



Food Sensations® for Schools Program (FSS) Foodbank WA 2021 Evaluation Report

January 2022

Food Sensations for Schools Program (FSS)

**Evaluation Report
2021**

Funders

Department of Education

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Introduction

The Foodbank WA School Breakfast Program (SBP) provides food products and resources to assist schools to provide a nutritious breakfast for primary and/or secondary students. Foodbank WA provides specified core food products to schools that register with the program free of charge. Funding enables Foodbank WA to purchase a regular supply of specified breakfast products and freight these products across WA, specifically to schools in regional and remote locations. As a result of having more than a decade of consistent findings from School Breakfast Program evaluation, via an annual coordinator survey, it was agreed by Foodbank WA and the Department of Education that this survey would not be conducted in 2021.

Foodbank WA's *Food Sensations*® programs aim to improve the knowledge, attitudes, and skills to improve healthy food consumption. All registered School Breakfast Program schools are eligible to receive free *Food Sensations*® for Schools (FSS) sessions. FSS is based on the social cognitive theory and a program logic model was developed in 2019 to explain how the program impacts on attitudes, knowledge and skills in a one session delivery format (see Appendix).

FSS is delivered to primary and secondary schools from K to 12 classes, however only the secondary school sessions are evaluated. Students typically receive one session, which can be between 45 to 120 minutes dependent on the school timetable, time of day, and type of class that selects the program. With the state-wide delivery of the secondary schools' program, it is difficult to have a standard time and lesson plan content as Foodbank WA facilitators tailor the session structure and content to fit the needs of the class and/or school. Since 2019, Foodbank WA facilitators have prioritised 90-minute sessions as a minimum for secondary school students. The cooking module is prioritised, and other lesson plans are delivered in full or partially, dependent on time.

Foodbank WA facilitators consider their consistent messages are focused on the

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

This report includes the results of two surveys:

1. *Food Sensations*® for Schools 2021 session feedback completed by **secondary** students (paper-based reporting pre and post evaluation design) and
2. *Food Sensations*® for Schools 2021 session feedback completed by **teachers** from primary and secondary classes (online cross-sectional survey).

The results are used to evaluate the following outcome from the program logic:

Students develop positive attitudes towards healthy eating and knowledge about food and nutrition.
Support the development of student's knowledge and skills in relation to healthy eating and nutrition.

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

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

Methods

The secondary students' and teachers' (primary and secondary) evaluation tools have been designed to measure FSS effectiveness in achieving the contract performance measures with prioritised attitudes supported by improved knowledge and skills.

A teachers' survey based on the previous contract questions was edited and designed for email distribution using online completion. Teachers from primary and secondary schools who hosted a FSS session were contacted two weeks after session completion and invited to participate in an online survey (see Appendix). All evaluation tools were approved by the Department of Education. UWA Human Research Ethics Committee approved processes and questionnaires for both target group surveys.

Foodbank WA facilitators send out the FSS specific research information sheet to school Principals outlining the aim of the research and details of how to withdraw consent if they do not wish their school to be involved. An evaluation protocol has been prepared for Foodbank WA facilitators to inform teachers of the research requirements, and to enable secondary students to withdraw consent.

Response rate

During the 2021 year, 197 sessions were delivered in 68 schools; 50 primary schools and 18 secondary schools in Western Australia. There were 44 secondary school sessions delivered and these sessions accounted for 21.8% of the sessions in 2021.

All secondary students were invited to provide pre and post evaluation. Thirty-eight sessions were evaluated with 417 secondary students providing some evaluation data, with 320 providing matched data pre and post session (Table 1).

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

Students	2021 n	2021 % of total sessions	2021 % total – evaluated participants
Schools- Primary	50	-	-
Schools- Secondary	18	-	-
FSS sessions total (primary & secondary)	197	-	-
Secondary school sessions	44	22.3	-
Secondary school sessions evaluated	38	19.2	-
Secondary students evaluated (total)	417	-	-
Completed T1- Prequestionnaire	377	-	90.4
Completed T2- Post questionnaire	360	-	86.3
Matched (pre-post questionnaires)	320	-	76.7

During the evaluation phase, 115 teachers were sent the survey link two weeks after the in-class session and 52 teachers (45.2%) completed this survey (Table 2).

