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Final Report

Addressing Childhood Obesity through School Canteens

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Executive Summary

The Department of Education and Training's *Healthy Food and Drink Policy* was introduced in December 2006. West Australian government schools were required to implement the Policy during 2007 and achieve ongoing compliance from this time. This report documents the attitudes two years later of key stakeholders to the Policy, its implementation and its potential extension in the future. Participating stakeholders included parents, principals, teachers, canteen managers and representatives of Parents' and Citizens' Committees.

The study involved an initial qualitative phase during which 48 representatives from 10 WA schools were interviewed and 32 parents of children attending government schools participated in six focus groups. On the basis of the information gleaned during the qualitative phase, questionnaires were developed and administered to parents (n=1200), principals (n=286), teachers (n=115), canteen managers (n=71) and P&C presidents (n=56). The parents' questionnaire was administered by telephone and the other stakeholders' questionnaires were administered via the Internet.

Most parents agreed that the *Healthy Food and Drink Policy* has resulted in healthier foods being available in schools. High levels of satisfaction with the information materials were reported and significant numbers of parents and children appear to be using the traffic light system to assist them with their food selection decisions. A substantial majority believe that the quality of menu items has increased. The transference by around a quarter of parents of the traffic light rating system to their grocery shopping is particularly positive. It appears that the other stakeholders are significantly underestimating parents' endorsement of the Policy. While there were some variations in results by location (metro vs country) and school type (primary vs secondary), there were no significant differences in reported outcomes for parents according to their socioeconomic status. Concerns that the Policy may face greater resistance in low SES areas do not appear to be warranted at this post-implementation stage.

There was also strong agreement among school-based stakeholders that the Policy has been effective in enhancing the healthiness of foods provided at school. Principals were particularly supportive, often because implementing the Policy involved making changes they had wanted to make for some time. Among canteen managers and P&C presidents, the substantially higher rates of endorsement post-implementation compared to pre-implementation suggest that achieving compliance with the Policy was easier than initially anticipated. In particular, the information materials provided by the DET to schools and parents were viewed as very effective in facilitating successful implementation. However, fundraising activities and classroom rewards appear to be ongoing areas of compliance difficulty.

The recommendations resulting from the study are as follows:

1. Given the strong endorsement of the initial Policy materials disseminated to schools and parents, a follow-up distribution would consolidate the information provided and build on favourable community attitudes towards healthy eating in the school environment. Future materials could encourage transference of the traffic light system to other food selection contexts including grocery shopping, eating out at restaurants, and purchasing convenience foods. It may be advantageous to make teachers an explicit recipient of any future materials as, relative to other school-based stakeholders, they appear to have lower levels of awareness of the Policy and were least likely to be exposed to the original materials.
2. There appears to be strong stakeholder support for the following initiatives:
 - Inclusion of information relating to the Policy in the school curriculum to assist teachers utilise the Policy to educate children about healthy eating;
 - The provision of the recipes of the most popular canteen items to parents;
 - Encouraging the inclusion of as many locally produced and additive-free items as possible (this would require the provision of information relating to which products and suppliers fulfil these criteria);
 - Encouraging a pricing structure that favours the healthiest foods;
 - Running healthy lunchbox workshops for parents;
 - Providing networking opportunities for canteen managers to facilitate sharing of successful strategies and discussion of any difficulties encountered and possible solutions; and
 - Providing further suggestions for recruiting and retaining volunteers.
3. Awareness is relatively low for the component of the Policy dealing with the types of foods to be used in school fundraising and social activities. This also appears to be the aspect that is most difficult for schools to implement. Future communications could focus on this issue and provide specific examples of effective fundraising alternatives and the types of foods that are suited to social functions occurring in schools.
4. There is a general perception that school canteens could more effectively promote green menu items to children. Future materials provided to schools could include posters promoting green menu items that could be placed at the point of sale (i.e., at the canteen) and in other locations around the school.

5. As canteen managers were the school-based stakeholders most likely to perceive the canteen as being a provider of 'treats' for children, this group may need additional information relating to the role of schools in educating children about healthy eating. Such information could build on their already very positive attitudes towards the Policy.
6. P&C representatives constitute another group that could benefit from separate or additional communications as they demonstrated a significantly lower level of perceived ease of understanding of the traffic light system relative to all other stakeholder groups, suggesting that they may require further information to enhance understanding. This outcome may be the result of the regular turnover of people filling this position which can result in confusion relating to policy matters. Along with the canteen managers, the P&C representatives were also more likely than principals and teachers to consider the canteen to be a legitimate source of treat foods for children and may therefore benefit from additional information on this point. One strategy may be to send an annual information newsletter to P&C presidents in March to: (a) inform new presidents of the Policy and their role in ensuring compliance and (b) reinforce the knowledge of continuing presidents.
7. As school-based stakeholders were half as likely to state that the Policy reflects parents' views on children's diets than were parents themselves, it is important to advise school-based stakeholders of the degree of parental support for the Policy to give them greater confidence in their compliance processes.
8. The possibility of increased purchases of unhealthy foods from neighbouring stores highlights the need for initiatives to reduce students' use of these stores on their way to and from school and during school hours.
9. The acknowledged important role played by WASCA in training canteen staff highlights the need to ensure this service is maintained and enhanced where possible. Greater attention may need to be given to schools in country locations to facilitate higher levels of attendance at WASCA training among their canteen staff.
10. The relatively low, although increasing, availability of green and amber foods from suppliers is an area that could be improved to facilitate increased compliance with the Policy. Similarly, greater availability of recipes for green foods would be useful to schools in their attempts to offer a varied menu.
11. According to the stakeholders surveyed, especially those working in secondary schools, the provision of seating areas for children to consume their meals has the potential to

12. There is considerable potential to increase the awareness of schools of Centrelink's mutual obligation requirement as this may assist in the recruiting of additional volunteers to assist in the canteen.

13. Lower levels of awareness of the traffic light system among high school parents and lower rates of receipt of the information materials suggest that consideration could be given to alternative dissemination methods for this group. Methods of motivating secondary school students to pass on the information could be trialled (e.g., a song download provided to each student returning a signed confirmation of receipt).

It is recognised that since this study was commissioned, the DET has introduced numerous strategies to enhance the effectiveness of the Policy and increase compliance levels among WA government schools. As such, it is likely that some advancement in the areas listed above has already been made.

1. Background

In February 2007, Dr Pettigrew and Professor Donovan submitted a funding application in Healthway's annual research funding round. The primary purpose of the proposed project was to assess parents' and other stakeholders' reactions to the WA Department of Education and Training's *Healthy Food and Drink Policy* that was disseminated to WA government schools in December 2006. In addition, the project aimed to identify potential means of developing the Policy over time to increase its positive impact on children's health.

The maximum of \$110,000 for a one-year program was sought. The application was successful and the WA Department of Education and Training (DET) agreed to contribute an additional \$25,800 to allow the study sample size to be increased to enhance the reliability of the results.

The objectives of the study were three-fold:

- I. To explore parents' and other key stakeholders' attitudes towards the Policy. Relevant stakeholder groups included school principals, teachers, canteen managers and P&C committee representatives.
- II. To provide specific recommendations to the DET and the Western Australian School Canteen Association (WASCA) relating to:
 - (a) improving compliance with the Policy;
 - (b) enhancing future versions of the Policy;
 - (c) extending the benefits of the Policy to educate children, parents and school-based staff (i.e., principals, teachers and canteen managers) about nutrition.
- III. Add to the body of knowledge relating to the role of school canteens in the establishment and maintenance of dietary norms among children, parents and school-based staff.

2. Literature Review

In Western Australia, 23% of boys and 30% of girls were identified as overweight or obese in 2003, an increase from 9% and 10% respectively in 1985 (Glasson et al. 2004; Hands et al. 2004). This represents a rapid deterioration in children's health status that is predicted to continue over the coming years such that by 2020, it is estimated that 50% of Australian children will be overweight or obese (Royal Australian College of Physicians 2004). Given this forecast, it is not surprising that weight control among children has become a national health priority (Commonwealth of Australia 2003).

Childhood obesity is a complex, multi-factorial problem that eludes simple solutions. It is generally recognised that a wide range of interventions is required to address this escalating health crisis. Such interventions should include upstream approaches aimed at making the child's environment more conducive to a healthy weight status and downstream approaches that seek to influence the dietary decisions of individuals (Lobstein et al. 2004). The Western



Australian Government's recent focus on school canteens is an example of a promising upstream initiative. The *Healthy Food and Drink Policy* is innovative in requiring the complete removal of the least healthy foods that are currently sold in school canteens (primarily confectionary, soft drinks and fried foods). Due to the stringent nature of the Policy, it is likely to represent a significant departure from the previous operational reality of many school canteens.

School canteens are an important influence on children's diets as they can be the source of a substantial proportion of children's daily nutrition on school days (Bell and Swinburn 2004). As a result, the food products sold in canteens can directly influence weight outcomes as well as have an impact on school performance through children's energy levels and ability to concentrate (Kanarek 1997). Canteens are also important in their role as a source of information about appropriate diets for both children and parents (Subratty et al. 2003), and they can reinforce education about healthy eating provided in the school curriculum (Cleland et al. 2004; Roset and Gonzalvo 2001). Some have suggested that the provision of unhealthy foods in canteens leads children to believe that these products are appropriate for daily consumption (Bell and Swinburn 2005). There are likely to be numerous ways that school canteens can be used to educate children, parents, school staff, and even the broader community about nutrition and healthy eating. Such efforts are likely to rely on teachers as a primary source of information dissemination, although this will need to be undertaken carefully as an Australian study found teachers to be less likely than others to see obesity prevention as being an area of responsibility for schools (Sutherland et al. 2004).

The profit-making role of many school canteens complicates perceptions of their ideal function within the school community. Profits can be maximised through the provision of high-margin processed foods, but these products are typically those that carry the most sugar and saturated fat (Bell and Swinburn 2004). Swinburn and colleagues (Bell and Swinburn 2004, 2005; Carter and Swinburn 2004) have highlighted the tendency for parents to consider canteens to be legitimate sources of treat foods and to fail to appreciate any potential damage to their children from consuming these foods on a regular basis at school. They also note that the healthier foods tend to be more expensive and thus less attractive. The relative cost of healthy and unhealthy foods in school canteens has been noted as a particular problem in several other studies. As a result of children's generally inadequate nutrition knowledge (Douglas 1998; Shannon et al. 2002), they can exhibit an over-reliance on price to make food choices from their school canteen. Previous research has shown how substantially reducing the cost of healthy foods can significantly increase their consumption. For example, French et al. (1997) found that sales of packaged baby carrots in a school canteen increased four-fold when the price was halved, but returned to normal when the product was returned to its original price. Such outcomes have resulted in calls for schools to become much more active in teaching children about nutrition, especially in terms of ensuring that children are specifically aware of the nutritional value of the foods purchased from canteens (Shannon et al. 2002). Calls have also been placed for schools to actively promote the healthier items on the canteen menu to improve dietary outcomes for children (French 2005).

Subsidising and promoting the healthiest foods may be justified on the basis of their relative under-consumption. Intakes of fruits and vegetables have not reached target levels in Australia despite these foods being readily available in almost all areas. This state of affairs has not notably improved in recent years despite considerable attention given to this issue in the media. In the 1995 Nutrition Survey, about a third of Australian children had not eaten any fruit on the previous day and a fifth had not eaten any vegetables (Australian Bureau of Statistics 2001a). Similarly, only a third of Western Australian children were found to have consumed the recommended servings of vegetables in the 2001 WA Child Health Survey (Daly and Roberts 2002). In the Western Australian Child and Adolescent Physical Activity and Nutrition Survey (CAPANS: Hands et al. 2004), children aged 8-11 years reported consuming a daily average of approximately one serve of fruit and three serves of vegetables¹. As inadequate consumption of fruits and vegetables is associated with higher rates of cancer of the stomach, lung, colon, bladder and pancreas in later life (Perry et al. 1998), increasing consumption of these foods in childhood and beyond is a high priority. School canteens can assist in increasing intakes of fruits and vegetables by ensuring they are available on the menu, presenting them in appealing

¹ Based on F&V consumption in grams reported in CAPANS (Hands et al. 2004) and the grams per serving guidelines provided in the 2&5 serving fact sheet (AGDHA, n.d).

ways, and setting prices at affordable and motivating levels (French 2005; French et al. 1997). In addition, they can replace high fat, high sugar menu items with fruit and vegetable options to bulk up the number of healthy foods and decrease the number of unhealthy foods (Bell and Swinburn 2004). There is increasing awareness of the need to not just increase the numbers of healthy foods available in school canteens but to also reduce the quantity of 'competitive foods' that act as deterrents to healthy eating (Story et al. 2006). This is also supported by evidence that children are more likely to make poor food choices when facing menus with a large number of choice alternatives (Gould et al. 2006; Moore and Tapper 2008).

Parents' nutrition knowledge deficits are a critical element of the current crisis of childhood obesity. Nutrition knowledge is an important antecedent to appropriate eating and feeding behaviours (Worsely 2002), and it is thus essential that parents have access to accurate nutrition information to enable them to optimally manage their children's health. Upstream initiatives are invaluable in providing the environmental information and support that parents need to assist them in their daily feeding practices (Cullen et al. 2006; Moore and Tapper 2008; Temple et al. 2006). The importance of schools in educating children and parents about nutrition is highlighted by the inability of many parents to recognise that their children are overweight or obese. In a recent Australian study, Crawford et al. (2006) found that the majority of parents of overweight children sampled reported believing that their children were within a normal weight range. As a result, they were neither concerned about their children's weight nor taking any action to prevent future unhealthy weight gain. Lower socioeconomic parents were less likely to be taking preventive action than their higher socioeconomic counterparts.

2.1 The *Healthy Food and Drink Policy*



The DET's *Healthy Food and Drink Policy* features the traffic light system that has been introduced in NSW, Queensland and Victoria, but the application is more stringent. Specifically, all foods classified as 'red' (such as fried foods, soft drinks and confectionery) have been banned from canteen menus and from distribution in class by school staff. This requirement exceeds the policies introduced in the other states where foods designated as belonging to the red category are permitted to be sold in the canteen twice per term. In addition, compared with the other state and territory initiatives, the WA strategy is underpinned by lower limits for nutrients that should be limited (fat, sugar and salt) and higher limits for important nutrients such as fibre. This means that even foods designated as amber in the Policy are on average more nutritious than those classified as amber in other states. The more stringent WA Policy is justified by the extensive body of literature that documents rapid increases in childhood obesity and the attendant adverse conditions such as Type 2 diabetes, orthopaedic complications and

compromised mental health (Australian Divisions of General Practice 2003, Erickson et al. 2000).

Another aspect of the Policy is the directive relating to foods and beverages selected for fundraising and social activities. All events arranged by government schools (whether on-site or off-site) are required to comply with the Policy (e.g., school discos, graduation ceremonies and performances). Food and drinks categorised as red in the traffic light system should not be provided on these special occasions. The policy does not apply to P&C Committee fundraising, however fundraising activities that promote health and wellbeing are encouraged. Healthier fundraisers complement nutrition and health messages taught in the classroom, reinforce the work of canteens/food services and form part of a supportive environment for children's health.

The **WA Policy** represents an important step in **creating an external environment that is conducive to current healthy eating patterns among children and positive future weight outcomes** due to the learning of healthy eating principles. This **upstream approach** has significant potential benefits as long as schools and individual staff members comply with the Policy's requirements. For many schools, the Policy was likely to constitute a substantial change in the way their canteens operate and necessitate a different orientation to the role of the canteen within the school community. It was hoped that these changes would be accompanied by a **heightened awareness of the impacts of diet on children's health.**

The Department of Education and Training reports quarterly to the WA Department of Health on progress using a range of tools to monitor implementation of the strategy. Compliance with the *Healthy Food and Drink Policy* is **measured through the reporting requirements of the schools' online survey which is administered annually to all public schools.** The results are analysed for trends and issues to facilitate ongoing enhancement of the Policy. Research conducted in Western Australia prior to the introduction of the Policy found that lower income parents were significantly more likely to disagree with the statement "Schools canteens should sell only healthy foods" than were higher-income parents (Pettigrew, 2009). That study also found that lower income parents were less likely to appreciate media coverage on the topic of childhood obesity. These results indicated that lower SES parents may be less receptive to initiatives designed to introduce changes in their children's diets, highlighting the possibility that the Policy may face varying levels of resistance and compliance in different areas of Western Australia. The present study therefore included an analysis of parents' attitudes according to their socioeconomic status to identify any issues relating to this variable.

The *Treat or Trap* project undertaken in Western Australian primary schools in early 2007 constituted an initial analysis of stakeholders' attitudes to the *Healthy Food and Drink Policy*

shortly after its introduction (Wood et al. 2008). The primary facilitators and barriers experienced by primary school staff in their efforts to implement the Policy were identified. At that point in time, the most substantial barriers to healthy eating in the school context were found to include resistance from some parents and children, the difficulties associated with serving fresh food and facilitating children bringing fresh food from home, inadequate canteen facilities, and counteracting the heavy marketing of unhealthy foods to children. The primary facilitators were found to be school staff and supportive children and parents. The present study provides insight into stakeholders' attitudes to the Policy almost two years after its introduction and explores potential means of extending or enhancing the Policy to increase its positive effect on children's diets.

3. Data Collection

Phase 1

An initial qualitative phase generated information relating to stakeholders' attitudes to the Policy. This information was used to develop structured questionnaires to be administered to each group at a later date.

School-based stakeholders

Ten schools were recruited to participate in the qualitative phase. With the assistance of information provided by DET, a wide range of schools was contacted for possible inclusion in the study. Most schools contacted agreed to participate and the interviews were conducted between April and June, 2008. Given the exploratory nature of this initial phase of the study and the need to identify issues of relevance to all types of schools, maximum variation in the sample was sought. The summary profile of the participating schools was as follows:

- Six schools were primary schools, three were secondary schools and one was a district school (combined primary and secondary school).
- Eight schools were located in metropolitan Perth and two were located in non-metropolitan areas.
- Four schools were classified as low SES, three as medium SES and three as high SES according to the Australian Bureau of Statistics' SEIFA² index.
- The smallest school had 98 students and the largest had 1,234 students.

There was also wide variation in the operating hours of the schools' canteens, ranging from one day per week to five days per week. One secondary school had a private company running their canteen but all other school canteens were run by P&C committees. Some schools had implemented the new policy at the commencement of the 2007 school year while others had implemented it incrementally over the year. The exception was one school where there had been a change in Principal over the period and the Policy was introduced in early 2008.

² Socio-Economic Indexes for Areas

Representatives from each stakeholder group were accessed from each school except one high school where it proved impossible to organise the teacher interviews. While the principal and the combined P&C President/Canteen manager at this particular school were amenable to participating in the study, the teachers nominated by the principal were not able to make the time to be interviewed in the specified timeframe. The final composition of the school-based stakeholder sample was:

- 10 school principals
- 10 Parents and Citizen Committee representatives
- 11 canteen managers³
- 18 teachers

Principals, P&C representatives and canteen managers participated in individual interviews. At most schools the interviews were conducted face-to-face, with the exception of one school located in regional Western Australia, in which case the interviews were conducted by telephone. Individual interviews were most appropriate for these stakeholders as there tends to be one person in each role at each school. Face-to-face interviewing took place on school premises to reduce travel time and costs for interviewees, thereby increasing the likelihood of participation. This approach also facilitated observations of the school canteen and its current operations which acted as an autodiving tool⁴ for discussions with interviewees. For example, the size of the kitchen and the quality of the equipment were common issues raised by interviewees and it was possible to discuss these aspects of food delivery in more detail once they had been witnessed by the interviewer. The interview guide that was used to direct the semi-structured interviews with school-based staff is provided at Appendix 1.

Paired interviewing was used to interview the two teachers from nine of the ten schools (as noted above, the teachers at one school did not participate in the study). This method offered many of the benefits of group discussion (richer data from interviewee interaction and the ability to observe the negotiation of meaning between individuals), while ensuring high levels of contribution from both interviewees (i.e., preventing dominance of one individual and reducing the tendency for any group member to remain silent).

Parents

Parents of children attending primary and secondary government schools were recruited to participate in six focus groups that were conducted in May, 2008. The Survey Research Centre performed the recruitment task via random digit dialling within Perth suburbs exhibiting a range of SEIFA rankings. Only parents who had children attending a government school for at least

³ One school had two canteen managers and one interviewee was double counted as both a P&C president and a canteen manager as she fulfilled both roles.

⁴ As per Hormuth (1990).

three years were included to ensure they had experienced the school environment both pre and post the introduction of the Policy.

Each focus group contained participants from one socioeconomic classification to enable comparisons between attitudes according to SES and to assist participants to feel comfortable discussing issues of importance to them (see Table 1.1 below for SES distribution across the groups). Half the focus groups were conducted with parents from primary schools and half from high schools. The final sample of parents included 32 parents across the six groups. Contacted families were able to nominate which parent attended the focus group. Reflecting the continuing dominance of mothers as primary care givers, the focus groups were comprised of five males and 27 females. The interview guide that was used to direct the semi-structured interviews with parents is provided at Appendix 2.

Table 1.1: Sample distribution by focus group

Focus group	SES	School type
1	Low	Primary
2	Medium	Primary
3	High	Primary
4	Low	Secondary
5	Medium	Secondary
6	High	Secondary

All interviewees were assured of anonymity to encourage frank and complete disclosure. It was made clear that comments would not be attributed to specific individuals or schools in reports produced from the research. The findings from the qualitative phase are discussed in the Results section below.

Phase 2

Findings from the interviews were integrated with concepts covered in the literature to develop questionnaires to be administered to each of the stakeholder groups. Internet questionnaires were developed for principal, teacher, canteen manager and P&C respondents, and a telephone questionnaire was developed for parent respondents. A web-based questionnaire was not appropriate for accessing parents as a primary objective was to ensure inclusion of representative numbers of parents with low, medium and high socioeconomic classifications, and low income households exhibit lower levels of internet usage (Australian Bureau of Statistics, 2005). After pilot-testing, the surveys were administered simultaneously to each of the target groups across all Western Australian government schools.

