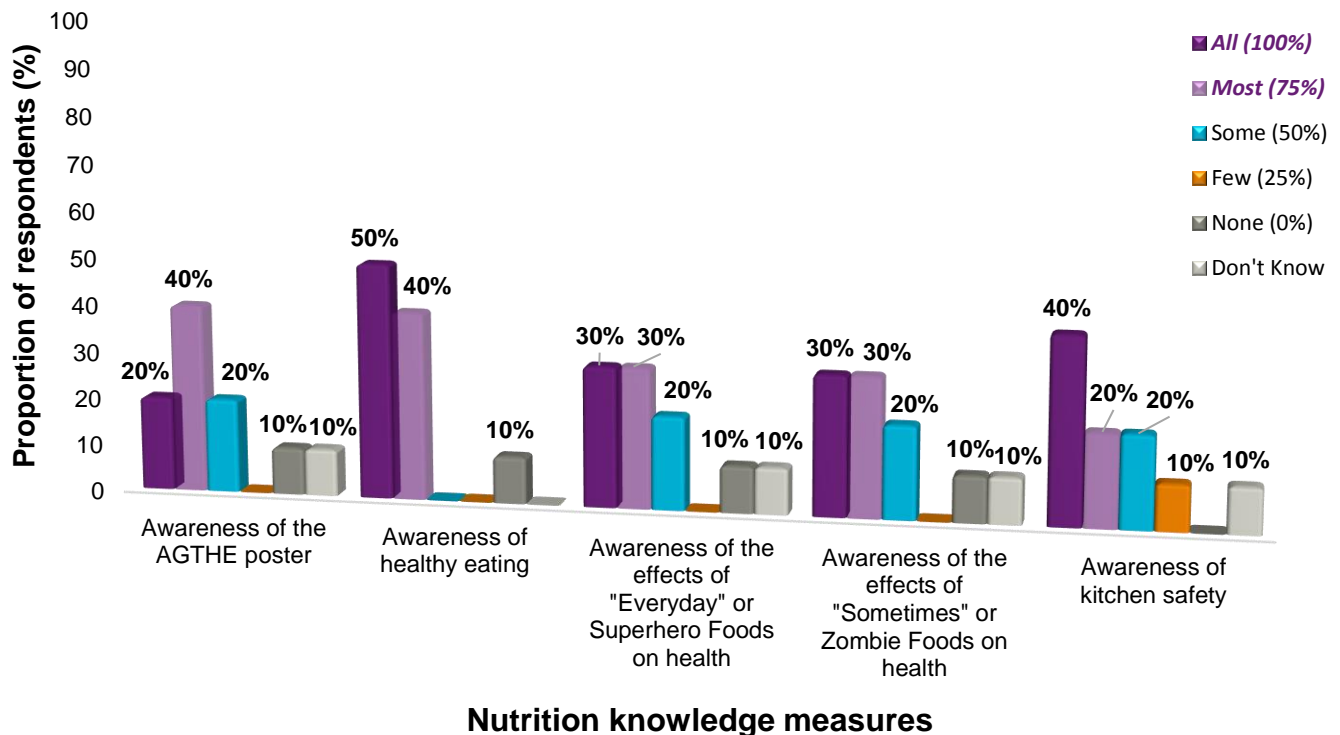
**Knowledge**

Respondents were asked to rate the proportion of students that were positively impacted by the SBP only, 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 Guide to Healthy Eating (AGTHE) poster
- (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 (Fig. 1) included:

- **60% (n=6) of schools reported ‘all’/‘most’ of their students were positively impacted in relation to Awareness of the Australian Guide to Healthy Eating poster;**
- **90% (n=9) of schools reported ‘all’/‘most’ of their students were positively impacted in relation to awareness of healthy eating**
- **60% (n=6) indicated ‘all’/‘most’ of their students increased their awareness of the effects of “Everyday” or Superhero Foods on health;**
- **60% (n=6) of schools reported ‘all’/‘most’ of their students’ awareness was improved in relation to effects of “Sometimes” or Zombie Foods; and**
- **60% (n=6) reported the SBP increased ‘all’/‘most’ of their students’ awareness of kitchen safety**



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

As the survey results indicate, all aspects of nutrition knowledge measures met the program objectives using the indicator of success of at least 50% of schools reporting 'all'/'most' of their students were positively impacted by the School Breakfast Program. This is an improvement from the 2016 survey results, where one of the five aspects measured did not meet the program objective in relation to knowledge (awareness of the AGTHE poster).

### **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:

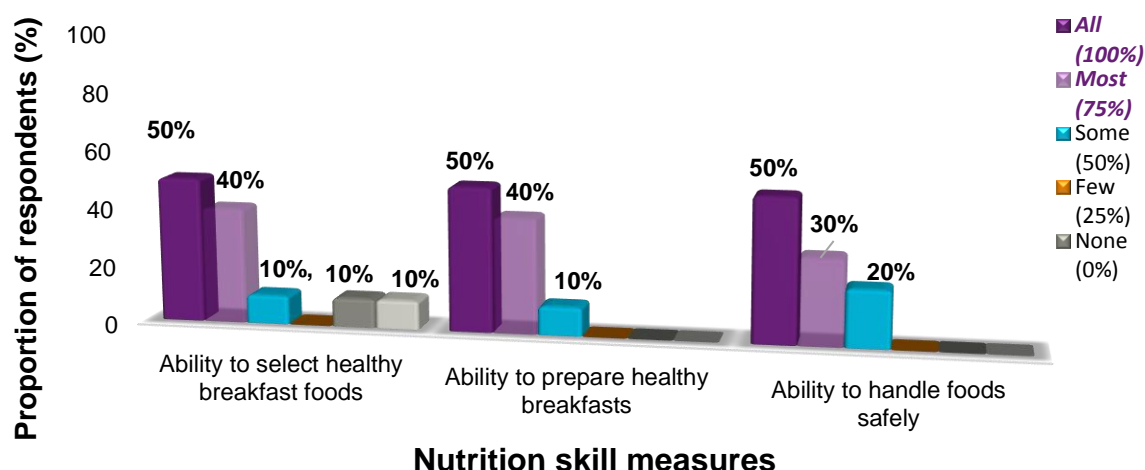
- (i) Ability to select healthy breakfast foods
- (ii) Ability to prepare healthy breakfasts
- (iii) Ability to handle food safety

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 (Fig. 2) 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;*
- *The majority (90%, n=9) of schools stated ‘all’/‘most’ students increased their ability to prepare healthy breakfasts as a result of the SBP;*
- *The majority (80%, n=8) of schools surveyed indicated ‘all’/‘most’ of their students’ ability to handle food safely was improved*



**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’ healthy food and nutrition knowledge, skills and attitudes, i.e.:

*“The breakfast program promotes healthy eating amongst our students by providing healthy meal options. Regularly partaking of these foods helps the students to develop a taste of healthy foods as well as improving their skills for discerning [sic] between healthy and sometimes foods. This message is further enforced by the cooking lessons that food bank [sic] provide.”*

*“All students have access to healthy breakfast each morning which they otherwise wouldn’t.”*

*“The school breakfast program has very positive impacts on all students in terms of knowledge [sic], behaviours and healthy eating. Students really enjoy coming to the breakfast program.”*

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

Objective 2 and all its respective indicators of success were achieved, with survey results demonstrating a very high level of satisfaction with the SBP across the 10 responding schools.

Results (Fig. 3) indicated:

- ***All respondents (100%, n=10) rated the quality of products, the ordering processes and communication relating to the SBP provided by FBWA as either ‘very good’ or ‘good’***
- ***Nearly all respondents (90%, n=9) rated the selection of products provided by FBWA as either ‘very good’ or ‘good’***



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

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

***“Always of a high quality and well packaged.”***

***“Excellent selection of healthy breakfast options.”***

***“Miranda is always very well organised and makes the process easy!”***

***Whenever I have had to call or email I felt as if I am known personally by the Foodbank staff.”***

## 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 2017 program achievement against the output KPI's.

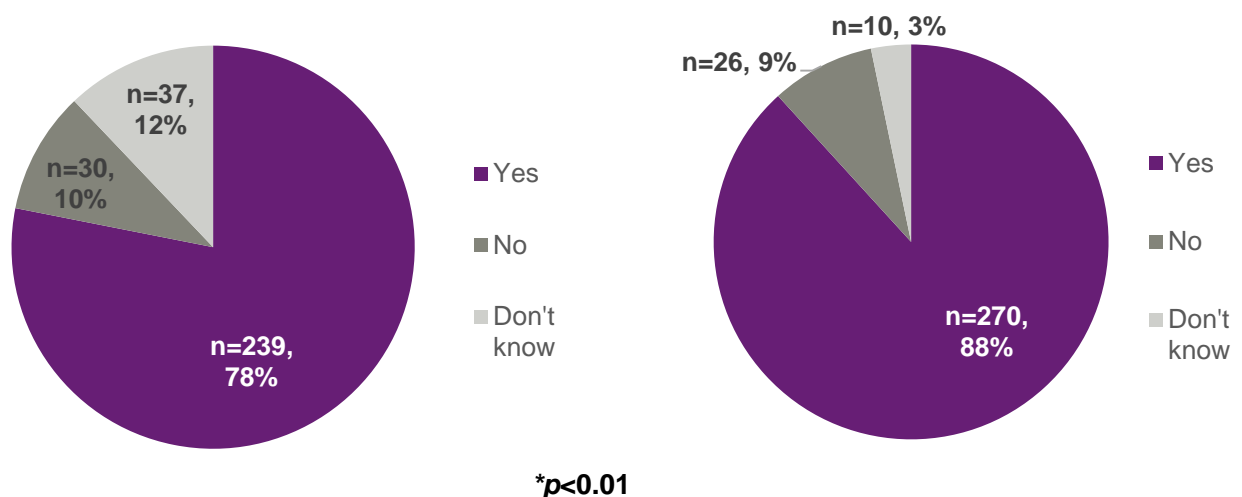
**Table 2: Achievement of Food Sensations® in Schools Output Key Performance Indicators for 2017.**