Table 2 Overall Evaluation Report – Secondary target group (primary and secondary teachers)

Teachers	2021 n
Teachers evaluated [#]	115
Primary teachers	39
Secondary teachers	11
Not stated	2
Follow-up total	52
Lost to follow-up*	63

[#]Eight teachers were responsible for more than one session and one teacher was not included as not present at the session

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

Results

School characteristics

Almost three-quarters of all 2021 schools who had FSS delivery were located in the Perth metropolitan area (73.5%) and nearly all schools were a part of the public sector (94.0%). Over half of all schools had an Index of Community Social Economic Advantage (ICSEA) decile score of eight or higher (51.6% of schools) and 16.1% of schools had a decile score below four (Table 3).

Table 3 Primary and secondary school demographic characteristics

Characteristics		% (n) (n=68)	Primary School % (n=44, 64.7%)	Senior High School % (n=10, 14.7%)	District High School % (n=6, 8.8%)	Education Support Centre % (n=6,8.8%)	Remote Community School % (n=2,2.9%)
Education Region	South Metropolitan	50 (34)	76.4	11.8	0	11.8	-
	North Metropolitan	23.5 (16)	75	12.5	6.25	6.25	-
	Wheatbelt	8.8 (6)	33.3	16.7	50	0	-
	Goldfields	2.9 (2)	0	50	50	0	0
	Pilbara	4.4 (3)	66.6	33.3	0	0	0
	Southwest	5.9 (4)	25	50	25	0	-
	Kimberley	4.4 (3)	33.3	0	0	0	66.6
Sector	Public	91.2 (62)	64.5	16.1	9.7	9.7	0
	AISWA	2.9 (2)	0	0	0	0	100
	CEWA	5.9 (4)	100	0	0	0	0
ICSEA Decile	1	0 (0)	0	0	0	0	0
	2	4.4 (3)	66.6	33.3	0	0	0
	3	8.8 (6)	100	0	0	0	0
	4	2.9 (2)	50	0	0	50	0
	5	10.3 (7)	85.7	0	0	14.3	0
	6	5.9 (4)	75	0	0	25	0
	7	16.2 (11)	45.5	9.1	18.2	18.2	0
	8	22.2 (15)	60	26.7	13.3	0	0
	9	16.2 (11)	63.6	18.2	18.2	0	0
	10	13.2 (9)	55.6	11.1	0	11.1	22.2

Demographic characteristics - Secondary students

Secondary student sessions were conducted mostly among Home Economics and Food Technology classes (37.2%), with other sessions run with Engagement program students (18.5%), among generic year groups (10.6%) and mixed student groups (22.2%) (Table 4). Sessions were mostly 120 minutes (62.8% of sessions) or between 105 and 155 minutes in length (21.1% of sessions).

The secondary student sessions are generally composed of delivery of a) an education module (different modules to choose from) and b) cooking activities. Dependent on time allocation for the session, Foodbank WA facilitators may choose to deliver the full module/s or adapt for partial delivery. Full modules mostly delivered included *Sugar in Drinks* (45.3% of sessions) and *Homemade vs Takeaway* (25.4% of sessions). Partial delivery was of AGHE in 5.3% of sessions. The cooking module was delivered at most sessions (97.4%).

Table 4 Session delivery (secondary students)

Delivery Characteristics		2021 % (n=378)
Class	Home Economics/Food Technology	37.2
	Engagement program students	18.5
	Generic year group	10.6
	Mixed student group	22.2
	Other	11.5
Length	60 minutes	-
	90 minutes	2.4
	95 minutes	-
	100 minutes	5.8
	120 minutes	62.8
	Other length/unreported	29.0
Full lesson delivery	Sugar in Drinks	45.3
	Homemade vs Takeaway	25.4
	Calcium	17.5
	Cooking	97.4
	AGHE	5.0
Partial lesson delivery	AGHE	5.3

Students were asked to self-report year level, age, and sex on the pre-program questionnaire. Sessions were primarily conducted with students in Year 7 to 10 (85.9%), covering ages 11 to 18 years with more females (57%) than males (42%) (Table 5).