Parents' survey

The telephone survey was conducted in September/October 2008 using Computer Assisted Telephone Interviewing (CATI). The interviews were conducted on weekdays and on Saturdays to maximise the availability of parents. Households were randomly selected from the Western Australian White Pages directories for inclusion in the survey. Quotas were used to recruit 1,200 parents of a child who had attended a government school for at least three years, and to ensure equal representation of primary and secondary school families, with equal metropolitan and country households split.

The survey assessed parents' awareness of and attitudes towards the new canteen policy, impact of the traffic light system on parents' and children's self-reported purchasing behaviour in choosing items on the menu, and attitudes towards strategies to make children's diets healthier. Appendix 3 contains the questionnaire.

Web survey

The DET sent an email to all government school principals asking them to personally access the survey and to provide the web link to two teachers, the canteen manager and the P&C Committee president. Follow up email reminders originating from DET and sent to school principals were used to maximize the response rate of the Internet surveys. The online survey was accessible between September 2008 and February 2009.

Phase 3

The survey data were analysed to identify key issues across the total samples and those that were relevant to specific segments. Similarities and variations in data relating to different stakeholder groups were compared to determine the extent of overlap between viewpoints. The results have implications for determining the information needs of members of the various groups. Recommendations for strategies to increase compliance and strengthen the Policy were subsequently developed, along with recommendations relating to potential canteen strategies that could be employed to educate children, parents and school staff about nutrition.

4. Results: Qualitative findings

4.1 Perceptions of the policy

Almost all interviewees were very supportive of the policy and reported that their school canteen complied with the policy. Many noted that such a policy relating to school canteens was highly appropriate given the widely reported problem of childhood obesity. Some suggested that Jamie Oliver's well-publicised efforts to change food provision services in schools in the UK were a likely trigger, among other factors, for the development of the DET school canteen policy.

None of the P&C representatives reported that their P&C Committees experienced dissent during discussions relating to introducing the policy. There appeared to be two primary reasons for this high level of acceptance. In the first instance, most schools represented in this phase of the study considered the canteen to be a service to the school community and not a fundraising activity. The exceptions were two low SES schools where profits from the canteen constituted important contributions to the provision of facilities in the school. Second, the source of the directive was described as instrumental in committee members accepting the need for the policy. Several P&C representatives and school principals noted that they had wanted to introduce the kinds of changes required by the policy for some time but had felt that it was not possible due to an expected backlash from parents, students and canteen managers. They felt that the policy gave them the legitimacy and authority to make important changes that would otherwise have been too difficult to instigate at school level.

A small number of parents expressed negative attitudes towards the policy. Their concerns tended to focus around parental autonomy and how this was perceived to be constrained by the policy. Most parents reported that they and their children adjusted quickly and easily to the changes, and many had accepted the new situation to the extent that they had difficulty recalling what had been on the menu prior to the changes. Most were aware of the traffic light system although they did not feel confident nominating specific foods that belonged to each category.

Amongst school staff⁵ there was little or no resentment regarding the workload associated with implementing the new policy. It was regarded as something that "had to be done" and was

⁵ For the purposes of this report, school-based interviewees (principals, teachers, canteen managers, and P&C representatives) are referred to as "school staff" to differentiate them as a group from parents.

gotten on with. The favourable reactions to the policy seemed to result in a positive attitude towards its implementation.

When discussing the policy, most interviewees focused exclusively on the menu aspects of the policy and few spontaneously mentioned the implications for canteen staff training, the distribution of food rewards/treats by teachers or school fundraising activities. With prompting, most school staff reported an awareness of the food reward restrictions and some were aware of the training requirement for canteen staff. Few parents were aware of any aspect of the policy outside of the menu requirements.

4.2 Policy implementation experiences

Most school staff interviewees noted that implementation of the new policy was a smooth process. The majority had approached the menu adjustment component of the implementation process in a “cold turkey” fashion, although some had made incremental changes to the menu over several terms. In terms of DET support, the school interviewees felt they had received adequate information relating to the policy’s requirements to allow them to effectively implement the policy, and they considered the materials provided for dissemination to families very helpful. The assistance of WASCA in the form of training was particularly appreciated, and those schools that had already been involved in the Star CAP and Star Alliance programs felt they were especially well prepared to achieve compliance with the policy. Those primary schools that had introduced the Crunch&Sip® program also saw natural synergies with the new policy and their previous activities.

The most frequently mentioned implementation difficulty was access to enough green and amber options from suppliers. This was most commonly raised by canteen managers and P&C representatives. These interviewees commented that although many suppliers were initially unable to accommodate their needs, they have since “played catch up” and now offer a range of products that meet the green and amber requirements. This seems to be an example of where an upstream approach to health promotion can be very effective in assisting the “invisible hand” of the marketplace to meet consumers’ needs.

Also reported were some short-term negative reactions from students and parents. These instances were mainly relevant to lower SES primary schools, and they were reported to be short lived and resolved within a couple of weeks. In general, interviewees noted that the transition was much smoother than they had anticipated and that all parties adapted quickly and easily. Many school staff attributed this outcome to the proactive responses of their canteen managers, although one school had experienced a change in canteen personnel over this

period as a result of the previous employees being uncomfortable with the new requirements. However, the recruitment of new staff members who accepted their positions being aware of the policy rectified the situation in this case. A couple of the principals suggested that another reason for the smooth transition was the emphasis placed on keeping parents informed throughout the process to ensure they understood what was happening.

Prior to introducing the policy, there was a general expectation among interviewees that menu restructuring would by necessity involve cost increases because of the greater reliance on fresh foods and the increased labour intensity of food preparation. However, across-the-board increases in food costs over the last 18 months have served to confound the issue and staff were unable to determine the extent to which the menu changes had had an effect over and above other increases. In fact, even the canteen managers and P&C representatives appeared to lack an awareness of the current profitability or otherwise of their canteens. Most reported that they assumed they were breaking even but did not have access to firm numbers to verify this. Overall there was the general feeling that initial fears of bankruptcy were misplaced and that their canteens were functioning as normal.

4.3 Barriers

Interviewees were asked to nominate any barriers they perceived to be preventing their canteens from being as healthy as they could be. The following issues were raised:

- Lack of volunteer workers and the associated problems of labour-intensive food preparation
- Lack of parent involvement in the P&C (mainly in the secondary schools)
- Staff turnover
- Increasing food and labour costs
- Unavailability of products/ingredients (mainly relevant to the non-metro schools)
- Abilities of canteen managers
- Kitchen space and equipment
- Lack of availability of seating areas with tables to facilitate serving foods that would require cutlery
- Recipe ideas and making food items appealing to children (especially in the more multicultural schools)
- Concerns about children boycotting the canteen if mainly green products are available
- Lack of knowledge of effective ways to promote the healthier options to students
- Food-related traditions, e.g., sausage sizzles, Easter raffles, Easter and Christmas presents from teachers to students, and birthday cakes

- Parents' feeding practices that form and reinforce children's food preferences
- Limited effectiveness of other methods of classroom rewards (compared to using food treats)

In terms of the last point, none of the interviewees appreciated the influence of food rewards on children's food associations. They focused on the possible damage to children's teeth and weight and many noted that occasional treat rewards would be unlikely to impact significantly on these aspects of children's health. It seems that there is considerable scope to inform school staff that it is undesirable to teach children to associate positive mood with the consumption of unhealthy foods.

4.4 Facilitators

Interviewees were also asked to nominate any factors that served to facilitate the introduction of healthy foods in their schools. Many found this a more difficult task than identifying barriers, but several factors were suggested:

- Strong and supportive leadership within the school, especially in terms of the principal
- Teachers who became strong advocates for healthy eating in the school and actively worked to integrate healthy eating concepts into their classrooms
- Policy-related materials provided by the DET
- Kitchen size and design
- Establishing a P&C sub-committee that assumed responsibility for the canteen
- WASCA
- Being able to modify popular foods (e.g., one school was proud of their initiative to modify their pizza bases to include a percentage of wholemeal flour and include more vegetables on the topping to make it an amber product)

4.5 Suggestions for enhancing the benefits of the policy

Towards the end of each interview, interviewees were asked to suggest ways of enhancing the effectiveness of the policy in their (or their children's) schools. The following ideas were offered:

- Provision of more information about the canteen in parent newsletters and possibly community newspapers
- Provision of recipes of the more popular items to parents to allow them to make them at home for their children
- Inclusion of the traffic light principles into Health and Home Economics classes

- Running cooking classes for parents in the canteen on days the canteen isn't open (for part-time canteens)
- DET to provide more traffic light information brochures each year to be disseminated to new families joining the school
- DET to provide comprehensive lists of recipes that fit the amber and green categories
- Involve the canteen in all-of-school events to integrate a healthy eating component to the event (e.g., cultural days could include the canteen selling healthy ethnic foods)
- Enforcing seated eating times of adequate duration at breaks to ensure children eat their food rather than going straight to play (this was perceived to be an issue because healthy foods take longer to eat and are therefore often abandoned by children who want to get on to the playing field quickly)
- The desirability of removing contra-indicated food additives from menus was mentioned in most of the focus groups and by some of the school staff

4.6 Other issues

During the interviews, several related topics emerged as common areas of concern for staff and parents:

- Limitations on fundraising activities involving food were considered problematic by some interviewees because of the worthiness of the causes for which funds were being raised⁶. The low SES schools wanted the funds to improve their facilities and the higher SES schools sympathised with the sporting clubs and charities that were previously represented at their schools through chocolate fundraising campaigns. Some interviewees from the low SES schools indicated that they would appreciate alternative fundraising ideas to reduce the impact of the policy on their ability to resource their schools.
- The ready availability of 'junk food' in areas around schools and the proliferation of advertisements for such foods were mentioned as factors that limit the ability of initiatives such as the canteen policy to have a substantial effect on children's health. While the policy was seen as an important first step, some interviewees articulated a need for additional upstream programs to address these other factors.

⁶ While fundraising activities undertaken by P&Cs are not included in the scope of the *Healthy Food and Drink Policy*, schools participating in this phase of the study indicated a desire to ensure their P&C fundraising also complied with the Policy.

- Some staff interviewees were concerned about the poor diets of many children outside of school hours. Again, the policy was perceived as a positive initiative but one that will have difficulty counter-acting the negative influence of some children's home environments. Emphasising the educative potential of the policy, rather than just its effect on children's current nutritional status, may encourage staff to view it as an important component of an over-arching strategy to address children's health in this and future generations.

5. Quantitative Results: Telephone survey (parents)

The data are presented by type of school the child attends (primary vs secondary school) and location (metro vs country). Analysis of the data by SES (high vs medium vs low) revealed no meaningful differences so variations by SES are not reported. Where relevant, the results for parents are compared with results from the online survey of other stakeholders.

5.1 Sample characteristics

Table 5.1 shows the sociodemographic characteristics of respondents surveyed. In total, 1,200 parents of a child who had attended a government school for at least three years were surveyed. Quotas achieved equal representation of primary and secondary school families and equal representation of households in the metropolitan and country areas.

The vast majority of respondents were females: 80-86% in each subgroup. The age distributions reflect the target sample of parents of school-aged children. The majority of respondents were in the 30-49 years age group, with greater proportions in this age group among parents of a child in primary than secondary school (90% vs 78%, $p=.000$). The gender of the child reported on was approximately equally represented in each subgroup (males: 49-54%). The age distributions of the children reported on reflect their attendance at primary or secondary school.

The 2006 WA Socio-Economic Indexes for Areas (SEIFA) was used to classify respondents into low (deciles: 1-4), medium (deciles: 5-7) or high (deciles: 8-10) SES groups. The majority of metropolitan respondents were classified in the 'high' SES group (primary: 63%; secondary: 61%), whereas the majority of country respondents were classified in the 'medium' SES group (primary: 56%; secondary: 55%). These SES distributions reflect the differences between metropolitan and country residents in the WA population.

Table 5.1: Sociodemographic characteristics of survey respondents and child reported on

	Metro		Country		Total N=1,200 %
	Primary N=300 %	Secondary N=300 %	Primary N=300 %	Secondary N=300 %	
Gender:					
Males	16	20	14	18	17
Females	84	80	86	82	83
Age group:					
18-29 years	2	<1	4	1	2
30-39 years	31	11	46	17	26
40-49 years	60	67	42	63	58
50+ years	7	22	7	19	14
Refused	0	0	0	<1	<1
SES:					
Low (deciles: 1-4)	8	7	26	29	17
Medium (deciles: 5-7)	29	32	56	55	43
High (deciles: 8-10)	63	61	15	13	38
Not available	<1	0	4	3	2
Gender of child:					
Male	51	50	54	49	51
Female	49	50	46	51	49
Age of child:					
6-10 years	64	0	61	0	31
11-12 years	34	6	39	3	20
13-15 years	2	55	1	58	19
16-17 years	0	38	0	38	19
18 years	0	<1	0	<1	<1

5.2 Characteristics of the school canteens

Table 5.2 shows the reported characteristics of school canteens. A large majority of both primary and secondary schools were reported to have a canteen (81% and 98%, respectively). Almost all of the secondary school canteens were open five days a week: 94% for both locations. Substantially smaller proportions of primary school canteens were open five days a week: 48% in the metro area and 68% in the country. Across subgroups, 89-92% of canteens were open for lunch and recess.

Table 5.2: Characteristics of the school canteens

	Metro		Country		Total N=1,200 %
	Primary N=300 %	Secondary N=300 %	Primary N=300 %	Secondary N=300 %	
Canteen at school (% yes):	83	99	79	96	89
Among schools with a canteen:	N=250	N=297	N=237	N=288	N=1,072
Number of days canteen is open per week:					
1	4	<1	9	2	4
2	10	<1	9	0	4
3	23	<1	7	1	7
4	13	1	7	1	5
5	48	94	68	94	77
Don't know	2	3	<1	2	2
Total	100	100	100	100	100
Canteen opening times:					
Lunch only	8	1	7	2	4
Lunch and recess	89	92	91	91	91
Don't know	3	6	2	7	5
Total	100	100	100	100	100
Among schools without a canteen:	N=50	N=3	N=63	N=12	N=128
School buy in pre-ordered lunch (% yes):	62	0	65	67	62

Parents of children attending primary schools with a canteen were asked: “*Most primary schools provide a menu and children pre-order their lunch on paper bags. Is this how it works in your child's school?*” In both locations, there was an almost universal ‘yes’ response (metro: 95%; country: 97%). Among schools without a canteen, 62% (n = 80) buy in pre-ordered lunch for the children.

5.3 Frequency of ordering lunch at school canteens

Respondents who reported that their child's school had a canteen were asked: “*On average, how often do you order lunch for your child at school?*” (parents of a child in primary school) or “*On average, how often does your child order lunch at school?*” (parents of a child in secondary school). The response categories and results are shown in Table 5.3.

Table 5.3: Frequency of ordering lunch at school canteens

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
	Daily	1	6	2	
Several times per week	2	5	3	6	4
One or twice a week	42	35	38	32	37
Fortnightly	11	8	19	12	12
Monthly	15	11	13	7	11
Less than once a month	19	14	19	14	16
Never	10	18	6	21	14
Don't know	---	2	---	<1	<1

Across subgroups, 43-47% of respondents reported that they or their child ordered lunch at school at least once a week. Approximately one in five secondary school children 'never' order their lunch at school (metro: 18%; country: 21%). These proportions are higher than for primary school children (metro: 10%; country: 6%). With the exception of parents who 'don't know' whether their child in secondary school ordered lunch (n = 6), respondents then were asked: "*Is this more frequently, less frequently, or the same as two years ago?*" The results are shown in Table 5.4. In each subgroup, 16-17% ordered lunch 'more' frequently, whilst 24-25% of metro respondents reported ordering 'less' frequently. Overall, 22% reported ordering less frequently versus 16% more frequently (p = .00). Whether this decrease was a result of the policy or part of a broader change (e.g., increasing food prices) is unknown. For the majority of respondents in each subgroup, the frequency of ordering lunch was the same as two years ago (58-67%).

Table 5.4: Change in frequency of ordering lunch at school canteens compared to two years ago

	Metro		Country		Total N=1,066 %
	Primary N=250 %	Secondary N=292 %	Primary N=237 %	Secondary N=287 %	
	More frequently	16	17	16	
Less frequently	24	25	17	20	22
Same	60	58	67	61	61
Don't know	---	1	---	1	<1

5.4 Choice of menu items for lunch

When parents of a child in secondary school were asked: “Do you or your child choose what to order for lunch?”, 99% responded that their child made the selection. Respondents who reported that they or their child ordered lunch at school were asked: “How (do you)/(does your child) choose between items on the menu?” The responses are shown in Table 5.5. Across subgroups, 17-26% mentioned choosing ‘healthy’ food. Small proportions of respondents in each subgroup spontaneously mentioned the traffic light system or ‘green’ items: 1-7%. Most parents reported choosing items on the menu that their child likes to eat (metro: 86%; country: 84%). Similarly, parents typically reported that their child mainly chooses items on the menu that they like (metro: 76%; country: 79%). For parents, another main response was choosing items as a treat or reward for their child (metro: 18%; country: 17%).

Table 5.5: Main reasons for choosing lunch items on the menu

	Metro		Country		Total N=738 %
	Parent N=189 %	Child N=187 %	Parent N=186 %	Child N=176 %	
Food child likes to eat	86	76	84	79	81
Healthy food	23	26	17	20	21
Treat/reward	18	3	17	7	11
Cost	4	10	4	4	6
‘Green’ items	4	3	3	1	2
Traffic light system	3	<1	4	0	2
Daily specials	2	0	5	1	2
Don’t know	4	13	<1	8	6

Respondents were asked: “When your child has lunch from the school canteen, what do they usually have?” The responses are shown in Table 5.6. A number of food items were mentioned. In all subgroups, ‘sandwich/roll/wrap/focaccia’ was the most frequently purchased food item (36-49%), followed by pastry foods (21-29%). The most frequently purchased beverages were fruit juice (6-17%) and milk-based drinks (8-19%).

Table 5.6: Main menu items ordered from the school canteen for lunch

	Metro		Country		Total N=738 %
	Parent N=189 %	Child N=187 %	Parent N=186 %	Child N=176 %	
Sandwich (toasted)/roll/wrap/focaccia (with or without meat) ¹	36	41	45	49	43
Pastry food (e.g., pie, pasty)	29	21	26	22	24
Burger/hotdog	17	10	16	13	14
Pizza	14	8	19	13	13
Fruit juice	14	8	17	6	12
Pasta/lasagne	22	6	12	2	11
Salad (with or without meat)	7	8	7	6	7
Milk-based drink (e.g., milkshake)	11	8	19	10	5
Chicken/beef (crumbed, nuggets, tenderloins, teriyaki)	10	0	10	0	5
Sushi	6	10	<1	1	4
Water	6	1	3	2	3
Fruit (salad, pieces)	4	3	3	2	3
Chips/nachos	3	3	<1	1	2
Dairy product (e.g., yoghurt)	3	1	3	0	2
Soup	1	2	2	2	2
Stuffed potato	2	0	3	0	2
Noodles	4	0	0	1	1
Rice	2	3	<1	1	1
Ice cream/icy poles	<1	2	<1	2	1
Vegetarian (roll, sandwich, pie)	<1	1	2	0	1
Cool/soft drinks/cordial	<1	<1	<1	3	1
Muffin	0	2	0	1	1
Fish and chips	1	0	0	0	<1
Garlic bread	<1	<1	0	0	<1
Junk food (e.g., lollies, chocolate, cake)	0	0	0	1	<1
Don't know	2	14	2	13	8

Respondents were asked: “Are there any menu items that (you)/(your child) deliberately did not choose?”, and, if so, “Which ones and why?” Table 5.7 shows that the proportion in each subgroup who responded ‘yes’ was 35-39%. A substantial minority of parents ‘don’t know’ whether their child deliberately did not choose certain menu items. Table 5.8 shows the main reasons for deliberately not choosing certain menu items. The two most frequently reported reasons for parents were the taste of the food (28-32%) and the unhealthiness of the item (with fewer parents in the country mentioning this criterion than the other groups: 11% vs 22-32%).

Parents reported that their children use these same two criteria for not choosing certain menu items (29-32%).

Table 5.7: Proportions who deliberately did not choose certain menu items

	Metro		Country		Total N=738
	Parent N=189	Child N=187	Parent N=186	Child N=176	
	%	%	%	%	%
Yes	36	39	39	35	37
No	64	28	61	38	48
Don't know	---	33	---	27	15
Total	100	100	100	100	100

Table 5.8: Main responses for deliberately not choosing certain menu items

	Metro		Country		Total N=276
	Parent N=69	Child N=73	Parent N=72	Child N=62	
	%	%	%	%	%
Taste of the food	32	29	28	31	30
Unhealthy option (e.g., high in fat)	22	30	11	32	24
Something different to usual meals	7	7	8	5	7
Non-health properties of food (e.g., processed, gluten and dairy free)	7	4	4	5	5
Allergy	6	1	3	5	4
Hunger levels/something filling	4	1	0	0	1
Parental advice	4	1	4	3	3
Cost	1	4	1	2	2
Religious beliefs	1	0	0	0	<1
Vegetarian choices	0	7	1	2	2
Quick and easy to eat	0	1	0	2	1
Don't know	26	26	43	27	31

5.5 Frequency of purchase from the school canteen at recess

Respondents who reported that the school canteen was open for recess were asked: “*On average, how often does your child buy something from the canteen at recess?*” The response categories and results are shown in Table 5.9. The proportion of parents who reported that their primary school child bought something at recess at least once a week was 26% in both locations. The proportions were higher among secondary school children (metro: 36%; country: 39%). Across subgroups, 33-36% ‘never’ buy something at recess.

Table 5.9: Frequency of purchase from the school canteen at recess

	Metro		Country		Total N=975 %
	Primary N=223 %	Secondary N=274 %	Primary N=215 %	Secondary N=263 %	
	Daily	<1	4	<1	
Several times per week	1	4	1	6	3
One or twice a week	24	28	25	24	25
Fortnightly	8	5	13	8	8
Monthly	9	4	10	5	7
Less than once a month	21	14	15	9	14
Never	34	33	36	34	34
Don't know	2	8	0	6	4

With the exception of parents who 'don't know' whether their child buys something from the canteen at recess (n = 44), respondents then were asked: "*Is this more frequently, less frequently, or the same as two years ago?*" The results are shown in Table 5.10. For the majority of respondents in each sub group, the frequency of purchase at recess was the same as two years ago: 59-73%. Across subgroups, 13-18% of children bought something from the canteen at recess 'more' frequently and 14-22% 'less' frequently. Overall, the difference for less versus more frequently (18% vs 16%) was not significant.