Output KPI description	Number required	Number achieved 2017
1. Pilbara schools received program	13	13
2. Sessions delivered to selected Pilbara schools	75	74
3. Students enrolled in the program	TBC by FBWA	996

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

### Student Pre-session and Post-session Survey Results:

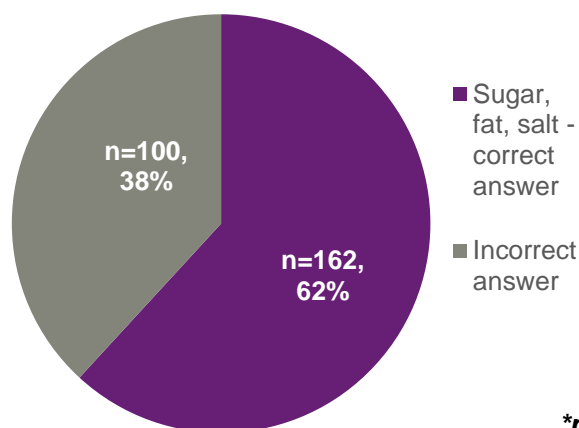
A key health message delivered during FSS sessions, “Everyday foods will give me a strong mind and healthy body”, is related to the Superhero Foods concept. *The FSS session resulted in a highly statistically significant\* increase in recall among students of this key FSS health message (Fig. 4 and 5).*



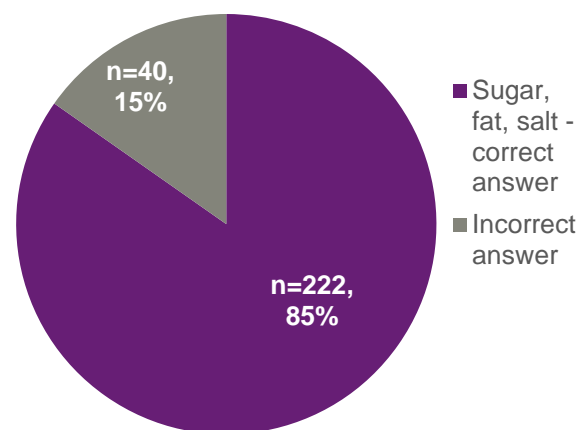
**Fig. 4. Students' recall of the health message pre-FSS session: “Everyday foods will give me a strong mind and healthy body” (n=306)**

**Fig.5. Students' recall of the health message post-FSS session: “Everyday foods will give me a strong mind and healthy body” (n=306)**

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 “fat, salt and sugar”* (Fig. 6 and 7).



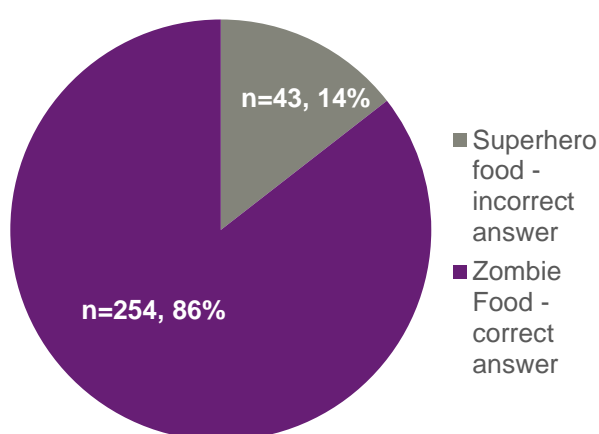
**Fig. 6. Students' identification of the adverse ingredients contained in “Zombie Foods”, such as soft drinks, pre-FSS session (n=262)**



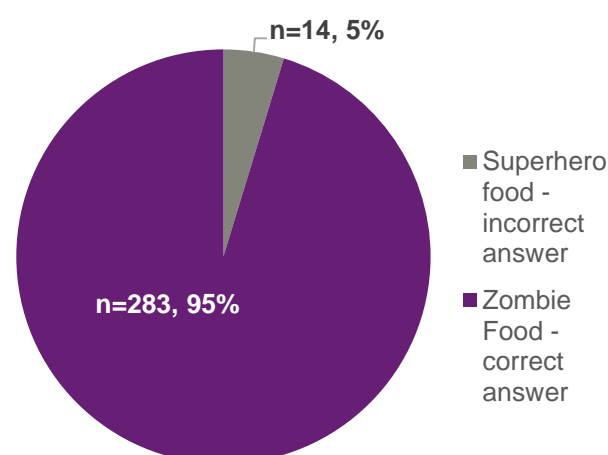
**Fig. 7. Students' identification of the adverse ingredients contained in “Zombie Foods”, such as soft drinks, post-FSS session (n=262)**

**\*p<0.01**

Another indicator of students' improvement in knowledge relating to healthy food choice is recall of whether certain foods are promoted by FBWA as “Superhero Foods” or “Zombie Foods”. *The FSS session resulted in a statistically significant improvement in knowledge of whether “energy drinks”* (Fig 8 and 9), “chicken nuggets” (Fig 10 and 11), “tinned fruit” (Fig 12 and 13) and “sports drinks” (Fig 14 and 15) were Superhero Foods or Zombie Foods.

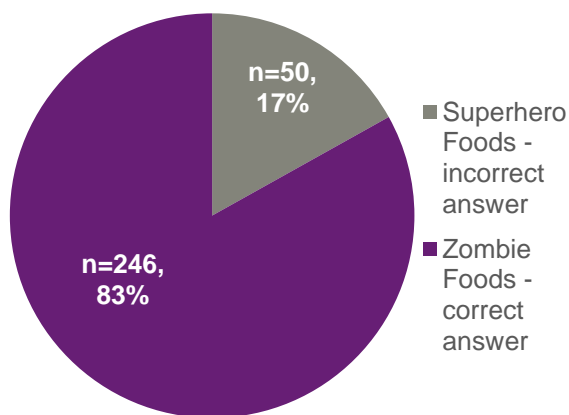


**Fig. 8. The proportion of students that identified “energy drinks” are a “Zombie Food”, pre-FSS session (n=297)**

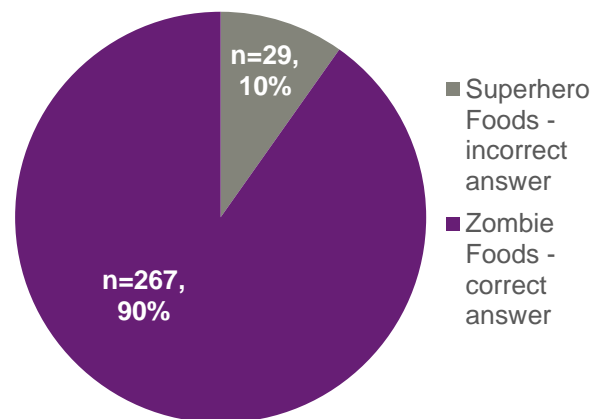


**Fig. 9. The proportion of students that identified “energy drinks” are a “Zombie Food”, post-FSS session (n=297)**  
\*highly statistically significant change

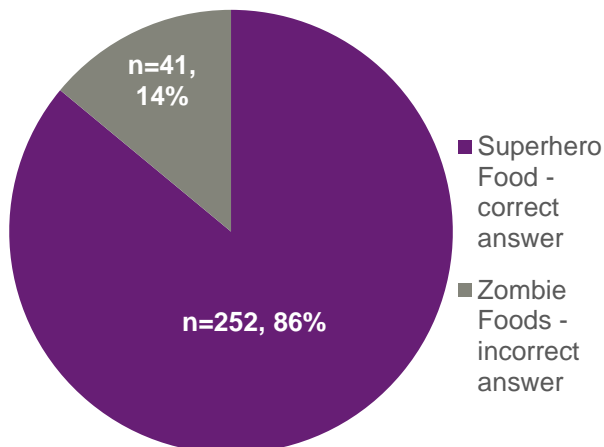
**\*p<0.01**



**Fig. 10. The proportion of students that identified “chicken nuggets” are a “Zombie Food”, pre-FSS session (n=296)** \*p<0.01

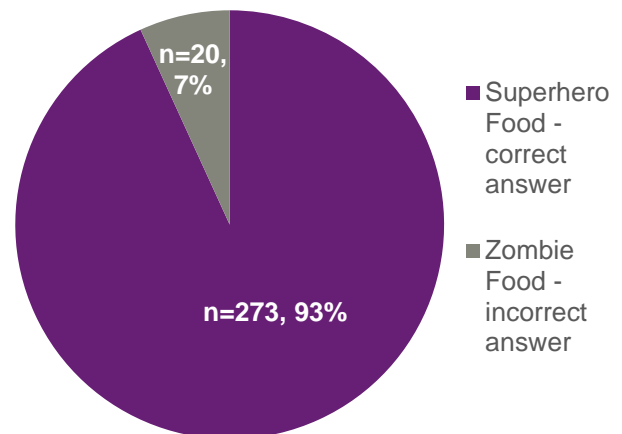


**Fig. 11. The proportion of students that identified “chicken nuggets” are a “Zombie Food”, post-FSS session (n=296)** \*highly statistically significant change