Table 5 Secondary student demographics characteristics

Characteristics	Responses	2021 %
Year level		(n=389)
	7	18.5
	8	27.2
	9	17.0
	10	23.1
	11	5.9
	12	8.2
Age		(n=378)
	11	2.9
	12	14.8
	13	26.2
	14	19.3
	15	22.2
	16	7.4
	17	6.6
	18	0.5
Sex		(n=388)
	Female	57.1
	Male	41.8
	Identify as other	1.3

Secondary students' attitudes towards healthy eating and knowledge about food and nutrition

Under half of secondary students participating in FSS were regularly preparing and cooking meals at home at least once per week (47.1%) and 26.5% were never or rarely involved at home (Table 6).

Table 6 Frequency of preparing and cooking meals at home

Responses	2021 (n=375) n (%)
Always (5-7 days a week)	40 (10.6)
Often (2-4 times a week)	137 (36.5)
Sometimes (2-4 times a month)	106 (28.3)
Rarely (1-12 times a year)	60 (16.0)
Never	32 (8.5)

The FSS sessions improved knowledge and skills related to the dietary guidelines, food selection, food preparation, and safe food handling. Students improved in knowledge, attitudes and intended behaviours towards healthy eating in the pre and post questionnaire. The question, raw frequencies

and statistically significant differences are explained in this section.

Knowledge questions

The raw frequencies for questions related to selecting the Australian Guide to Healthy Eating distinguishing nutrients in two food groups, interpreting the level of a nutrient from a Nutrition Information Panel and the time required for hand washing for safe food handling is presented in Table 7.

Question responses were coded as correct or incorrect. Table 7 presents the frequencies of responses at pre and post session. At pre session, the majority of students could correctly distinguish the nutrients in milk (57.3%), interpret the amount of nutrients in a food product using the Nutrition Information Panel (57.3%), and identify the correct time for hand washing (51.5%). Approximately one-third could distinguish the nutrients in the grain food group (34.2%).

Matched pre and post questionnaire responses were analysed using chi-square analysis. The results demonstrated that students significantly increased in their knowledge from pre to post session with regards to grain foods, interpreting the NIP and hand washing. There was a significant drop in the proportion of students who correctly distinguished nutrients for the milk food group.

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

Knowledge questions		Pre-session n(%)	Post-session n (%)	P value
Distinguishing nutrients in grain food group		n= 374	n=359	
	Correct	128 (34.2)	159(44.3)	<0.001
	Incorrect	246 (65.8)	200(55.7)	
Distinguishing nutrients for milk food group		n=375	n=358	
	Correct	215 (57.3)	181 (50.6)	<0.001
	Incorrect	160 (42.7)	177 (49.4)	
Interpret Nutrition Information Panel (sugar in cereal)		n=375	n=355	
	Correct/100g	215 (57.3)	240 (67.6)	<0.001
	Incorrect	160 (42.7)	115 (32.4)	
Time required for hand washing		n=377	n=357	
	Correct	194 (51.5)	297 (83.2)	<0.001
	Incorrect/ Don't know	183 (48.5)	60 (16.8)	

Attitude questions

Students were asked about their agreement with five statements on selecting and preparing food, scored from strongly agree (1) to strongly disagree (5). All food literacy-related attitudinal questions statistically significantly improved in agreement from before the session to at the end of the session (Table 8). Paired t-tests were used to compare mean response (strongly agree (1) to strongly disagree (5)) with a lower score representing better agreement. All attitudes significantly increased from before the session to at the end of the session.