Table 5.10: Change in frequency of purchase from the school canteen at recess compared to two years ago

	Metro		Country		Total N=931 %
	Primary N=218 %	Secondary N=251 %	Primary N=215 %	Secondary N=247 %	
	More frequently	15	17	13	
Less frequently	22	22	14	14	18
Same	63	59	73	66	65
Don't know	<1	2	0	2	1

5.6 Choice of menu items for recess

Respondents who reported that their child bought something from the canteen at recess more frequently than two years ago were asked: "*When buying a snack from the school canteen, what does your child usually buy?*" The responses are shown in Table 5.11. Numerous food items were mentioned. Among primary school children, the most frequently purchased item at recess was 'toasted sandwich' (metro: 29%; country: 32%). This was followed by items classified as 'junk food' (metro: 15%; country: 16%), which is interesting in the light of the

requirement for canteens to no longer stock red category items. Among secondary school children, the most frequently purchased item was ‘toasted sandwich’ (metro: 11%; country: 25%). Parents of children in secondary school were more likely than those with children in primary school to respond ‘don’t know’ (18-21% vs 8-9%). This is in line with the greater autonomy of secondary school students to make their own food purchase decisions.

Table 5.11: Main menu items purchased from the school canteen at recess

	Metro		Country		Total N=600 %
	Primary N=143 %	Secondary N=161 %	Primary N=138 %	Secondary N=158 %	
Toasted sandwich	29	11	32	25	24
Junk food (e.g., lollies, cake chocolate)	15	8	16	8	12
Muffin	12	9	15	11	12
Milk-based drink (e.g., milkshake)	6	6	4	18	9
Fruit (salad, pieces)	11	11	10	2	8
Chips/nachos	9	9	9	2	7
Fruit juice	6	8	11	5	7
Pikelets/Pancakes	10	2	8	2	6
Ice cream/icy poles	7	6	6	4	6
Pastry food (e.g., pie, pasty)	1	11	4	4	5
Pizza	4	4	6	4	4
Hash brown	5	1	2	2	3
Chicken/beef (crumbed, nuggets, tenderloins)	3	1	3	4	3
Sandwich/roll/wrap/focaccia (with or without meat)	2	4	1	5	3
Dairy product (yoghurt)	1	2	4	1	2
Water	0	4	0	5	2
Garlic bread	3	0	1	0	1
Noodles	2	1	1	1	1
Soup	1	2	1	1	1
Vegetarian (roll, sandwich, pie)	1	0	1	0	1
Sushi	0	2	0	1	1
Cool drink/soft drink/cordial	0	1	0	1	1
Pasta/lasagne	1	0	1	0	<1
Burger/hotdog	1	0	1	0	<1
Popcorn	1	0	0	0	<1
Salad (with or without meat)	0	0	0	1	<1
Don't buy snacks from canteen	1	3	1	1	2
Don't know	8	21	9	18	14

5.7 Awareness and use of the Traffic Light System

Respondents who reported that the school had a canteen were asked: “Does the school menu use the traffic light system where menu items are classified as either green or amber?” The results are shown in Table 5.12. Respondents aware of the traffic light system were then asked: “How often (do you)/(does your child) use the traffic light system to help choose items on the menu?” The response categories and results are shown in Table 5.13.

Around two-thirds of parents of primary school children (metro: 63%; country: 59%) versus approximately one-third of parents of secondary school children (metro: 31%; country: 32%) were aware of the traffic light system. A substantial minority of parents of secondary school children were unsure (45% in each location) (Table 5.12). The proportions of parents who ‘always’ or ‘sometimes’ use the traffic light system to help choose items on the menu were 40% (metro) and 43% (country). Substantially lower proportions of parents reported that their child ‘always’ or ‘sometimes’ does so (metro: 28%; country: 18%). Across subgroups, 40-47% reported ‘never’ using the traffic light system. Substantial proportions of parents of a child in secondary school responded ‘don’t know’ (metro: 16%; country: 22%) (Table 5.13).

Table 5.12: Awareness of the traffic light system

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
Yes	63	31	59	32	45
No	23	25	28	23	24
Unsure	14	45	14	45	31
Total	100	100	100	100	100

Table 5.13: Frequency of use of the traffic light system

	Metro		Country		Total N=456 %
	Parent N=158 %	Child N=81 %	Parent N=141 %	Child N=76 %	
Always	18	11	20	5	15
Sometimes	22	17	23	13	20
Hardly ever	17	14	18	12	16
Never	42	42	40	47	42
Don’t know	---	16	---	22	6
Total	100	100	100	100	100

5.8 Awareness of the Policy

Respondents who reported that the school had a canteen were asked: “Are you aware of any changes relating to school canteens over the last couple of years?”, and, if so, “What changes have there been?” Table 5.14 shows that very high proportions of parents of primary school children were aware of changes relating to the school canteen: 89% metro and 86% country. Somewhat smaller but still large proportions of parents of secondary school children were aware of any changes: 75% metro and 76% country. Table 5.15 shows the main reported changes relating to school canteens over the last couple of years. In all subgroups, the vast majority of respondents reported that the menu contains healthier items (77-87%). A substantial minority of respondents in each subgroup mentioned the introduction of the traffic lights system (28-48%). The other reported changes were mentioned by 3% of respondents or less.

Table 5.14: Awareness of changes relating to school canteens over the last couple of years

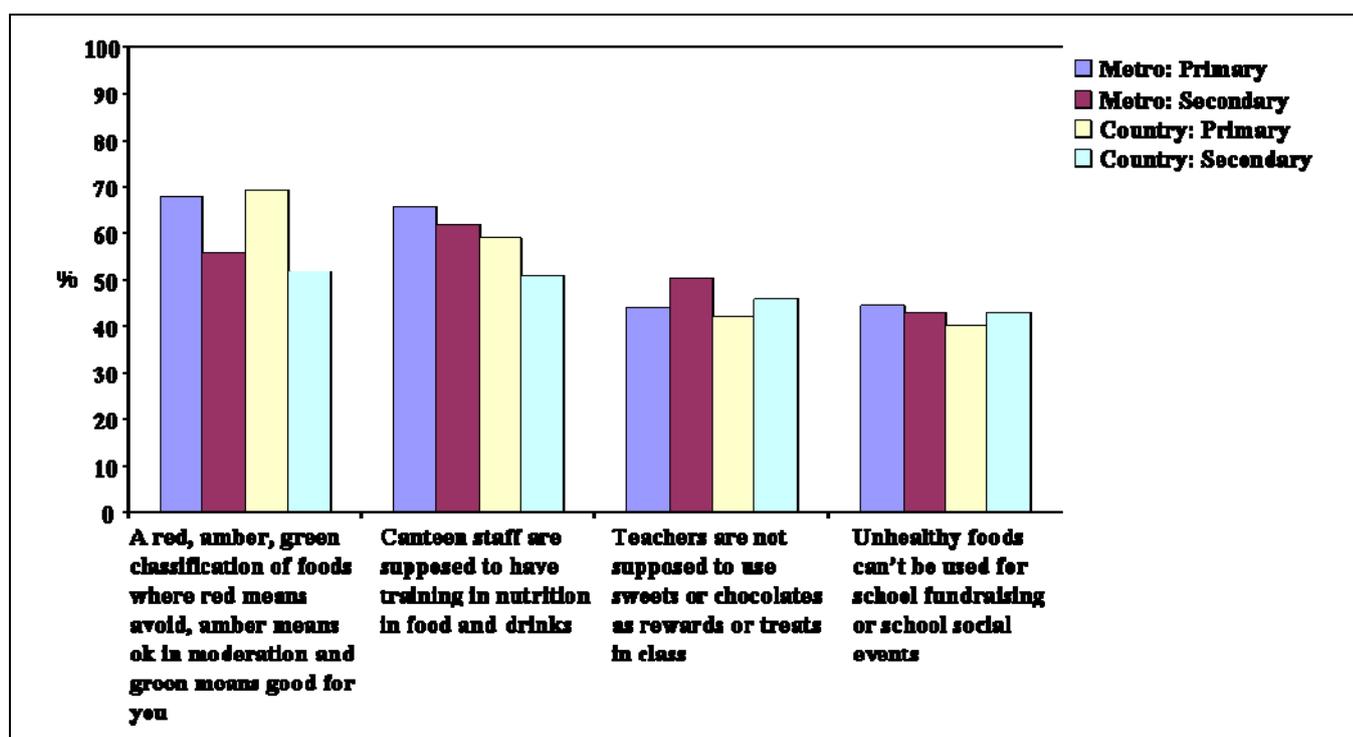
	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
Yes	89	75	86	76	81
No	11	25	14	24	19
Total	100	100	100	100	100

Table 5.15: Main reported changes relating to school canteens over the last couple of years

	Metro		Country		Total N=870 %
	Primary N=222 %	Secondary N=224 %	Primary N=205 %	Secondary N=219 %	
Healthier items on menu	82	77	80	87	81
Traffic lights introduced	43	36	48	28	39
Canteen more professional/ hygienic (new manager, education/training for staff)	1	3	2	2	2
Higher food prices	1	3	2	1	2
Canteen open less – financial deficits	2	<1	0	<1	1
Kids don't like menu changes/buy less	1	<1	0	0	<1
New menu every term	1	0	0	0	<1
Canteen open fewer days	<1	0	<1	<1	<1
Teachers can't hand out lollies	<1	0	0	0	<1
Self-serving system introduced	0	1	0	0	<1
Canteen open more days	0	0	0	<1	<1
Don't know	1	1	<1	2	1

Respondents who reported that the school had a canteen were informed that: “*There was a new canteen policy introduced at the start of the school year in 2007. This involved four main things.*” Then they were read the statements in Figure 5.1 and asked whether they were aware of each statement. Figure 5.1 shows the proportion of respondents reporting awareness of each policy item. In both locations, awareness that ‘a red, amber, green classification of foods where red means avoid, amber means ok in moderation and green means good for you’ was higher among parents of primary school children than those of secondary school children (metro: 69% vs 56%, $p=.002$; country: 70% vs 51%, $p=.000$). In each subgroup, more than half of the respondents were aware that ‘teachers are not supposed to use sweets or chocolates as rewards or treats in class’ (51-66%). There was somewhat less awareness that ‘canteen staff are supposed to have training in nutrition in food and drinks’ (41-48%) and that ‘unhealthy foods can’t be used for school fundraising or school social events’ (44-51%). The vast majority of respondents in each subgroup (81-91%) were aware of at least one of the four statements.

Figure 5.1: Awareness of the four Policy items



5.9 Information provided about the Policy

Respondents who reported that the school had a canteen were asked: “*Do you recall receiving any pamphlets or brochures from the school about the new canteen policy?*” Those who were not aware of any of the four statements about the Policy (in Section 5.8) were read the following prior to asking this question: “*To give you a brief description of the policy, in 2007 the WA Department of Education and Training introduced the Healthy Food and Drink Policy in public*

schools. This policy requires schools to ensure their canteens or food services do not provide children with foods and drinks that are high in fat, sugar, or salt. In addition, excursions, camps, student rewards, and fundraising activities organised by the schools should not involve such foods. The results are shown in Table 5.16. Respondents who recalled receiving pamphlets or brochures from the school about the Policy were asked: “How satisfied were you with the information that you received?” The response categories and results are shown in Table 5.17.

In both locations, greater proportions of parents of primary than secondary school students reported receiving pamphlets or brochures from the school about the Policy (metro: 50% vs 37%, $p=.002$; country: 43% vs 34%, $p=.044$). In each subgroup, the vast majority of respondents were very satisfied or satisfied with the information provided (87-92%). Less than 5% of respondents in each subgroup were dissatisfied.

Table 5.16: Proportions who reported receiving information about the Policy

	Metro		Country		Total N=1,072
	Primary N=250	Secondary N=297	Primary N=237	Secondary N=288	
	%	%	%	%	%
Yes	50	37	43	34	40
No	32	41	36	47	39
Unsure	18	23	21	19	20
Total	100	100	100	100	100

Table 5.17: Level of satisfaction with the information received

	Metro		Country		Total N=432
	Primary N=124	Secondary N=109	Primary N=101	Secondary N=98	
	%	%	%	%	%
Very satisfied	48	41	46	43	44
Satisfied	39	48	46	44	44
Neither satisfied nor dissatisfied	9	8	7	11	9
Dissatisfied	3	2	1	2	2
Very dissatisfied	2	1	0	0	<1
Total	100	100	100	100	100

Parents were substantially less likely than the other stakeholders to report receiving information about the Policy: 40% vs principals: 92%, teachers: 73%; canteen managers: 99%; P&C presidents: 80% ($p<.00$ for all comparisons). Parents were far more likely than the other stakeholders to be ‘very’ satisfied with the information provided: 44% vs principals: 32%; teachers: 13%; canteen managers: 30%; P&C presidents: 15%. Overall satisfaction among parents was similar to principals and canteen managers, but significantly higher than teachers

and P&C presidents (parents: 88% vs principals: 90%; canteen managers: 92%; teachers: 79%; P&C presidents: 64%).

5.10 Impact of the Policy

Respondents who reported that the school had a canteen were asked: “How often have the following occurred at home as a result of the change in the canteen policy: ‘Your child talks about the traffic light system and healthy or unhealthy foods’, and ‘You feel the traffic light system influences what you buy at the supermarket?’” The response categories and results are shown in Table 5.18. They were then asked: “Do you think your child overall has a healthier diet, a less healthy diet or has there been no change since the new canteen policy?” These results are in Table 5.19.

Parents of primary school children were more likely than their counterparts to report that the Policy had stimulated discussion about the traffic light system and the healthiness of foods (53% vs 40% metro, $p=.003$; 56% vs 29% country, $p=.000$). Although the materials provided to families were specific to food provision and selection in the school context, around a quarter of respondents reported that the Policy also impacted their food purchase behaviour at the supermarket. This was more apparent among the parents of primary school children (metro: 28% vs 19%, $p=.011$; country: 28% vs 19%, $p=.018$). Table 5.19 shows that in each subgroup 25-32% of respondents felt that their child has a healthier diet. Less than 2% responded ‘less healthy’.

Table 5.18: Impact of the traffic light system

	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	Total N=1,072 %
‘Your child talks about the traffic light system and healthy or unhealthy foods’:					
Often	19	11	15	6	12
Sometimes	34	29	41	23	31
Never	47	60	44	71	56
Total	100	100	100	100	100
‘You feel the traffic light system influences what you buy at the supermarket’:					
Often	10	8	14	6	9
Sometimes	18	11	14	13	14
Never	72	80	72	81	77
Total	100	100	100	100	100

Table 5.19: Perception of the change in the healthiness of child’s diet since the introduction of the Policy

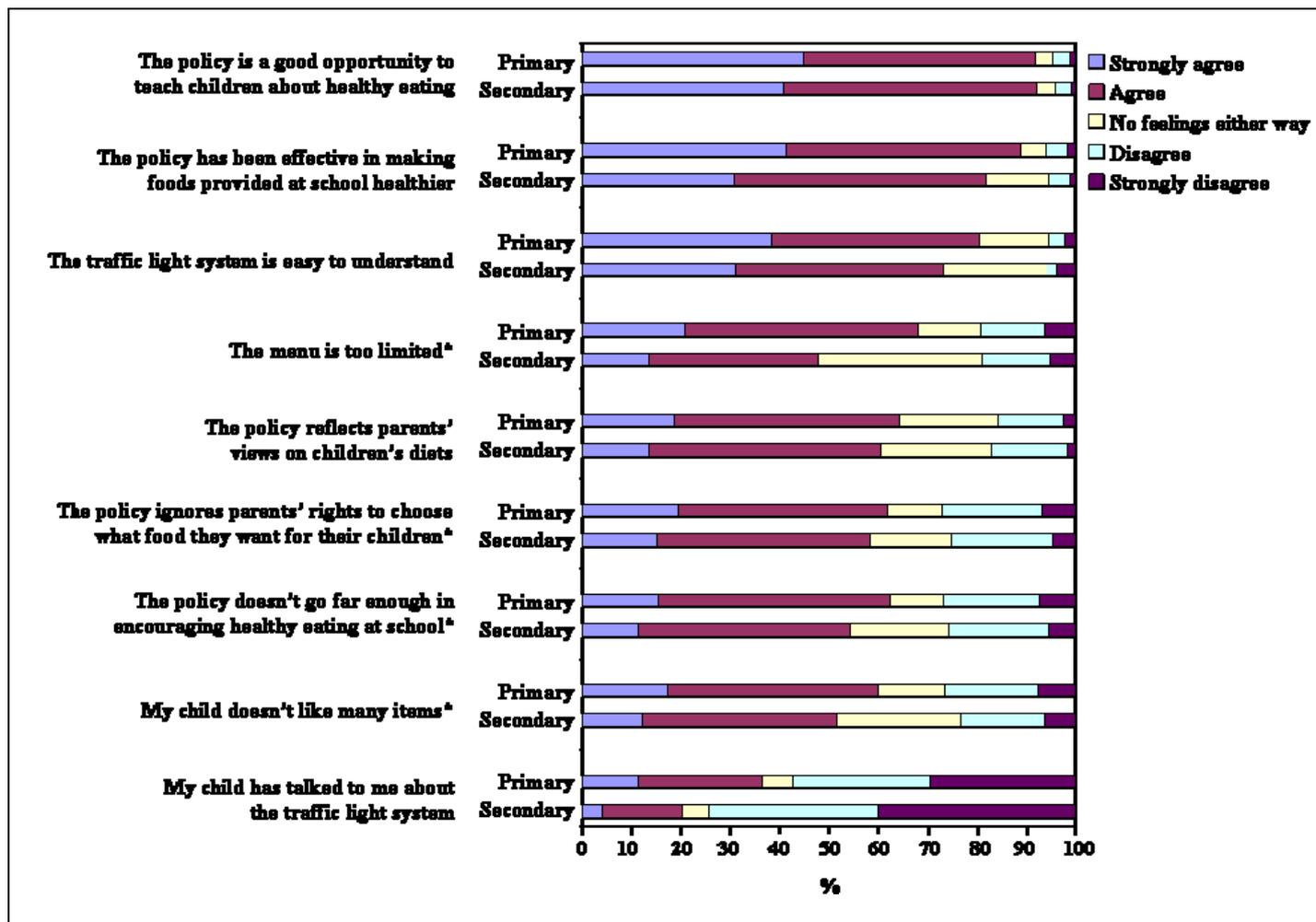
	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
Healthier diet	32	26	28	25	27
Less healthy diet	<1	2	<1	1	1
No change	68	72	72	74	72
Total	100	100	100	100	100

5.11 Attitudes towards the Policy, beliefs about its impact and future aspects

Respondents who reported that the school had a canteen were read the statements listed in Figure 5.2 and asked whether they agreed or disagreed or had no feelings either way for each statement. The statements were either worded in favourable or unfavourable terms. Figure 5.2 presents the data with agreement signifying a favourable response. The data were combined across location for parents of primary and secondary school children as there were no significant differences in responses by location. Overall the responses indicate positive attitudes towards the Policy and its outcomes. In particular, the statements ‘*The policy is a good opportunity to teach children about healthy eating*’, ‘*The policy has been effective in making foods provided at school healthier*’ and ‘*The traffic lights are easy to understand*’ achieved a high level of agreement (92%, 85%, 76%, respectively).

The majority of parents agreed that ‘*the policy reflects parents’ views on children’s diets*’ (62%). It appears that the other stakeholders underestimate parents’ view on this issue, with 31-32% agreeing with this statement. The proportion of parents who felt that the policy ‘*doesn’t ignore their right to choose what food they want for their children*’ is similar to teachers (60% vs 58%), and somewhat higher than the other stakeholders (48-51%). Parents had somewhat more positive attitudes than the other stakeholders that ‘*the policy is a good opportunity to teach children about healthy eating*’ (91% vs 79-80%). As with the other stakeholders, a high proportion of parents felt that ‘*the policy has been effective in providing healthier foods at schools*’ (84% vs 77-96%), and ‘*the traffic light system is easy to understand*’ (76% vs 75-80%; P&C presidents: 54%). Disagreement with the statement ‘*the policy doesn’t go far enough in encouraging healthy eating at school*’ was 58% among parents, which is substantially lower than among canteen managers at 72% (other stakeholders: 43-63%).

Figure 5.2: Perceptions of the Policy



* Reverse scored.

Respondents who reported that the school had a canteen were asked: “Thinking now about how things were before the policy was introduced, do you think the following have stayed the same, are better or not as good now?” The results are shown in Table 5.20. They were also asked: “Do you think the cost of menu items has gone up, stayed the same or got cheaper?” The results are shown in Table 5.21.

In all subgroups, the vast majority of respondents felt that the healthiness of the school menu was better than prior to the introduction of the Policy (72-82%). A majority of respondents overall also felt that the quality of menu items was better. There were mixed results relating to parents’ perceptions of children’s satisfaction with the menu and the range of items offered, particularly among secondary respondents. With respect to costs, the majority of respondents responded ‘gone up’ (64-73% in each subgroup). Respondents who were aware of the new policy were more likely than those unaware to respond that the cost of menu items have ‘gone up’ (71% vs 49%, $p = .000$). A substantial proportion (17-20%) of parents of secondary school children responded ‘don’t know’. Those unaware of the new policy were far more likely to

respond 'don't know' (34% vs 10%, $p = .000$). This general perception of canteen price increases is consistent with the documented increases in food prices in Australia during 2007 (1.2%: ABS 2008) and 2008 (5.6%: ABS 2009).

Excluding P&C presidents, parents' attitudes towards the impact of the Policy on aspects of the menu items was just as positive or even more so than those of the other stakeholders: 'healthiness' (75% vs 75-85%), 'quality' (56% vs 48%-58%) and 'range offered' (40% vs 27-37%). As with canteen managers (35%), parents were far more likely than the other stakeholders to feel that '*children's satisfaction with the menu*' has improved (31% vs 15-18%).

