

# Evaluation of Foodbank WA's BHP Billiton Agreement in the East Pilbara Region

A MARKETING RESEARCH REPORT

**Prepared For:**

Foodbank WA

**Client Contacts:**

Rex Milligan

Christal Houghton

**TNS Social Research Consultants:**

Caroline Goldie

Wendy Chow

November 2015

Job number: 263103534



---

The TNS logo, consisting of the letters "TNS" in white, bold, sans-serif font, centered within a solid magenta square.



# Table of Contents

<b>Executive summary</b> .....	<b>1</b>
Overall recommendations .....	1
<b>Background and methodology</b> .....	<b>4</b>
Background to the research .....	4
Methodology .....	5
<b>Research Findings</b> .....	<b>7</b>
Identifying the need .....	7
Satisfaction with the initiatives on offer .....	9
Processes and supplies .....	20
The role of partnerships.....	22
Communication Methods.....	25
Perceived risks to the continuation of Foodbank WA’s initiatives in schools .....	27
BHP Billiton Iron Ore’s corporate reputation .....	28
<b>Appendix: Quantitative online survey data tables</b> .....	<b>30</b>

Please note that the data contained in this report has been prepared for the specific purpose of addressing the items contained in the project contract between **TNS Australia** and **Foodbank WA**. It may not be suitable for other applications. The use of this data for any other purpose should be discussed with the lead author. TNS accepts no responsibility for unauthorized use of this data by a third party.

Carried out in accordance with ISO 20252

## Executive summary

The findings from the current research are consistent with previous research. Schools and stakeholders both provided overwhelmingly positive feedback on the Healthy Food For All<sup>®</sup> strategy delivered by Foodbank WA. They highlighted the professionalism of Foodbank WA as an organisation, and the excellence of Foodbank WA staff.

The feedback from both the online survey of schools, and the phone interviews conducted with schools and partnering organisations was very positive across the board. Both schools and partnering organisations highly valued their partnership with Foodbank WA, strongly supported the continuation of Healthy Food For All<sup>®</sup>, and showed great appreciation for the resources and support provided by Foodbank WA.

Several small suggestions were made for how Foodbank WA could potentially further improve its initiatives and processes, and these recommendations follow.

## Overall recommendations

As a result of the qualitative and quantitative interviews, a number of opportunities have been identified for Foodbank WA to potentially focus on:

- School Breakfast Program
  - Schools spoke very positively about the processes involved, supplies and assistance provided by Foodbank WA in the delivery of the School Breakfast Program. This was consistent with the results from 2012 to 2014; and
  - Similar to previous years, suggestion for improvement was mainly related to having more perishable items. Schools often applied for grants to keep the initiative running in their schools and access more perishable resources.
- Food Sensations<sup>®</sup> initiative
  - Feedback on the Food Sensations<sup>®</sup> initiative was overwhelmingly positive with regards to the training delivered within region, the people delivering the training and the outcomes seen as a result of the training;
  - Schools and external organisations involved with the initiative had noticed improvements in students' knowledge and attitudes towards healthy eating and nutrition, as well as food preparation skills;

- Suggestions for improvement were similar to previous years – Increase frequency of Foodbank WA visits or possibly the length of each visit. Food Sensations® visits were highly valued by schools and partnering organisations. They felt that frequent visits or longer visits would have a more effective impact on students' attitudes, skills and knowledge about food and cooking.
- In 2014, Foodbank WA incorporated the Superhero Food Story resources to their Food Sensations® initiative. Feedback from schools on how well the Superhero Food Story resources helped to educate children about healthy eating and healthy lifestyle behaviours was better than last year. Foodbank WA cookbooks, collector cards, placemats and Food Sensations® activities helped maintain and reinforce the messages of the initiative. There was strong support for the continuation of Superhero Food Story as an element of the Food Sensations® initiative.
- General initiative delivery and support
  - Regular contact and clear communication were the key drivers of the successful partnerships between Foodbank WA, schools and partnering organisations. Ongoing dialogue helped facilitate the smooth delivery of initiatives; therefore it is crucial that Foodbank WA maintains its current proactivity and frequency of communication with schools and partnering organisations. Written agreements were also noted to be an effective way in setting a clear understanding of what is expected from each party and helped to prevent any confusion or duplication in the delivery of the initiatives;
  - Visitation to the *Healthy Food For All*® website was remained low compared with 2012 to 2014 findings – two schools indicated they visited the website in 2012 and 2013 and four schools in 2014 and 2015. There is an opportunity for Foodbank WA to increase traffic to the website by increasing awareness of it and promoting the value of using the website as a tool for knowledge sharing and networking platform between schools, partnering organisations and Foodbank WA;
  - Overall awareness of BHP Billiton Iron Ore's partnership and involvement with Foodbank WA's *Healthy Food For All*® strategy has increased significantly – from 63% in 2012, 70% in 2013, 50% in 2014 to 82% in 2015;
  - Attitudes towards BHP Billiton Iron Ore's amongst respondents who were aware of their association were positive. Thereby promotion of their partnership with Foodbank WA should be continued to maintain positive perceptions of the brand. The most effective way in communicating this is

through local media channels such as local newspapers, television and radio networks. This method of communication has greater reach when compared with school newsletters, Foodbank WA resources, visits, and online sources such as, the Foodbank WA website, Facebook page, and the School Kitchen Website. This is because it does not just target participating schools and external organisations, parents, and people who are aware of the strategy; and

- Using local media channels to engage a wider audience can help increase awareness of the initiatives and its positive outcomes, as well as help gauge more community interest in supporting the strategy.

## Background and methodology

### Background to the research

Foodbank WA is a not-for-profit organisation which sources donated and surplus food from the food and grocery industry, to distribute to welfare and community agencies that provide food assistance to people in need. Among the beneficiaries are schools in low socioeconomic areas of Western Australia, with Foodbank WA's initiatives focusing on two key areas – healthy eating and physical activity.

