

# **School Breakfast Program**

2010 Evaluation

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## **INTRODUCTION**

The Foodbank WA School Breakfast Program (SBP) commenced in 2001 with 17 schools. Since then, the program has reached over 397 schools across metropolitan and regional Western Australia [1]. In 2010, through the SBP, Foodbank WA served over 36,000 breakfasts per week to 317 registered schools. The common catalyst for schools establishing a breakfast program is students presenting to school without eating an adequate breakfast [1]. Through the program, students receive a nutritional breakfast and benefit from the many positive social, educational and health promotion factors [1].

As part of its commitment to providing a community focused, relevant and high quality program, Foodbank WA evaluates the SBP annually. The aim of the evaluation is to assess the impact of the SBP on schools and students, as well as to identify aspects of the program that are working well or that may require improvement.

## **METHOD**

The 2010 survey was adapted from the 2009 School Breakfast Program evaluation survey. The survey contained 51 questions and was administered online. If schools were unable to complete an online survey they were sent a paper based survey. An invitation to participate in the survey was sent via email to 314 SBP schools on the 16<sup>th</sup> November 2010. A reminder email was sent to non respondents on the 24<sup>th</sup> November and the 9<sup>th</sup> December. The survey closed on the 17<sup>th</sup> December 2010. For each school, the survey was sent to the SBP co-ordinator and the school principal. A minimum of one response per school (from either the SBP co-ordinator or principal) was requested. If multiple responses per school were received, then only the SBP co-ordinator data were used in the analysis.

SAVANT Surveys and Strategies were commissioned by Foodbank WA to administer the survey and collect the data. The data were analysed and reported on by a consultant independent to both Foodbank WA and SAVANT.

## RESULTS

### *Response Fraction*

In total, 261 schools responded to the survey, a response fraction of 83% (i.e. 261 respondent schools/314 schools in the sample).

### *School Demographics*

Overall, 45% of respondent schools were located in the metropolitan area, while 55% were located in regional areas (Table 1). Most respondents (64%) were either (1) an SBP coordinator or (2) both the schools SBP coordinator and school principal/deputy principal (Table 2). On average, respondents reported that 318 students were enrolled in their school (minimum 7, maximum 1400) (Table 3).

**Table 1: School location**

	n	%
Metropolitan	117	44.8
Regional	144	55.2
Total	261	100.0

**Table 2: Your role at the school (A2)**

	n	%
Principal / Deputy Principal and SBP Coordinator .....	67	25.7
Principal / Deputy Principal.....	32	12.3
SBP Coordinator.....	100	38.3
Other .....	62	23.8
Total	261	100.0

**Table 3: Number of students currently enrolled at the school (A3)**

n	Minimum	Maximum	Average
254	7	1400	318

*\* 7 schools did not respond to the question*

### *School Breakfast Program Website*

Overall, 41% of respondents accessed the SBP website in 2010. Of those who accessed the website, the vast majority (99%) found the website useful and accessed the website an average of four times (minimum 1, maximum 20) (Table 4a, 4b and 4c).

**Table 4a: Did you access the School Breakfast Program website in 2010 (A4)**

	n	%
No	155	59.4
Yes	106	40.6
Total	261	100.0

**Table 4b: How many times did you access the School Breakfast Program website in 2010 (A4a)**

n	Minimum	Maximum	Average
104	1	20	4

\* 2 schools did not respond to the question

**Table 4c: Overall, did you find the website useful? (A4b)**

	n	%
No	1	1.0
Yes	103	99.0
Total	104	100.0

\* 2 schools did not respond to the question

### *School Breakfast Program demographics and operation*

Respondents were asked how many individual students accessed the SBP at their school. On average, 53 individual students per school accessed the SBP (minimum 3 students, maximum 346 students). This equated to an average of 32% of enrolled students per school (i.e. median of 17% of enrolled students, minimum 1% of students, maximum 100% of students) (Table 5a and 5b).