Table 5.20: Beliefs about the impact of the new canteen policy

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
The healthiness of the school menu:					
Better	82	74	75	72	75
Same	10	6	16	8	10
Not as good	3	2	1	1	2
Don't know	5	18	8	19	13
Quality of the menu items:					
Better	68	55	59	47	57
Same	17	12	26	18	18
Not as good	4	3	2	5	4
Don't know	12	29	13	30	22
The range of items offered:					
Better	53	41	44	31	41
Same	20	14	24	20	19
Not as good	19	16	20	19	18
Don't know	8	30	12	31	21
Children's satisfaction with the menu:					
Better	40	30	34	27	32
Same	29	22	41	24	28
Not as good	19	24	14	21	20
Don't know	13	25	12	27	20

Table 5.21: Perceived change in the cost of menu items

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
	Gone up	73	65	70	
Stayed the same	20	14	22	19	18
Got cheaper	0	1	1	0	<1
Don't know	7	20	7	17	14
Total	100	100	100	100	100

Respondents who reported that the school had a canteen were asked: “Overall, considering all the good things and all the not so good things about the new canteen policy, do you think the new canteen policy has been good for you and your child, not good for you and your child or has made no real difference?” The results are shown in Table 5.22. Overall, about 40% of respondents felt that the new canteen policy was ‘good’ for them and their child. In each subgroup, only 2% or less responded ‘not good’.

Table 5.22: Overall attitude towards the new canteen policy

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
	Good for you and your child	44	40	43	
Not good for you and your child	2	1	1	<1	1
Has made no real difference	54	60	56	67	60
Total	100	100	100	100	100

Respondents who reported that the school had a canteen were provided with the statements in Figure 5.3 and asked: “The Education Department is interested in parents’ suggestions for ways to make children’s diets healthier. For each of the following, please say whether you think that’s a good idea, a bad idea, or you have no opinion either way”. They were then asked: “Do you have any other comments you would like to make about the new canteen policy?” These responses are shown in Table 5.23.

A large majority of parents agreed with each statement in Figure 5.3. There were no significant differences in response between parents of children in primary and secondary school. Just over half of the respondents added a comment. Apart from overall positive comments, other comments were negative idiosyncratic comments, along with a wide variety of idiosyncratic suggestions.

Figure 5.3: Perceptions of potential additions to the *Healthy Food and Drink Policy*

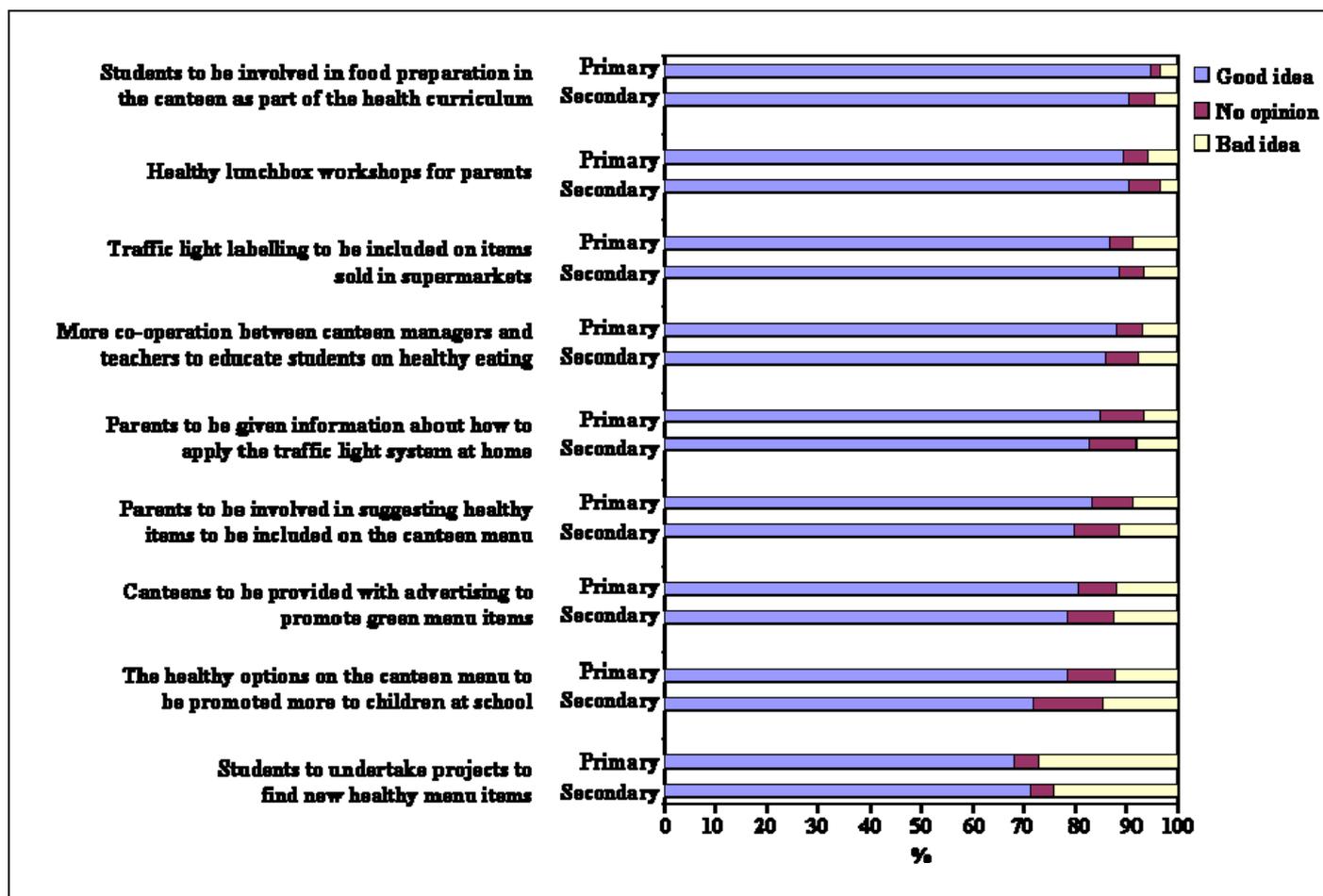


Table 5.23: Comments

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
Positive comments about the canteen policy/menu:					
Overall, happy with the policy/canteen – think the policy is working	24	18	22	14	19
Negative comments about the canteen policy/menu:					
Concerns over canteen profits/longevity	3	2	3	3	3
Canteens/policy aren't necessary – increase parent/kid responsibility instead	3	3	4	3	3
School has not implemented policy well/room for improvement	4	2	1	2	2
Food quality requires attention/could be better	2	1	0	0	1

Table 5.23: Comments (Cont'd)

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
Policy doesn't consider individual nutritional/special needs (diabetes, allergies)	2	1	1	<1	1
Expensive to buy food from canteen	1	1	1	2	1
Junk food/treats should be allowed occasionally	2	0	1	1	1
Don't agree with traffic light system – punishes parents/kids with good health habits	2	<1	<1	1	1
Lack of government funding/fund free milk and fruit from kindy to G3	2	2	<1	<1	1
Suppliers for canteen/food items are restricted by canteen council	<1	<1	0	0	<1
Prefer home made foods (sandwiches)	0	0	<1	<1	<1
Suggestions:					
Workshops/education/more information for parents/kids/teachers/canteen staff	6	11	7	5	7
Suggestions for additions/reductions of menu/increase attractiveness and choices	7	7	4	4	5
Hope policy doesn't become too strict/go too far – kids need balance	2	3	3	1	2
Medical practitioners (doctors)/parents/teachers need to support policy	2	2	3	1	2
Implement traffic light systems elsewhere (deli, supermarket, high school)	<1	1	<1	1	1
Get kids involved in the canteen/decision on menu items	<1	1	<1	1	1
Canteen requires more equipment (microwave) and/or personnel funding	2	1	1	1	1
Traffic light system more suitable for primary schools	<1	1	0	1	1
No need for red and amber foods	0	<1	<1	1	<1
Season considerations for food (soups in winter)	0	<1	0	0	<1
Culture/regional location needs to be considered with menus	0	<1	1	<1	<1
Healthy food should be cheap/unhealthy food expensive	0	1	0	<1	<1

Table 5.23: Comments (Cont'd)

	Metro		Country		Total N=1,072 %
	Primary N=250 %	Secondary N=297 %	Primary N=237 %	Secondary N=288 %	
Traffic lights should be included on menu/more advertising of system	0	0	<1	0	<1
Encourage kids to grow fresh fruit and vegetables	0	<1	0	0	<1
Canteen should be open all days of the week	<1	0	0	0	<1
More cooperation between schools/parents and canteen managers	0	<1	1	0	<1
Allow student access to microwaves/fridges for home made foods	<1	0	0	<1	<1
Comments/questions:					
Too much media/advertisement for junk food/body image concerns	<1	0	1	1	1
Kids buying/getting junk food elsewhere now (supermarket)	<1	1	<1	2	1
Questionnaire should target parents with kids at primary schools	0	<1	0	0	<1
Reduced parent/child conflicts over food choices	0	<1	0	0	<1
How do they determine food classifications in traffic light system?	1	0	<1	0	<1
Not aware of the traffic light policy:	3	2	2	4	3
No canteen in school:	0	0	0	<1	<1
No comments:	35	42	47	54	45

5.12 Summary

The results of the parent survey demonstrate considerable support among parents of both primary and secondary school children for the *Healthy Food and Drink Policy*. High levels of satisfaction with the information materials were reported and significant numbers of parents and children appear to be using the traffic light system to assist them with their food selection decisions. Significant majorities believe that the healthiness and quality of menu items has increased. The transference by around a quarter of parents of the traffic light rating system to

their grocery shopping is particularly positive. It appears that the other stakeholders are significantly underestimating parents' endorsement of the Policy.

While there were some variations in results by location (metro vs country) and school type (primary vs secondary), there were no significant differences in reported outcomes for parents according to their socioeconomic status. Concerns that the Policy may face greater resistance in low SES areas do not appear to be warranted at this post-implementation stage.

6. Quantitative Results: Online Survey (principals, teachers, canteen managers and P&C Presidents)

The online survey data are presented according to the four stakeholder groups: school principals, teachers, canteen managers and P&C presidents.

6.1 The sample

Of the 612 online surveys received, 70% were completed in full and 17% were partially completed with useable data (i.e., the respondent stated whether or not their school had an operational canteen in 2006 and 2008). In this report, all useable data are presented. Hence the N (sample size) may vary for each question. The final sample of useable questionnaires (N = 530) consisted of 54% principals, 22% teachers, 13% canteen managers and 10% P&C presidents.

Table 6.1: Proportion of online surveys with useable data

	Principal N=311 %	Teacher N=148 %	Canteen manager N=86 %	P&C president N=67 %	Total N=612 %
Partially completed surveys:					
with non-useable data	8	22	17	16	13
with useable data	18	19	7	15	17
Completed surveys:	74	59	76	69	70
Total	100	100	100	100	100

Table 6.2 shows the sample characteristics of the schools. With the exception of three principals in 'all girls' schools, respondents were from co-educational schools. The majority of respondents in each subgroup⁷ were from primary schools (62-75%), and located in the metropolitan region (60-70%).

The majority of respondents in each subgroup were from schools with 500 or fewer students in 2008 (61-72%). Principals reported similar student number distributions in 2006 and 2008, with the majority in the 500 students or less category: 74% and 79% respectively.

⁷ The school-based stakeholder results are reported by subgroups because the unequal representation of different categories of respondents in the sample precludes the provision of aggregated averages.

Table 6.2: Sample characteristics of the schools

	Principal		Teacher		Canteen manager		P&C president	
	N=287		N=116		N=71		N=56	
	%		%		%		%	
Co-educational:								
Yes	99		100		100		100	
No – all boys	0		0		0		0	
No – all girls	1		0		0		0	
Total	100		100		100		100	
School type:								
Primary	75		62		67		66	
Combined primary/ secondary school	3		1		4		5	
District high school	5		5		4		11	
Senior high school	11		23		18		14	
Other	6		9		6		4	
Total	100		100		100		100	
Region:								
Metro	60		69		70		70	
Country	40		31		30		30	
Total	100		100		100		100	
Number of student at the school:								
	2006	2008	2006	2008	2006	2008	2006	2008
500 or fewer	74	79	40	61	41	72	52	71
501 - 1000	14	18	18	27	17	17	5	11
1001 - 2000	4	2	4	6	8	10	11	12
2001 - 3000	0	<1	1	0	0	0	0	0
3001+	0	0	0	1	0	0	0	0
Don't know	8	0	37	5	34	1	32	5
Total	100	100	100	100	100	100	100	100

6.2 Characteristics of the school canteens

Table 6.3 shows the reported characteristics of the school canteens. With the exception of canteen managers, respondents were asked whether their school had an operational canteen in 2008, and, if so, whether there was one in 2006. For all subgroups, there was a small but not statistically significant decrease in the proportion of schools with an operational canteen in 2008 compared with 2006. For both years, the majority of school canteens in each subgroup were operated by the P&C association (67-94%). Small proportions of school canteens were operated by the school (16% or less in each subgroup), or by an external/commercial organisation (10% or less in each subgroup). In both 2006 and 2008, the proportion of school canteens operated by the P&C association was higher in the primary than secondary schools (2006: 91% vs 70%, $p = .000$; 2008: 90% vs 72%, $p = .000$). For all subgroups there appears to

be a small non-significant decrease in the number of days the school canteens are open per week. Canteens were mainly open before school to take orders (2006: 71-84%; 2008: 72-87%), during morning recess (2006: 82-88%; 2008: 82-91%) and lunch time (2006: 82-92%; 2008: 89-94%).

With respect to lunch service in 2006 and 2008, the majority of canteen managers responded 'pre-ordered food': 66% in 2006 and 64% in 2008. For the other three stakeholders, the proportions were similar for both 'pre-ordered food' and 'part pre-ordered, part self-selected food' (44-51% and 41-48%, respectively). The lunch service was mainly described as pre-ordered food in primary schools (2006: 50%; 2008: 51%), and 'part pre-ordered, part self-selected food' in secondary schools (70% in 2008 and 68% in 2006). Among schools without a canteen, 52% (n = 58) buy in pre-ordered lunch for the children.

With respect to profitability, 63% of canteen managers reported that their canteen made a profit in both years. The corresponding proportion was somewhat lower for principals and P&C presidents. The proportion of principals who reported that their school canteen made a profit decreased from 56% in 2006 to 46% in 2008 ($p=.05$). There was also a slight decrease reported by P&C presidents (55% to 49%). In each subgroup, only a small proportion of respondents reported that their canteen made a loss (7-14%). Principals in secondary schools were more likely than those in primary schools to report that their canteen made a profit in 2006 (72% vs 50%, $p=.01$).

Table 6.3: Characteristics of the school canteens

	Principal		Teacher		Canteen manager		P&C president	
	% 2006	2008	% 2006	2008	% 2006	2008	% 2006	2008
Canteen at school (% yes):	N=287		N=116		---		N=56	
	72	70	87	86	---	---	88	86
Description of food service:	N=213		N=100		N=71		N=50	
School canteen – operated by P&C association	89	89	71	67	83	87	94	94
School canteen – operated by school	2	1	14	16	10	10	0	0
School canteen – operated by external/commercial organisation under contract	3	3	8	10	0	0	2	4
Full meals – boarders only	<1	<1	2	2	1	1	2	2
No Canteen in that year	5	6	5	5	6	1	2	0
Number of days canteen is open per week:	N=210		N=98		N=71		N=49	
0	4	5	4	4	3	1	2	2
1	8	10	3	3	7	10	2	4
2	8	7	3	1	4	4	10	6
3	14	19	9	19	16	21	10	26
4	7	9	8	5	8	7	4	10
5	56	50	70	67	58	56	71	51
Don't know	3	<1	2	0	4	0	0	0
Canteen opening times:*								
Before school for sale of food items	29	28	34	38	34	32	29	29
Before school to take orders	71	72	79	83	84	87	76	78
Morning recess	85	86	84	91	82	82	88	90
Lunch	87	89	87	91	86	90	92	94
Afternoon recess	2	3	5	5	6	10	2	4
After school	<1	<1	2	2	1	1	2	2
No Canteen in that year	5	6	4	<1	6	1	2	0
Don't know	3	0	5	0	0	0	0	0
Descriptions of lunch service:	N=210		N=97		N=70		N=49	
Pre-ordered food	44	44	50	47	66	64	49	51
Self-selected food	5	3	2	2	1	1	8	8
Part pre-ordered, part self-selected food	48	47	44	45	27	33	41	41
No Canteen in that year	4	6	4	5	6	1	2	0
Total	100	100	100	100	100	100	100	100
Profitability of your canteen:	N=207				N=70		N=49	
Profit	56	46	---	---	63	63	55	49
Break even	18	27	---	---	14	13	18	24
Loss	10	15	---	---	7	9	10	18
Unsure	13	7	---	---	10	14	14	8
No canteen in that year	3	5	---	---	6	1	2	0
Total	100	100	---	---	100	100	100	100
Among schools without a canteen:	N=87		N=17		---		N=8	
School buy in pre-ordered lunch (% yes):	48		65		---		62	

* Totals may exceed 100% as multiple responses were permitted.

6.3 Aware of Centrelink’s mutual obligation requirements

Respondents were asked: “Are you aware of Centrelink’s mutual obligation requirements whereby parents can fulfil some of their obligations by volunteering in the school canteen?”

Table 6.4 shows that canteen managers were somewhat more aware of the Centrelink’s mutual obligation requirements than principals and P&C presidents (49% vs 39% and 37%). It appears that greater awareness of this requirement could be fostered among staff at many WA schools.

Table 6.4: Awareness of Centrelink’s mutual obligation requirements

	Principal N=205 %	Canteen manager N=70 %	P&C president N=46 %
Yes	39	49	37
No	61	51	63
Total	100	100	100

6.4 Beliefs about the role of the school canteen

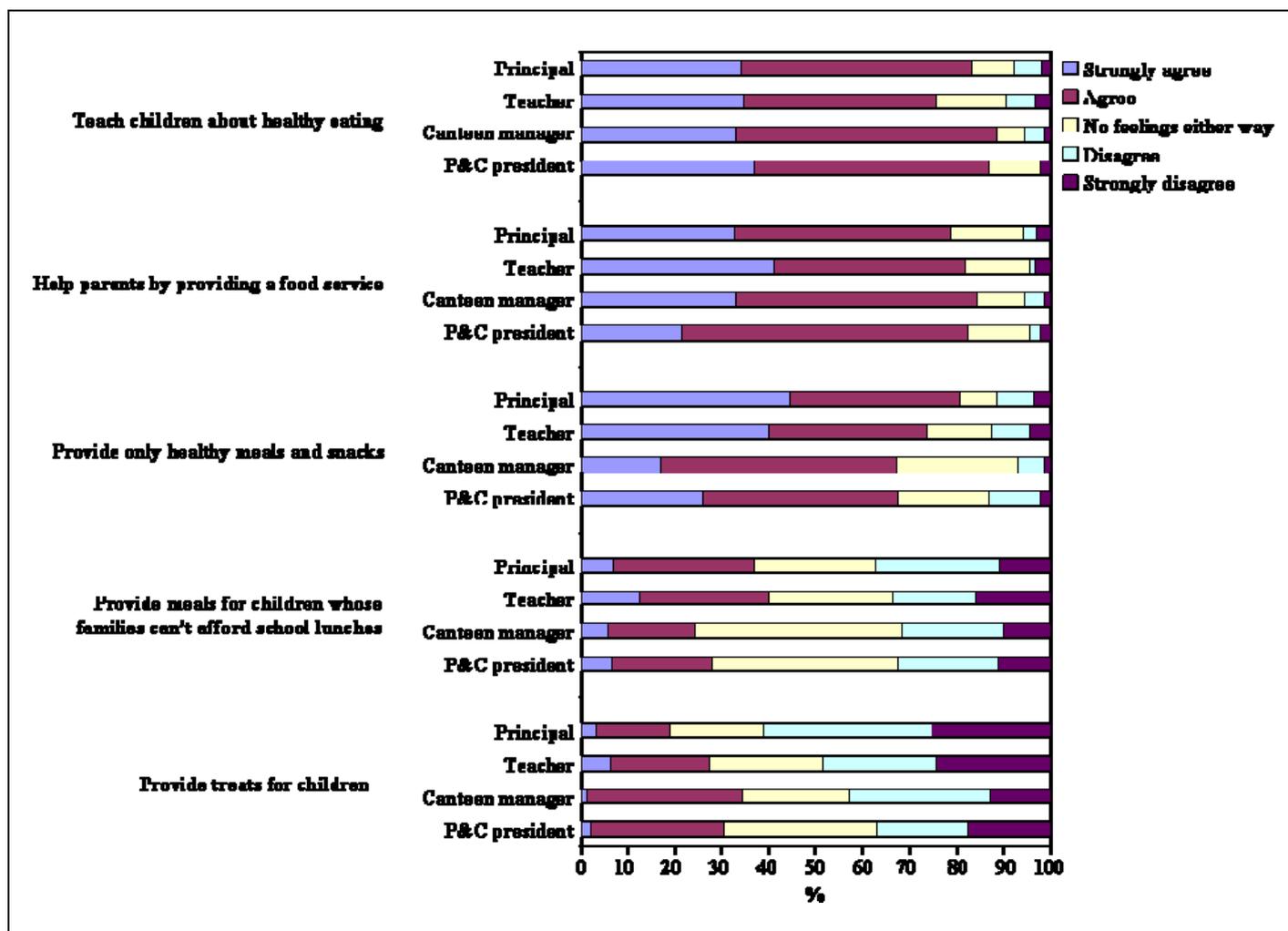
Respondents were presented with the five canteen roles listed in Figure 6.1 and asked to rate the extent to which they agreed or disagreed with each role. In each subgroup, the vast majority of respondents agreed with the statements ‘teach children about health eating’ (76-89%), ‘help parents by providing a food service’ (79-84%) and ‘provide only healthy meals and snacks’ (67-80%). Principals and teachers were more likely than canteen managers and P&C presidents to agree with the statement ‘provide only healthy meals and snacks’ (80% and 74% vs 67% for both). Teachers in the country were significantly more likely than those in the metro area to agree that school canteens ‘should provide only healthy meals and snacks’ (90% vs 67%, $p=.02$). Responses to the other two statements were far more varied. In each subgroup, similar proportions agreed and disagreed with the statement ‘provide meals for children whose families can’t afford school lunches’. Respondents were more likely to disagree with ‘provide treats for children’ than agree (principals: 61% vs 36%; teachers: 48% vs 27%; canteen managers: 43% vs 34%; and P&C presidents: 37% vs 30%).