In late 2010, Foodbank WA entered into a funding agreement for five years with BHP Billiton Iron Ore to support the delivery of Foodbank WA initiatives to schools and communities in the East Pilbara region. The focus was particularly on:

- The expansion of the School Breakfast Program (SBP) – whereby schools are provided with food supplies that enable them to provide their students with a nutritionally wholesome breakfast (where they might not have had access to one otherwise);
- The introduction of the Food Sensations<sup>®</sup> initiative – a hands-on cooking and nutrition initiative in schools that aims to improve the knowledge and understanding of nutritious foods, and provide the skills to prepare them safely; and
- The introduction of the Choose to Move<sup>®</sup> initiative – a physical activity initiative endeavouring to increase student physical activity through structured lessons and unstructured play during the school day

The initiatives were primarily aimed at school students, whilst school teachers, parents, and health care professionals formed a secondary target group.

### Research objectives

TNS Social Research was commissioned by Foodbank WA in order to annually evaluate the effectiveness of the SBP and Food Sensations<sup>®</sup> initiative against their set objectives and gain feedback to guide potential improvements:

- **Primary objective:** Evaluate the Food Sensations<sup>®</sup> and School Breakfast Programs in schools within the East Pilbara region to ensure a continuous improvement model.
  - Measure satisfaction with the initiatives and the processes which underpin them;

- Collect stakeholder feedback on the initiatives in relation to their perceptions of, and relationships with, Foodbank WA;
  - Understand perceptions of 'change' / 'improvements' in Foodbank WA's processes and delivery relative to the previous 12 month period;
  - Better understand how schools would like to network (for example, via the website); and
  - Measure satisfaction with partnership relationships.
- **Secondary objective:** Understand the impact of BHP's involvement in the initiatives on its reputation in the region in order to provide feedback to BHP.

This report presents the findings from 2015. Comparisons were made with results from 2012 to 2014 evaluations.

## Methodology

A multi-modal approach was taken to gather a depth of information and to ensure it was meaningful, appropriate and not intrusive to the participating schools, with results from each stage analysed together to ensure a holistic view. The methodology of the study has remained the same for the last four years to maintain comparability.

Foodbank WA and TNS Social Research were required to obtain approval from the Western Australian Department of Education for any research conducted in government schools in this year's evaluation, which resulted in some changes to the evaluation process. Approval was required to ensure that the rights, contact details and opinions of participants were protected. Changes are outlined in the following paragraphs.

The data collection stage was broken down into two stages:

### Stage 1: Online survey

An initial quasi-quantitative online survey was sent to key contacts (school principals, SBP coordinators, teachers) at 11 participating schools in the region to enable them to provide initial feedback on the initiatives and services provided by Foodbank WA. This survey would gauge satisfaction through a number of quantitative measures, as well as including qualitative open-ended questions to



gather more detailed feedback on their experiences and any potential improvements that could be made. The survey took approximately 10 minutes to complete.

Foodbank WA sent out a forewarning email to school principals in participating schools, providing them background on the study, its purpose and what it would involve, to garner their support. Furthermore, school principals had to reply to the forewarning email with their consent to allow their school to participate in the research before TNS Social Research could engage with them. This was an added step in 2015's evaluation. A total of four schools out of 15 did not respond to the forewarning email. Consent to take part in the study was not required from stakeholder samples.

Reminder emails were also sent to all key contacts, and Foodbank WA also encouraged schools and stakeholders to take the opportunity to provide feedback. A total of 17 responses were received (13 schools and 4 stakeholders). Quantitative fieldwork was completed between September 21, 2015 and October 16, 2015.

### **Stage 2: Telephone interviews with schools and stakeholders**

In previous years, at the end of the online survey, respondents were asked to indicate whether they would be willing to have a confidential one-on-one telephone discussion with a TNS researcher; in order to better understand their school's needs, and how Foodbank WA could help deliver on these needs, and improve their services.

To ensure responses were not linked back to the individual, school or organisation, respondents did not provide their contact details at the end of the survey this year. Instead, in this year's email invitation, respondents were asked to contact TNS directly to set up an interview at a time convenient for them. As a result, response rates in the second stage of the research were significantly lower compared to previous years (12 one-on-one interviews were conducted in 2014's evaluation, 12 interviews in 2013 and 11 interviews in 2012). Four of the 17 respondents surveyed participated in the one-on-one interviews, including a mixture of School Breakfast Program coordinators, school staff and stakeholders. These mini in-depth interviews took approximately 20 minutes each. The discussions provided a better understanding of the context in which schools were operating, and assisted interviewers to gather and provide more detailed feedback beyond what was shown in the online survey. All interviews were conducted between October 6, 2015 and October 15, 2015.

## Research Findings

### Identifying the need

The central need for Foodbank WA initiatives - including the School Breakfast and Food Sensations® initiatives - in schools in the East Pilbara region has been identified as a lack of awareness and understanding of the importance of good nutrition among students and families, and an observed lack of healthy eating.

#### The School Breakfast Program

School contacts and key stakeholders continued to report a strong need for the School Breakfast Program to be delivered in schools in the East Pilbara region. This has remained unchanged over the past five years. In participating schools throughout the region, it was often reported that many children were coming to school without eating a healthy breakfast and in some cases, without eating any breakfast at all. The School Breakfast Program enables those students who might not have had access to an adequate breakfast at home to receive a nutritious breakfast before beginning their school day. The delivery of the School Breakfast Program also carries additional social, educational and health benefits for the children such as:

- Increased attendance at school and more students arriving early or on time;
- Improved social skills;
- Helped build relationships and improved interaction between students & teachers and amongst students;
- Improved health and wellbeing; and
- Improved performance and concentration in school.

Moreover, the initiative has had a positive impact on the attitudes of students and teachers alike.

*"One, it helps them [students] to get to school early and on time. Two, it just helps with school attendance in general... and also their outcomes." – School*

*"It creates informal opportunities where staff members are already engaged in formal activities during the school day. [The School Breakfast Program] creates an environment where it's informal for staff to pop in and just have a chat with the young people." – School*

*"Staff have reported general health improvements in kids." - School*

### **Food Sensations®**

The Food Sensations® initiative provided by Foodbank WA was enthusiastically praised by both school contacts and stakeholders. It was reported to be very engaging for both students and staff and as a result, was highly effective in educating them about the benefits of good nutrition and how to prepare healthy meals.