**Table 5a: In total, how many individual children access the School Breakfast Program at your school (B1)**

n	Minimum	Maximum	Average number of students	Median number of students
249	3 students	346 students	53 students	40 students

\* 12 schools did not respond to the question

**Table 5b: Percentage of children enrolled that access SBP by school (B1/A3)**

n	Minimum	Maximum	Average % of school	Median % of school
238	1%	100%	32%	17%

\* 23 schools not included in the analysis due to missing data

Respondents were then asked how many children at their schools, that accessed the SBP, were Aboriginal or Torres Strait Islander. On average, 24 individual students per school that accessed the SBP, were from Aboriginal or Torres Strait Islander backgrounds (median of 13 students, minimum 0 students, maximum 329 students). This equated to an average of 48% of SBP students (i.e. median of 33% of SBP students, minimum 0% of students, maximum 100% of students) (Table 5c and 5d).

**Table 5c: How many of the children that access the School Breakfast Program at your school are from Aboriginal or Torres Strait Islander backgrounds (B2)**

n	Minimum	Maximum	Average number of students	Median number of students
244	0 students	329 students	24 students	13 students

*\* 17 schools did not respond to the question*

**Table 5d: Percentage of SBP children that are from Aboriginal or Torres Strait Islander background (B2/B1)**

n	Minimum	Maximum	Average SBP	Median SBP
241	0%	100%	48%	33%

*\* 20 schools not included in the analysis due to missing data*

The vast majority (95%) of SBPs operated on a weekly basis (NB two schools indicated it was fortnightly, two schools monthly, three schools every term, one school every semester and one school yearly). Of those schools that operated their SBP on a weekly basis (n=247), 73% operated on Monday, 78% on Tuesday, 76% on Wednesday, 75% on Thursday and 69% on Friday. On average, schools that operated on a weekly basis served approximately 27 breakfasts per day (Table 6a and 6b).

**Table 6a: Does your School Breakfast Program operate on a weekly basis? (B3)**

	n	%
No	14	5.4
Yes	247	94.6
Total	261	100.0

**Table 6b: If your School Breakfast Program operates on a weekly basis, please indicate the average number of breakfasts served on each day (B3a)**

Day of the week	% schools (n=247)	Average number of breakfasts served
Monday	73.3	26
Tuesday	78.1	28
Wednesday	76.5	27
Thursday	75.3	28
Friday	69.2	26

The majority of respondents (80%) indicated that their school provide emergency lunches or other meals using SBP products. On average, 19 emergency meals were provided each week. Of those respondents who indicated their school provided emergency meals, the majority provided emergency lunches (89%) (Table 7a, 7b and 7c).

**Table 7a: Does your school provide emergency meals using SBP product? (B4)**

	N	%
No	53	20.3
Yes	208	79.7
Total	261	100.0

**Table 7b: On average, how many emergency meals using SBP product do you serve each week. (B4a)**

n	Minimum	Maximum	Average	Median
198	1	300	19	10

\* 10 schools who provided emergency meals did not respond to the question

**Table 7c: Please indicate the types of emergency or other meals your school provides using the SBP product (B4b) (n=208)**

	n	%
Lunch.....	186	89.4
Food parcels.....	45	21.6
School camps.....	39	18.8
Dinner .....	11	5.3
Recess .....	9	4.3
Morning tea .....	7	3.4
Breakfast (late or when SBP not available) .....	6	2.9
Crunch and sip .....	5	2.4
Other.....	5	2.4
Health promotion activities .....	4	1.9
After school programs, homework club, sports days.....	4	1.9
School excursions.....	2	1.0

### *School Breakfast Program participation in 2011, product quality and delivery*

The vast majority (94%) of respondents indicated that their school planned to continue with the SBP in 2011 and agreed or strongly agreed that the products provided by the SBP were of a high quality (98%) (Table 8 and 9).

**Table 8: Are you planning to continue with the School Breakfast Program next year? (B7)**

	n	%
Yes	244	94.2
No	2	0.8
Don't know	13	5.0
Total	259	100.0

\* 2 schools did not respond to the question

**Table 9: The products provided by the School Breakfast Program are of a high quality (B8)**

	n	%
Strongly Agree	140	54.0
Agree	113	43.6
Neutral	6	2.3
Disagree	0	0.0
Strongly disagree	0	0.0
Total	259	100.0

*\* 2 schools did not respond to the question*

Overall, 66% of respondents indicated that their school collected their SBP products from a Foodbank WA branch, while 34% had the product delivered to their school. Of those schools that had their SBP products delivered, the majority agreed or strongly agreed that orders were delivered in a timely manner (93%) and most disagreed or strongly disagreed that products were damaged on arrival (63%) (Table 10, 11 and 12).