6.5 Awareness of changes relating to school canteen policy

Respondents were asked: “Are you aware of any changes relating to school canteen policy that occurred around January 2007?”, and, if so, “What changes are you aware of?” Table 6.5 shows that most respondents in each subgroup were aware of changes to the school canteen policy: 87-97%. Principals in the metro area were significantly more likely than those in the

country to be aware of changes to the canteen policy (86% vs 76%, $p = .02$). Table 6.6 shows the main reported changes relating to school canteen policy. Higher proportions of canteen managers and P&C presidents than principals and teachers were aware of the 'traffic light system' (74% and 73% vs 48% and 54%). In contrast, principals and teachers were more aware of the 'healthy food and drink policy' than canteen managers and P&C presidents (35% and 26% vs 12% and 17%).

Figure 6.1: Beliefs about the role of the school canteen



Awareness of the 'healthy food and drink policy' was higher among principals in secondary than primary schools (52% vs 30%, $p = .00$), and among teachers in the country than metro (42% vs 22%, $p = .03$). Teachers in secondary schools were significantly more aware than those in primary schools that 'their canteens or food services do not provide children with foods and drinks that are high in fat, sugar or salt' (32% vs 8%, $p = .00$).

Table 6.5: Awareness of changes relating to school canteen policy

	Principal N=271 %	Teacher N=106 %	Canteen manager N=70 %	P&C president N=51 %
Yes	82	68	89	82
Yes – but don't know the details	14	19	9	12
No	4	13	3	6
Total	100	100	100	100

Table 6.6: Main changes relating to school canteen policy

	Principal N=261 %	Teacher N=92 %	Canteen manager N=68 %	P&C president N=48 %
Traffic light system/green lights	48	54	74	73
Healthy food and drink policy/healthy food choices	35	26	12	17
Majority of foods need to be from the green categories, some can be from amber foods, no red foods	12	10	9	8
Only healthy foods/drinks or those that satisfy the policy can be sold	8	11	9	4
School activities are not to involve with foods/drinks that are high in fat, sugar or salt	5	5	2	0
No foods/drinks that are high in fat, sugar or salt	2	14	4	2
No response	17	16	12	10

6.6 Information provided about the Policy

At this stage, respondents were read a statement about DET introducing the *Healthy Food and Drink Policy* in public schools. Then they were asked: “Do you remember receiving any information materials about the new canteen policy from the Department of Education and Training?”, and, if so, “How satisfied were you with the information you got?” The results are shown in Tables 6.7 and 6.8 respectively. Almost all principals and canteen managers indicated they had received information materials about the Policy (92% and 99%). The corresponding proportions were lower among P&C presidents and teachers (80% and 73%). Principals and canteen managers were more satisfied with the information they received than were teachers and P&C presidents (90% and 92% vs 79% and 64%). A higher proportion of P&C presidents were dissatisfied with the information received than among the other subgroups (12% vs 5% or less).

Table 6.7: Receipt of information materials about the new policy from DET

	Principal N=271 %	Teacher N=105 %	Canteen manager N=70 %	P&C president N=51 %
Yes	92	73	99	80
No	3	17	0	12
Unsure	5	10	1	8
Total	100	100	100	100

Table 6.8: Satisfaction with information received from the DET

	Principal N=249 %	Teacher N=77 %	Canteen manager N=69 %	P&C president N=41 %
Very satisfied	32	13	30	15
Satisfied	58	66	62	49
Neither satisfied nor dissatisfied	8	16	4	24
Dissatisfied	2	4	1	10
Very dissatisfied	0	1	1	2
Total	100	100	100	100

6.7 Attendance at the WASCA training & implementation of the policy

Respondents were asked: “*Did any of your canteen staff attend the WASCA training relating to the new policy?*” Teachers were not asked this question. Table 6.9 shows that canteen managers were far more likely than principals and P&C presidents to respond ‘yes’ (80% vs 60% and 22%). Principals in the metro area were more likely than those in the country to respond that their canteen staff had attended the WASCA training (66% vs 50%, $p=.01$).

Table 6.9: Attendance of canteen staff at the WASCA training

	Principal N=270 %	Canteen manager N=70 %	P&C president N=51 %
Yes	60	80	22
No	25	17	74
Unsure	15	3	4
Total	100	100	100

Respondents were asked: “*In your school, who participated in implementing the policy?*” The responses are shown in Table 6.10. Substantial proportions mentioned principals, P&C (sub)committee members and canteen managers as participants in implementing the policy. There were far fewer mentions of teachers than the other three stakeholders in implementing

the policy, which is understandable given their lesser involvement in matters relating to the school canteen. Principals and canteen managers were more likely to mention themselves than others as a participant (74% vs 69% or less; and 100% vs 71% or less, respectively).

Table 6.10: Main participants in implementing the policy

	Principal	Teacher	Canteen manager	P&C president
	N=265	N=102	N=70	N=51
	%	%	%	%
Principal	74	54	63	63
P&C (sub)committee	69	72	71	80
Canteen manager	63	71	100	80
Teachers	43	39	21	16
Don't know	8	21	1	10

* Totals may exceed 100% as multiple responses were permitted.

Respondents were asked: “Do you know when your canteen introduced the policy in full?”, and, if so, “In which month and year did your canteen introduce the policy in full?” Table 6.11 shows that 74% of canteen managers, 60% of principals, and 55% of P&C presidents knew when the canteen introduced the policy. The proportion of teachers who were aware of the date when the new canteen policy was introduced in full was substantially lower at 30%. Principals in the metro area were significantly more aware than those in the country of when the canteen policy was introduced in full (65% vs 53%, $p=0.05$). Table 6.12 shows the time at which school canteens introduced the Policy in full. The vast majority of respondents in each subgroup nominated dates in 2007 (71-80%), particularly Term 1 of 2007 (22-39% across subgroups). A further 12-19% of respondents across subgroups reported that the Policy was fully implemented in 2008. Small proportions of respondents reported that the Policy was implemented in their schools prior to 2007 (3-10%). Teachers in the metro area were significantly more likely than those in the country to report that the Policy was fully implemented in Term 1 of 2007 (46% vs 9%, $p = 0.03$).

Table 6.11: Do you know when your canteen introduced the policy in full?

	Principal	Teacher	Canteen manager	P&C president
	N=265	N=102	N=69	N=49
	%	%	%	%
Yes	60	30	74	55
No	8	22	0	6
Unsure	21	42	22	33
Don't know – policy was implemented before I arrived at this school	11	6	4	6
Total	100	100	100	100

Table 6.12: Time period the canteen introduced the policy in full

	Principal N=159 %	Teacher N=31 %	Canteen manager N=51 %	P&C president N=27 %
Before 2007	4	3	10	7
Term 1, 2007	28	39	22	30
Term 2, 2007	23	10	24	19
Term 3, 2007	11	3	14	15
Term 4, 2007	5	3	12	7
2007 (unspecified)	13	16	6	7
Term 1, 2008	8	13	12	15
Term 2, 2008	1	3	0	0
Term 3, 2008	1	3	0	0
Term 4, 2008	1	0	0	0
2008 (unspecified)	1	0	2	0
No response	4	6	0	0

6.8 Attitudes towards the policy

Respondents were asked: “How did you feel about the policy when it was first introduced?”, and “How do you feel about the policy now?” The response categories and results are shown in Table 6.13. Overall, a high proportion of the respondents had a positive attitude towards the policy both when it was first introduced and at the time of the survey (45-64% pre-implementation and 55-66% post-implementation). There was no significant change in attitude towards the policy among principals and teachers (positive: 64% to 66% and 52% to 55%). When the policy was first introduced, canteen managers and P&C presidents were less positive about the policy than the other two stakeholders. However, both canteen managers and P&C presidents were more positive about the policy at the time of the survey, with the proportion responding ‘(very) positive’ increasing from 47% to 65% and 45% to 57% respectively.

Table 6.13: Attitude towards the policy when it was first introduced and at the time of the survey

	Principal		Teacher		Canteen manager		P&C president	
	%	%	%	%	%	%	%	%
	First intro N=237	Now N=264	First intro N=96	Now N=102	First intro N=66	Now N=69	First intro N=46	Now N=49
Very positive	27	29	20	17	17	26	17	26
Positive	37	37	32	38	30	39	28	31
Mixed feelings	26	27	34	29	48	33	44	39
Negative	2	2	5	8	2	0	4	0
Very negative	1	2	1	4	0	0	4	4
No feelings either way	6	3	7	4	3	1	2	0
Total	100	100	100	100	100	100	100	100

Respondents were presented with the statements listed in Figure 6.2 and asked to rate the extent to which they agreed or disagreed with each statement. High proportions of respondents agreed that *'the policy has been effective in providing healthier foods at schools'* (77-84%; canteen managers: 96%), *'the policy is a good opportunity to teach children about healthy eating'* (79-80%), and *'the traffic light system is easy to understand'* (75-80%; P&C presidents: 54%). In all subgroups, more respondents agreed than disagreed that *'The P&C approved all changes to the canteen menu'* (agree: 56-75%; disagree: 7-23%).

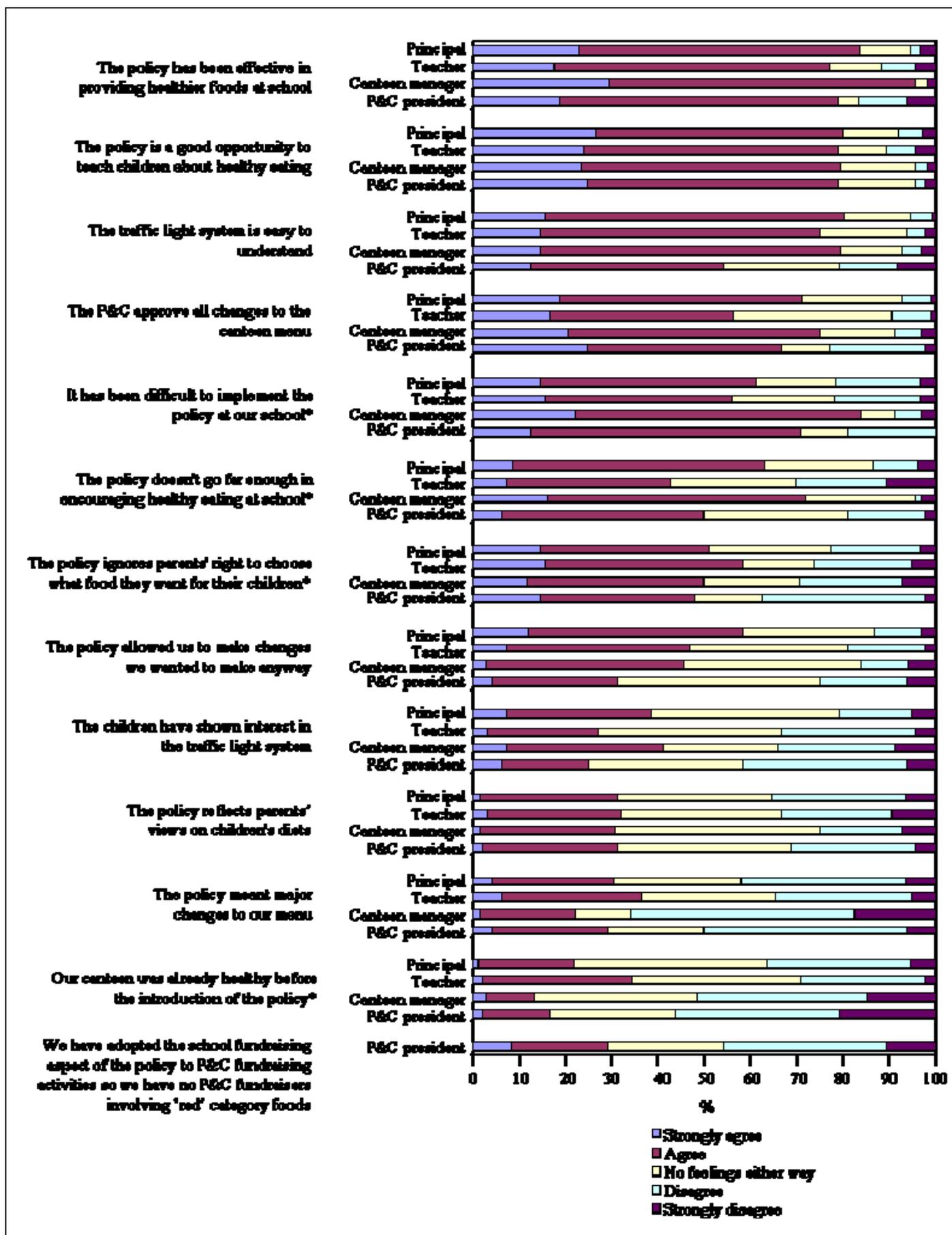
Canteen managers and P&C presidents were more likely than principals and teachers to agree that it has not been difficult to implement the policy at our school (84% and 81% vs 61% and 56%, respectively). Principals and canteen managers were more likely than teachers and P&C presidents to disagree with the statement *'The policy doesn't go far enough in encouraging healthy eating at school'* (63% and 72% vs 43% and 50%, respectively).

In line with the comments made by some principals during the qualitative phase of the study, just over half of the principal respondents (58%) agreed with the statement *'The policy allowed us to make changes we wanted to make anyway'*. Just less than half of the teachers (47%) and canteen managers (46%) and around a third of the P&C presidents agreed with this statement (31%).

Principals and canteen managers were more likely than teachers and P&C presidents to agree that *'The children have shown interest in the traffic light system'* (39% and 41% vs 27% and 25%). The proportion of respondents who agreed and disagreed with the statement *'The policy reflects parents' views on children's diets'* were similar for each subgroup (agree: 31-32%; disagree: 25-35%). As shown in the parents' survey results reported above, more than 60% of parents agreed with this statement, indicating that other stakeholders are significantly underestimating parents' satisfaction with the Policy.

Canteen managers and P&C presidents were more likely than principals and teachers to feel that their canteens were already healthy before the introduction of the Policy (52% and 56% vs 36% and 29%), and that the Policy did not require major changes to the menu (66% and 50% vs 42% and 34%). These results reflect the findings of the *Treat or Trap* project by indicating that the implementation process was not perceived to be onerous for a substantial number of schools because it built on their existing food provision practices rather than constituting a dramatic change in operations.

Figure 6.2: Attitudes towards the Policy



* Reverse scored.

Only P&C presidents were presented with the statement: *'We have adopted the school fundraising aspect of the policy to P&C fundraising activities so we have no P&C fundraisers involving 'red' category foods'*. The majority of P&C presidents (56%) disagreed with this statement. Agreement with the statement was 17%. This outcome highlights that the fundraising aspect of the Policy may be the most difficult for schools in this post-implementation phase. Additional efforts may be required to assist schools achieve compliance and to encourage transference of the Policy to fundraising activities that are under the auspices of P&C Committees.

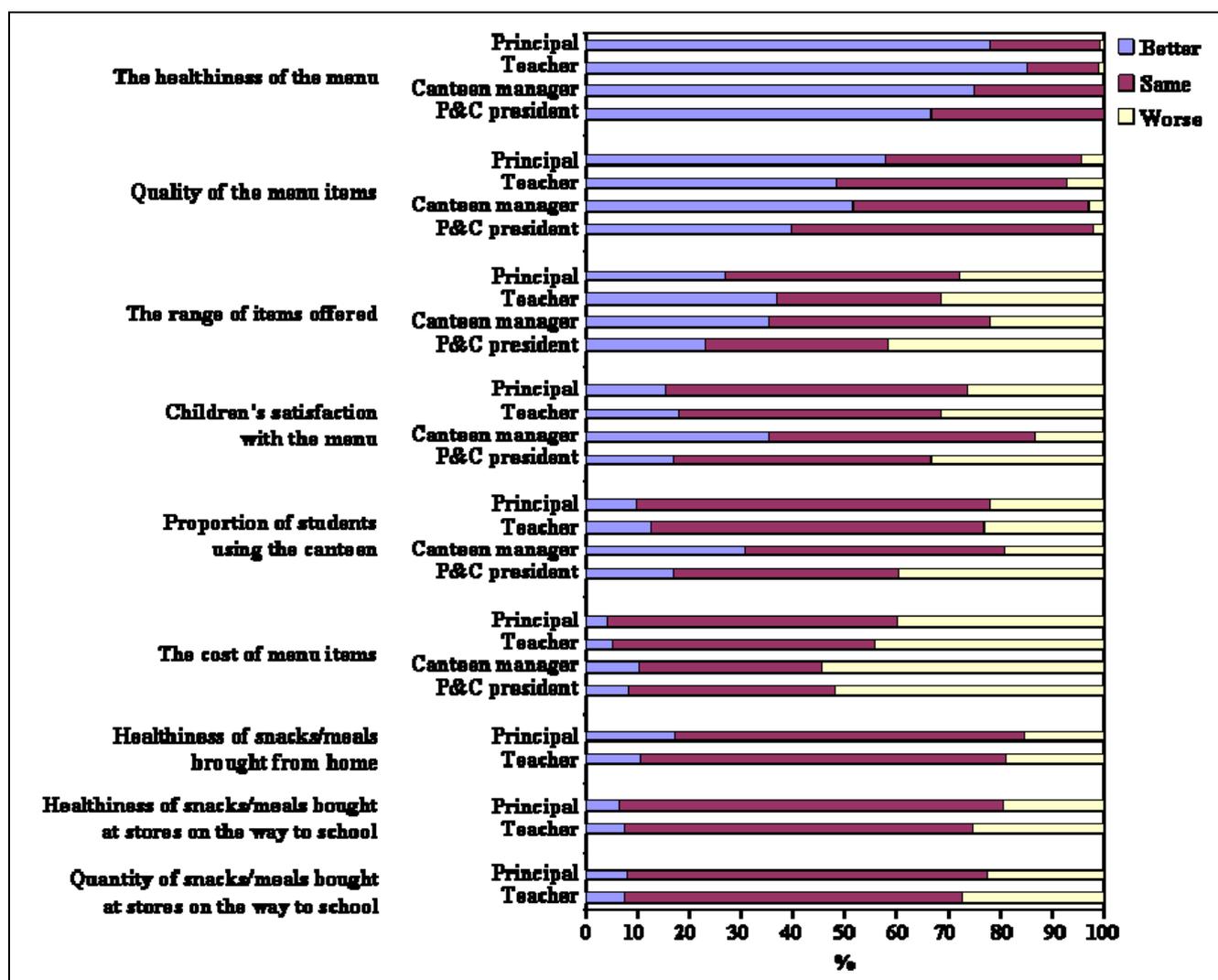
6.9 Perceived changes since Policy implementation

Respondents were presented with the statements listed in Figure 6.3 and asked: *"Thinking now about how things were before the policy was introduced in January 2007, for each of the following statements please advise whether the situation has stayed the same or changed for the better or the worse over that time."* These statements included aspects of the Policy as well as external influences on food choices.

With respect to school canteens, the two things that were considered to have changed most for the better were the 'healthiness' and 'quality' of the menu items, although P&C presidents were less likely than the other three stakeholders to think so (67% vs 75-85% and 40% vs 48%-58%). Responses were varied for the statement *'The range of items offered'*, with 23-37% rating it as better and 22-42% worse. Canteen managers were far more likely than the other three stakeholders to feel that *'Children's satisfaction with the menu'* and the *'Proportion of students using the canteen'* have improved (35% vs 15-18% and 31% vs 10-17%). *'The cost of menu items'* generated the highest proportion of 'worse' responses (40-54% in each subgroup), with only 4-10% rating it as better. As noted earlier, this is in line with significant increases in food prices nationally over the past two years.

Principals and teachers were presented with the following external items to consider in terms of changes in children's diets since the Policy was introduced: *'Healthiness of snacks/meals brought from home'*, *'Healthiness of snacks/meals bought at stores on the way to school'*, and *'Quantity of snacks/meals bought at stores on the way to school'*. There was a general perception that the situation has stayed the same for each of these factors (65-74% in each subgroup). However, principals and teachers were more likely to rate both the healthiness and quality of snacks/meals bought at stores on the way to school as now worse than were canteen managers and P&C presidents (22-27% vs 7-8%; 19-25% vs 6-7%). These data demonstrate the need to go beyond school boundaries with healthy food policies.

Figure 6.3: Perceptions of the impact of the Policy



6.10 Compliance with the policy

Respondents were asked: “Overall, how would you rate your school’s compliance with the policy?” The response scale and results appear in Table 6.14. Most respondents felt that their schools complied fully with the policy, with canteen managers more likely than the other three stakeholders to do so (77% vs 51-67%). Only a small proportion of respondents felt that their school did not comply with the policy (ratings 1-2: 8% or less in each subgroup).

Table 6.14: Reported compliance with the policy

	Principal N=263 %	Teacher N=102 %	Canteen manager N=69 %	P&C president N=49 %
Non-compliant:				
1	2	1	3	2
2	1	7	0	0
3	8	21	7	10
4	28	21	13	20
Fully compliant:				
5	60	51	77	67
Total	100	100	100	100

Respondents were asked: “Do you have any suggestions that could increase your school’s compliance with the policy?”, and, if so, “What are your suggestions?” Table 6.15 shows that around a fifth of respondents had a suggestion, with the main suggestions shown in Table 6.16. Numerous suggestions were proposed, the main suggestions being ‘more information for parents’ (12%), ‘more flexibility in the policy’ (10%), ‘more school resources and facilities to provide healthy lunches’ (10%), ‘more education for children about foods’ (10%), and ‘provide training to school teachers/staff on the policy’ (10%).