Table 8 Food literacy attitudes

Attitude questions	Response	Pre-session n=377-378 (%)	Post-session n=354-358 (%)	P value
I know how to choose foods that will give me a strong mind and healthy body	<i>Mean (sd)</i>	2.06 (0.72)	1.75 (0.70)	<0.001
	Strongly agree	74 (19.6)	130 (36.1)	
	Agree	217 (57.6)	199 (55.3)	
	Not sure	7 (20.4)	26 (7.2)	
	Disagree	7 (1.9)	1 (0.3)	
	Strongly disagree	2 (0.5)	4 (1.1)	
Making healthy food choices is important to me	<i>Mean (sd)</i>	1.98 (0.72)	1.80 (0.75)	<0.001
	Strongly agree	86 (22.8)	128 (35.8)	
	Agree	227 (60.1)	184 (51.4)	
	Not sure	51 (13.5)	37 (10.3)	
	Disagree	14 (3.7)	6 (1.7)	
	Strongly disagree	-	3 (0.8)	
I like to try new foods	<i>Mean (sd)</i>	2.11 (0.96)	1.92 (0.92)	<0.001
	Strongly agree	104 (27.5)	108 (30.4)	
	Agree	172 (45.5)	184 (51.8)	
	Not sure	64 (16.9)	51 (14.4)	
	Disagree	31 (8.2)	10 (2.8)	
	Strongly disagree	7 (1.9)	2 (0.6)	
I think healthy food is easy to cook	<i>Mean (sd)</i>	2.25 (0.75)	1.91 (0.78)	<0.001
	Strongly agree	52 (13.8)	144 (40.7)	
	Agree	196 (52.0)	169 (47.7)	
	Not sure	113 (30.0)	29 (8.2)	
	Disagree	15 (4.0)	9 (2.5)	
	Strongly disagree	1 (0.3)	3 (0.8)	
Healthy food can be delicious and tasty	<i>Mean (sd)</i>	1.89 (0.77)	1.75 (0.78)	=0.001
	Strongly agree	112 (29.9)	144 (40.7)	
	Agree	209 (59.9)	169 (47.7)	
	Not sure	38 (10.2)	29 (8.2)	
	Disagree	12 (3.2)	9 (2.5)	
	Strongly disagree	3 (0.8)	3 (0.8)	

Skill and intention questions

Students reported an increase in their self-assessment of their food preparation and skill ability to perform tasks '*follow a simple recipe to prepare a healthy meal*', and '*cut up vegetables or fruit to put in a meal or snack*' (Table 9), using a four point scale from *cannot do this*, *not sure I can do this*, *can do this with help* and *can do this on my own*. At the start of the session, almost half of students indicated they could prepare and cook a healthy meal on their own (48.3%) and by the end of the session this increased to 63.5%. At the start of the session, almost three-quarters could follow a simple recipe to prepare a healthy meal on their own (70.8%) and by the end of the session, this rose to 73%. At the start of the session, the majority of students indicated they could *cut vegetables and fruit to*

put in a meal or snack (87.4%) and this dropped to 84.5%.

Table 9 Attitude responses

Attitude questions	Response	Pre-session n=356-373 n (%)	Post-session n=354-356 n(%)
I can prepare and cook a healthy meal	I cannot do this	14 (3.8)	12 (3.4)
	I am not sure I can do this	32 (8.6)	19 (5.3)
	I can do this with help	147 (39.4)	99 (27.8)
	I can do this on my own	180 (48.3)	226 (63.5)
I can follow a simple recipe to prepare a healthy meal	I cannot do this	15 (4.0)	5 (1.4)
	I am not sure I can do this	18 (4.8)	23 (6.5)
	I can do this with help	76 (20.4)	69 (19.4)
	I can do this on my own	264 (70.8)	258 (72.7)
I can cut up vegetables and fruit to put in a meal or snack	I cannot do this	8 (2.2)	7 (2.0)
	I am not sure I can do this	16 (4.3)	20 (5.6)
	I can do this with help	23 (6.2)	28 (7.9)
	I can do this on my own	325 (87.4)	299 (84.5)

Process Evaluation - Secondary students

The majority of secondary students indicated they enjoyed the session (91.0%), enjoyed the cooking component (91.5%), and enjoyed tasting new foods (82.9%), which is similar to responses in previous years (Table 10). Over two-thirds (68.2%) of students planned to make one of the *Food Sensations*® recipes at home.