**Table 10: How does your school access School Breakfast Program products? (B9)**

	n	%
Our school collects SBP product from a Foodbank WA Branch	173	66.5
SBP product is delivered to our school	87	33.5
Total	260	100.0

*\* 1 school did not respond to the question*

**Table 11: Our orders are delivered in a timely manner (B9a1)**

	n	%
Strongly Agree	49	58.3
Agree	29	34.5
Neutral	4	4.8
Disagree	1	1.2
Strongly disagree	1	1.2
Total	84	100.0

*\* 3 schools that had their product delivered did not respond to the question*

**Table 12: Some of the food products have been damaged on arrival (B9a2)**

	n	%
Strongly Agree	3	3.6
Agree	19	23.2
Neutral	8	9.8
Disagree	26	31.7
Strongly disagree	26	31.7
Total	82	100.0

*\* 5 schools that had their product delivered did not respond to the question*

### *School Breakfast Program Outcomes*

Respondents were asked to indicate if they thought that the SBP positively contributed to a number of educational, health/wellbeing, nutrition, social and environmental factors. As shown in Table 13, the vast majority of respondents agreed that SBP positively contributed to the physical health of students (98%), student concentration (96%), the health promoting environment of schools (94%), student social skills (92%), student behaviour (91%), the mental health of students (91%), student awareness of healthy eating (91%) and social relations between students and school staff (91%). The majority also agreed that SBP positively contributed to student eating behaviours (in general) (86%), student engagement with class activities (84%), attendance (82%), punctuality (80%) and student academic outcomes (80%). Most respondents thought that SBP positively impacted on student food selection/food preparation skills (75%) and social relations between students and community members (73%). Half of all respondents indicated that SBP had a positive impact on the harmful lifestyle behaviours of students (50%).

**Table 13: Do you think that the SBP positively contributes to each of the following? (B5)**

<b>Factors</b>	<b>n</b>	<b>% Yes</b>	<b>% No</b>	<b>% Don't know</b>
<b>Educational</b>				
Student punctuality.....	254	79.9	9.8	10.2
Student attendance.....	254	81.5	6.3	12.2
Student behaviour	257	91.4	2.3	6.2
Student academic outcomes.....	254	80.3	1.2	18.5
Student concentration .....	257	95.7	0.0	4.3
Engagement with class activities .....	251	83.7	2.4	13.9
<b>Health and Wellbeing</b>				
The physical health of students.....	258	98.4	0.0	1.6
The mental health of students.....	256	90.6	0.8	8.6
Harmful lifestyle behaviours (violence; anti-social behaviour; alcohol).....	247	50.2	10.9	38.9
<b>Nutrition</b>				
Awareness of healthy eating.....	256	91.0	2.0	7.0
Student food selection and food preparation skills	250	75.2	10.4	14.4
Student eating behaviours generally .....	252	85.7	2.8	11.5
<b>Social and Environmental</b>				
Health promoting environment of the school.....	255	94.1	0.8	5.1
Student social skills.....	251	92.4	2.0	5.6
Social relations between students and school staff	256	91.0	3.1	5.9
Social relations between students and community members .....	248	73.4	8.9	17.7

Respondents were asked to comment on the effects of the SBP on their school as a whole. Respondents provided numerous comments including:

### **(1) Educational factors**

- \* Improves attendance by keeping students at school who would otherwise leave to get food during morning tea and lunch times.*
- \* Students don't stay away because they have no food, so attendance has improved.*
- \* An improvement in attendance.*
- \* Better attendance and better behaviour of students.*
- \* Has a positive effect on attendance and punctuality.*
- \* Improved punctuality and attendance.*
- \* Increased attendance - which, in turn, assists improvement in academic performance.*
- \* It has had a positive effect on attendance of some students which is very pleasing because as a result of better attendance the students improve academically.*
- \* It has had a positive impact on whole school attendance which increased 3% overall since we started offering Breakfast Club every day. Some students' individual attendance increased up to 15%.*
- \* On many occasions the attendance of children who access the School Breakfast program is only because of they will get a meal.*
- \* Positive effect on punctuality, attendance and health and wellbeing.*
- \* Student attendance has increased on Monday and Friday as these days were typically not well attended. Students are engaged with their learning as a result of having had something to eat.*
- \* A very calming influence. A great start to the day on Tuesday. It means that no child ever has to be hungry. There is always a healthy option available. It means that the level of disadvantage some children have is reduced.*
- \* Children attend class more able to concentrate and do their work. They are more settled and we have less behaviour problems.*
- \* Provides a nutritious and filling breakfast that must assist in concentration before our first break which is not until 11a.m.*
- \* Children who access the school breakfast program seem to be more alert and more willing to participate as a whole throughout the school day.*
- \* Improved concentration and on task behaviour.*
- \* Better educational outcomes for students.*
- \* More difficult to measure, but still apparent, is the effect on student performance in class.*
- \* Increased concentration and punctuality.*
- \* It does help settle students in the morning and set structure to the day.*
- \* It helps our students have better concentration in class and they also enjoy the social aspect of breakfast club.*
- \* Less disruptive students in class. Has assisted with higher retention and graduation rates.*
- \* Made students alert throughout the day and behaviour problems diminished.*
- \* No teachers have complained about students falling asleep in class and feeling tired.*

- \* Staff have noticed a marked improvement in the concentration levels of students eating breakfast through the program. There has also been a greater awareness of the importance of starting the day with a healthy breakfast.*
- \* Students are able to concentrate first thing in the morning when literacy learning occurs. The students behaviour has improved markedly.*
- \* Students are able to perform better in class and amongst their peers when they can get something to eat. A number of our students come to school with no breakfast or lunch, so having food available is a great asset.*
- \* Students are able to sit, concentrate and attempt learning without the hunger feeling.*
- \* Students know food is available. We have less sleepy kids in class. Some kids only attend because there is food.*
- \* We see an increase in the students concentration levels and productivity. The program also ensures that students who do not have adequate food at home are able to access food on a regular basis at school.*

## **(2) Wellbeing and nutrition**

- \* A happy positive start to the day.*
- \* A huge positive effect - without breakfast the school would struggle.*
- \* A lot of children come to school hungry so it does have an impact on their well-being.*
- \* As a whole, students are more aware of the importance of breakfast and have even picked up the habit of eating breakfast at home on non School Breakfast days. More students are consuming baked beans and whole meal bread, which is a good sign for us.*
- \* Besides providing students with a meal to start the day it also facilitates social and emotional well being for those students involved.*
- \* Better health and nutrition.*
- \* Breakfast Club encourages healthy eating and a good start to the day, whilst also providing a safe environment.*
- \* Breakfast club has a big impact on the overall health and well being of the students and is essential in getting the children off to a good start in the school day.*
- \* Breakfast club has seen students who would otherwise have gone without breakfast and/or lunch be provided with a healthy meal, resulting in increased on-task behaviour, a more positive affect and a happier student.*
- \* Gives children a feeling of confidence. They know that staff who say they care really do.*
- \* Improved social, emotional well being of students.*
- \* Promoted healthy eating habits and importance of good nutrition.*
- \* Less students feeling unwell due to not eating.*
- \* Students are aware that they are important which builds overall self esteem. Teachers are happy that they can do something for students who need access to food in the morning.*
- \* The program helps students with improving self-esteem and confidence and this reflects into the school.*
- \* This year we have had students who have experienced difficulties at home and have arrived at school with no food- breakfast & lunch. Through the program we have been able to provide the students with the certainty of at least two meals per day.*

## **(3) Social and Environmental Factors**

- \*Beneficial to those students who arrive at school very early as a way of socialisation.*