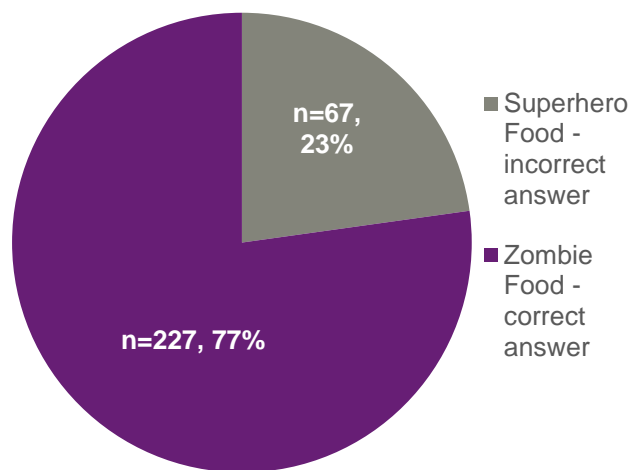


**Fig. 12. The proportion of students that identified “tinned fruit” are a “Superhero Food”, pre-FSS session (n=293)**

\*p<0.01

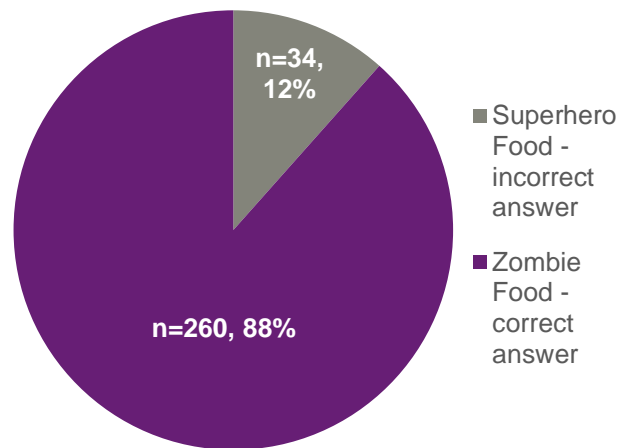


**Fig. 13. The proportion of students that identified “tinned fruit” are a “Superhero Food”, post-FSS session (n=293)** \*highly statistically significant change



*\*p<0.01*

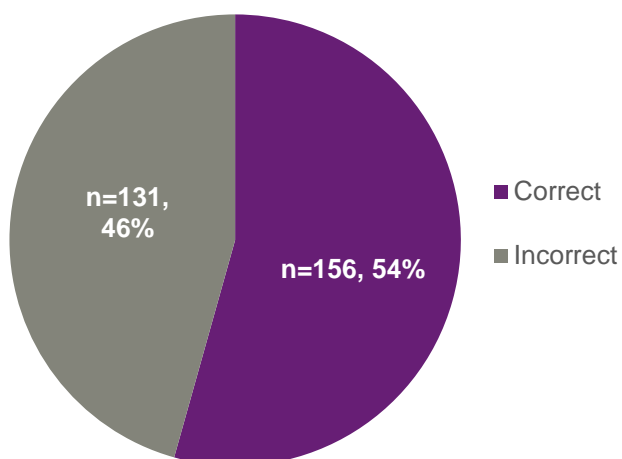
**Fig. 14. The proportion of students that identified “sports drinks” are a “Zombie Food”, pre-FSS session (n=294)**



**Fig. 15. The proportion of students that identified “sports drinks” are a “Zombie Food”, post-FSS session (n=294)  
\*highly statistically significant change**

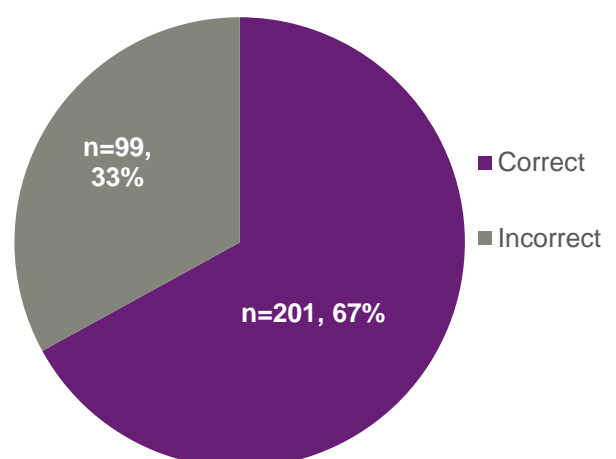
Students’ knowledge regarding whether food items were regarded by FBWA as a ‘Superhero Food’ or ‘Zombie Food’ did not significantly differ pre- to post-session for the following food items: cheese, sweet biscuits, frozen vegetables and rice.

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”, “baked beans”, “porridge” and “milk” were healthy breakfast foods (Fig 16 and 17).**



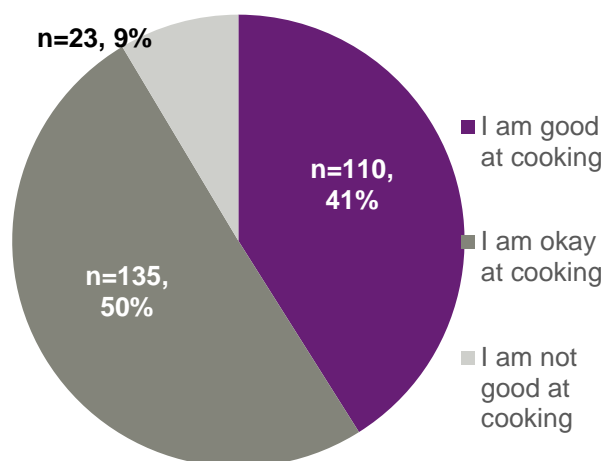
*\*p<0.01*

**Fig. 16. The proportion of students that correctly identified healthy breakfast choices, pre-FSS session (n=310)**



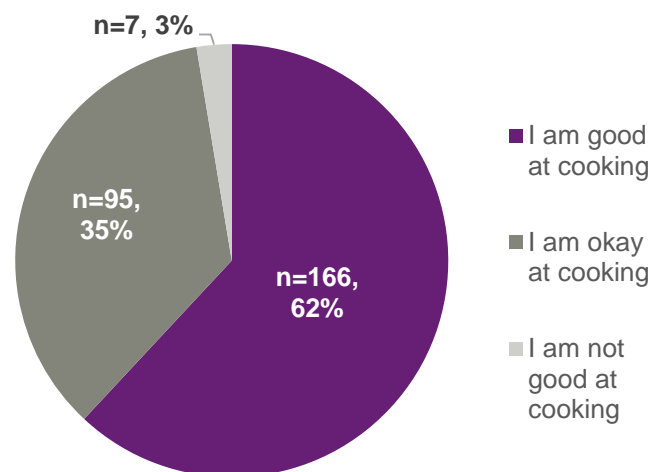
**Fig. 17. The proportion of students that correctly identified healthy breakfast choices, post-FSS session (n=310)**

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, almost half of the children surveyed indicated they had good cooking skills (Fig, 18). ***The cooking component in the FSS session resulted in a highly statistically significant\* increase to almost two-thirds of children indicating they are good at cooking (Fig, 19).***



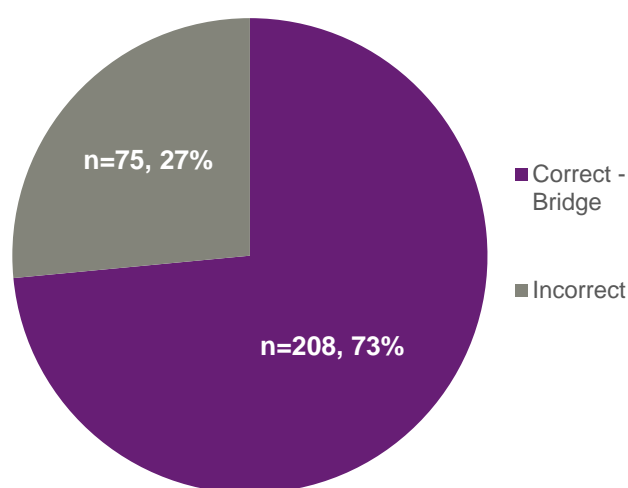
***\*p<0.01***

***Fig. 18 The proportion of students rated their cooking skills as “good”, “okay” and “not good” pre-FSS session (n=268)***



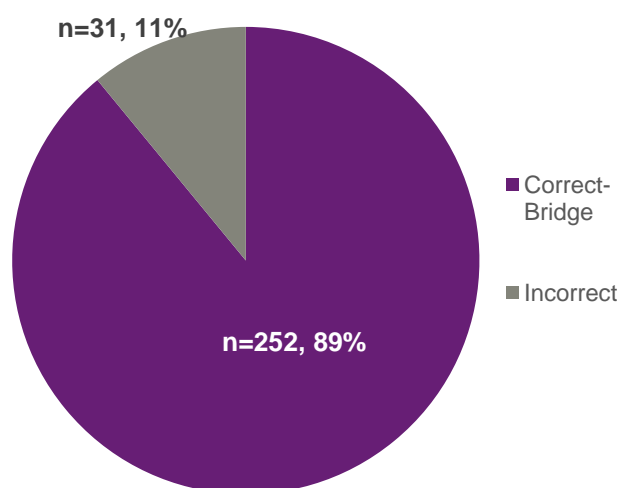
***Fig. 19 The proportion of students rated their cooking skills as “good”, “okay” and “not good” post-FSS session (n=268)***

Knife skills are an essential element of safe cooking practices. The FSS session includes a safety demonstration of correct knife techniques. While there was good knife technique awareness before the session (Fig 20), ***the FSS session resulted in a highly statistically significant\* increase in the proportion of students correctly identifying the correct knife technique displayed in the picture (“Bridge”) (Fig 21).***



***\*p<0.01***

***Fig. 20 The proportion of students identifying the correct knife holding technique (“bridge”) pre-FSS session (n=283)***



***Fig. 21 The proportion of students identifying the correct knife holding technique (“bridge”) post-FSS session (n=283)***

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

**Student 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 (97%), cooking (98%) and food tasting (92%)*.

**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 (n=299)</i>	97	291	1	2	2	6	100%
<i>I enjoyed cooking in today's session (n=295)</i>	98	291	1	2	1	2	100%
<i>I enjoyed tasting the food our class made today (n=286)</i>	92	264	3	8	5	14	100%

**Teacher Post-program Survey Results:**

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

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

A total of 32 teachers were invited to participate with 20 respondents participating in this qualitative evaluation method.