Table 10 End of session responses

Statements	Agree n (%)	Not sure n (%)	Disagree n (%)
Enjoyed session (n=357)	325 (91.0)	25 (7.0)	7 (1.9)
Enjoyed cooking (n=354)	324 (91.5)	21 (5.9)	9 (2.6)
Enjoyed tasting the food (n=351)	291 (82.9)	32 (9.1)	28 (8.0)
Tasted a new food (n=354)	295 (83.3)	57 (16.1)	2 (0.6)
Will make one of the recipes at home (n=352)	240 (68.2)	90 (25.6)	22 (6.2)

Of those students who were not sure if they would or disagreed to making a recipe at home (n=69), the main reasons were *lack of time/can't be bothered* (13.0%), *don't have the ingredients* (11.6%), *won't remember the recipes or skills* (11.6%), and *don't like the foods/ingredients* (10.1%).

Students provided a range of responses when asked what they learned at the session. Students were able to list up to two responses, with the main response being *learning how to cook a new recipe* (23.7% of students). Other responses were *learning how to cook healthy food and cooking in general*, *healthy food tastes good*, *knife skills and safety*, *how to cook/improved cooking skills*, and *cooking healthy food is easy/quick/fun* (Table 11).

Table 11 Students' open-ended comments about what they learned at the program

Responses *	2021 (n=342) n (%)
Learnt how to cook with a new food/new recipe	68 (23.7)
How to prepare/cook healthy food	35 (12.2)
Healthy food tastes/is good	34 (11.8)
Knife skills and safety	28 (9.8)
How to cook/improved cooking skills	27 (9.4)
Cooking healthy food is easy/quick/fun	27 (9.4)
Other (answer not relevant)	17 (5.9)
Nutrient composition (healthy/unhealthy foods or beverages)	16 (5.6)
Learnt how to eat healthy/importance of healthy eating	10 (3.5)
Food groups and/or their benefits	8 (2.8)
Sugar content of drinks	8 (2.8)
Teamwork is good/important/faster	8 (2.8)
How to eat/try a new food	8 (2.8)
Benefits of different nutrients	5 (1.7)
AGTHE/healthy eating plate	5 (1.7)
Don't like food/specific food or recipe	5 (1.7)
Nothing	4 (1.4)
Handwashing skills	4 (1.4)
Unsure	3 (1.0)
How to choose/identify healthy food	3 (1.0)
Trying new foods is fun/good	2 (0.7)
How to cook tasty food	2 (0.7)

*Multiple responses allowed. Top responses shown.

Demographic characteristics – Teachers (Primary and Secondary)

Invitations to participate in the evaluation were received by 115 teachers, with 47% (n=54) completing an online survey. Of the 52 teachers providing evaluation, 46 teachers were general class teachers, (88.5%). The remaining were specialist teachers (1.9%), Education Support and Head of Learning, Team Lead, Mentor and Program manager. Three-quarters of teachers were primary school teachers (73.7%) and one-quarter were from secondary schools (26.3%) (Table 12).

Table 12 Class demographic characteristics as reported by teachers

Characteristics	Responses	2021 %
Role		(n=52)
	Class teacher	88.5
	Specialist teacher	1.9
	Other	9.6
Primary and Secondary students (teacher reported)		
School type		(n=103)
	Primary	73.7
	Secondary	26.3
Year level		(n=121)*
	K-PP	1.9%
	1	1.9%
	2	3.9%
	3	9.7%
	4	18.4%
	5	20.4%
	6	17.5%
	7	4.9%
	8	4.9%
	9	2.9%
	10	6.8%
	11	2.9%
	12	3.9%
Students who identify as Aboriginal and/or Torres Strait Islander as a percentage of the class		(n=50)
	None	8 (16.0)
	1-25%	36 (72.0)
	26-50%	7 (14.0)
	51-100%	2 (4.0)

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

Teachers' assessment of students' attitudes towards healthy eating and knowledge about food and nutrition

Nearly all teachers agreed the session improved students' knowledge and skills regarding session content (agreement ranged from 94.1%-98.0%) (Table 13).