- \* Students ask for an emergency lunch when necessary, so we are able to be more caring of students in need.
- \* A very positive outcome. We provide the food at recess and lunch as this fits better in with our student timetables. We have found that the interaction of the students with staff has been enhanced.
- \* After surveying staff and students the main benefit has been building a sense of community within the school, providing a safe place for students who need it, staff have also reported that students are engaging as a result of the breakfast club.
- \* Apart from providing for the nutritional needs of students, the Breakfast Club has increased the feelings of inclusion by many students who come from challenging home environments.
- \* As well as improved behaviour/attendance/academic outcomes the social interaction between parents, community members and the students is invaluable. The local police being involved has had positive outcomes.
- \* Breakfast Club has been a bonding experience for the adults & students involved - a positive sense of belonging has been born out of our breakfast club.
- \* Breakfast Club is a really social time for students, parents and staff to come together and helps to build relationships and a sense of community.
- \* Breakfast has become a big social gathering in the morning, if students don't have breakfast they still come around for the social side of it. It is fantastic.
- \* By running a Breakfast Program there has been an increase in the level of positive social interaction of the students involved. Some of these students were more inclined towards negative social interactions before school.
- \* The BC brings together students from different classes who would not normally mix together.
- \* In 2010 we have reviewed the manner in which we run the Breakfast Club program. The Breakfast Club has assisted in developing a positive culture within the school and increasing the communication throughout the school.

## Healthy Eating

Most schools (77%) indicated that they had utilised their 'Australian Guide to Healthy Eating' resource kit that was sent to the School Breakfast Co-ordinator by Foodbank WA (Table 14).

**Table 14: An 'Australian Guide to Healthy Eating' resource kit was sent to the School Breakfast Coordinator upon School Breakfast Program registration. Was this resource utilised in the school? (C1)**

	n	%
Yes	196	77.2
No	58	22.8
Total	254	100.0

\* 7 schools did not respond to the question

The majority of respondents (91%) were aware that the SBP, via Foodbank WA, provides schools with free fresh fruit and vegetables and most (76%) were aware that schools were encouraged to use the fruit and vegetables at whole of school activities (Table 15 and 16).

**Table 15: Were you aware that SBP schools are given access to free fresh fruit and vegetables through Foodbank WA? (C2)**

	n	%
No	24	9.3
Yes	235	90.7
Total	259	100.0

\* 2 schools did not respond to the question

**Table 16: Were you aware that schools are encouraged to use the free fruit and vegetables for whole of school activities and not only for the School Breakfast Program? (C2a)**

	n	%
No	55	23.9
Yes	175	76.1
Total	230	100.0

\* 29 schools did not respond to the question

Overall, 71% of schools that responded to the SBP survey accessed fresh fruit and vegetables via Foodbank WA and made the produce available to students (especially SBP students) in a number of ways, e.g. via the schools SBP, school canteen, school staff, afterschool programs and class activities (Table 17 and 18).

**Table 17: Does your school access free fresh fruit and vegetables through Foodbank WA? (C3)**

	n	%
No	74	28.8
Yes	183	71.2
Total	257	100.0

\* 4 schools did not respond to the question

**Table 18: How are the Foodbank WA fresh fruit and vegetable donations used at the school? (C4) (n=183)**

	N (Yes)	% (Yes)
Fruit and vegetables are available to School Breakfast Program students .....	139	76.0
Extra fruit is given to students at breakfast to be consumed during the day.....	116	63.4
Fruit and vegetables are available to all students at school .....	113	61.7
Fruit and vegetables are freely available to students through the school canteen or other point within the school.....	44	24.0
Via school staff at recess or lunch time.....	13	7.1
After school programs.....	7	3.8
Via in class activities or classroom cooking.....	6	3.3
Crunch and Sip .....	4	2.2
Via food parcels and emergency meals.....	3	1.6
Fruit bowls in classrooms.....	2	1.1
Sports activities and carnivals.....	2	1.1
School excursions and camps.....	2	1.1
Other .....	2	1.1

\* Multiple response question

Over one third of respondents (37%) indicated that their school was a registered Crunch&Sip<sup>®</sup> school. Of those schools that were registered, 58% utilised the free fresh fruit and vegetables from Foodbank WA for their Crunch&Sip<sup>®</sup> program (Table 19 and 20).