**Teacher support**

An important indicator used to measure program delivery satisfaction amongst the target group is teacher's feedback reporting whether they enjoyed the FSS session. Overall teachers provided feedback indicating they thoroughly enjoyed participating in the program and were very satisfied with the experience it provided for both themselves and their students. Teachers commented on how they viewed the Food Sensations session as a professional development opportunity whereby they enjoyed being able to take a step back and observe different aspects including the overall impact of the program, the organised nature of the session, the great use of classroom management strategies by FBWA staff to engage students in active learning and the resources shared with students and staff, i.e.:

*"I felt like I was able to go around and spend time with my students instead of managing the activity".*

*"...it is a professional development opportunity for me which I wouldn't have without you guys coming. Once again, Thank you! I love the program!"*

Teachers also highlighted they would "love" to see the FBWA team continue delivering the program in the future.

### **Theory and practical elements**

In addition to teachers reporting enjoying the FSS session, teacher's feedback on the positive attributes of the program formed another indicator used to provide a complete picture of program delivery satisfaction.

A theme which emerged strongly in the feedback received from teachers was the balance between theory and practical elements included in the sessions. The theory element includes a nutrition lesson which provides students with knowledge about healthy food choices, followed by a cooking element where students apply the knowledge gained by practicing their cooking skills preparing a healthy meal for their class, in a hands on learning environment. Teachers specifically noted the educational activities were informative and hands on, whilst also catered to meet the learning needs of different age groups, resulting in strong engagement during the activities. Teachers commented on the way in which the combination of theory and practical skill development helped strengthen students understanding and skills in identifying and preparing healthy foods which was also enhanced through the cooking element of the session, i.e.:

***“I think the best part was that the sessions were not just cooking, but explicit teaching of nutrition and cooking skills, not just cooking for cooking's sake. The children got to not only eat healthy food but really engage with why we were cooking those foods and practical cooking skills as well as practicing making healthy choices.”***

Teachers reported the cooking component promoted inclusivity and teamwork amongst everyone participating. They were also impressed to hear student's intentions to continue cooking healthy meals using the FBWA recipe books, at home and for their class at school. Teachers also noted that not only did the session involve students but also their parents resulting in everyone having the opportunity to share and enjoy the positive experience together and added value to existing cooking programs occurring in the school environment, i.e.:

***“That it required, and encouraged, team work and seeing the students take pride in their collective effort to make a dish.”***

### **Resources**

Teachers reported greatly appreciating the resources FBWA provides as part of the sessions, particularly the recipe books and pictorial resources available on the Superhero Foods website, which teachers reported continuing to use after the session. Key benefits cited included that the resources and Superhero Foods website supported their teaching and promotion of consistent health messages to their students, i.e.:

***“It is particularly great how the resources link back to other Foodbank programs and resources (such as the Superhero Foods) which keeps the message consistent, even following the visit.”***

The interactive nature of the educational resources, specifically the use of pictures to teach key nutrition concepts, was valued by teachers as it supported students learning regardless of their reading abilities.

### **Foodbank staff**

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

*“Professional and knowledgeable team members who were part of the Food Sensations day... All members made the students and teachers feel included in the preparation and cooking of ingredients. The knowledge which the team imparted with the students was terrific and very helpful in assisting students to cook delicious and healthy homemade meals for themselves and their family.”*

The willingness of the FBWA team to share their nutrition expertise and knowledge with staff and students was highly valued by teachers, as they viewed this as a professional development opportunity, which they felt they otherwise wouldn't have access too. Teachers reported they felt FBWA staff were competent in tailoring the information in a holistic manner which was relevant to the student's context in their own community, for example using ingredients locally available to them, i.e.:

*“The team members each added their own element and worked seamlessly to ensure that the students got a well-rounded message of healthy eating using ingredients that are accessible to them in community.”*

Teachers also believed that information delivered to students by someone external to the school environment was often better received and retained. Teachers viewed the repetitiveness of the FBWA team visiting consistently over the years has helped build a positive working relationship with students and staff. Teachers expressed staff and students know what to expect during visits and there is clear trust placed in the FBWA team in their ability to engage with students and staff, helping to provide a positive and engaging learning experience. The qualitative data collected demonstrates the teachers valued a variety of different elements from their experience of the program and were very satisfied with the program overall.

### 3.3 Fuel Your Future Program

#### ***Output Key Performance Indicators***

The output KPI's for the FYF program related to school engagement, session delivery and youth participation. Table 4 (below) displays the 2017 program achievement against the output KPI's.

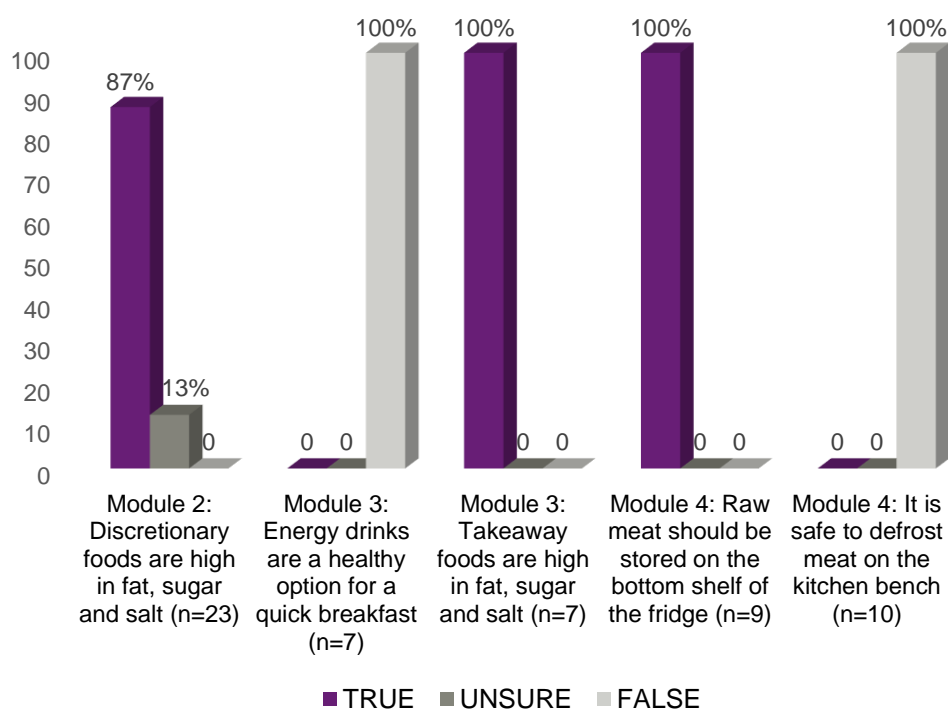
***Table 4: Achievement of Fuel Your Future Output Key Performance Indicators for 2017.***

Output KPI description	Number required	Number achieved 2017
1. Pilbara schools and community agencies engaged.	TBC by FBWA	10
2. Sessions delivered to selected Pilbara schools.	20	24
3. Youth Participated in program.	TBC by FBWA	243

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

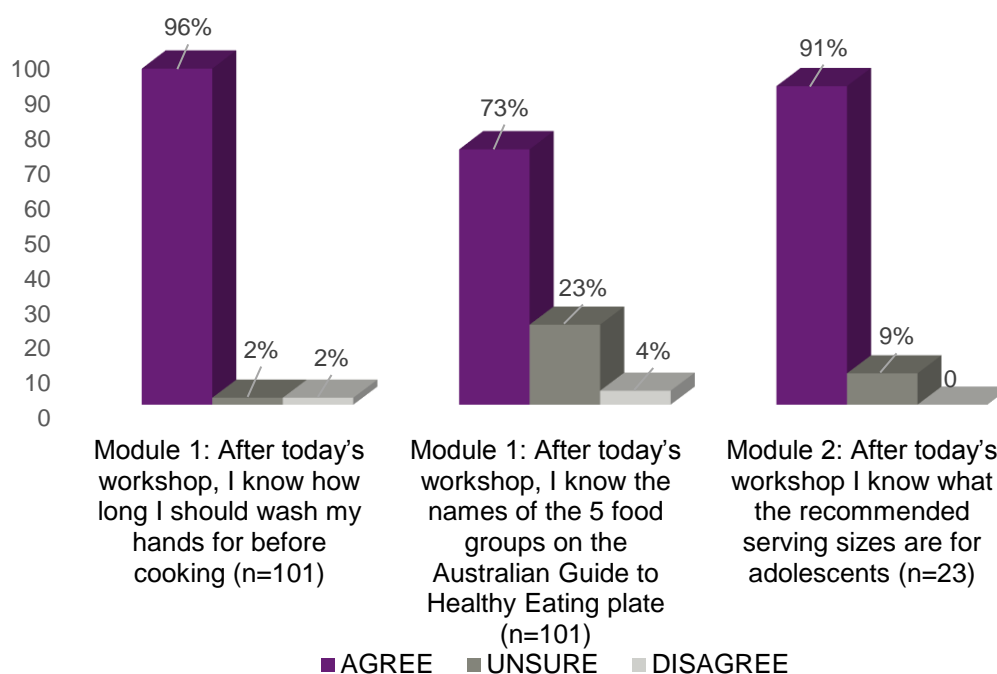
##### **Objective 1: To improve the program participants' understanding and knowledge of healthy food selection and usage**

Each of the four workshop surveys contained six questions. The first question/s in each workshop survey directly related to specific session content taught in those respective workshops. The first set of results presented below (Figure 22) contains combined results for the various questions asked in a 'true'/'unsure'/'false' manner across workshops 2-4. As shown in the figure below, there was good understanding of the specific concepts taught. A majority (87%) of module 2 respondents knew that discretionary foods were high in fat, salt and sugar, while all (100%) of module 3 and 4 respondents provided the correct answer (false) to questions relating to energy drinks, takeaway foods and correct techniques to safely defrost meat.