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

Statements	Total Sample	Primary Sample	Secondary Sample	Total Sample	Total Sample
	Agree	Agree	Agree	Neutral/ Not sure	Disagree
	n (%)	n (%)	n (%)	n (%)	n (%)
Improved students' knowledge about healthy foods (n=51)	49 (96.1)	37 (97.0)	10 (90.9)	1 (2.0)	1 (2.0)
Provided students with knowledge of how to prepare healthy foods (n=51)	50 (98.0)	37 (97.0)	11 (100.0)	1 (2.0)	-
Provided students with skills to prepare healthy foods (n=50)	48 (96.0)	37 (97.0)	9 (90.0)	2 (4.0)	-
Provided students with knowledge of how to handle food safely (n=51)	48 (94.1)	37 (97.0)	9 (81.8)	3 (5.9)	-

Teachers reported agreement that students displayed *improvement in positive attitudes to healthy foods* (78.8% agree) and students *discuss or bring in cooking from the Food Sensations® recipe book* (69.2% agree) (Table 14). With the other two behaviours, approximately 40% of teachers agreed there were *improved healthy food choices within the school* (41.2%) or whether students were *bringing healthier food to school* (40.4%).

Table 14 Teacher reports on behaviours displayed following session

Student Behaviours (Teacher reported)	Total Sample Agree n (%)	Primary Sample Agree n (%)	Secondary Sample Agree n (%)	Total Sample Neutral/ Not sure n (%)	Total Sample Disagree n (%)	Total Sample Not applicable n (%)
Improved positive attitudes to healthy foods (n=52)	41 (78.8)	31 (79.5)	9 (81.8)	10 (19.2)	11 (21.1)	1 (1.9)
Discuss or bring in cooking from the <i>Food Sensations</i> ® recipe book (n=52)	36 (69.2)	28 (71.8)	9 (81.8)	11 (21.2)	4 (7.7)	1(1.9)
Improved healthy food choices e.g. at canteen (n=51)	21 (41.2)	16 (41.0)	3 (27.3)	19 (37.3)	5 (9.8)	6 (11.8)
Bringing healthier food to school (n=52)	21 (40.4)	18 (46.2)	2 (18.2)	24 (46.2)	5 (9.6)	2 (3.8)

Process evaluation - Teachers

There was a high level of agreement reported for session delivery and activity related questions (agreement ranged from 78.8% - 100.0%). Questions asking about session support of curriculum delivery registered lower level of agreeance (agreeance ranged from 61.5% - 91.8%) and higher not sure/neutral response (Table 15).

Table 15 Process evaluation responses to FSS

Statements	Total Sample Agree n (%)	Primary Sample Agree n (%)	Secondary Sample Agree n (%)	Total Sample Neutral/ Not sure n (%)	Total Sample Disagree n (%)	Total Sample Not applicable n (%)
<i>Delivery of session</i>						
Activities encouraged all the students in the class to participate (n=52)	50 (96.2)	39 (100.0)	9 (81.8)	-	2 (3.8)	-
Activities were appropriate for students' age (n=52)	50 (96.2)	38 (97.4)	10 (90.9)	1 (1.9)	1 (1.9)	-
Activities were accessible for all students (n=52)	52 (100.0)	39 (100.0)	11 (100.0)	-	-	-
Activities were culturally responsive (n=52)	41 (78.8)	32 (82.0)	7 (63.6)	8 (15.4)	1 (1.9)	2 (3.8)
School and community context was considered in the learning activities (n=52)	47 (90.4)	36 (92.3)	9 (81.8)	2 (3.8)	3 (5.7)	-
Learning activities were engaging for students (n=52)	50 (96.2)	39 (100.0)	9 (81.8)	1 (1.9)	1 (1.9)	-
<i>Support curriculum delivery</i>						
Assisted me to deliver curriculum objectives/learning outcomes of the curriculum (n=52)	47 (90.4)	37 (94.9)	9 (81.8)	4 (7.7)	1 (1.9)	-
Improved my understanding of healthy eating (n=52)	32 (61.5)	25 (64.1)	5 (45.5)	16 (30.8)	4 (7.7)	-
Improved my confidence in ways to structure practical teaching about healthy eating (n=52)	37 (71.2)	30 (76.9)	5 (45.5)	12 (23.1)	3 (5.7)	-
I intend to include more education on healthy eating in my classroom/s in the next 6 months (n=52)	44 (84.6)	34 (87.2)	8 (72.8)	7 (13.5)	1 (1.9)	-
Foodbank WA's Teachers pack including <i>Food Sensations</i> ®	45 (91.8)	34 (89.5)	10 (90.9)	2 (4.1)	2 (4.1)	-