**Table 19: Are you a registered Crunch&Sip<sup>®</sup> school? (C5)**

	n	%
No	161	62.9
Yes	95	37.1
Total	256	100.0

*\* 5 schools did not respond to the question*

**Table 20: Have you utilised the free fresh fruit and vegetables from Foodbank WA for your Crunch&Sip<sup>®</sup> program? (C5a)**

	n	%
No	39	41.5
Yes	55	58.5
Total	94	100.0

*\* 1 school did not respond to the question*

### Volunteers

Respondents were asked about the number of volunteers that assisted with the School Breakfast Program in 2010. On average, 4 volunteers per school assisted with the SBP (median 3, minimum 0, maximum 50). On average, 2 volunteers that assisted with SBP were parents or carers (median 0, minimum 0, maximum 20) (Table 21 and 22).

**Table 21: How many volunteers assisted with the School Breakfast Program in 2010 (D1)**

n	Minimum	Maximum	Average	Median
248	0	50	4	3

*\* 13 schools did not respond to the question*

**Table 22: How many parents/carers acted as volunteers during 2010 (D2)**

n	Minimum	Maximum	Average	Median
238	0	20	2	0

*\* 23 schools did not respond to the question*

Respondents were asked to describe any feedback they had received from volunteers regarding the SBP. Respondents provided numerous comments including:

- \* A positive experience.*
- \* A valuable program, easy to administer.*
- \* All found it very enjoyable and the early mornings not that difficult! The interaction with the students probably the highlight of the programme.*
- \* All our staff (who volunteer) have noticed the benefits in the children participating in the SBP. This includes their manners and social skills.*
- \* All volunteers feel that it is a very worthwhile cause and that the students benefit greatly.*
- \* All our staff (who volunteer) have noticed the benefits in the children participating in the SBP. This includes their manners and social skills.*
- \* Enjoyed being part of the program and will be back in 2011.*
- \* Like the involvement at school and the interaction with the students.*
- \* My community volunteer (the minister of a local church) thinks breakfast club is wonderful and provides a much needed pastoral care service.*
- \* My volunteer agrees Breakfast Club is vital for students who are unable to access breakfast at home.*
- \* The visiting volunteers believe the program to be positive process beneficial to the students.*
- \* The volunteers were impressed with the program and felt that it provided significant benefits to our students.*
- \* They all say it's fantastic.*
- \* Volunteers are very proud of what they are doing.*

### **Further Comments**

Respondents were asked to provide any POSITIVE comments they had about SBP. Respondents provided numerous comments including:

#### **POSITIVE COMMENTS**

##### **(1) Educational factors**

- \* A lot of our students wouldn't have breakfast if not for the School Breakfast Program. If they don't have food for lunch they don't come to school, the same applies to breakfast.*
- \* By giving students something to eat at the start of the day this enables them to settle down to learn and concentrate on their studies.*

*\* Children concentrate better. Some children are receiving healthy breakfast 4 mornings per week.*

*\* Concentration, punctuality, attendance, academic improvement. Assists children who have long bus trips to school.*

*\* Has helped attendance and punctuality of students.*

*\* Most significant improvement is the student's behaviour.*

## **(2) Wellbeing and nutrition**

*\* Absolutely critical to the success of our nutrition, health and wellbeing program. Without Foodbank we would not be able to afford to run this vital program.*

*\* An invaluable service for our kindergarten. The children come to school looking forward to either cereal or toast for breakfast every day. Most have not had any food at home before they come to school. We really appreciate the service offered.*

*\* Breakfast Club is a great opportunity for students to 'hang out' and eat a good breakfast, and for us to 'target' some students who we know come to school with no food at all.*

*\* It is a great program which allows needy students to get access to food whilst at school.*

*\* Many of our students are not provided with breakfast/lunch at home. The breakfast program ensure these students get two decent meals a day.*

*\* Seeing the smiling faces and listening to the laughter. Breakfast Club is a happy and safe place and the children look forward to coming.*

## **(3) Social and Environmental Factors**

*\* A very worthwhile program to benefit the students socially and nutritionally.*

*\* A wonderful opportunity for students to ensure access for all in a caring environment.*

*\* Allows networking between Youth/Police/DCP- breaking down the barriers.*

*\* Great culture and positive impact on wider groups in the school- we provide food support to Student Services for their work with at-risk students throughout the day as well as our Indigenous and Maori student programs that run during the week.*