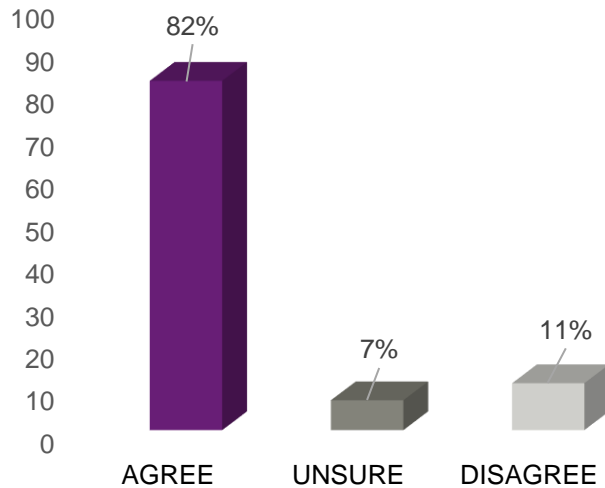
**Fig. 22. FYF workshop respondents answers to workshop-specific statements**

Figure 23 relates to level of agreement questions across modules. Again, a large majority of respondents agreed with the statements relating to knowledge and skills acquired as a result of the FYF session. Level of agreement ranged from 73% (naming the five food groups) to 96% (handwashing skills).

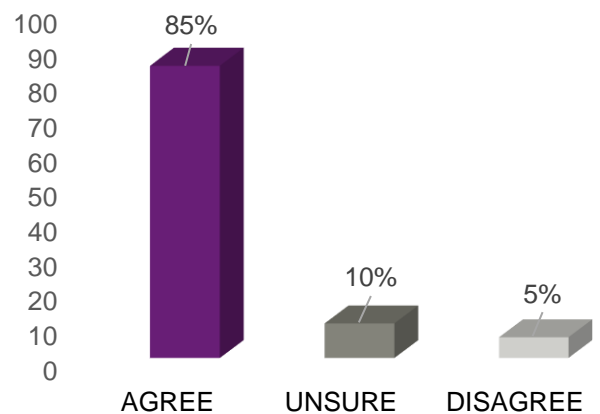


**Fig. 23. Proportion of workshop respondents indicating their level of agreement for questions across modules 1-4**

The subsequent question responses have been combined for workshops 1-4, given the questions were asked in all surveys. Figure 24 below displays the combined workshops 1 - 2 results (n=124) relating to the question: *“Today’s workshop taught me how to read a recipe.”* **The large majority (82%) of respondents agreed that the FYF workshops had provided them with the critical ‘healthy food usage’ skill of reading a recipe.** Figure 25 (right) demonstrates that, again, **a large majority (85%) of respondents believed they gained essential food use skills - preparing a meal at home** - as a result of the FYF workshops.

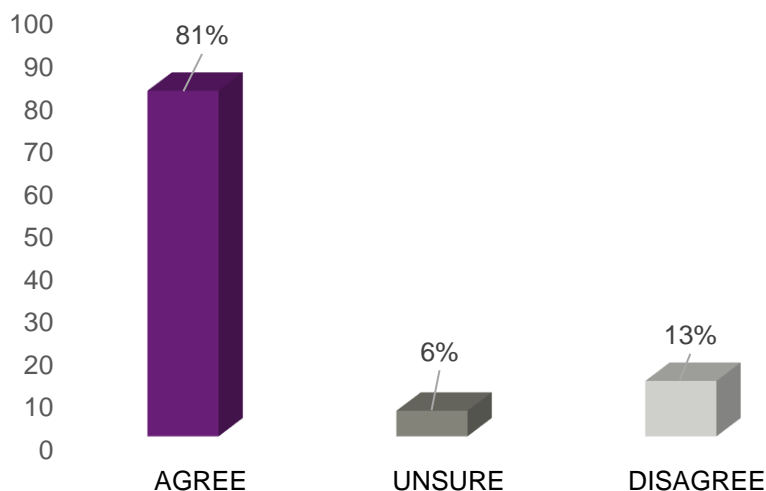


**Fig. 24. Evaluation responses (n=124) to the question: “Today’s workshop taught me how to read a recipe.”**



**Fig. 25. Evaluation responses (n=123) to the question: “Today’s workshop taught me how to prepare a meal at home.”**

Figure 26 below reflects the workshop 3 and 4 respondent views for the statement *“After today’s workshop, I have the skills to prepare a meal by myself”*. More than three-quarters of respondents agreed with this statement, while 13% disagreed.



**Fig. 26. Evaluation responses (n=16) to the question: “After today’s workshop, I have the skills to prepare a meal by myself”.**

Only one question asked of FYF evaluation respondents in workshop 2 did not achieve objective 1 and its corresponding indicator “A minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s”. This statement was “After today’s workshop I have the skills to use knives safely”, whereby a total of 67% of respondents agreed.

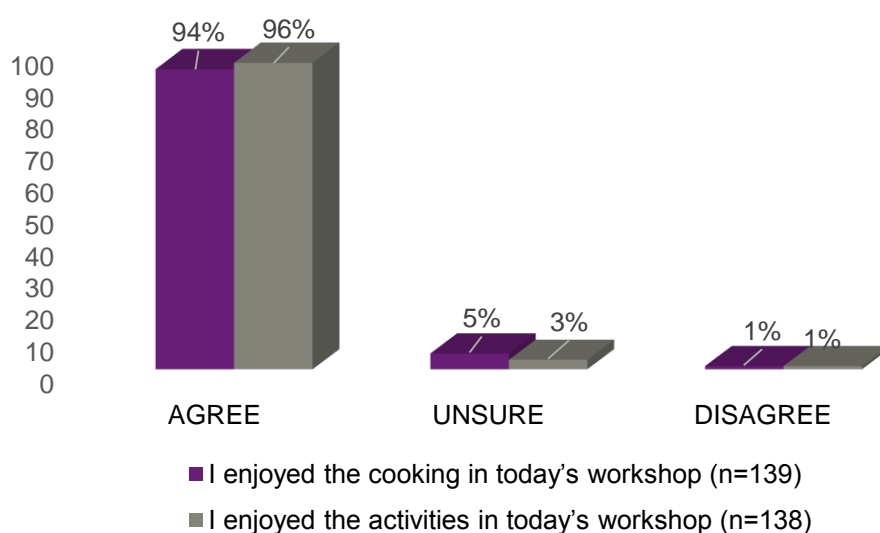
### Stakeholder Post-program Survey Results:

In relation to **objective 1** results from the FYF stakeholder surveys for workshop 1 and 2, all respondents across both surveys (**100%**, n=8/8) strongly agreed the FYF workshop improved their students’ knowledge relating to key concepts taught in the workshop and that the workshop improved the youths’ skills in food preparation. The results for **objective 1** validate the importance of including both knowledge-based nutrition activities, with the experience of hands-on cooking, allowing youth to learn and practice a variety of skills across the workshops delivered.

### 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 workshops 1 - 4 collectively, as the same questions were asked in all workshop surveys. Figure 27 (below) showcases the success of the FYF program in participant satisfaction; **almost all evaluation respondents across workshops 1-4 (94%) indicated they enjoyed the cooking component of the workshop**. Similarly, **the nutrition activities were enjoyed by almost all (96%) respondents** (Figure 27).



**Fig. 27. Evaluation responses to the questions: “I enjoyed the cooking in today’s workshop” (n=139) and “I enjoyed the activities in today’s workshop” (n=138)**

### Stakeholder Post-program Survey Results:

When looking at the workshop activities across both Workshop 1 and 2, all respondents (n=8) ‘strongly agreed’ that they were appropriate in relation to age, numeracy and literacy levels of the youth participants (Table 5).

**Table 5: Suitability of workshop activities across Workshops 1 and 2**

Activities suitability	Strongly Agree		Agree	
	%	n	%	n
Age	100	8	-	-
Numeracy Levels	100	8	-	-
Literacy Levels	100	8	-	-

Similarly, all respondents for Workshop 1 and 2 (n=8) ‘strongly agreed’ that recipes were appropriate, in relation to age, numeracy and literacy levels of youth participants (Table 6).