*"Students are all engaged in lessons and enjoy preparing and eating healthy meals." - School*

*"The Food Sensations® program is always highly organised, engaging and age appropriate. The staff delivering the program are highly competent, both in their area of nutrition, and in group / classroom management. Their resources and activities are clearly linked to the curriculum." - School*

*"The kids seem certainly more open to eating healthy food, particularly after preparing it and then eating it themselves. And the nutrition messages... kids really do resonate with that." - Key Stakeholder*

The Food Sensations® initiative trains participants in a hands-on environment, where they are taught about nutrition, cleanliness and food safety, as well as learning how easy it is to prepare a variety of healthy meals. The hands-on and interactive nature of this initiative was highlighted by respondents as one of the core reasons for their enthusiasm and for the initiative's success.

*"The ladies do an outstanding job. They are super organised, the recipes are very child friendly and they conduct themselves very professionally in everything they do. We look forward to their visit every year. The students and teachers get a lot out of the visit." - School*

## Satisfaction with the initiatives on offer

### The Healthy Food For All® Strategy

As in previous years, there was overwhelming positive feedback in terms of both Foodbank WA as an organisation, its staff and the Healthy Food For All® strategy. School contacts and key stakeholders spoke very highly of Foodbank WA's initiatives and the level of support that they provide.

*"Speaking for myself and my team, we can't really speak highly enough of Foodbank and all that they deliver. Pretty much everyone that we come into contact with that has worked with them in the past also has great things to say about them." – Key Stakeholder*

*"They're really professional; they have quality materials and resources." – Key Stakeholder*

When asked to rate overall satisfaction with the services provided by Foodbank WA, almost all respondents indicated they were 'very satisfied' (n=14), two respondents said they were 'satisfied' and one was 'neither satisfied nor unsatisfied'. The reasons why respondents were satisfied with the services delivered, are mainly driven by Foodbank WA staffs':

- Knowledge in nutrition and understanding of the challenges & needs of schools in remote schools,
- Willingness and ability to adapt to regional needs,
- Professionalism and experience working with children and a classroom environment,
- Approachable and friendly personalities,
- Commitment and passion about their work and,
- Organisation skills and ability to deliver high quality supplies and resources in a timely and efficient manner.

*"The staffs at Foodbank are always very friendly and passionate about their work. Foodbank has a good understanding of the challenges in remote schools and works to provide appropriate resources and training for this setting." – Key Stakeholder*

*"Their services are always very professional, high quality and well organised. The staffs are highly proficient and extremely knowledgeable." – School*

*"We have had our Foodbank order delivered in a timely manner every term and have had sufficient items to keep our Breakfast Club running five days a week." – School*

The following sections provide more specific feedback on each initiative.

### **The School Breakfast Program**

Like previous years, the School Breakfast Program received positive feedback from schools. School Breakfast Program coordinators and teachers involved with the initiative reported that the initiative is highly valued, to the point of being seen as an essential, and felt that it had a positive effect on the students' health and wellbeing, school attendance, attention and behaviour in class, and subsequently, their overall academic performance. Moreover, it has also made positive impacts on students' social skills and helped develop better relationships between students and teachers, and amongst students. One school mentioned when there are new students to the high school, the deputy principal would bring them to the School Breakfast Program to give them the opportunity to meet and make new friends.

*"They feel anxious walking into [a new school]... They haven't made those connections yet and they know that they can just come and be in the breakfast program... it's a safe and friendly environment." – School*

*"[The School Breakfast Program has helped to improve] the health and the wellbeing of the students, but also that social interaction where we've got different year groups coming together and they have to take turns and be considerate." – School*

In the online survey, respondents were asked to rate how satisfied they were with the processes involved, the supplies and assistance provided by Foodbank WA in regards to the School Breakfast Program initiative. Of the 17 respondents surveyed, most (n=13) reported the highest level of satisfaction ('very satisfied') with the processes while the remainder were 'satisfied'. With regard to the supplies provided by Foodbank WA, most schools were 'very satisfied' (n=11 out of 17) while the remaining indicated they were 'satisfied' (n=6). In terms of assistance provided, a majority of the schools were 'very satisfied' ('very satisfied' n=13, 'satisfied' n=3 and 'neither satisfied nor unsatisfied' n=1).

*"The School Breakfast Program is a highly successful program, providing excellent services, supplies, support and coordination." – School*

*"The service and food is excellent. I cannot think of ways to improve it." – School*

Compared with 2013 and 2014 findings, the level of satisfaction with the processes involved, supplies and assistance provided by Foodbank WA in accessing the School Breakfast Program initiative is marginally lower. Suggestions for improvement to the School Breakfast program were related to the request for more perishable items. One school suggested developing recipes that are easy to prepare in large servings.

Table 1: Satisfaction with the School Breakfast Program’s processes, supplies and assistance

Very satisfied %

Year	Processes	Supplies	Assistance
2012 (Base n=8)	75	63	63
2013 (Base n=10)	100	80	100
2014 (Base n=16)	88	75	88
2015 (Base n=17)*	76	65	76

*\*Note: Please note small sample sizes in 2012 to 2015.*

### Food Sensations®

Fourteen respondents indicated that they have received a visit from Foodbank WA staff to deliver Food Sensations®. Of that, six reported Foodbank WA visited them less than two months ago, five schools said between 3 and 5 months ago and three said their last visit was sometime between six months to 12 months ago.

When asked to rate their satisfaction with the visit, almost all schools were ‘very satisfied’ (13 out of 14 schools). Similarly, of the six schools that had received the Food Sensations® teacher training, five schools indicated they were ‘very satisfied’ with the training received. Level of satisfaction with the Food Sensations® visits between 2012 and 2015 remained very high – In 2012 all schools indicated ‘very satisfied’, 89% in 2013, 94% in 2014 and 93% in 2015.