support materials will assist me to deliver the curriculum (n=49)						
Motivated me to go to the Superhero Foods HQ website to source materials (n=51)	37 (72.5)	29 (76.3)	6 (54.5)	11 (21.6)	3 (5.9)	-
I have already been to the Superhero Foods HQ website to source material (n=51)	33 (64.7)	22 (57.9)	9 (81.8)	8 (15.7)	10 (19.6)	-
I already regularly include lessons about healthy eating and food preparation in my teaching (n=52)	41 (78.8)	30 (76.9)	10 (90.9)	5 (9.6)	6 (11.5)	-

Over one-third of teachers (37.1%) commented on the benefits of hands-on practical learning and activities, including cooking as the most valuable aspect of the session (Table 16).

Table 16 Teachers open-ended comments about what were the most valuable aspect/s of the session

Responses	2021 (n=45) n (%)
Hands-on tasks/practical components/cooking activity	20 (37.1)
Learning about healthy food/nutrition	8 (14.8)
Engaging session, student participation	7 (13.0)
Eating and tasting new foods	1 (1.9)
How easy it is to cook healthy meals	2 (3.8)
Recipes	2 (3.8)
External providers having resources	3 (5.6)
Program activities and structure (general)	2 (3.8)

“It was a fantastic hands-on, authentic experience for the children, many of whom do not have opportunities to prepare healthy foods at home. All the dishes were easy to prepare but also very tasty and visually appealing for the children. The instructors explained the different steps of the whole food preparation process, so it was straightforward for the students. Prior to the excursion, we (teachers) were given explicit instructions on the process and how we should prepare for the day. Greatly appreciated as this made the excursion run very smoothly.”

Three-quarters of teachers reported school interest in further professional learning opportunities regarding nutrition and healthy eating (75.0%). Interest was high in topics *general nutrition and healthy eating food label reading, cooking in the classroom and assessing sugar in drinks* (Table 17).

Table 17 Nutrition topics for professional development

Topic	2021 (n=52) n (%)
General nutrition and healthy eating	33 (66.0)
Cooking in the classroom	31 (62.0)
Assessing sugar in drinks	25 (50.0)

Food label reading	23 (46.0)
Creating a healthy school environment	23 (46.0)
Using Superhero Foods resources	18 (36.0)
Other	2 (3.8)

There were 31 responses to suggestions for improving the session. The greatest response listed when asked how the session could be improved was ‘nothing’, ‘no changes required’ or ‘great program’ (38.7% of responses) (Table 18).

Table 18 Suggestions for improvement of session

Responses	2021 (n=31) n (%)
None/no changes/great program/continue program	12 (38.7)
Ensure lesson is appropriate for audience requirements	4 (12.9)
Positive comments (general)	3 (9.7)
Smaller group sizes	2 (6.5)
Longer duration of session/time comments	2 (6.5)
Information about the cultural aspects of food	2 (6.5)
More interactive/engaging	2 (6.5)
More lessons	1 (3.2)
More food	1 (3.2)
Cook foods they had learnt about (e.g. takeaway)	1 (3.2)
Engage parents	1 (3.2)

*“Have some information about the cultural aspects of food.
Add in some ingredients that Indigenous Australians use.”*

Thirty-four teachers made a final comment about the session. All comments were positive, highlighting the benefits of FSS, facilitators, and session structure. Many comments focused on student enjoyment and the desire to run future sessions.

Open-ended comments included:

“It was a fantastic incursion opportunity for my students as many do not have the opportunities to attend excursions. It was very inclusive and every student enjoyed their time.”

“Thank you for providing our students with such a wonderful experience. This really helped them understand what was in a lot of foods they eat and they could really see the benefit to cooking at home versus buying unhealthy takeaway. Students from our school (with a low SES) really need this kind of education and you helped me to support the curriculum in doing this. The students loved the experience, and we really appreciate these kinds of incursions. This is a very valuable program and we hope programs like this continue!”