**Table 6: Suitability of recipes across Workshops 1 and 2**

Recipes suitability	Strongly Agree		Agree	
	%	n	%	n
Age	100	8	-	-
Numeracy Levels	100	8	-	-
Literacy Levels	100	8	-	-

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.*” All workshop 1 and 2 evaluation respondents (n=8) ‘strongly agreed’ that the workshops met their expectations and the youth enjoyed the workshops. Results indicate a high level of program delivery satisfaction amongst program respondents (Table 7).

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

Workshop 1 & 2 Satisfaction	Strongly Agree		Agree	
	%	n	%	n
I believe the youth enjoyed today’s workshop	100	8	-	-
The Fuel Your Future workshop met my expectations	100	8	-	-

The results displayed demonstrate that the FYF program is well designed for youths’ abilities. It is important for the program’s success that positive stakeholder feedback is gathered, as community or town-specific factors such as culture, location and food access can impact the nutrition and food environment significantly. The results captured in this evaluation display the suitability of the recipes and activities to the target group, overall contributing to high levels of program satisfaction for workshop 1 and 2.

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Stakeholders who completed the post-paper-based survey indicated that overall they were satisfied with the workshops, identifying the workshops as being engaging, organised and inspiring, i.e.:

*“Excellent! Thank you so much.  
Looked inspiring and brought out the best in my students who felt lucky to  
have been involved.”*

*“Students were engaged through the activity session, prep, cooking and  
sampling food. The organisation and running of the session worked in very  
well to the try-a-trade and Cert II work we are doing in class.”*

*“Excellent activities. Really enjoyed seeing a different side to the students.  
Were very engrossed in the cooking and I learnt a lot to boot. Thank you.”*

.....

### 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 2017 program achievement against the output KPI's.

**Table 8: Achievement of Food Sensations® for Parents Output Key Performance Indicators for 2017.**

Output KPI description	Number required	Number achieved 2017
1. Sessions delivered to parents	20	24
2. Parents enrolled in the program	TBC by FBWA	106
3. Community agencies engaged	TBC by FBWA	10

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

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

A total of thirty six respondents participated in the PLGD post session evaluation for FSP, comprising workshops one (n=9), two (n=16) and four (n=11). Mostly, **respondents were able to identify the key nutrition concepts relating to the workshop.** Respondents discussed the different food groups and their impact on the body, including how grains fuel the brain and how vegetables keep the immune system strong. **Respondents noted that learning how to read the “per 100g” column instead of the “per serve” column on a food label was new information that they did not know before.** The health star rating was also highlighted as something that respondents had not known about prior to the session. In relation to food safety, respondents discussed the importance of keeping food either hot or cold to keep it safe and brainstormed ideas on how to keep food cold while travelling in a hot climate. Respondents reported that this information was new to them in regards to food safety. Although **respondents found the information relating to the AGTHE useful,** they reported being confused about meals that had more than one food group and which food group they fit into. It was also mentioned more than once that it was difficult to understand how much of each of the five food groups children need to be consuming. One respondent suggested providing more information about how the AGTHE applies to children at different age groups versus adults. Fussy eating was also highlighted as an area in which respondents would like more guidance, particularly in relation to children that consume unbalanced proportions of particular food groups. In relation to food label reading, respondents reported finding it difficult to understand the difference between the “per 100g” and “per serve” and that it was easier to read the front of pack labelling, including the health star rating. Respondents did, however, discuss that **once they had learnt how to read the label in the session, these concepts appeared more simplified,** despite the interpretation still being time consuming. One respondent highlighted that they found it particularly confusing when one food item had more than one nutrition information panel, for example, a multipack

yoghurt with up to four flavours meant that there could be up to four nutrition information panels to read and interpret.

Recipes that were highlighted by respondents as new and surprisingly easy to make were the “Butter-less Chicken” and the “Choc Amazeballs”. When asked about any new cooking skills learnt from the workshop, one respondent mentioned that they had never seen sweet potato cooked in a sandwich press. Another respondent noted they learnt they could put leftovers into a container and keep in a cool bag to travel, a healthier lunch option when outside the home. Respondents discussed the simplicity of the ingredients used in the recipes, commenting on how easy the recipes were for children to prepare. **Respondents also noted that the information learnt in the label reading activity would help them to make healthier food choices in the supermarket** and equip them to choose foods with less sugar in them. Respondents did not find the cooking sessions difficult in any way.

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

As shown in Table 9 below, all respondents (n = 4) ‘strongly agreed’/’agreed’ that the session improved parents knowledge about the Australian Guide to Healthy Eating, food selection, food safety and food preparation.

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

Workshops 1, 2 & 4 Knowledge and skills	Strongly Agree		Agree	
Workshop 1 results (n=1)	%	n	%	n
Improved the parents' knowledge about the Australian Guide to Healthy Eating for 0-5 year olds	100	1	-	-
Provided the parents with the skills to prepare nutritious and age-appropriate foods for their children	100	1	-	-
Helped parents understand why children need a wide variety of foods from the five food groups	100	1	-	-
Provided the parents with the skills to handle food safely	100	1	-	-
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 4 results (n=2)				
Improved parents knowledge on what to include in a healthy lunch for outside the home	50	1	50	1
Provided parents with strategies to keep foods safe when travelling	50	1	50	1
Provided parents with experience in preparing a healthy and safe lunch for outside the home	50	1	50	1
Provided the parents with the skills to handle food safely	50	1	50	1

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

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

Across all three workshops evaluated, respondents thoroughly enjoyed the cooking element of the sessions, in particular the involvement of the children in the preparation of healthy, simple recipes. It was also mentioned that sitting down to share and enjoy the food together with the children was especially enjoyable. One respondent highlighted how relaxed and engaged the kids were throughout the session. Aside from the cooking and eating, respondents also noted that learning new and useful information about label reading and learning how to choose healthier products was a highlight. One respondent said that looking at the sugar in foods and learning how to reduce sugar through the label reading and sugar in drinks activity was particularly enjoyable and useful. Another respondent reported that they enjoyed the interactive nature of the nutrition activity highlighting that the chatting and exchanging of ideas was satisfying. Overall participants found the sessions fun and enjoyable and one respondent said that they like having FBWA visit.

**Stakeholder Post-program Survey results:**

All stakeholders (n=4) 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 FBWA, similarly, all respondents (n=4) were satisfied with the level of communication received in arranging the FSP session (Table 10).

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

Workshops 1, 2 & 4 Satisfaction	Strongly Agree		Agree	
Workshop 1, 2 & 4 results (n=4)	%	n	%	n
I believe the parents enjoyed the workshop	100	4	-	-
I was satisfied with the level of communication provided by Foodbank WA in arranging the workshop	100	4	-	-

With regards to recipes, all stakeholders (n = 4) strongly agreed that recipes were appropriate, in relation to: interest, numeracy and literacy levels, and geographic location (Table 11).

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

Workshops 1, 2 & 4 Recipe Suitability	Strongly Agree		Agree	
Workshop 1, 2 & 4 results (n=4)	%	n	%	n
Interest	100	4	-	-
Numeracy level	100	4	-	-
Literacy level	100	4	-	-
Geographic location	100	4	-	-

Similarly, when looking at the nutrition activities, all stakeholders (n = 4) strongly agreed that they were appropriate in relation to interest, numeracy and literacy levels, and geographic location (Table 12).

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

Workshops 1, 2 & 4 Nutrition Activity Suitability	Strongly Agree		Agree	
	%	n	%	n
Workshop 1, 2 & 4 results (n=4)				
Interest	100	4	-	-
Numeracy level	100	4	-	-
Literacy level	100	4	-	-
Geographic location	100	4	-	-

.....

Program stakeholders who completed the online stakeholder survey indicated that overall they were satisfied with the sessions, commenting on how much the parents enjoyed FBWA visits and highlighting the interactive nature of the program, i.e.:

*“It is a great program as it is”*

*“The parents love food bank and are always keen to get involved. We find this program is very interactive for everyone. Foodbank is welcome with us any time.”*

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## 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 13 (below) displays the 2017 program achievement against the output KPI's.

***Table 13: Achievement of Educator Training Output Key Performance Indicators for 2017.***

Output KPI description	Number required	Number achieved 2017
1. Sessions delivered to educators	5	5
2. List the Pilbara communities whom received sessions	TBC by FBWA	Punmu South Hedland Hedland
3. Participants attended each session	5	3.2 (total n=16)

### ***Outcome Key Performance Indicators***

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

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

The two objectives listed above were unable to be measured as no data was collected for the Educator Training program.

## 4.0 DISCUSSION

### 4.1 School Breakfast Program

The SBP program *objectives* measured by the internal evaluation included (1) to improve food literacy understanding among children accessing the SBP program; and (2) to maintain a high level of program delivery satisfaction among registered schools including students, teachers and principals.

In reference to program *objective 1*, the SBP achieved an improvement in food literacy understanding among school children in the Pilbara accessing the SBP. This is demonstrated by the program exceeding the minimum indicators for objective 1 for all five *knowledge* measures. 60% of respondents reported ‘all’/‘most’ of their students were positively impacted in regards to awareness of the AGTHE poster, awareness of the effects of both ‘everyday’ (Superhero Foods) and ‘sometimes’ (Zombie Foods) foods on health, and awareness of kitchen safety. Additionally, 90% of schools reported ‘all’/‘most’ of their students were positively impacted in relation to awareness of healthy eating. These results clearly indicate that while SBP is providing a nutritious breakfast to students as per its primary focus, it is also providing a value added benefit in tangibly improving the food literacy and nutrition knowledge of students attending the SBP.