## **(4) Volunteers**

*\* All participants (both students and volunteers), happy to be involved.*

*\* I have been involved with the programme over many years and am genuinely impressed with all volunteers for their contribution to our school community. Volunteers are engaging and positive with the student cohort and wonderful rapports have developed.*

## **(5) Mentoring**

*\* Great responsibility for our older students/leaders within the school.*

## **(6) Foodbank Staff**

- \* The staff at Foodbank have always been helpful and willing to help out any way they can. This includes on days when I have turned up without faxing an order form the day before!*
- \* Continual feedback and input from Miranda Infanti is invaluable.*
- \* Everyone at the Foodbank is helpful and encouraging.*
- \* Foodbank has been amazing and the staff are very helpful, patient and friendly.*
- \* Foodbank have been super helpful in any request for assistance.*
- \* This is a great service to our Remote Aboriginal School. Without Foodbank we would not be able to operate such a high standard program. The people at the other end of the line are fantastic. They are always most helpful and keen to be of assistance.*

## **(6) General positive comment**

- \* A great program that is essential for our Academy.*
- \* A wonderful facility that supports a real need of the students.*
- \* Great to have a free resource available for schools with low socioeconomic students.*
- \* A wonderful service that provides so much more than simply food to fill empty stomachs! Thank you.*
- \* Essential part of our school day.*
- \* Good program that should continue.*
- \* Has made a real difference to some children coming to school We appreciate very much the donation of quality food that we get. Thank you so much.*
- \* Thank you for providing this amazing service - we really appreciate it!*
- \* This is a critical service for some very needy children.*

Respondents were asked to describe any PROBLEMS they had experienced with the SBP. Most of the problems stated related to insufficient volunteers/staff to run the SBP within schools, problems relating to picking up SBP product/delivery and problems with food products getting damaged in delivery or going out of date. Examples of comments made are provided below:

## **PROBLEMS**

- \* Because we have our breakfast club once a week it's a problem with some products (yogurt and fresh milk) due to the expiry date.*
- \* Insufficient volunteers - that will have to be looked into and addressed next year.*

- \* *Burn out of volunteers.*
- \* *Finding volunteers is difficult. Many staff do not wish to assist.*
- \* *Getting enough parent help and support in the program.*
- \* *Delivery of food, getting a SBP co-ordinator, getting volunteers.*
- \* *Difficulties finding the time to get to the warehouse to pick up the products.*
- \* *I need to go more regularly to pick up milk and fruit that I do for other items, I would like to pick up a larger quantity of these to save on travel and time.*
- \* *It is difficult to get to foodbank to collect the food during the school day or before 4pm.*
- \* *It would be great if you could pick up the food earlier in the day, e.g. 8am.*
- \* *Fruit is not usually available.*
- \* *Soft fruit is no good as it gets damaged in the delivery.*
- \* *The fruit going off or damaged due to the distance.*

Finally, respondents were asked to provide suggestions of how the SBP could IMPROVE its services of products. Most respondents indicated that they were happy with how the program was running. Suggestions for improvement included a more regular fruit supply, providing fruit juice, providing a greater variety of products (e.g. cereal), and more flexibility regarding warehouse locations, delivery and pick up times. Examples of the suggestions made by respondents are provided below:

#### WAYS TO IMPROVE THE SBP

- \* *A more regular fruit supply would be great. Also a cooking program would be fantastic.*
- \* *Additional Foodbank locations for ease of collections. Interested in more information on delivery and the possibility of online ordering.*
- \* *If possible having a few collection points north and south of the river could make it easier to access the food on a regular basis.*
- \* *Another choice of cereal and spread.*
- \* *Fruit juice, variety of cereals.*
- \* *Instead of Weetbix, another breakfast cereal.*
- \* *Provision of porridge. Our students love it and it's good for them.*
- \* *More tinned fruit or the like as it will not go off and can last a long time.*
- \* *Fruit must be looked at so that rotten ones don't affect the rest.*

*\* If there is a possibility of getting fresher bread with a slightly longer shelf life, that would help our part with regards to storing.*