Table 6.15: Do you have any suggestions for increasing school’s compliance with the policy?

	Principal N=263 %	Teacher N=102 %	Canteen manager N=69 %	P&C president N=49 %
Yes	18	24	23	24
No	82	76	77	76
Total	100	100	100	100

Table 6.16: Main suggestions for increasing school’s compliance with the policy

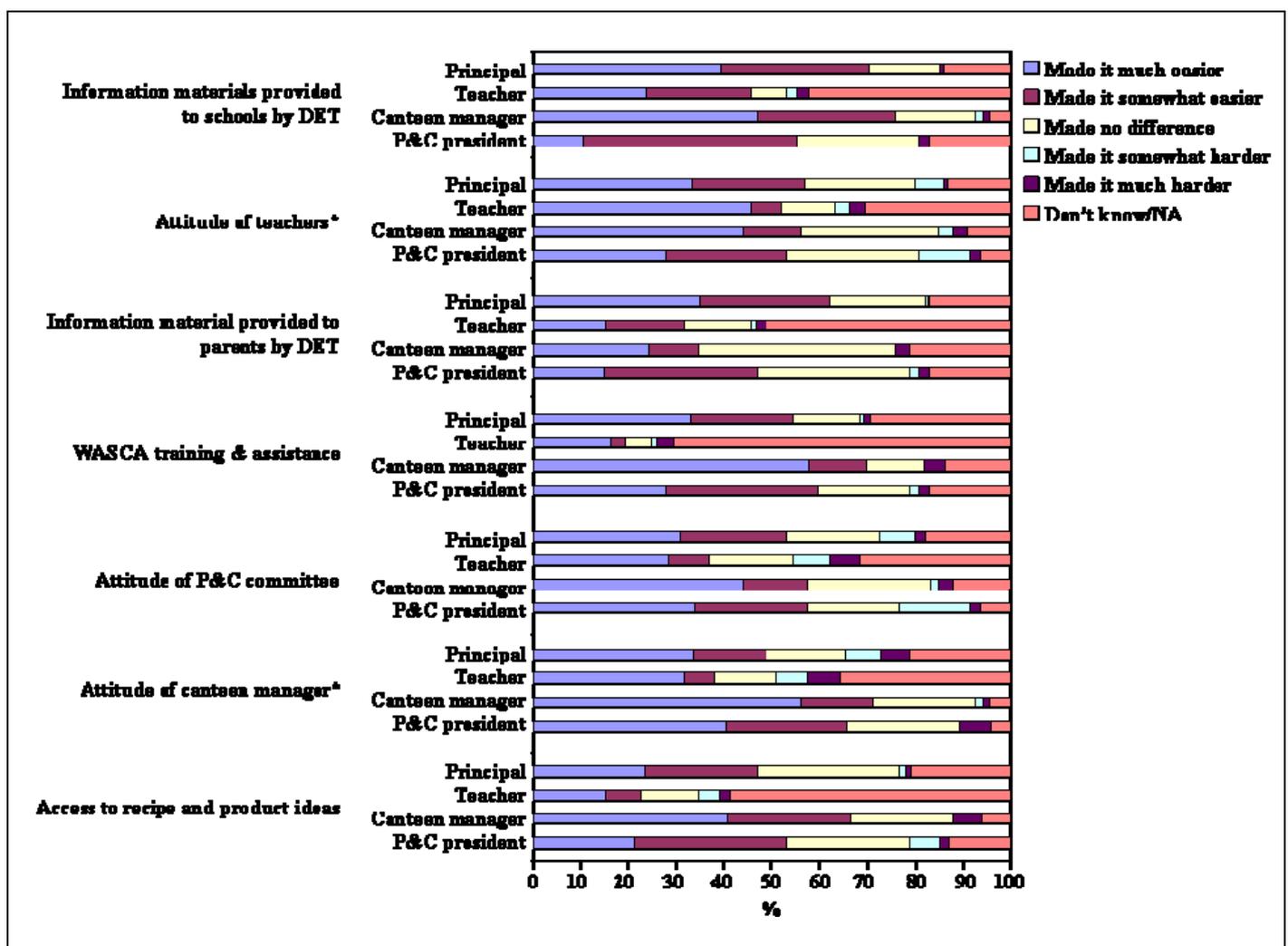
	Principal N=47 %	Teacher N=24 %	Canteen manager N=16 %	P&C president N=12 %	Total N=99 %
More information for parents	15	17	0	8	12
More flexibility (e.g., leniency on ‘red’ food)	17	4	0	8	10
More school resources and facilities to provide healthy lunches	11	17	0	8	10
More education for children about foods	6	17	6	17	10
Provide training to school teachers/staff on the policy	4	17	19	8	10
Profitability of canteens needs to be considered in implementing new policy	13	8	0	8	9
Provide more healthy foods	4	21	6	0	8
Greater consultation/discussion about the policy with stakeholders	13	0	6	0	7
More volunteers to run and implement the policy	6	8	6	8	7
Re-assessment of food categories/ portion size	4	0	6	33	7
More training for parents on the policy	4	0	12	0	4
Run a healthy food awareness campaign	4	0	0	8	3

6.11 Factors influencing the implementation of the policy

Respondents were presented with the statements in Figures 6.4 and 6.5 and asked: “Thinking about when your canteen implemented the new canteen policy, did the following factors make it easier, more difficult, or make no difference to implementing the policy?”

For principals, the main factors that made it easier to implement the Policy were information materials provided by the DET to schools (70%) and parents (62%), attitude of teachers (57%) and the P&C committee (53%), and WASCA training and assistance (54%). For teachers, attitude of school principal was the only factor that was mentioned by more than half of respondents (52%) as making it easier to implement the Policy. The other main factors mentioned by teachers were the information materials provided to schools by the DET (46%), and the attitudes of canteen manager (38%) and P&C committee (37%).

Figure 6.4: Factors influencing Policy implementation (a)



* Teachers were asked: “Attitude of school principal”.

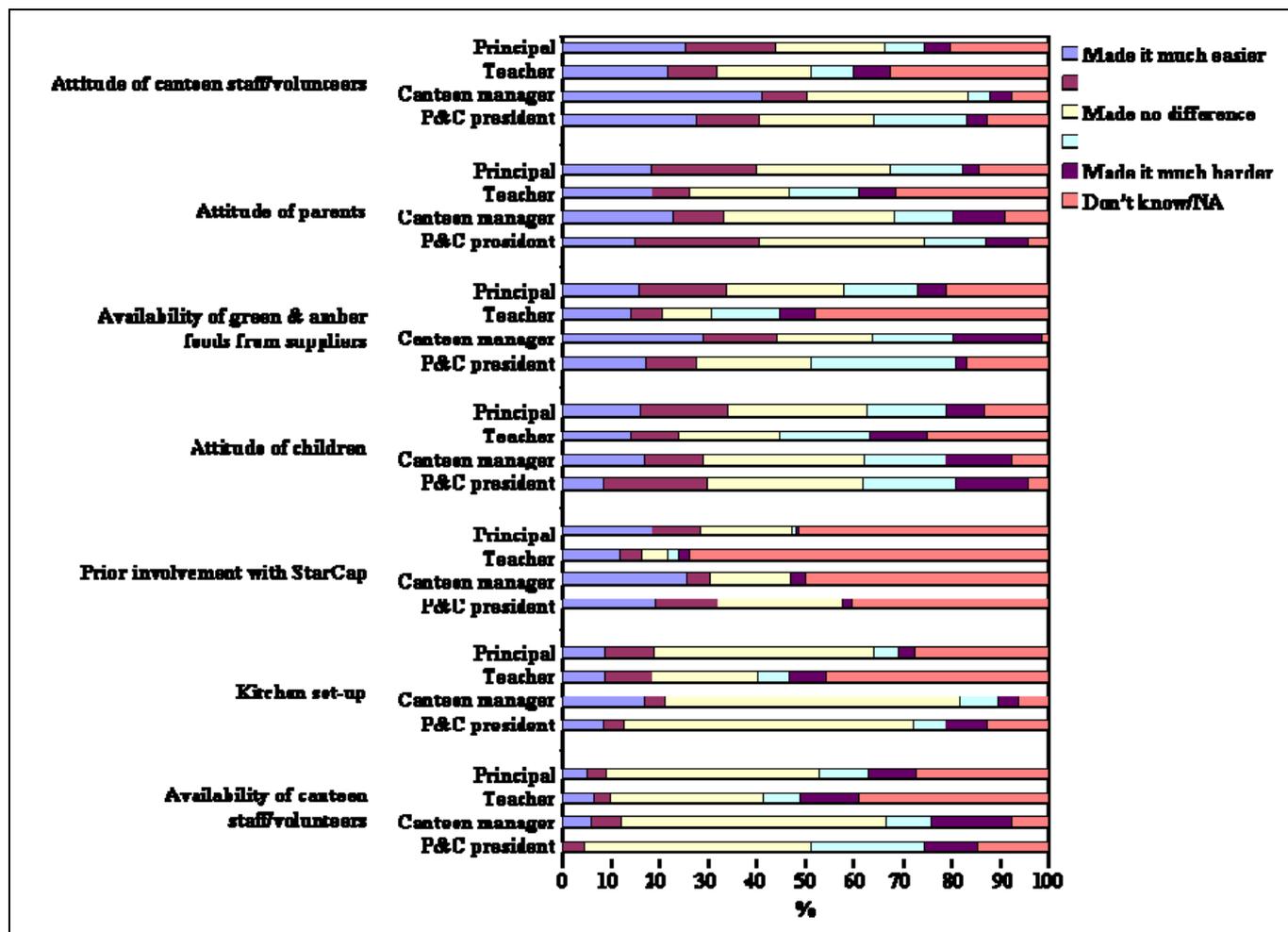
** Canteen managers were asked: “Attitude of school principal”.

For canteen managers, information materials provided to schools by DET (76%), WASCA training and assistance (70%), attitude of school principal (71%), and access to recipe and product ideas (67%) were the main factors that were reported to make it easier to implement the Policy. For P&C presidents, the main factors nominated were attitudes of the canteen manager (66%), P&C committee (57%) and teachers (53%), information materials provided by the DET to schools (55%) and parents (47%), WASCA training and assistance (60%), and access to recipe and product ideas (53%). P&C presidents felt that the lack of availability of canteen staff/volunteers made it harder to implement the policy (34%).

Responses to item 'the attitude of children' were varied, with the proportion responding 'easier' being similar to the proportion responding 'harder' (24-34% vs 24-34%).

Principals in the metro area were significantly more likely than those in the country to mention that 'WASCA training and assistance' (62% vs 42%, $p=.00$), 'attitude of P&C committee' (60% vs 43%, $p=.01$), 'attitude of canteen manager' (59% vs 34%, $p=.00$), 'kitchen set-up' (26% vs 8%, $p=.00$) and 'availability of green and amber foods from food suppliers' (42% vs 21%, $p=.00$) made it easier to implement the Policy.

Figure 6.5: Factors influencing Policy implementation (b)



6.12 Ease of implementation of various aspects of the Policy

Respondents were presented with the statements in Figures 6.6 and 6.7 and asked: “*Thinking about the various aspects of the Policy, please rate the following in terms of how easy or difficult they were to implement in your school.*” The statements in Figure 6.6 were presented to all stakeholders while the statements in Figure 6.7 were presented to three or fewer stakeholders.

All four stakeholders were significantly more likely to report that ‘Developing your school’s own canteen policy’ was easy rather than difficult to achieve (principals: 46% easy vs 8% difficult; teachers: 32% vs 13%; canteen managers: 52% vs 12%; and P&C presidents: 40% vs 21%). For principals and teachers, explaining changes to children and to parents were the easiest aspects of the policy to implement (children: 50-60%; parents: 49-50%). The corresponding proportions were substantially smaller for canteen managers and P&C presidents (30-35% for both children and parents).

For canteen managers, the easiest aspects of the policy to implement were canteen staff training (59%), deciding on menu items (55%), preparation of menu items (54%), developing their school’s canteen policy (52%), offering a varied menu (50%), and finding acceptable recipes (47%) and products (47%). For P&C presidents, there was no one aspect that was clearly easier than difficult to implement, although for many items they were more likely than other groups to report implementation as somewhat or very difficult.

There was much variation in responses to the following statements: ‘removing popular unhealthy items’, ‘encouraging children to sample new items’ and ‘catering for school social events’. In these cases respondents were polarised on perceived ease of implementation.

Figure 6.6: Ease of implementation of aspects of the Policy

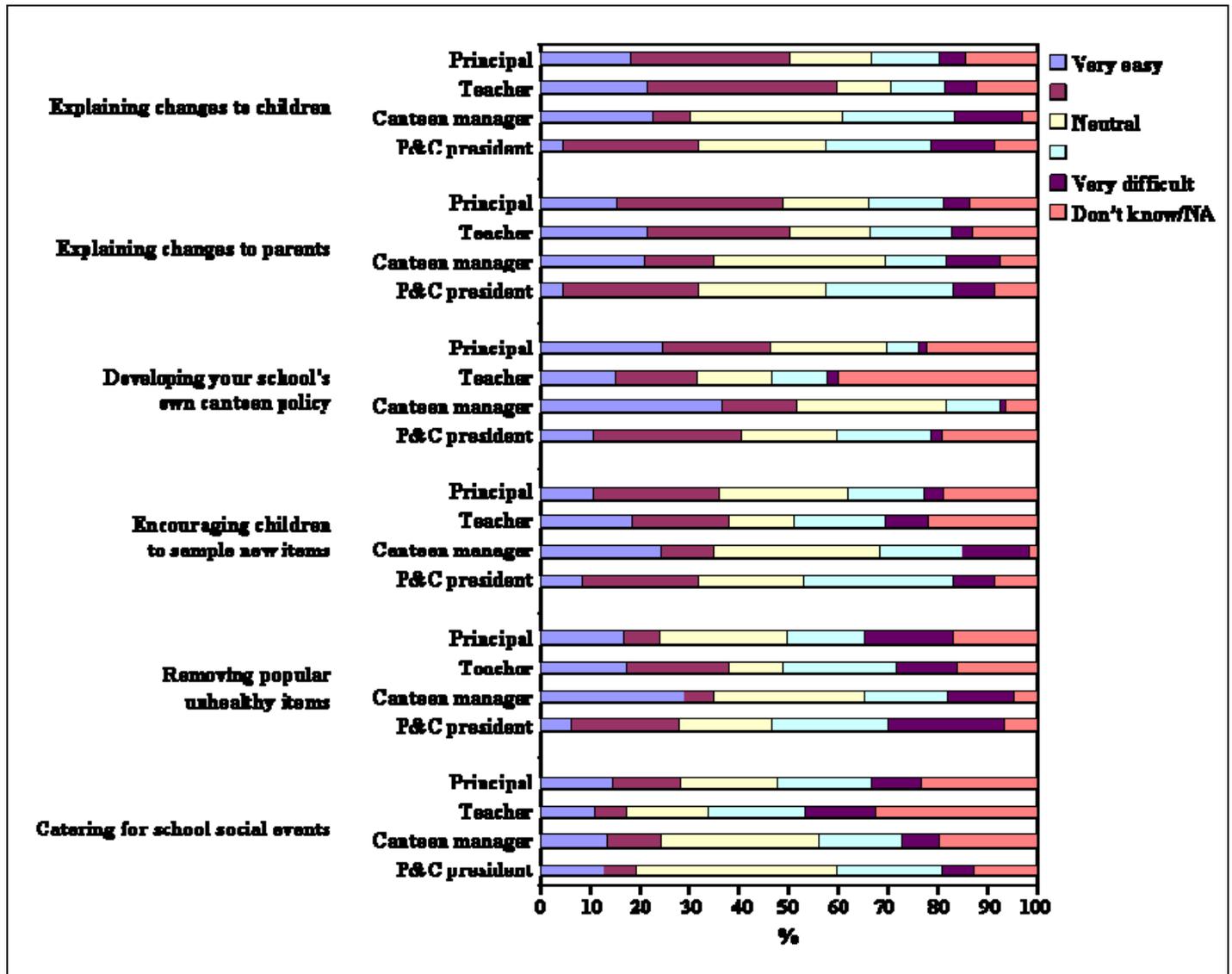
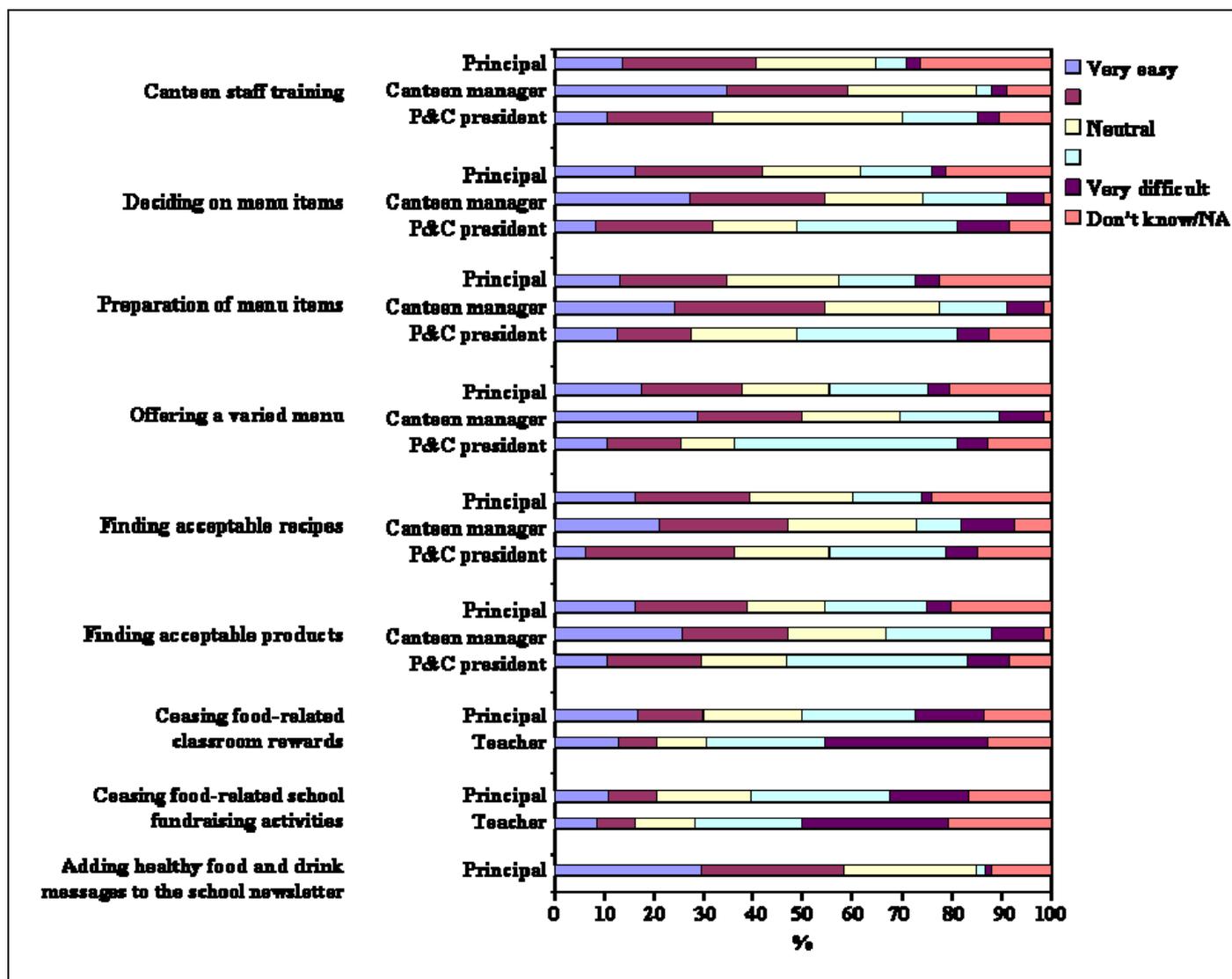


Figure 6.7: Ease of implementation of aspects of the Policy



Principals and teachers were presented with the following two statements: ‘ceasing food-related classroom rewards’ and ‘ceasing food-related school fundraising activities’. Larger proportions of teachers found both more difficult than easy to implement (rewards: 56% difficult vs 21% easy; fundraising: 51% vs 16%). Similarly, principals were more likely to find both aspects more difficult than easy to implement, although to a lesser extent (36% vs 30%; 44% vs 20%).

Only principals were presented with the statement: ‘adding healthy food and drink messages to the school newsletter’. More than half of the principals (58%) responded that this was easy or very easy. Only 3% of principals responded that this was difficult to implement.

Principals in secondary schools were significantly more likely than those in primary schools to report that the following were difficult to implement ‘remove popular unhealthy items’ (52% vs 27%, $p=.00$), ‘cease food-related classroom rewards’ (61% vs 30%, $p=.00$), and ‘cease food-related school fundraising activities’ (61% vs 38%, $p=.00$). Respondents in the metro area were

significantly more likely than those in the country to report that 'canteen staff training' was easy to implement (47% vs 31%, $p=.02$).

6.13 Changes in menu items

Respondents were asked: "*Which menu items were most difficult to remove from the menu when implementing the Policy?*" The responses are shown in Table 6.17. A substantial proportion of principals, teachers, and P&C presidents did not respond to this question or responded 'don't know' (34-50%). Reflecting their greater involvement in the operational aspects of school canteens, only 14% of canteen managers did not respond to this question or responded 'don't know'.

Among canteen managers, the most frequent response was junk food (41%), followed by pastry items (20%). For the other stakeholders, pastry items were the most frequently mentioned food item (20-24%). Among all subgroups, ice creams and chips were also found to be difficult to remove (9-17% and 6-12%). An item mentioned by all stakeholders other than P&C presidents was cool/soft drinks (7-12%).

Respondents were also asked: "*Which new menu items were most successful?*" The responses are shown in Table 6.18. Again, a substantial proportion of principals, teachers and P&C presidents did not respond to this question or responded 'don't know' (47-56%), whereas only 11% of canteen managers did not respond or responded 'don't know'.

In each subgroup, the main item mentioned was sandwiches (6-23%). Among principals, teachers and P&C presidents, no other item stood out with less than 10% of respondents mentioning each nominated item. Among canteen managers, other most frequently mentioned items were salad (18%), pasta/lasagna (15%) and chicken/beef (14%).