Results also demonstrate that the program exceeded the minimum indicators for objective 1 for all three *skill* measures. Most (90%) schools reported ‘all’/‘most’ of their students improved their ability to select healthy breakfast foods and to prepare healthy breakfasts as a result of being part of the SBP. Additionally, 80% of schools reported that ‘all’/‘most’ of their students’ ability to handle foods safely was improved as a result of the SBP. The positive impact of the SBP on the students is also reflected by qualitative evidence that students have integrated their nutrition knowledge and food selection/preparation skills to recognise the difference between ‘healthy’ and ‘sometimes’ foods and make food selection and preparation decisions accordingly. Overall, the results of the SBP coordinator survey indicate that delivery of the SBP is understood to build on food literacy, nutrition knowledge, and food selection, preparation and safety skills across a range of measures.

In reference to program *objective 2*, all respondents of the SBP survey indicated a very high level of satisfaction with program delivery. All respondents (100%) rated the quality of products, the ordering processes and communication provided by FBWA in relation to SBP provision as ‘very good’ or ‘good’, with 90% of respondents also rating the selection of breakfast products as ‘very good’ or ‘good’. Many qualitative comments in relation to program delivery satisfaction were very positive, praising both the quality and selection of breakfast products as well as the organisation and professionalism of FBWA staff. The only negative comments collected in regard to SBP delivery centered around perceptions that some of the breakfast foods provided are high in sugar (with particular reference made to tinned spaghetti and UHT orange juice), and that the variety of foods provided may not be wide enough for additional emergency meals provided by some schools from SBP products (which is already beyond the scope of the original focus and intention for provision of the SBP). Many schools used the survey as an opportunity to articulate their appreciation to FBWA for provision of the program, and collectively the results demonstrate the SBP is successfully maintaining a high level of program delivery satisfaction among SBP registered schools in the Pilbara during 2017.

Using a mixed-methods survey has enhanced the strength of the SBP evaluation by enabling both quantitative and qualitative data to be collected, creating a more comprehensive picture of how the SBP operates in the Pilbara, as well as identifying areas of success and any opportunities for improvement of the program.

## 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. 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, including cheese, sweet biscuits, frozen vegetables and rice.

Student participants reported high levels of satisfaction (*Objective 2*) regarding enjoyment of the activities (97%), cooking (98%) and food tasting (92%) components.

Teachers indicated they found participation in the program to be a most enjoyable experience for themselves and their students. The results highlighted there were various elements within the session which teachers believe contributed towards their enjoyment of the experience. Examples include; observing the well organised session in action, the positive impact of the program upon students' knowledge and skills, the ability of the FBWA team to maintain positive student behaviour and engagement during the session and the sharing of resources. These different program aspects all contributed towards teacher's enjoyment and therefore satisfaction with the program.

Teachers valued the balance of both theory and practice included in sessions as they believed this supported student's learning by enabling them to practice applying the knowledge and skills they had learned during the nutrition activity directly after in the cooking component of the session. 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. The resources provided by FBWA staff were frequently identified by teachers as a positive attribute of the program, as they supported their efforts to teach and promote consistent health messages to their students, particularly in between the FBWA team's visits. The resources, particularly the recipe books, were also highly valued by teachers as they believe they supported students to continue practicing the skills they had learnt during the session at home, preparing healthy homemade meals for themselves and their families. These results demonstrate the important

role the FBWA resources play in assisting teachers to promote healthy eating messages to their students, implying this is a core program element which contributes towards teacher's satisfaction with the program. The results indicated the qualities demonstrated by the FBWA team contribute significantly towards teacher's satisfaction with the program. Specific qualities identified include; expertise and knowledgeable staff, a high level of professionalism, inclusive and holistic working approach and positive behaviour management of students.

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, the use of two feedback questions for the teacher post program survey enabled respondents to have enough time to reflect on the experience and complete in their own time. This data collection method produced useful information and should be continued to be utilised with the target group in 2018.

### 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 demonstrate that the majority of evaluation respondents reported knowing the length of time to wash their hands before preparing a meal. Further, all of workshop 2 respondents knew that discretionary foods were high in fat, salt and sugar, while all of workshop 3 and 4 respondents provided the correct answer (false) to their respective questions. In addition, almost three-quarters 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. Further, almost all respondents reported knowing the required serve sizes of food groups for good health. In regards to key food skills, majority of program 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 skills of preparing a meal at home and by themselves as a result of the FYF workshops. Relating to workshop 3 and 4, more than three-quarters of respondents agreed with the statement *"After today's workshop, I have the skills to prepare a meal by myself"*. Only one question asked of FYF evaluation respondents in workshop 2 did not achieve **objective 1** and its corresponding indicator *"A minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s"*. This statement was *"After today's workshop I have the skills to use knives safely"*, whereby a total of 67% of respondents agreed. It should be noted however that the indicator was very close to meeting the desired percentage relating to that objective.

FYF program results relating to **objective 2** produced a high level of participant satisfaction with the program. Almost all respondents indicated they enjoyed both the cooking component and the nutrition activities included in the workshops.

Additionally, all stakeholder respondents for Workshop 1 and 2 indicated a high level of program delivery satisfaction.

Strengths of the FYF evaluation included use of a simple youth tool to measure post-program impact with a reasonable sample (n=140). In addition, the use of a simple, post paper-based workshop survey that could be completed in respondents' own time after the session, enabled time for stakeholder participants to reflect on the session and data was collected from a larger number of stakeholders than 2016. Further, the use of a simple, paper based survey that could be completed at the completion of the workshop whilst youth completed their surveys, enabled time for stakeholder participants to reflect on the workshop. FYF activities and recipes were also believed to be suitable for the participants' age, numeracy and literacy. 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. Such results all demonstrate suitability of the programs activities, recipes and resources for the target group, all contributing to a high level of satisfaction with the FYF program.

Limitations included the use of only a post-program survey to assess program impacts and the small sample size of the teacher/stakeholder respondents (n=8/17, 47% response rate). Therefore, some caution should be used when assessing whether the teacher/stakeholder results are an accurate representation of program objective achievement. Furthermore, in some instances, conducting evaluation proved challenging where participant age varied and not all participants met the age requirements for data collection. In some settings for example youth centres, participants ages range from 10-17 years meaning evaluation data cannot be collected with participants who fall outside of the 12-18 years category.

## 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.

The results of the PLGD evaluation indicate that the FSP program was successful in improving participants' knowledge and understanding of healthy food selection and usage (*objective 1*). Parents that participated in the evaluation discussed the five food groups, the link between nutrition and health, food label reading concepts including the health star rating and nutrition information panel, food safety and simple, resourceful cooking methods; all of which are key points covered in workshops 1, 2 and 4. Respondents also discussed the recipes that they found particularly innovative and useful including the "Butter-less Chicken" and the "Choc Amazeballs". In addition to the positive responses from program participants, all stakeholders (n=4) who completed the post-program survey agreed that the program improved parents knowledge and skills relating to the key concepts taught in the workshops. Despite the perceived improvement in knowledge around label reading concepts based on the results of the evaluation, respondents still found the food label reading concepts difficult to understand. The intention to utilise the skills taught in the label reading lesson was not strong with respondents reporting that despite them having the skills to read and interpret and food label, it was still difficult. It was also mentioned more than once, meals which contained more than one food group were difficult to categorise into a particular food group which was confusing. The key suggestions made by program participants

included more information about the number of serving sizes and intake requirements for children at different age stages, fussy eating strategies and more practical and visual teaching of food label reading concepts.

In relation to **objective 2**, based on evaluation results from both PLGD and post-session stakeholder survey, it was clear that the FSP program produced a high level of satisfaction amongst program participants. The cooking and the involvement of the children were repeatedly described as a highlight of the session. Additionally, the food label reading activities in workshop 2 were enjoyed by participants with respondents reporting that learning how to make healthy food swaps was particularly useful. The workshop activities were commended by participants for their interactive nature with the knowledge translation of ideas being a highlight. Overall participants and stakeholders reported being satisfied with the content and delivery of the FSP program, with only minor suggestions including budgeting, bulk cooking and healthy snacks.

Overall, the FSP program was successful in improving the knowledge and skills of participants in relation to nutrition and healthy food selection and usage with a high level of satisfaction in the content and delivery of the program. The key strength of this evaluation was the use of the robust qualitative evaluation tool, the PLGD. This tool allowed for more meaningful and detailed feedback from a particularly disengaged target group with low literacy levels. The larger sample size for the PLGD was also a strength of this evaluation in comparison to last year's results (n=36 in 2017 versus n=9 in 2016). On the contrary, the small sample size (n=4) of the post-session stakeholder survey was a key limitation. The use of an online survey proved to be challenging as the program was implemented throughout the year, as some stakeholders who participated in more than one workshop didn't always complete the survey after every workshop. The qualitative methodology of the PLGD presents a moderate level of social desirability bias in that FBWA staff who had completed the workshop also facilitated the PLGD. However, the use of a second facilitator to complete the PLGD and be objective of the evaluation where possible was utilised as a strategy for reducing the overall bias of this method. Another limitation of the FSP evaluation was the inability to evaluate all workshops delivered, in particular workshop 3, although delivered, was not evaluated. With a total of 24 workshops delivered, only eight workshops were evaluated using the PLGD and only four stakeholders took part in the post-program online survey. FBWA facilitators used discretion to decide on the appropriateness of delivering the evaluation and hence, not all workshops presented ideal conditions to facilitate the interview.

## 4.5 Educator Training

The ET program **objectives** used to measure the impact of the program including (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, were not measured in 2017. This occurred due to the ET content undergoing review and being updated to reflect best practice and stakeholder needs, and therefore, no data collection occurred. With no data collected this presents a clear limitation for the evaluation of the ET program.