*\* It would be fantastic if the fruit juice program could continue - this was a great initiative. It would be great if another type of nutritious cereal could be made available along with the breakfast biscuits.*

*\* Please if juice could be included again, that would be so good, the kids love it the most.*

*\* Maybe create some recipe ideas from foods available to the breakfast programme (i.e. fruit and yoghurt frozen cups, a great success at our school!) so a variety of breakfasts can be available to all involved.*

*\* Opening Foodbank until 5pm or on Sat mornings.*

*\* Opening out of school hours every so often would help us as the people who run the program are full time teachers.*

*\* Our school is going to start a Kitchen garden next year. Any seeds/seedlings available to plant would be a handy addition.*

*\* Perhaps the inclusion of such things as liquid soap, paper towels and gloves which are necessary for the hygienic preparation as these are ongoing costs. Not all schools are willing or able to supply such items.*

*\* Reminder emails when there is a surplus of items such as fruit. We would be more inclined to come and get some if we knew you had extra.*

## SUMMARY OF FINDINGS

- In total, 261 schools responded to the survey, a response fraction of 83%.
- The vast majority (94%) of respondents indicated that their school planned to continue with the SBP in 2011.
- The majority of SBPs operated on a weekly basis. On average, 53 individual students per (respondent) school accessed the SBP (minimum 3 students, maximum 346 students). This equated to an average of 32% of enrolled students per school. On average 24 individual students per (respondent) school that accessed the SBP were from Aboriginal or Torres Strait Islander backgrounds.
- The majority of respondents (80%) indicated that their school provide emergency lunches or other meals using SBP products. On average 19 emergency meals were provided each week.
- On average, 4 volunteers per (respondent) school assisted with the SBP. On average, 2 volunteers that assisted with SBP were parents or carers.
- WEBSITE: Overall, 41% of respondents accessed the SBP website in 2010. Of those who accessed the website the vast majority found the website useful. It is recommended that the website be promoted more widely with SBP schools.
- PRODUCT QUALITY AND DELIVERY: The vast majority of respondents agreed or strongly agreed that the products provided by the SBP were of a high quality (98%). Of those schools that had their SBP products delivered, the majority agreed or strongly agreed that orders were delivered in a timely manner (93%) and most disagreed or strongly disagreed that products were damaged on arrival (63%).
- SBP OUTCOMES: The majority of respondents agreed that SBP positively contributed towards the wellbeing and nutrition of students (e.g. physical health, mental health, student awareness of healthy eating, student eating behaviours, student food selection/food preparation skills); to student related educational factors (e.g. student concentration, behaviour, student engagement with class activities, attendance, punctuality, academic outcomes) and to student/school/community social and environmental factors (e.g. the health promoting environment of schools, student social skills, social relations between students/school staff, social relations between students and community members).
- HEALTHY EATING: most schools indicated that they had utilised their 'Australian Guide to Healthy Eating' resource kit that was sent to the School Breakfast Co-ordinator by Foodbank WA. The majority of respondents were aware that the SBP via Foodbank WA provides schools with free fresh fruit and vegetables and most

were aware that schools were encouraged to use the fruit and vegetables at whole of school activities. It is recommended that the use of fresh fruit and vegetables at whole of school activities be promoted more widely so that all SBP schools are aware of this fact.

- **POSITIVE COMMENTS:** Respondents made numerous positive comments about Foodbank WA and the SBP e.g. student educational factors (e.g. attendance, concentration, behaviour, punctuality, academic improvement); student wellbeing and nutrition; social and environmental factors, SBP volunteers, student mentoring and Foodbank staff.
- **PROBLEMS EXPERIENCED:** Most respondents were happy with SBP products and services. Of those respondents that stated problems they had experienced most related to insufficient volunteers/staff to run the SBP within schools, problems relating to picking up SBP product/delivery and problems with food products getting damaged in delivery or going out of date.
- **SUGGESTIONS TO IMPROVE SBP SERVICES AND PRODUCTS:** Most respondents were happy with how the SBP was running. Of those respondents that made suggestions for improvement, most suggestions related to providing a more regular fruit supply, providing fruit juice, providing a greater variety of products (e.g. cereal), and more flexibility regarding warehouse locations, delivery and pick up times.

## REFERENCE

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