Table 6.17: Items identified as difficult to remove from the menu

	Principal N=236 %	Teacher N=92 %	Canteen manager N=66 %	P&C president N=47 %
Pastry items (e.g., pie, pasty)	24	20	20	23
Ice creams/icy poles	9	16	17	11
Junk food (e.g., lollies, chocolate, cake)	8	18	41	15
Cool drinks, soft drinks, cordial	7	12	11	0
Chips/nachos/hash brown	6	8	12	8
Fried food	4	0	2	0
Chicken/beef	2	3	6	0
Muffin	2	1	3	0
Snacks	1	2	6	8
Pizza	1	2	2	0
Milk-based drink (e.g. milkshake)	1	0	2	4
Burger/hotdog	1	0	9	4
Sandwich/roll/focaccia (with or without meat)	<1	3	2	6
Pre-packaged food	<1	1	2	0
Fruit juice	<1	0	0	0
Honey/jam	<1	0	0	0
Garlic bread	0	0	2	6
Popcorn	0	0	2	2
Noodles	0	0	2	0
Don't know	7	18	11	13
No response	36	32	3	21

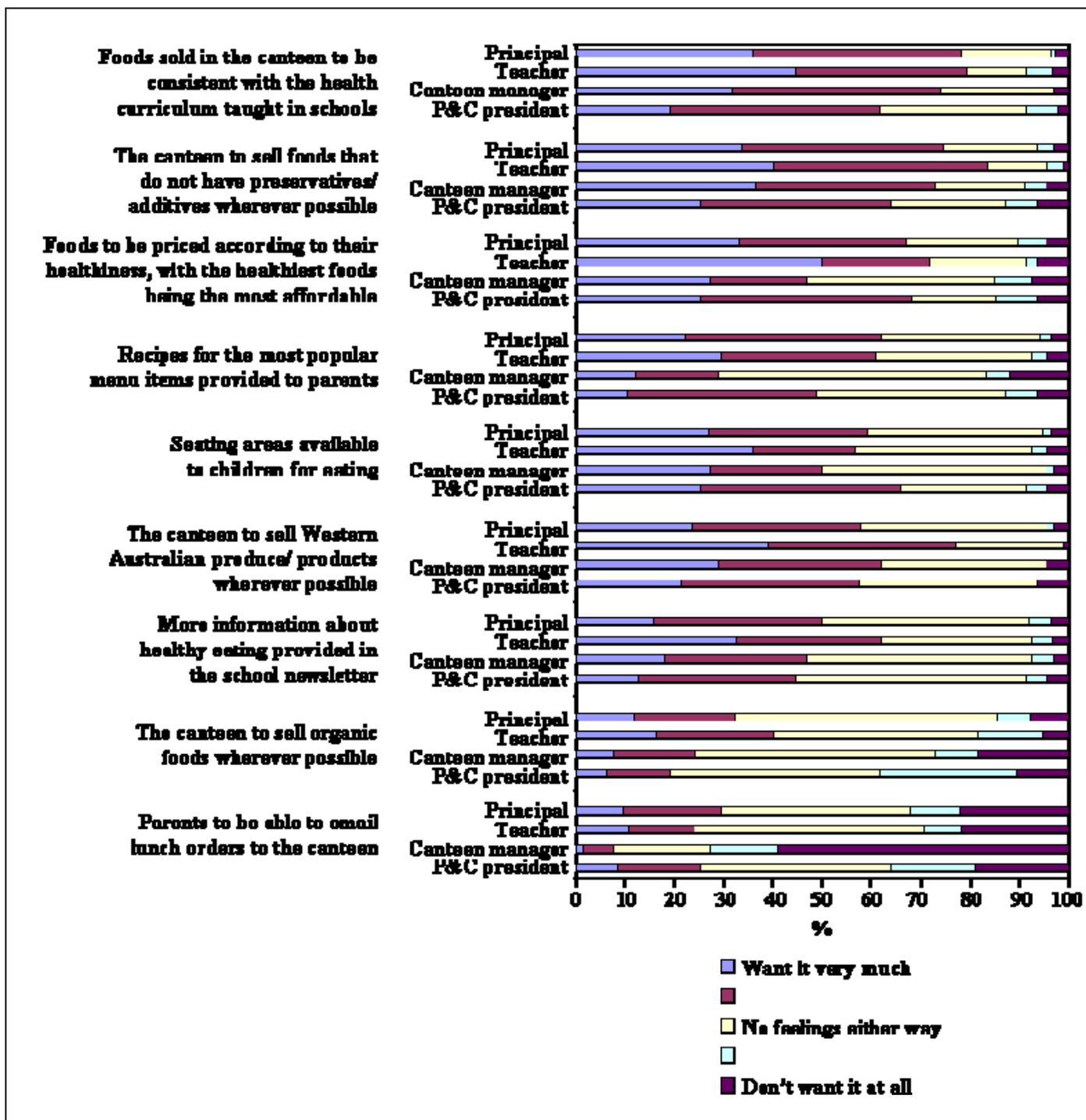
Table 6.18: Successful new menu items

	Principal N=236 %	Teacher N=92 %	Canteen manager N=66 %	P&C president N=47 %
Sandwich/roll/wrap/focaccia	6	17	23	11
Fruit (salad, pieces)	6	5	11	8
Salad	4	6	18	4
Sushi	4	4	8	6
Muffin	3	1	2	2
Cool/soft drinks/cordial	2	8	11	6
Burger/hotdog	2	2	6	2
Pasta/lasagna	2	0	15	2
Pastry items (e.g., pie, pasty)	2	0	6	2
Fruit juice	2	0	3	2
Vegetarian (roll, sandwich, pie)	2	0	3	0
Dairy product (cheese, yoghurt)	1	4	6	4
Stuffed potato	1	1	8	0
Rice	1	0	6	0
Soup	1	0	0	2
Pizza	<1	1	8	0
Noodles	<1	0	6	0
Chicken/beef	0	2	14	2
Don't know	13	21	3	17
No response	43	35	8	30

6.14 Attitudes towards potential new aspects of the Policy

Respondents were presented with the statements in Figure 6.8 and asked: “*Would you like to see the following introduced at your school?*” There was moderate-to-strong support for seven of the nine ideas proposed.

Figure 6.8: Attitudes towards potential additions to the Policy



There was support among all four stakeholder groups for ‘the canteen to sell Western Australia produce/product wherever possible’ (58-77%) and ‘more info about healthy eating provided in the school newsletter’ (45-62%). For the following ideas there was strong support from principals, teachers and P&C presidents and positive but somewhat weaker support from canteen managers: ‘foods sold in the canteen to be consistent with the health curriculum taught in school’ (canteen managers: 62%; other groups: 74-79%), ‘the canteen to sell foods that do not have preservatives/additives wherever possible’ (64% vs 73-84%), ‘seating areas available to children for eating’ (50% vs 57-66%), ‘foods to be priced according to their healthiness, with the healthiest food being the most affordable’ (47% vs 67-72%), and ‘recipes for the most popular menu items provided to parents’ (47% vs 67-72%).

There was less support for ‘the canteen to sell organic foods wherever possible’ and ‘parents to be able to email lunch orders to the canteen’. Principals (32%) and teachers (40%) were more likely to want organic foods than were P&C presidents (19%) and canteen managers (24%). A high proportion of canteen managers did not want ‘parents to be able to email lunch orders to the canteen’ (73%).

Principals in secondary schools were more likely than those in primary schools to support ‘seating areas available to children for eating’ (68% vs 58%), and significantly so for ‘want it very much’ (39% vs 24%, $p=.03$).

6.15 Attitudes towards suggestions to make children’s diets healthier

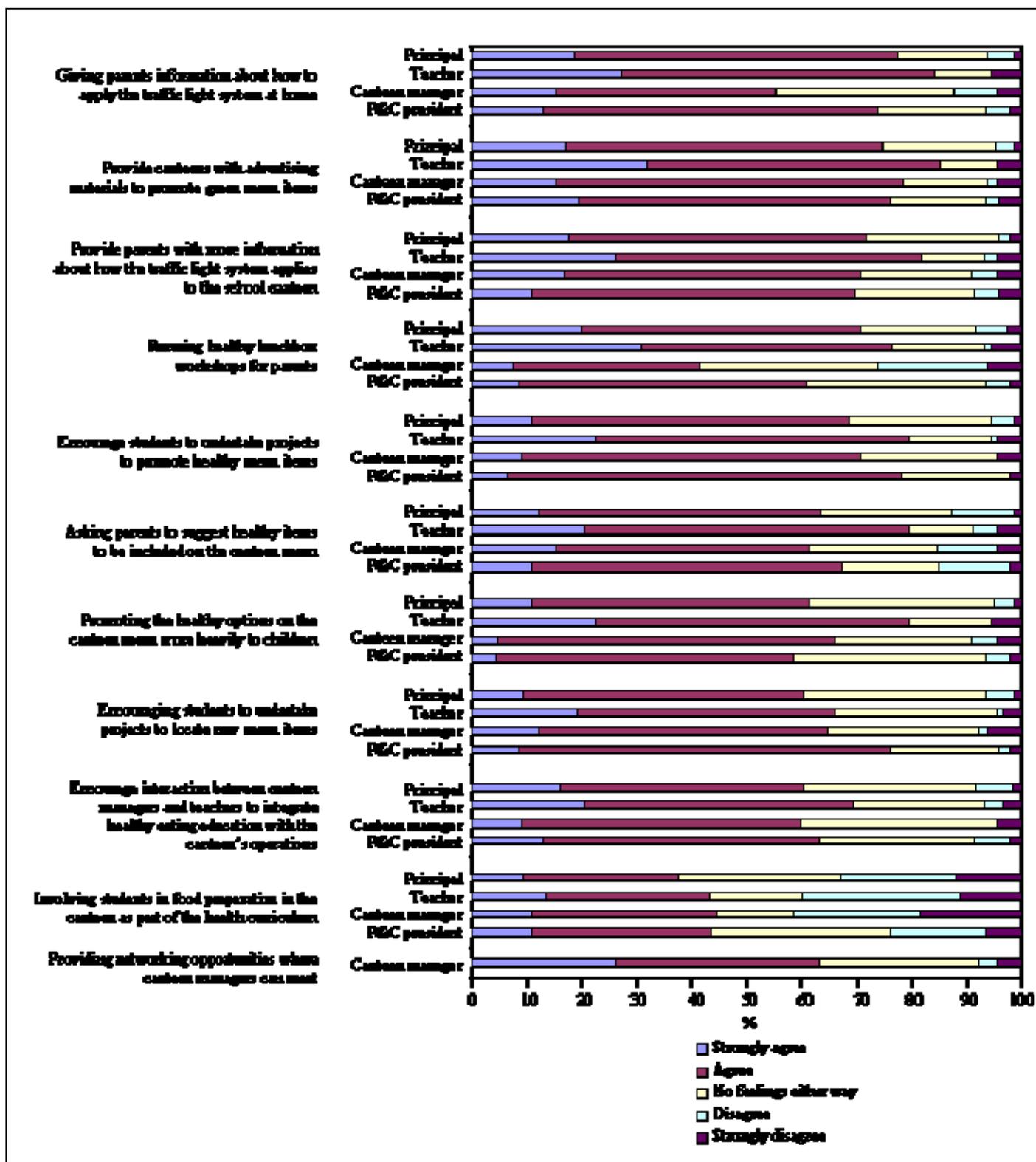
Respondents were presented with the statements in Figure 6.9 and asked: “*The Department of Education and Training is seeking suggestions to enhance the Policy to make children’s diets healthier. For each of the following, please state whether you agree, disagree, or have no feelings either way that they could assist in making children’s diets healthier?*”

Only canteen managers were presented with the statement, ‘providing networking opportunities where canteen managers can meet’. A moderate-to-high proportion of canteen managers agreed that it would help make children’s diets healthier (63%; ‘strongly agree’: 30%). Only 8% of canteen managers disagreed with the statement.

Responses to ‘involving students in food preparation in the canteen as part of the health curriculum’ were varied. However, respondents were more likely to agree than disagree (principals: 38% agree vs 33% disagree; teachers: 43% vs 40%; canteen managers: 45% vs 42%; and P&C presidents: 44% vs 24%).

Overall, there was a high level of agreement for all of the other suggestions, although canteen managers were less likely than other stakeholders to agree with 'giving parents information about how to apply the traffic light system at home' (55% vs 74-84%) and 'running healthy lunchbox workshops for parents' (42% vs 61-76%).

Figure 6.9: Attitudes towards suggestions for improving children's diets



6.16 Other comments/suggestions

Respondents were asked: “Do you have any comments you would like to make about the new canteen policy? In particular, are there any ways you could see that the policy’s impact on children’s health could be enhanced?” The main responses are shown in Table 6.19.

In each subgroup, 9-14% of respondents to this question gave a positive comment in general about the policy, and a further 3-18% specifically stated that it had improved the eating habits of students/staff. Some respondents felt that the policy was not necessary (9-14%) or had concerns about the profitability of the canteen (3-18%). Concerns were also expressed about children buying junk food elsewhere (8-24%). The main suggestions were to provide more information and education about the policy for parents, children, teachers and canteen staff (9-21%), more equipment/personnel for the canteen (3-9%), and greater access to volunteers to cope with a perceived increased workload (3-18%).

Table 6.19: Main comments/suggestions on the Policy

	Principal N=89 %	Teacher N=37 %	Canteen manager N=39 %	P&C president N=33 %
Positive comments:				
Positive comments in general about the policy/canteen	9	14	10	9
The policy has improved eating habits of the students/staff	3	3	5	18
Negative comments:				
Policy is not necessary	14	11	10	9
Concerns about the profitability of the canteen	14	11	3	18
Other comments:				
Kids buying junk food elsewhere	15	24	8	9
Suggestions:				
Provide more education/information about the policy for parents, children, teachers, canteen staff	9	14	18	21
Provide more equipment/personnel for canteen	3	5	5	9
More volunteers required to cope with increased workload	9	5	3	18

6.17 Miscellaneous data

Canteen managers and P&C presidents were asked whether or not they use volunteers and, if yes, how they were recruited. In total, 88% of respondents indicated they used volunteers in their school canteens (canteen managers: 88%; P&C presidents: 89%) (Table 6.20). The most popular recruitment methods were via the school newsletter (93%), via the P&C committee (76%), and personal contact by canteen manager (73%) (Table 6.21).

Table 6.20: Proportion of canteens using volunteers

	Canteen manager N=70 %	P&C president N=49 %
Yes	87	88
No	13	12
Total	100	100

Table 6.21: Strategies used to recruit volunteers

	Canteen manager N=57 %	P&C president N=40 %
Via the school newsletter	93	92
Personal contact by canteen manager	81	62
P&C Committee	65	92
Students engaging in community service or work experience activities	12	8
Total	100	100

Canteen managers and P&C presidents were asked “*What are the main methods used to set prices in your canteen?*” ‘Adding varying margins to different products’ was the most popular method used to set prices (61%) (Table 6.22). The second most popular method was to ‘estimate what the children and parents will be willing to pay for each item’ (42%).

Table 6.22: Main methods in setting prices in the canteen

	Canteen manager N=57 %	P&C president N=40 %
Add varying margins to different products	63	58
Estimate what the children and parents will be willing to pay for each item	40	44
Add a pre-specified margin to all products	26	38
Following the recommended retail price specified by the supplier	35	18

Canteen managers and P&C presidents were asked “Are any menu items subsidised by other items to make them more affordable for students?”, and, if so, “Which ones?” Overall, most of the respondents (66%) indicated that most menu items were not subsidised by other items to make them more affordable (Table 6.23). Of those who said yes, 33% mentioned fruit as being the product subsidised (Table 6.24). Sandwiches/rolls and salad were also mentioned by 9% of respondents answering this question. Unspecified green/healthy items were mentioned by 18% of respondents.

Table 6.23: Subsidising menu items to make them more affordable for students

	Canteen manager N=65 %	P&C president N=45 %
Yes	40	27
No	60	73
Total	100	100

Table 6.24: Main menu items subsidised to make them more affordable for students

	Canteen manager N=24 %	P&C president N=9 %
Fruit	38	22
Green/healthy items	21	11
Sandwich/roll	8	11
Salad	8	11

Canteen managers and P&C presidents were asked about how prices were raised over time. A high proportion of the respondents (92%) mentioned that prices were raised ‘in line with cost increases for individual products’ (Table 6.25).

Table 6.25: Strategies used to increase prices over time

	Canteen manager N=61 %	P&C president N=43 %
In line with cost increases for individual products	97	86
Set mark-up across all products	12	12
In line with CPI increases	7	12

Canteen managers and P&C presidents were asked: “Overall, how would you rate your satisfaction with the WACSA training?” As only ten P&C presidents responded, the results are

shown only for canteen managers in Table 6.26. Overall, most were satisfied (62%) or very satisfied (22%). Only a very small minority was very dissatisfied (2%).

Table 6.26: Satisfaction with WACSA training

	Canteen manager N=53 %
Very satisfied	23
Satisfied	64
Neither satisfied nor dissatisfied	9
Dissatisfied	2
Very dissatisfied	2
Total	100

Canteen managers and P&C presidents were asked: “*From whom do you receive ongoing support to make sure that canteen menu items are healthy?*” The responses are shown in Table 6.27. The P&C committee was mentioned by most respondents in both groups combined (76%), followed by the principal (56%), food suppliers (49%), WASCA (48%), and paid canteen staff (47%).

Table 6.27: Providers of ongoing support to ensure menu items are healthy

	Canteen manager N=65 %	P&C president N=47 %
P&C Committee	65	92
Food suppliers	63	30
WASCA	63	28
Principal	57	55
Paid canteen staff	51	43
Canteen volunteers	45	44
Parents	38	40
Teacher	29	13
Other canteen managers	28	0
Children	17	6
Dietitians	6	4

Canteen managers and P&C presidents were asked: “*Have any promotional activities been undertaken to promote healthy foods in your canteen? If yes, please provide examples and state how successful they were?*” Fewer than half of the respondents reported promotional activities to promote the healthy foods available in their canteens (44%) (Table 6.28). Of those who reported promotional activities, 44% mentioned ‘Fruit and Veg Week’ (Table 6.29). Other activities such as free samples/tastings (19% of those responding to this question), food days

(19%), and meal deals (19%) were also undertaken in some schools. Respondents provided a total of 69 examples of promotional activities they had undertaken. Of these, 13 (19%) were deemed very successful and four (6%) were judged as successful. Four promotional activities (6%) were somewhat successful while two activities (3%) had mixed reactions. Only three promotional activities (4%) were deemed unsuccessful (Table 6.30).

Table 6.28: Promotional activities to promote healthy foods in the canteen

	Canteen manager N=65 %	P&C president N=47 %
Yes	40	49
No	60	51
Total	100	100

Table 6.29: Main promotional activities undertaken

	Canteen manager N=26 %	P&C president N=22 %
Fruit and Veg Week	58	27
Free samples/tastings	31	4
Foods day	19	18
Meal deals	12	27

Table 6.30: Perceived successfulness of promotional activities undertaken

	N=69	
	n	%
Successful:		
Fruit & Veggie Day	7	14
Healthy Bone Week	3	6
Healthy Meal deals	3	6
Sports Day menu	2	4
Poster Advertising of foods	1	2
Food purchasing competition	1	2
Taste Test Day	1	2
Newsletter	1	2
Apple Slinkies	1	2
Spud Day	1	2
Mixed reaction:		
Free samples/tastings	1	2
Raffle tickets	1	2
Unsuccessful:		
Fruit & Veggie Day	3	6
Promotional activities not rated:	42	61

Canteen managers and P&C presidents were asked “*Where might you look for more information about how to introduce healthy foods into your canteen?*” As shown in Table 6.31, many respondents mentioned WASCA (88%) and the Internet (76%). Canteen managers in particular were very likely to mention WASCA as one of their main sources for information about how to introduce healthy foods into their canteen (92%). Just over half of the respondents mentioned DET (54%) as a main source of the required information.

Table 6.31: Main sources of information about how to introduce healthy foods in canteens

	Canteen manager N=65 %	P&C president N=47 %
WASCA	92	81
Internet	77	74
DET	54	51
Parents	45	47
School staff	23	34

Canteen managers were specifically asked whether they think the DET could assist in making children’s diets healthier by providing networking opportunities for canteen managers to meet each other. As shown in Table 30, 62% of the responding canteen managers agreed that this would help make children’s diets healthier (strongly agree: 25%; agree: 38%).

6.18 Summary

There was strong agreement among school-based stakeholders that the Policy has been effective in enhancing the healthiness of foods provided at school. Principals were particularly supportive, often because implementing the Policy involved making changes they had wanted to make for some time.

Among canteen managers and P&C presidents, the substantially higher rates of endorsement post-implementation compared to pre-implementation suggest that achieving compliance with the Policy was easier than initially anticipated. The information materials provided by the DET to schools and parents were seen by stakeholders as being effective in facilitating successful implementation. However, fundraising activities and classroom rewards are ongoing areas of compliance difficulty. In addition, it appears that it may be more difficult for canteen staff at country schools to access WASCA training.

7. Conclusions & Recommendations

The results of this study in combination with the findings of the previous *Treat or Trap* study support the contention that schools can act as an instigator for parents and children to change their food-related attitudes and behaviours (Dresler-Hawke et al. 2009). Around two years after the introduction of the Policy, West Australian parents are demonstrating strong endorsement of the Policy and its underlying values. Support is also very high among school-based stakeholders, especially canteen managers and principals. It thus appears that over time stakeholders have become accustomed to the Policy and it has effectively become the new state of 'normal'. This is indicative of the potential of upstream interventions to make meaningful differences to individuals' food consumption behaviours and therefore to have a positive impact on their health (Cullen et al. 2006; Moore and Tapper 2008; Temple et al. 2006).