## 5.0 RECOMMENDATIONS

### 5.1 School Breakfast Program

- Myth busting for SBP coordinators on certain SBP products perceived to be high in sugar - for example explaining that tinned spaghetti provides a source of carbohydrates, fibre, protein, vitamins and minerals for students at breakfast which outweighs their reported concern that the product is high in sugar.
- Providing more creative ways that SBP products can be used for emergency meals - for example healthy recipe cards incorporating SBP product.
- Very high levels of schools' satisfaction with program delivery indicates that FBWA SBP processes and procedures should continue to be executed as they are currently, for SBP delivery in the Pilbara.

### 5.2 Food Sensations® in Schools

- More emphasis should be given in sessions regarding the teaching of whether cheese, sweet biscuits, frozen vegetables and rice were 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.
- Continuation of the teacher post program feedback questions should be utilised for data collection from 2018 onwards.

### 5.3 Fuel Your Future

- Two questions across modules are worded in a similar fashion: *"After today's workshop, I have the skills to prepare a meal by myself"* and *"Today's workshop taught me how to prepare a meal at home"*. These should be combined in 2018 to increase the sample size for this question.
- More emphasis should be provided in sessions on knife safety demonstrations, given this aspect did not meet its given indicator of success (A minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s). Though, it should be noted that this indicator was only not met by a small margin of 3%.
- An emphasis should be placed on the delivery of all workshops throughout the delivery phase of 2018.
- Given the much higher rate of success in evaluation results for stakeholders compared to 2016, paper based surveys should continue to be administered and completed at the conclusion of the session, rather than online surveys.

## 5.4 Food Sensations® for Parents

- The post-program stakeholder online survey should be changed to a paper-based survey to increase the sample size and reduce admin burden on FBWA staff in the distribution and follow up of online surveys.
- Review and reflect on the PLGD questions to avoid repetition and use of complex, advanced language.
- When working in remote communities implement hot, mixed recipes that require more cooking for example, including curries and pasta dishes.
- Investigate options for recipes with more meat, grains and fruit included. Specific recipe suggestions include: pasta, burgers, healthy desserts and pizza dough.
- During the cooking component, include specific teaching of how to read and interpret measurements carefully.
- Include information on serve sizes in workshop 1 “Sensational Start” and incorporate a discussion about nutrition requirements for each stage of childhood.
- Ensure adequate explanation and clarification is provided on how foods/dishes (e.g. Spaghetti Bolognese) with multiple food groups fit into the AGTHE during workshop 1 “Sensational Start”.
- For the label reading activities in workshop 2 “Food Investigation”, consider making the activity more visually appealing by enlarging the pictures and text used to show examples of different food labels on products, to ensure information is easy to read for those who may have impaired vision.
- Include healthy snack ideas education activity from Food Sensations for Adults program into workshop 4 “Food on the Move” or include this as an optional workshop. Include examples of healthy go-to snacks that are low in fat, sugar and salt.
- Incorporate budgeting and meal planning concepts, including bulk cooking, into workshops. This topic could be an additional/optional workshop or could be incorporated into an existing workshop.

## 5.5 Educator Training

- Continue progressing plans for the Educator Training review, to better understand and meet the needs of the target audience of health professionals and teachers.
- Subsequent to the Educator Training review, develop an appropriate evaluation tool to assess achievement of program objectives and indicators.

## APPENDIX A: PROGRAM EVALUATION PLANS

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

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

Program: Fuel Your Future						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key evaluation questions:</b> 1. What proportion of participating youth correctly identified nutrition concepts taught in the FYF program? 2. Do teachers observing FYF sessions believe the program has had a positive impact on youths' nutrition knowledge and cooking skills? 3. Are youth and stakeholders participating in the FYF satisfied with the program? 4. Has the FYF program been delivered as intended?						
1. Improve the program participants understanding and knowledge of healthy food selections and usage;	<ul style="list-style-type: none"> <li>A minimum of 70% of FYF participants correctly identify key knowledge concepts taught in the FYF program session/s</li> <li>A minimum of 80% of FYF participants indicate they have the cooking skills to prepare healthy meals as a result of the FYF program session/s</li> <li>A minimum of 70% of teachers/agency coordinators 'strongly agree'/'agree' the FYF session improved their students' knowledge regarding key concepts taught in the session/s</li> <li>A minimum of 70% of teachers 'strongly agree'/'agree' the FYF session improved their students' food preparation skills.</li> </ul>	Post workshop participant survey  Post workshop stakeholder survey	<ul style="list-style-type: none"> <li>Paper-based post-session target survey</li> <li>Paper-based post-session stakeholder survey</li> </ul>	Post session  March - September 2017  9 x trips each year of the project period	Quantitative data: MS excel software/IBM SPSS Statistics	FBWA
2. Maintain a high level of program delivery satisfaction among program participants; and	<ul style="list-style-type: none"> <li>A minimum of 90% of FYF participants agreed they enjoyed the cooking in the FYF workshop</li> <li>A minimum of 90% of FYF participants agreed they enjoyed the activities in the FYF workshop</li> <li>A minimum of 80% of teachers/coordinators 'strongly agreed'/'agreed' they believe the youth enjoyed the FYF session/s</li> <li>A minimum of 80% of teachers 'strongly agreed'/'agreed' the recipes used in the FYF session were appropriate for the youth within a range of contexts</li> <li>A minimum of 80% of teachers 'strongly agreed'/'agreed' the activities used in the FYF session were appropriate for the youth within a range of contexts</li> <li>A minimum of 50% of teachers/coordinators 'strongly agreed'/'agreed' the FYF session met their expectations.</li> </ul>	Post workshop participant survey  Post workshop stakeholder survey	<ul style="list-style-type: none"> <li>Paper-based post-session target survey</li> <li>Paper-based post-session stakeholder survey</li> </ul>	Post session  March - September 2017  9 x trips each year of the project period	Quantitative data: MS excel software/IBM SPSS Statistics	FBWA
Activities	Process indicators	Evaluation Method	Instrument	Timeline	Data Analysis	Responsibility
1. Pilbara schools and community agencies engaged.	<ul style="list-style-type: none"> <li>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).</li> </ul>	Program monitoring	FYF Stats database	Annually	NA	FBWA

2. Sessions delivered to selected Pilbara schools.	<ul style="list-style-type: none"> <li>Deliver 20 sessions in the Pilbara region to high school and community agencies.</li> </ul>	Program monitoring	FYF Stats database	Annually	NA	FBWA
3. Youth Participated in program.	<ul style="list-style-type: none"> <li>X number of youth participated in the program in 2017. (n to be reported each year of the project).</li> </ul>	Program monitoring	FYF Stats database	Annually	N/A	FBWA

Program: Food Sensations for Parents						
Objectives	Impact Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility
<b>Key Evaluation Questions:</b> 1. Can FSP participants identify key nutrition concepts taught at the FSP? 2. Have attitudes, nutrition knowledge and skills among FSP participants improved as a result of the program? 3. Are parent participants and agency stakeholders satisfied with the FSP program? 4. Have levels of partnership and collaboration increased as a result of the program and how have these partnerships impacted the capacity for further program delivery within school and community settings 5. Has the FSP program been delivered as intended?						
1. Improve the program participant's understanding and nutrition knowledge of healthy food selections and usage	<ul style="list-style-type: none"> <li>FSP participants identify key nutrition concept/s learnt as a result of the FSP session/s.</li> <li>A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s improved participants' knowledge relating to key nutrition concepts taught</li> <li>FSP participants believe they have the cooking skills to prepare healthy meals as a result of the FSP session/s.</li> <li>A minimum of 70% of agency staff/coordinators 'strongly agree'/'agree' the FSP session/s contributed to an improvement in parents' food preparation skills</li> </ul>	<ul style="list-style-type: none"> <li>Practitioner-led Group Discussion</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Practitioner-led Discussion Guide</li> <li>Post session online stakeholder survey</li> </ul>	Post session March - September 2017 9 x trips each year of the project period	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"> <li>FSP participants report enjoying the FSP session/s</li> <li>FSP participants suggest improvements to the program.</li> <li>A minimum of 80% of agency staff/coordinators 'strongly agreed'/'agreed' that they believed parents enjoyed participating in the FSP session/s</li> <li>A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the recipes used in the FSP session were appropriate for the parents within a range of contexts</li> <li>A minimum of 80% of stakeholders 'strongly agreed'/'agreed' the activities used in the FSP session were appropriate for the parents within a range of contexts</li> <li>A minimum of 50% of agency staff/coordinators 'strongly agreed'/'agreed' the communication provided by FBWA for the FSP session/s was adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Practitioner-led Group Discussion</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Practitioner-led Discussion Guide</li> <li>Post session online stakeholder survey</li> </ul>	Post session March - September 2017 9 x trips each year of the project period	Survey Monkey 'Analyse Results' function; Thematic analysis	FBWA
Activities	Process Indicators	Evaluation Method	Instruments	Timeline	Data Analysis	Responsibility

1. Sessions delivered to parents	<ul style="list-style-type: none"> <li>20 FSP sessions will be delivered each year of the funding period.</li> </ul>	Program monitoring	FBWA FSP Database	Annually	NA	FBWA
2. Parents enrolled	<ul style="list-style-type: none"> <li>X number of parents were enrolled in the program. (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FSP Database	Annually	NA	FBWA
3. Community agencies engaged	<ul style="list-style-type: none"> <li>X number of community agencies were engaged. (n to be reported each year of the project).</li> </ul>	Program monitoring	FBWA FSP Database	Annually	NA	FBWA

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

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