The feedback on the Food Sensations® initiative from schools was extremely positive from all aspects, with all stating that it was an excellent initiative for students and coordinators. The initiative was commended for being well organised, engaging for the target audience, and effective in educating students about good nutrition and healthy food preparation.

*"The ladies were very positive and enthusiastic, and the cooking session was well organised."* – **Key Stakeholder**

*"It was just outstanding. Excellent student engagement, brilliant delivery, nutritious meals and the students just loved it. Great professional learning for the staff as well."* – **School**

The hands-on nature of Food Sensations® initiative was highlighted by schools as one of the best aspects, with students both enjoying and engaging with the initiative at a higher level because of its interactive facets. The hands-on aspects of the initiative were reported to reinforce the education message and gave students practical skills they could take away with them and apply at home.

*"In terms of skills, you can see the kids are using knives better, working together as team to create their food and trying new food."* – **Key Stakeholder**

Engaging with students in an interactive way, has helped to make positive impacts on students' knowledge and attitudes towards eating healthy. The opportunity for students to learn more about the types of foods they prepared and cooked in Food Sensations® learning sessions, made them more open to trying new foods they once thought they did not like. This was noted by both schools and key stakeholders involved with delivering Food Sensations®.

*"You can see the development in the skills. With schools that might not have Food Sensations® before, you can really make a difference in kids' skills, such as cooking skills and their knowledge of food."* – **Key Stakeholder**

*"I think sometimes when they're using foreign ingredients that they're not familiar cooking with, they're a little bit unsure but once they make it themselves and then eat it, it makes a difference."* – **Key Stakeholder**

Schools were pleased with Foodbank WA's efforts in ensuring the content and the delivery of Food Sensations® was appropriate for the target audience and had a good mix of hands-on learning and instructions.

*"The presenters were excellent in that they aimed their lessons to be appropriate level for the children. The content was aimed at improving the eating habits of the children."* – **School**

*"Hands on interactive sessions are the best way to learn and remember the activities."* – **School**

*"Great understanding of diverse students and their learning needs."* – **School**

Schools, as well as key stakeholders, were impressed that the initiative was tailored to the needs and circumstances of the East Pilbara region. Given the remoteness of many schools in the region, certain food products were not readily available (e.g. fresh fruit and vegetables). A number of schools were pleased that the initiative content took their remote location into account and had presented recipes that used products that could be easily sourced locally. It was also noted that the local cost of products were taken into account by Foodbank WA and recipes and budgets had been adapted to suit local circumstances.

*"They [Foodbank WA] modify sessions to suit our region."* – **Key Stakeholder**

*"In terms of working in our remote sites, they're quite unique in a sense that the community store may not have the available food or the food to make up a particular recipe, so they've [Foodbank WA] developed a set of remote site recipes."* – **Key Stakeholder**

*"Sessions modified to suit the region, consider regional differences such as pricing, target audience and availability of foods."* – **Key Stakeholder**

Stakeholders and partnering organisations were impressed by the quality and innovativeness of the materials and resources provided by Foodbank WA. Foodbank



WA were commended for their continuing efforts in keeping resources up to date and fresh with new ideas, and taking on feedback provided to ensure the latest health nutrition information was incorporated into Food Sensations®. Further praise was given due to their proactive ways in, keeping stakeholders and partnering organisations involved and updated in resource developmental stages to ensure messages were aligned with each other. Stakeholders and partnering organisations saw these ongoing conversations to be valuable and important in making sure that Foodbank WA and their messages do not contradict or misalign with each other and cause any confusion amongst students and staff.

*"They surprise us with their new ideas, even their new recipe ideas that they just come up with. It's a great resource for us as well." – Key Stakeholder*

*"One of the great things about them [Foodbank WA] is that they are always reflecting on everything that they do, and they are constantly developing and changing and modifying things as they need to be developed, so that they really are relevant for each group they work with." – Key Stakeholder*

*"As our partnership working together has gone on, I think our involvement in the different things we work on together has grown." – Key Stakeholder*

*"I guess the only negative outcome, which is not even an outcome yet, but when we've had discussions around things that we would promote [or messaging], and it doesn't exactly align every time with the foods that Foodbank are talking about, then we have some disconnect. But it's rare, and in a group setting, we [partnering organisation] manage that between the [Foodbank WA] team that is delivering it." – Key Stakeholder*

*"A lot of our messages are actually aligning which means there is a lot of back and forth and we keep consulting with each other about that." – Key Stakeholder*

Initiative delivery was well-received and was considered to be outstanding across the board, with several schools and stakeholders praising the enthusiasm and expertise of Foodbank WA staff.

*"Great and meaningful sessions, great presenters appreciated by staff and students, and complementing our school programs." – School*

The only suggestion made by schools and key stakeholders in how Foodbank WA could improve their delivery of the Food Sensations® initiative was to increase the number of visits during the year, or increase the duration each time they visited. This would enable more students within the school to have the opportunity to learn about healthy eating and nutrition, and engage in the Food Sensations® activities. Stakeholders saw continuous visits to schools to be valuable for students as it assists to sustain the messages and skills taught.

*"More time at our school so all of our students can access the lessons." – School*

*"They're trying to deliver their Food Sensations® workshop at the same schools, going back for continuous years and they seem to be doing that... I think that it is really important for that sustainability." – Key Stakeholder*

*"If they just go into that school once, and never go back to that school again. What sort of impact are they going to have?" – Key Stakeholder*

However, in saying so, it was well-understood by all schools that there were some limitations in delivering more frequent visits such as time and budgets, and acknowledged the efforts of the Foodbank WA staff in being in the region as often as they were.

*"In an ideal world, more regular visits would be great. Although I understand it is difficult to make this possible." – School*

### The Superhero Food Story

In 2014, Foodbank WA introduced the Superhero Food Story to the Food Sensations® initiative. This component of the initiative shows several different healthy foods depicted as cartoon superhero characters. These characters were used in the initiative to educate students about healthy eating and healthy lifestyle behaviours.