“The staff who came to our sessions were so well prepared, answered questions from all students well and all understood what the activities goals and learning intentions were.”

Summary and Recommendations

2021 Performance Measures

Foodbank WA is providing a program that supports the development of student's knowledge and skills in relation to healthy eating and nutrition.

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

FSS RECOMMENDATIONS

1. **Provision of a culturally responsive program**

Consider including dishes that cater for all students including cultural aspects such as bush tucker and halal foods.

2. **Continuing consistent messaging**

Students have shown significant improvement in knowledge and skills around AGHE, knife safety and hand washing. These consistent messages should continue to be emphasised by the session facilitators.

Appendices

Appendix 1. FSS Evaluation Program Logic Model

NAME OF PROGRAM/PROJECT:
<i>Food Sensations</i> ® for Schools (FSS) Program Evaluation 2019, 2020, 2021

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

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

PRIORITIES:

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

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

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

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

EVALUATION PLAN:
<p>Study design: Cross sectional surveys approved by Department of Education and Department of Health</p> <p>1. Secondary school students' pre (start) and post (end) of program paper questionnaires designed to achieve contract performance measures, align with lesson plan objectives and based on questions sourced from validated published questionnaires.</p>

EVALUATION PLAN:

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

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

Food Sensations for Schools

Start of Program Questions

First Name: _____



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

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

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

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

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

Please continue survey over page.

Food Sensations for Schools

Start of Program Questions



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

5. Making healthy food choices is important to me
strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐
6. I like to try new foods
strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐
7. I think healthy food is easy to cook
strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐
8. Healthy food can be delicious and tasty
strongly agree ☐ agree ☐ not sure ☐ disagree ☐ strongly disagree ☐

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

9. Before I eat or prepare food, I need to wash my hands for how many seconds?
10 seconds ☐ 20 seconds ☐ 30 seconds ☐ 40 seconds ☐ I don't know ☐
10. I can prepare and cook a healthy meal
I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐
I can do this on my own ☐
11. I can follow a simple recipe to prepare a healthy meal
I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐
I can do this on my own ☐
12. I can cut up vegetables or fruit to put in a meal or snack
I cannot do this ☐ I am not sure I can do this ☐ I can do this with help ☐
I can do this on my own ☐
13. How often do you help prepare a healthy meal with your family?
Never ☐ Rarely (1-2 times a year) ☐ Sometimes (2-4 times a month) ☐
Often (2-4 times a week) ☐ Always (5-7 times a week) ☐

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

Food Sensations for Schools

End of Program Questions

First Name: _____



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

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

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

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

Please continue survey over page.

Food Sensations for Schools

End of Program Questions



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

5. Making healthy food choices is important to me

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

6. I like to try new foods

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

7. I think healthy food is easy to cook

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

8. Healthy food can be delicious and tasty

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

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

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

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

10. I can prepare and cook a healthy meal

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

I can do this on my own ☐

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

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

I can do this on my own ☐

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

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

I can do this on my own ☐

Please continue survey over page.

Food Sensations for Schools

End of Program Questions



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

13. I enjoyed the Food Sensations session

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

14. I enjoyed cooking in today's session

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

15. I enjoyed tasting the food my class made today

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

16. I tasted a new food today

agree ☐ not sure ☐ disagree ☐

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

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

If you are not sure or disagree, why?

18. Today in the Food Sensations session I learnt

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

Consent

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

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

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

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

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

What is your role?

☐ Class Teacher

☐ Specialist Teacher

☐ Education Assistant

☐ Relief Teacher

☐ Chaplain

☐ Other (please specify)

--

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

K-PP

☐ Year 1☐ Year 2☐ Year 3☐ Year 4☐ Year 5☐ Year 6☐ Year 7☐ Year 8☐ Year 9☐ Year 10☐ Year 11

Year 12

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

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

[illegible]

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

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No
- ☐ Unsure

.....

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

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

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

What suggestions for improvement do you have for these sessions?

Do you have any final comments?