In the last 12 months, the Superhero Food Story has grown and evolved to be more engaging and impactful for students and teachers. To promote and expand the Superhero Food Story, Foodbank WA has integrated the Superhero Food Story into all Food Sensations® lesson plan and, linked the Superhero Foods in Foodbank WA cookbooks and recipes. In addition to these, Foodbank WA has incorporated Superhero Foods collector cards in Food Sensations® lessons and provided teachers with packs containing teaching material after each session. Collector cards and teacher packs were designed to make lessons more engaging and help reinforce messages.

Of the 17 respondents surveyed, 10 were aware that the Superhero Food Story resources are a component of Foodbank WA's initiatives. Schools and stakeholders see this component of the initiative as a way to educate students, increase their awareness of the different food groups, and help promote and encourage students to choose healthier food options. Moreover, the Superhero Food content and materials have made the Food Sensations® initiative more engaging and relatable to the target audience.

*"The purpose [of the 'Superhero Food' resources] is to introduce students to the 5 food groups and the importance of having a balanced diet. It has significant follow-through benefits to the Food Sensations® initiative."* – **School**

*"Show students the difference between superhero foods and zombie foods and how they affect our bodies. Very beneficial to Food Sensations® [initiative], as the kids like the characters and superheroes. The story makes it easier for them to understand how the foods impact the body. Fantastic idea and resource!"* – **Key Stakeholder**

The resources and content were positively received by students, teachers and stakeholders. Seven out of the 10 schools thought the Superhero Food Story resources have done 'extremely well' in educating children about healthy eating and healthy life behaviours, the other three schools thought it did 'very well'. Feedback on the Superhero Hero Story resources this year was more positive compared with 2014. Of the 10 schools interviewed in 2014, two said the resources did 'extremely well', seven indicated 'very well' and one 'fairly well'.

The introduction of the Superhero Food Story as part of the Food Sensations® initiative was viewed positively by all those aware of it. Schools and stakeholders that used the Superhero Food Story material thought the use of different characters to explain different food groups, nutrition and healthy foods was engaging, and the content was easy to understand and memorable for the target audience. The Superhero Foods Story was also felt to have potential to be useful for teachers within the school, who could adopt the strategy and transfer it to the classroom.

*"We're just so excited when we see them in action [Superhero foods]... It's such an amazing concept. Kids, you just see them tune in straight away... The kids are in and all the way through. We're not losing kids halfway." – Key Stakeholder*

*"Children like superheroes. [It makes the] story is easier to understand and remember." – Key Stakeholder*

*"The message is delivered in a manner that is appropriate for students. The materials are high-quality and durable, and are attractive for students. The teacher resources and lesson plans are well linked to the curriculum and easy to implement" – School*

Schools were also appreciative of the Superhero Food Story resources, such as Foodbank WA cookbooks, collector cards, placemats and Food Sensations® lesson activities. These materials were engaging, enjoyed by students, age-appropriate and easily understood at different levels of literacy. Furthermore, it helped to reinforce the healthy messages communicated in the Food Sensations® initiative. When schools were asked to rate their satisfaction on each of the Superhero Food Story resources, 8 out of 10 were 'very satisfied' with the Foodbank WA cookbooks

and the Food Sensations® lesson activities and the remaining two schools were 'satisfied'. Five out of 10 schools were 'very satisfied' with the collector cards and the placemats. Five schools were 'satisfied' with the placemats and four schools were 'satisfied' with the collector cards and. One school reported to have not seen or heard of the collector cards resource before.

*"The resources are easy to use and understood by English and additional language students. It is also highly attractive to our remote Aboriginal students. The visual illustrations and easy to follow instructions are excellent." – School*

### **Choose to Move®**

Four schools mentioned they received a sports equipment pack through Foodbank WA's Choose to Move® initiative. Of the four schools, half felt 'very satisfied' with the sports equipment and the other half 'satisfied'. Schools involved with the initiative were satisfied with the quality and range of equipment provided, and had used it in their physical education classes.

*"The quality and range of equipment is very good." – School*

*"I am the phys-ed teacher in the school and have used the equipment in my morning fitness classes and at sport time." – School*

Schools that were interviewed qualitatively did not participate in the Choose to Move® initiative.

### **Pilbara School Kitchen Garden Website**

In the 2015 online survey, four respondents indicated they had accessed the Pilbara School Kitchen Garden Website. One respondent found the content on the website was 'extremely useful', half thought it was 'very useful' and one other thought it was 'fairly useful'. The number of respondents reported to have accessed the website was the same as 2014.

Compared with 2012-2014 findings, use of the Pilbara School Kitchen Garden Website increased slightly, but not by a lot – from two schools in 2012 and 2013 to four schools in 2014 and 2015.

There were no mentions of the Kitchen Garden initiative by respondents interviewed qualitatively.

## Processes and supplies

### Processes involved and support given

As in previous years, the current processes involved when liaising with Foodbank WA and accessing the various initiatives available, were reported by schools and stakeholders to be simple, straightforward and appropriate, with Foodbank WA staff assisting across a range of functions, namely:

- Managing the process end-to-end, from signing schools up to having a truck deliver the food directly to the schools for free at the start of term;
- Minimising the paperwork for schools to complete;
- Allowing sufficient time for schools to place orders, and proactively sending reminders and following up with schools who have not submitted their orders; and
- Being flexible in terms of the timings for food deliveries and the amount of food ordered.

Schools spoke positively about the support received from Foodbank WA throughout the processes, and were appreciative of Foodbank WA's efforts in ensuring all communication between schools were clear and, requests and inquiries were dealt efficiently and professionally.

*"They've [Foodbank WA] have been helpful in developing resources and materials, and if there is ever anything that we haven't had and we've needed to deliver something, they've [Foodbank WA] been really helpful in sending it up here or bringing it up on a visit." – School*

*"Friendly and dedicated personnel." – School*

*"They don't send last minute emails and say please action. They're really good at communicating with a really big time frame for us to respond." – School*

Schools did not indicate any major changes in service and initiative delivery by Foodbank WA over the past 12 months – either for the better or for worse. It was widely acknowledged by schools that Foodbank WA has maintained its high standard of service delivery over that time and schools were unable to identify any gaps or areas Foodbank WA could improve upon in terms of processes.

*"[The processes work] very well, are streamlined and accommodating process." – School*

### Supplies provided to schools

Schools felt that the food received from Foodbank WA was of high standard and more than sufficient quantity, with a good variety of fruit, carbohydrates and potentially hot meals. Schools were appreciative of Foodbank WA's reliable food delivery service and they knew they could rely on Foodbank WA in making sure their orders arrived on time for the start of each term.

*"The food always arrives for the start of each term, so the Breakfast Program can begin at the start of the term." – School*

*"We have had our Foodbank order delivered in a timely manner every term and have had sufficient items to keep our Breakfast Club running five days a week." – School*

Schools and key stakeholders have also noted Foodbank WA has taken careful consideration in the types of foods and recipes supplied to schools. Supplies and resources were designed to ensure continuity of the initiatives in schools. Availability and price of ingredients in local stores play a big role in influencing these decisions.

*"They [Foodbank WA] always check in to make sure those ingredients are available and it is something that can be replicated post-cooking sessions and the visits." – Key Stakeholder*

Whilst all schools were positive towards the supplies provided by Foodbank WA, several schools thought that the initiatives could be further enhanced if more perishable items were supplied. However, it was well-understood by schools there were limitations for regional areas in accessing these resources.

*"More fresh foods for regional regions. However I am aware that it is an extreme cost." – School*



## The role of partnerships

### From the School's Perspective

In the qualitative interviews, all schools that were spoken to used external partnerships to help sustain and drive their involvement in Foodbank WA's initiatives. Although support was received in many different ways, Foodbank WA plays the main role in sustaining the strategy.

Schools have applied for grants, mainly offered by mining companies to keep the initiatives running in their schools and to access more perishable food resources. One school mentioned they have partnered up with a local garden to run cooking sessions similar to Food Sensations<sup>®</sup>. In those sessions, Foodbank WA recipes were referred to.

*"Our biggest issue in the Pilbara is access to fresh produce. It would be wonderful to be able to get some fresh fruit and bread from our main super market. We are only able to obtain these items through donated funds." – School*

Relationships with these external parties are often developed through the school, parents and school P&C committee members that have connections within external agencies or organisations.

*"Through the schools and P&C... Parents would often have connections through their work because it's such a small community, they would often be connected to somewhere." – School*

*"It's really word of mouth. If somebody knows somebody that may be able to help." – School*

Gaining additional support and building relationships with external agencies and organisations was viewed to be important to schools. Without these relationships, schools were unable to deliver the initiatives at its best, it would place the burden of pressure upon them in order to make the initiatives a success and sustainable within their schools. As previously mentioned partnerships with these organisations have benefited schools, as they provide additional resources such as funds to assist

with initiative delivery and helped to build stronger ties within their local community.

There were mixed responses when schools were asked if they would like help from Foodbank WA in developing these relationships. One school mentioned they already have established links with different organisations and the community. Whereas another school thought Foodbank WA was well connected in the East Pilbara region and had the ability to help schools develop these relationships. Support from Foodbank WA in forming these relationships could help increase schools' capabilities in accessing more resources from external parties.

*"They've [Foodbank WA] got good connections to be able to bring people together." – School*

#### **From the Partner's Perspective**

Partnering organisations were very positive in their feedback on Foodbank WA and are strong advocates for the work that Foodbank WA does throughout the East Pilbara region.

*"We definitely value the partnership quite highly and we're more than happy to support them in any way that we can on the ground." – Key Stakeholder*

The organisations that were spoken to in the qualitative interviews noted that a key reason why they have chosen to partner with Foodbank WA was to avoid duplication. This was because their core objectives and strategies were similarly aligned and Foodbank WA has already established a presence in the East Pilbara region. Furthermore, a number of organisations felt that their partnership with Foodbank WA enabled more efficient use of their limited resources, through sharing resources, reducing travel and logistical costs, so more funds could be towards other areas of their strategies.

*"It made sense to get involved in this initiative to deliver services and get the same messages across. Combined visits can give the community consistent messages." – Key Stakeholder*

*"Because we both work in schools, we both try and encourage healthy eating... we both travel regionally. There is just a lot of crossover in what we do. So it makes sense to share resources and budgets." – Key Stakeholder*

Ties with the community and schools in the East Pilbara region and, ability to connect with other organisations that work with schools were viewed as key strengths of Foodbank WA. Partnering organisations reported working with Foodbank WA has helped to expand their network, better understand the region, and increase opportunities to deliver their strategies in schools and communities.

*"We've been able to increase our networks. How many places we've been able to visit and how many kids we've been able to access, all that has increased by having that connection with Foodbank." – Key Stakeholder*

*"Foodbank has some really great partnerships with some of the regional areas that we haven't been to before. We know people from the Health Department but we don't know some of the teachers or on the ground staff. So they've [Foodbank WA] got some great partnerships that have benefited us." – Key Stakeholder*

Regular contact and clear communication were seen to be the key drivers of the successful partnerships that Foodbank WA had forged with all the external agencies that were interviewed. Furthermore, partnering organisations noted that having a written agreement between the two parties was important. It allows them to refer back to the document, it helped to set a clear understanding of what is expected from each party and helped to prevent any confusion or duplication in the delivery of the initiatives.

*"I think it [a MOU] is really important because it kind of guides each other's expectations about what we both contribute." – Key Stakeholder*

## Communication Methods

Telephone and email were the main forms of communication between Foodbank WA and schools. A majority of schools and stakeholders were very satisfied (14 out of 17 respondents) with these methods, as they were efficient, accessible and reliable. Schools and stakeholders felt that there were no areas in their current communication methods with Foodbank WA that required improvement.

*"Yes, [I'm] happy with email communications."* – **School**

*"Really well. no complaints."* – **Key Stakeholder**

One stakeholder mentioned in addition to face-to-face training sessions, Foodbank WA had offered to do training through video conferencing. This method of communication was mostly offered when there was a need to train new staff when Foodbank WA staffs are not on site to demonstrate activities carried out in the initiatives.

### **Healthy Food For All® Website**

The level of interest and use amongst schools and external organisations in using the *Healthy Food For All®* website to network with Foodbank WA and other schools was generally low. When asked what was the most preferred method for networking with other schools and people involved in the delivery of Foodbank WA's initiatives, the majority of respondents (14 out of 17 respondents) indicated email, followed by the Foodbank WA website (3 out of 17 respondents).

Most Schools saw the benefits of the *Healthy Food For All®* website being used as a platform to share ideas, opinions and content with school coordinators, as well as an opportunity to see how the initiatives were run through other schools for future improvements. Some schools that did not see the need to access the Foodbank WA website because they felt the current processes were running smoothly and worked well. External organisations thought using the website to network would not add value to their existing relationships with Foodbank WA, schools and other organisations. This is because a lot of the time, they were already using the same networks as Foodbank WA in delivering services to schools.

*"From the perspective of remote schools, adding another method of communications makes things harder for teachers."* – **School**

*"It would depend on what for. Although we have a lot of crossover with our messaging, because our staff have to be related directly back to the Department of Education policy... we would not want to lose at the focus of that. But if it was only just about core foods and promotion a healthy eating workshop or something to that effect, then yes, we could definitely see some value in that."* – **Key Stakeholder**

*"I would be useful to share what works best and learn from other schools. But not sure what would be the best way to network."* – **School**

## Perceived risks to the continuation of Foodbank WA's initiatives in schools

Similar to previous years, schools did not see any risk or downsides in continuing their involvement with Foodbank WA's initiatives in their schools. They tended to focus on external risks as opposed to internal risks. Of all the schools interviewed, the strategy was highly valued by teachers and students. This reflected schools' commitment to the continuation of their relationship with Foodbank WA and their participation in the Healthy Food for All<sup>®</sup> strategy, and that they did not foresee any reasons withdrawing from the strategy. Conversely, if Foodbank WA was not present in schools, it would be a big risk, primarily due to the limited funds and support they can access to run their School Breakfast Program.

*"If we don't get the funding, the program would not be able to continue." – School*

*"Funding is an issue and a pain for the Breakfast Program." – School*

Similar to schools, many partnering agencies did not foresee any need for their organisation to withdraw from the partnership, instead acknowledging that the only real barriers to continuation would be if funding were lost from a Foodbank WA perspective.

*"I would say funding for the School Breakfast Program [is the biggest barrier for the continuation of Foodbank WA initiatives]. I think a number of mining companies are tightening their belts [due to the changes in the industry] and usually support for these sort of initiatives are the first thing to go." – Key Stakeholder*

*"No [issues with the organisation continuing its involvement]. From what I've seen so far, from where it started and where it has grown to, I'm excited to see it continue." – Key Stakeholder*

## BHP Billiton Iron Ore's corporate reputation

In 2015, Foodbank WA undertook a communication strategy that aimed to reach a wider audience. Messages around Foodbank WA's partnership with BHP Billiton Iron Ore appeared on a number of media channels over the last 12 months such as, Foodbank WA's Twitter and Facebook pages, local TV stations and *The West Australian* newspaper. BHP Billiton Iron Ore logos also appeared at public events and on Foodbank WA resources and infrastructure.

Almost all respondents surveyed online were aware that BHP Billiton Iron Ore provides funding to the Foodbank WA *Healthy Food For All*<sup>®</sup> initiatives. Comparing the results from 2012 to 2014, awareness of BHP Billiton Iron Ore as its key contributor to the strategy had increased significantly – from 63% in 2012, 70% in 2013, 50% in 2014 to 82% in 2015.

In the telephone interviews with schools and stakeholders, BHP Billiton Iron Ore's involvement did not impact on people's perceptions and opinions of the company. Perceptions of the BHP Billiton Iron Ore were all positive and this is mainly shaped by the company's contribution to the strategy and its reputation for 'giving back' to the community.

*"A huge thank you to BHP and a huge thank you to Foodbank for their service delivery."* – **School**

*"I appreciate BHP's generosity and have a good feeling about the brand when I see their logo."* – **School**

*"We've been lucky in the Pilbara to receive a higher portion of visits which I know directly related to the funding [from BHP Billiton] and I think it's a really good thing. It's a really good thing to see the community benefit from that."* – **Key Stakeholder**

Local media channels (e.g. community newspaper, radio stations and television) were thought of to be the most effective way to communicate BHP Billiton Iron Ore's partnership with Foodbank WA and their involvement with the strategy. Six out of 17 respondents believed using local media was 'very effective', followed by

school newsletters (n=5) and Foodbank WA resources and visits (n=4). Online channels including Foodbank WA website, Facebook page, School Kitchen Garden website was believed to be the least effective way (n=2) in communicating this.

Respondents believe that using local media channels have a bigger reach. It does not just aim to reach participating schools and external organisations, parents and people who are aware of the strategy. Although school newsletters were the second most effective way, some schools have mentioned they needed assistance in with developing a school newsletter and trying to get the school to engage with the community.

*"[The] Jigalong community does not engage with the school even though the staff have attempted to encourage interaction. So I do not see a way to engage them." – School*

*"We need assistance in developing a school newsletter." – School*



## Appendix: Quantitative online survey data tables

### Quantitative online survey frequency counts (n)

#### Section A: Screener

A1 How many students attend your school?

	n value
Less than 50	5
51-100	5
101-300	3
More than 300	4
Total	17
<i>Base: All respondents</i>	

A2 For how long have you been accessing Foodbank WA's services?

	n value
Less than 6 months	1
6-12 months	-
1-2 years	2
More than 2 years	14
Total	17
<i>Base: All respondents</i>	

**Section B: School Breakfast Program**

- B1 How would you rate your satisfaction with the following:
- The **processes** involved with accessing the School Breakfast Program?
  - The School Breakfast **supplies** provided by Foodbank WA?
  - The **assistance** provided by Foodbank WA in regards to the School Breakfast Program?

n value						
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	Total
Processes	-	-	-	4	13	17
Supplies	-	-	-	6	11	17
Assistance	-	-	1	3	13	17
<i>Base: All respondents</i>						

**Section C: Food Sensations**

- C1 Has your school received a visit from Foodbank WA staff to deliver **Food Sensations**?

	n value
Yes	14
No	3
Total	17
<i>Base: All respondents</i>	

- C2 How recent was the visit you received?

	n value
Less than 2 months ago	6
3-5 months ago	5
6-12 months ago	3
More than a year ago	-
Total	14
<i>Base: Received Food Sensations</i>	

C3 How would you rate your satisfaction with your Foodbank WA visit?

	n value
Very satisfied	13
Satisfied	1
Neither satisfied nor dissatisfied	-
Dissatisfied	-
Very dissatisfied	-
Total	14
<i>Base: Received Food Sensations</i>	

C5 Foodbank WA has incorporated the 'Superhero Food' resources to their initiatives.



Before today, were you aware of the 'Superhero Food' resources as a component of Foodbank WA's initiatives?

	n value
Yes	10
No	4
Total	14
<i>Base: Received Food Sensations</i>	

C7 How would you rate your satisfaction with the following 'Superhero Food' resources to educate children about health eating and healthy lifestyles?

N value							
	Very dissatisfied	Dissatisfied	Neither satisfied nor satisfied	Satisfied	Very satisfied	I have not seen or heard of this resource	Total
Foodbank WA cookbooks	-	-	-	2	8	-	10
Collector cards	-	-	-	4	5	1	10
Placemats	-	-	-	5	5	-	10
Food Sensations lesson activities	-	-	-	2	8	-	10
<i>Base: Used Super-Hero Foods resources</i>							

C8 Overall, how well do you think the 'Superhero Food' resources help to educate children about healthy eating and healthy lifestyle behaviours?

	n value
Extremely well	7
Very well	3
Fairly well	-
Not very well	-
Not at all well	-
Total	10
<i>Base: Used Super-Hero Foods resources</i>	

- C9 Moving forward, how useful do you think the 'Superhero Food' resources will be for educating children about healthy eating and healthy lifestyle behaviours?

	n value
Extremely useful	7
Very useful	3
Fairly useful	-
Not very useful	-
Not at all useful	-
Total	10
<i>Base: Used Super-Hero Foods resources</i>	

- C11 Has your school participated in the Food Sensations teacher training provided by Foodbank WA?

	n value
Yes	6
No	11
Total	17
<i>Base: All respondents</i>	

- C12 How would you rate your satisfaction with the Food Sensations teacher training provided by Foodbank WA?

	n value
Very satisfied	5
Satisfied	1
Neither satisfied nor dissatisfied	-
Dissatisfied	-
Very dissatisfied	-
Total	6
<i>Base: Received Food Sensations teacher training</i>	

**Section D: Choose to Move**

D1. Has your school received a sports equipment pack through Foodbank WA's Choose to Move initiative?

	n value
Yes	4
No	13
Total	17
<i>Base: All respondents</i>	

D2. How would you rate your satisfaction with the Choose to Move sports equipment?

	n value
Very satisfied	2
Satisfied	2
Neither satisfied nor dissatisfied	-
Dissatisfied	-
Very dissatisfied	-
Total	4
<i>Base: Received sports equipment</i>	

**Section E: Foodbank WA**

E1 What is your preferred method of contact for networking with other schools and people involved in Foodbank WA initiatives?

If you do not currently network but can see yourself doing so in the future, please select your preferred method.

	n value
Through the Foodbank WA website	3
By email	14
By telephone	-
Face-to-face meetings	-
I don't network with other schools or people involved in Foodbank WA initiatives and cannot see myself doing so in the future	-
Total	17
<i>Base: All respondents</i>	

E2 Have you accessed the Pilbara School Kitchen Garden website?

	n value
Yes	2
No	15
Total	17
<i>Base: All respondents</i>	

E3 How useful did you find the Pilbara School Kitchen Garden website?

	n value
Extremely useful	1
Very useful	2
Fairly useful	1
Not very useful	-
Not at all useful	-
Total	4
<i>Base: Accessed the Pilbara School Kitchen Garden website</i>	

E4 How would you rate your overall satisfaction with the services provided by Foodbank WA?

	n value
Very satisfied	14
Satisfied	2
Neither satisfied nor dissatisfied	1
Dissatisfied	-
Very dissatisfied	-
Total	17
<i>Base: All respondents</i>	

**Section F: BHP Billiton Iron Ore**

F1 Before today, were you aware that **BHP Billiton Iron Ore provides funding to Foodbank WA** to deliver Foodbank WA initiatives (including the School Breakfast Initiative, Food Sensations and Choose to Move) in the East Pilbara?

	n value
Yes	14
No	3
Total	17
<i>Base: All respondents</i>	



F2 In your community, what would be the best way to talk about the partnership between Foodbank WA and BHP?  
How would you rate each of the following sources... ?

n value						
	Not at all effective	Slightly effective	Fairly effective	Effective	Very effective	Total
Local media, e.g. community newspapers, radio, television	3	2	2	4	6	17
School newsletters	-	4	3	5	5	17
Online, e.g. Foodbank WA website, Facebook page, School Kitchen Garden website	-	4	5	6	2	17
Foodbank WA resources and visits, e.g. logos on resources, mentions in presentations	-	-	5	8	4	17
<i>Base: All respondents</i>						

### Section G: Demographics

G1 What is your role?

	n value
Principal	6
Vice Principal	2
Teacher	3
School Breakfast Initiative Coordinator	1
Other (please specify)	5
Total	17
<i>Base: All respondents</i>	

'Other' includes: Canteen attendant, library officer, project manager, health professional and health promoter