The academic literature has emphasised the role school canteens can play in facilitating and enhancing nutrition education in schools (Roset and Gonzalvo 2001; Subratty et al. 2003). The results of this study indicate that stakeholders are generally supportive of greater inclusion of nutrition education at school and that this could be achieved through greater interaction between the curriculum and the canteen's operations. This interaction could include: (1) making the correspondence between the healthy eating principles taught in class and the items listed on the canteen menu explicit to students and (2) the involvement of students (and possibly their parents) in identifying appropriate items to be offered for sale in the school canteen and devising methods of promoting these items to the school community. Given the many demands on teachers' time and the difficulties they face in accommodating the numerous skill and content areas to be delivered to their students, the provision of well-developed curriculum materials that integrate healthy eating principles with information and activities relating to the school canteen would assist teachers in incorporating this subject matter into their classes.

The following are further recommendations, based on the study results, that are suggested for consideration in any future enhancements of the *Healthy Food and Drink Policy*:

1. Given the strong endorsement of the initial Policy materials disseminated to schools and parents, a follow-up distribution would consolidate the information provided and build on favourable community attitudes towards healthy eating in the school environment. Future materials could encourage transference of the traffic light system to other food selection contexts including grocery shopping, eating out at restaurants, and purchasing convenience foods. It may be advantageous to make teachers an explicit recipient of any future materials as, relative to other school-based stakeholders, they appear to have lower levels of awareness of the Policy and were least likely to be exposed to the original

2. There appears to be strong stakeholder support for the following initiatives:
 - Inclusion of information relating to the Policy in the school curriculum to assist teachers utilise the Policy to educate children about healthy eating;
 - The provision of the recipes of the most popular canteen items to parents;
 - Encouraging the inclusion of as many locally produced and additive-free items as possible (this would require the provision of information relating to which products and suppliers fulfil these criteria);
 - Encouraging a pricing structure that favours the healthiest foods;
 - Running healthy lunchbox workshops for parents;
 - Providing networking opportunities for canteen managers to facilitate sharing of successful strategies and discussion of any difficulties encountered and possible solutions; and
 - Providing further suggestions for recruiting and retaining volunteers.

3. Awareness is relatively low for the component of the Policy dealing with the types of foods to be used in school fundraising and social activities. This also appears to be the aspect that is most difficult for schools to implement. Future communications could focus on this issue and provide specific examples of effective fundraising alternatives and the types of foods that are suited to social functions occurring in schools.

4. There is a general perception that school canteens could more effectively promote green menu items to children. Future materials provided to schools could include posters promoting green menu items that could be placed at the point of sale (i.e., at the canteen) and in other locations around the school.

5. As canteen managers were the school-based stakeholders most likely to perceive the canteen as being a provider of 'treats' for children, this group may need additional information relating to the role of schools in educating children about healthy eating. Such information could build on their already very positive attitudes towards the Policy.

6. P&C representatives constitute another group that could benefit from separate or additional communications as they demonstrated a significantly lower level of perceived ease of understanding of the traffic light system relative to all other stakeholder groups, suggesting that they may require further information to enhance understanding. This outcome may be the result of the regular turnover of people filling this position which can result in confusion relating to policy matters. Along with the canteen managers, the P&C

7. As school-based stakeholders were half as likely to state that the Policy reflects parents' views on children's diets than were parents themselves, it is important to advise school-based stakeholders of the degree of parental support for the Policy to give them greater confidence in their compliance processes.
8. The possibility of increased purchases of unhealthy foods from neighbouring stores highlights the need for initiatives to reduce students' use of these stores on their way to and from school and during school hours.
9. The acknowledged important role played by WASCA in training canteen staff highlights the need to ensure this service is maintained and enhanced where possible. Greater attention may need to be given to schools in country locations to facilitate higher levels of attendance at WASCA training among their canteen staff.
10. The relatively low, although increasing, availability of green and amber foods from suppliers is an area that could be improved to facilitate increased compliance with the Policy. Similarly, greater availability of recipes for green foods would be useful to schools in their attempts to offer a varied menu.
11. According to the stakeholders surveyed, especially those working in secondary schools, the provision of seating areas for children to consume their meals has the potential to facilitate the consumption of healthier foods at school.
12. There is considerable potential to increase the awareness of schools of Centrelink's mutual obligation requirement as this may assist in the recruiting of additional volunteers to assist in the canteen.
13. Lower levels of awareness of the traffic light system among high school parents and lower rates of receipt of the information materials suggest that consideration could be given to alternative dissemination methods for this group. Methods of motivating secondary school students to pass on the information could be trialled (e.g., a song download provided to each student returning a signed confirmation of receipt).

It is recognised that since this study was commissioned, the DET has introduced numerous strategies to enhance the effectiveness of the Policy and increase compliance levels among WA government schools. As such, it is likely that some advancement in the areas listed above has already been made.

8. Dissemination of Results

Conference presentations:

Pettigrew, S., Donovan, R. & Pescud, M. (forthcoming), "Stakeholders' attitudes to the WA Department of Education and Training's Healthy Food and Drink Policy", *Australian Health Promotion Conference*, May 2009, Perth.

Pettigrew, S., Pescud, M. & Donovan, R. (forthcoming), "Stakeholders' attitudes to a policy regulating food consumption in schools", *International Society for Quality-of-Life Studies Conference*, Florence, Italy, 19-23 July 2009.

Further dissemination:

In addition to the reports provided to the DET, a summary report will be provided for distribution to WA government schools. The study results will be also reported in academic journals.

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Appendix 1: Interview guides

School-based interviewees

- Number of students and teachers at the school
- Number of lunch orders placed daily
- Extent of canteen provision (days per week)
- Number of canteen staff
- Contents of lunch boxes
- Off-campus purchases
- Knowledge of traffic light system
- Curriculum connections
- Class rewards
- Newsletters
- Experiences with the new policy
- Feelings towards the policy
- Feelings relating to specific deletions and introductions to the school menu
- Perceived degree of compliance within the school and discussion of causes
- Facilitators and barriers to compliance
- Any discernible changes in children's behaviours
- Any discernible changes in children's food preferences
- Suggestions to increase compliance
- Suggestions to leverage the policy to educate staff, parents, and children about healthy eating

Parent interviewees

- Size of school
- Contents of lunch boxes
- Knowledge of traffic light system
- Class rewards
- Newsletters
- Feelings towards the policy
- Feelings relating to specific deletions and introductions to the school menu
- Perceived degree of compliance within the school and discussion of causes
- Facilitators and barriers to compliance
- Any discernible changes in children's behaviours
- Any discernible changes in children's food preferences
- Any changes in parents' feeding practices
- Suggestions to increase compliance
- Suggestions to leverage the policy to educate staff, parents and children about healthy eating

Appendix 2: Parents' questionnaire

Parents' Telephone Survey

Good, I'm from Curtin University in Health Sciences. My name is

We are conducting a survey on parents' attitudes and opinions about healthy eating at school.

- S1. Do you have any children attending a government school for at least three years?
Yes - have kids in government school 1
No - don't have kids in government school 2 → Discontinue politely.
Don't want to do survey - did not say whether or not have kids 3 → Discontinue politely.
- S2. Could I please ask you some questions?
Yes 1
No 2 → Discontinue politely.
- S3. How many children under 18 are living in your home?
- S4. How many children, if any, do you have attending a government primary school for at least three years?
- S5. How many children, if any, do you have who attended a government school for at least three years and who is currently attending a government secondary school?

If more than one child attending a government school for at least three years, say: For this survey, I would like to ask you about your child whose birthday is closest to today.

- S6. Is that child in primary or secondary school?
Primary 1
Secondary 2
- S7. Is that child a male or female?
Male 1
Female 2
- S8. How old is your child?
- Q1. Does the school have a canteen?
Yes 1
No 2 → Go to Q4.
Unsure 3 → Go to Q4.
- Q2. How many days per week is the canteen open?
- Q3. Is that just for lunch or for recess too?
Lunch only 1
Lunch & recess 2
Don't know 3

GO TO Q5a.

- Q4. Does the school buy in pre-ordered lunch for the children?
Yes 1
No 2 → Go to Q16.
Unsure 3 → Go to Q16.

If S6=1 “primary school” ask Q5a & Q5b.

If S6=2 “secondary school” ask Q5a2 & Q5b2.

Q5a. On average, how often do you order lunch for your child at school?

- | | |
|------------------------|---|
| Daily | 1 |
| Several times per week | 2 |
| One or twice a week | 3 |
| Fortnightly | 4 |
| Monthly | 5 |
| Less than once a month | 6 |
| Never | 7 |

Q5b. Is this more frequently, less frequently, or the same as 2 years ago?

- | | |
|-----------------|---|
| More frequently | 1 |
| Less frequently | 2 |
| Same | 3 |

Q5a2. On average, how often does your child order lunch at school?

- | | |
|------------------------|----------------|
| Daily | 1 |
| Several times per week | 2 |
| One or twice a week | 3 |
| Fortnightly | 4 |
| Monthly | 5 |
| Less than once a month | 6 |
| Never | 7 |
| Don't know | 8 → Go to Q11. |

Q5b2. Is this more frequently, less frequently, or the same as 2 years ago?

- | | |
|-----------------|---|
| More frequently | 1 |
| Less frequently | 2 |
| Same | 3 |
| Don't know | 4 |

Ask Q6 if S6=1 “primary school” only.

Q6. Most primary schools provide a menu and children pre-order their lunch on paper bags. Is this how it works in your child's school?

- | | |
|--------|---|
| Yes | 1 |
| No | 2 |
| Unsure | 3 |

If Q5a=7 “never” and Q5b=2 or 3, go to Q11.

If Q5a2=7 “never” and Q5b2=2 or 3, go to Q11.

If S6=1 “primary school”, go to Q9a.

Q7a. Do/did you or your child choose what to order for lunch?

- | | |
|--------|----------------|
| Parent | 1 → Go to Q9a. |
| Child | 2 |

Q7b. How does/did your child choose between items on the menu? Anything else? **(Do not read out)**

- Cost 1
- What child likes 2
- Treat/reward 3
- Healthy (unspecified) 4
- Green 5
- Other (WRITE IN): 6
- Don't know/Not sure 7

Q7c. When your child has/had lunch from the school canteen, what do/did they usually have?

Q8a. Are there any menu items that your child deliberately does/did not choose?

- Yes 1
- No 2 → Go to Q11.
- Don't know 3 → Go to Q11.

Q8b. Which ones? **For each one mentioned, ask:** Why does/did your child deliberately not choose _____?

Go to Q11.

Q9a. How do you choose between items on the menu? **(Do not read out) Probe for clarification:** Why is that? Anything else?

- Cost 1
- What child likes 2
- Treat/reward 3
- Healthy (unspecified) 4
- Green 5
- Other (WRITE IN): 6
- Don't know/Not sure 7

Q9b. When your child has lunch from the school canteen, what do they usually have?

Q10a. Are there any menu items that you deliberately do not choose?

- Yes 1
- No 2 → Go to Q11.

Q10b. Which ones? **For each one mentioned, ask:** Why do you deliberately not choose _____?

Q11. Does the school menu use the traffic light system where menu items are classified as either green or amber?

- Yes 1
- No 2 → **Do not ask Q12.**
- Unsure 3 → **Do not ask Q12.**

If Q11 = Yes and Q7a = Parent, ask Q12.

If Q11 = Yes and Q7a = Child, ask Q12b.

If Q11 = Yes and S6 = Primary school, ask Q12.

Otherwise do not ask Q12 or Q12b.

Q12. How often do you use the traffic light system to help you choose items on the menu? **(READ OUT)**

- Always 1
- Sometimes 2
- Hardly ever 3
- Never 4

Q12b. How often does your child use the traffic light system to help choose items on the menu? **(READ OUT)**

- Always 1
- Sometimes 2
- Hardly ever 3
- Never 4
- Don't know 5

If Q3=2 "Lunch & recess", continue. Otherwise go to Q16.

Q13. On average, how often does your child buy something from the canteen at recess? **(READ OUT)**

- Daily 1
- Several times per week 2
- One or twice a week 3
- Fortnightly 4
- Monthly 5
- Less than once a month 6
- Never 7
- Don't know 8 **(DO NOT READ OUT) → Do not ask Q14.**

Q14. Is this more frequently, less frequently, or the same as 2 years ago?

- More frequently 1
- Less frequently 2
- Same 3
- Don't know 4 **(DO NOT READ OUT)**

If Q13=7 and Q14=2 or 3, go to Q16.

Q15. When buying a snack from the school canteen, what does/did your child usually buy?

Q16. Are you aware of any changes relating to school canteens over the last couple of years?

- Yes 1
- No 2 **→ Do not ask Q17.**

Q17. What changes have there been? **Probe for clarification.** Anything else?

If says 'Cut out unhealthy foods or drinks', record and ask: Like what?

- Traffic lights introduced 1
- Training for canteen staff 2
- Other (WRITE IN): 3
- Don't know/Not sure 4

There was a new canteen policy introduced at the start of the school year in 2007. This involved four main things. I will read them out. Please tell me whether you were aware of each of these.

Q18a. First, a red, amber, green classification of foods where red means avoid, amber means ok in moderation and green means good for you. Were you aware of that?

- Yes 1
- No 2
- Unsure 3

Q18b. Second, canteen staff are supposed to have training in nutrition in food and drinks. Were you aware of that?

- Yes 1
- No 2
- Unsure 3

Q18c. Third, teachers are not supposed to use sweets or chocolates as rewards or treats in class. Were you aware of that?

- Yes 1
- No 2
- Unsure 3

Q18d. Fourth, unhealthy foods can't be used for school fundraising or school social events. Were you aware of that?

- Yes 1
- No 2
- Unsure 3

If Q18a=1 and Q18b=1 and Q18c=1 and Q18d=1, do NOT read out spiel about the policy. Otherwise read out spiel.

To give you a brief description of the policy, in 2007 the WA Department of Education and Training introduced the Healthy Food and Drink Policy in public schools. This policy requires schools to ensure their canteens or food services do not provide children with foods and drinks that are high in fat, sugar, or salt. In addition, excursions, camps, student rewards, and fundraising activities organised by the schools should not involve such foods.

If “no/unsure” for Q1 and “no/unsure” for Q4, go to Q22.

Q19a. Do you recall receiving any pamphlets or brochures from the school about the new canteen policy?

- Yes 1
- No 2 → Go to Q20
- Unsure 3 → Go to Q20

Q19b. How satisfied were you with the information that you received? **(READ OUT)**

- Very satisfied 1
- Satisfied 2
- Neither satisfied nor dissatisfied 3
- Dissatisfied 4
- Very dissatisfied 5

Q20. How often have the following occurred at home as a result of the change in the canteen policy?

- | | Often | Sometimes | Never |
|--|--------|-----------|-------|
| Your child talks about the traffic light system and healthy or unhealthy foods | 1..... | 2..... | 3 |
| You feel the traffic light system influences what you buy at the supermarket | 1..... | 2..... | 3 |

Q21. Do you think your child overall has a healthier diet, a less healthy diet or has there been no change since the new canteen policy?

- Healthier diet 1
- Less healthy diet 2
- No change 3

Q22. I will read out a number of statements about the canteen policy. Please tell me whether you agree or disagree or have no feelings either way for each one. **If agree or disagree, ask:** Would that be strongly agree/disagree or just agree/disagree?

Strongly agree	Agree	No feelings either way	Disagree	Strongly disagree
1.....	2.....	3.....	4.....	5

- (a) The policy reflects parents' views on children's diets
- (b) The policy ignores parents' rights to choose what food they want for their children
- (c) The policy has been effective in making foods provided at school healthier
- (d) The policy doesn't go far enough in encouraging healthy eating at school
- (e) The policy is a good opportunity to teach children about healthy eating
- (f) My child has talked to me about the traffic light system
- (g) The traffic light system is easy to understand
- (h) The menu is too limited
- (i) My child doesn't like many items

If "no/unsure" for Q1 and "no/unsure" for Q4, go to Q27.

Q23. Thinking now about how things were before the policy was introduced, do you think the following have stayed the same, are better or not as good now?

- | | Better | Same | Not as good | Don't know |
|---|--------|--------|-------------|------------|
| (a) The healthiness of the school menu | 1..... | 2..... | 3..... | 4 |
| (b) Quality of the menu items | 1..... | 2..... | 3..... | 4 |
| (c) The range of items offered | 1..... | 2..... | 3..... | 4 |
| (d) Children's satisfaction with the menu | 1..... | 2..... | 3..... | 4 |

Q24. Do you think the cost of menu items has gone up, stayed the same or got cheaper?

- | | |
|-----------------|---|
| Gone up | 1 |
| Stayed the same | 2 |
| Got cheaper | 3 |
| Don't know | 4 |

Q25. The education department is interested in parents' suggestions for ways to make children's diets healthier. For each of the following, please say whether you think that's a good idea, a bad idea, or you have no opinion either way.

Good idea	Bad idea	No opinion either way
1.....	2.....	3

- (a) Parents to be involved in suggesting healthy items to be included on the canteen menu
- (b) Parents to be given information about how to apply the traffic light system at home
- (c) Healthy lunchbox workshops for parents
- (d) Students to undertake projects to find new healthy menu items
- (e) Students to be involved in food preparation in the canteen as part of the health curriculum
- (f) The healthy options on the canteen menu to be promoted more to children at school
- (g) Traffic light labelling to be included on items sold in supermarkets
- (h) Canteens to be provided with advertising to promote green menu items
- (i) More co-operation between canteen managers and teachers to educate students on healthy eating

- Q26. Overall, considering all the good things and all the not so good things about the new canteen policy, do you think the new canteen policy has been good for you and your child, not good for you and your child or has made no real difference?
- | | |
|---------------------------------|---|
| Good for you and your child | 1 |
| Not good for you and your child | 2 |
| Has made no real difference | 3 |

Q27. Do you have any other comments you would like to make about the new canteen policy?

Finally, I would like to ask you some brief questions about yourself.

Q28. Which of the following age groups are you in?

- | | |
|-------------------|---|
| 18 to 24 years | 1 |
| 25 to 29 years | 2 |
| 30 to 39 years | 3 |
| 40 to 49 years | 4 |
| 50 to 59 years | 5 |
| 60+ years | 6 |
| Refused to answer | 7 |

Q29. Gender of parent:

- Male
- Female

Q30. What is the postcode of the area in which you live?

Thank you for your participation in this survey.

**If respondent expresses a desire to know more about the policy, provide them with the Department of Education and Training's 'Healthy Food and Drink Policy' website:
www.det.wa.edu.au/healthyfoodanddrink/**

**Appendix 3: Principals, Teachers, Canteen managers
and P&C presidents' questionnaires**



School Canteen Survey

Thank you for your participation in this survey. This survey asks for your attitudes and opinions about the Department of Education and Training's "Healthy Food and Drink Policy". Please be assured that all responses are anonymous.

Which of these best describes your role in the school?

- Principal
- Teacher
- Canteen manager
- P&C president

Principal survey

Q1. Approximate number of students at your school:

(a) In
2008?

(b) In
2006?

Q2. Is the school co-educational?

- Yes
- No - all boys
- No - all girls

Q3. Type of school:

- Primary only (includes community kindergartens & pre-schools)
- Combined primary/secondary (eg K-12)
- District high school
- Senior high school, secondary college or middle school (eg Yr 6/7 to Yr 9/10)
- Other (please specify):

Q4. Location of your school:

- Metropolitan area
- Regional area

School Canteen Survey - DRAFT

Q5a. Does your school have an operational canteen?

Yes

No

Q5b. In 2006, did your school have an operational canteen?

Yes

No

Q5b. Does your school buy in pre-ordered lunch for the children?

Yes

No

Q5c. In 2006, did your school have an operational canteen?

Yes

No

Q6. Which best describes your food service?

	NO CANTEEN IN THAT YEAR	Full meals – boarders only	School canteen/tuckshop – day students only – operated by school	School canteen/tuckshop – day students only – operated by Parents and Citizens' Association	School canteen/tuckshop – day students only – operated by external / commercial organisation under contract	Combined full meals (boarders) and separate school canteen
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7. How many days per week did your canteen trade?

(a) In 2008?

(b) In 2006?

School Canteen Survey - DRAFT

Q8. When was the canteen open? (Please tick all that apply)

	NO CANTEEN IN THAT YEAR	Before school for sale of food items	Before school to take orders	Morning recess	Lunch	Afternoon recess	After school	Don't know
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. Which best describes your LUNCH SERVICE?

	NO CANTEEN IN THAT YEAR	Pre-ordered food	Self-selected food	Part pre-ordered, part self-selected food
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10. Did your canteen run at a profit, break even, or a loss?

	NO CANTEEN IN THAT YEAR	Profit	Break even	Loss	Unsure
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11. Are you aware of Centrelink's mutual obligation requirements whereby parents can fulfil some of their obligations by volunteering in the school canteen?

Yes

No

Q12. For each of the following, please state whether you agree, disagree or have no feelings either way that your school canteen should provide these things:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Provide treats for children	<input type="checkbox"/>				
(b) Provide only healthy meals and snacks	<input type="checkbox"/>				
(c) Help parents by providing a food service	<input type="checkbox"/>				
(d) Teach children about healthy eating	<input type="checkbox"/>				
(e) Provide meals for children whose families can't afford school lunches	<input type="checkbox"/>				

School Canteen Survey - DRAFT

Q13. Are you aware of any changes relating to school canteen policy that occurred around January 2007?

No

Yes - but don't know the details

Yes

If "yes", what changes are you aware of?

In 2007 the WA Department of Education and Training introduced the Healthy Food and Drink Policy in public schools. This policy requires schools to ensure that:

- ★ their canteens or food services do not provide children with foods and drinks that are high in fat, sugar, or salt;
- ★ excursions, camps, student rewards, and fundraising activities organised by schools do not involve such foods;
- ★ canteen managers and their employers attend the traffic light training system conducted by WASCA;
- ★ all canteen workers (including volunteers) participate in FoodSafe Food Handler training;
- ★ a healthy food and drink policy is developed and applied in their own school;
- ★ an article relating to healthy eating and the school's healthy food and drink policy is included in the school newsletter at least once a term.

Q14. Do you remember receiving any information materials about the new policy from the Department of Education and Training?

Yes

No

Unsure

Q14b. How satisfied were you with the information you got?

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

School Canteen Survey - DRAFT

Q15. Did any of your canteen staff attend the WASCA training relating to the new policy?

Yes

No

Unsure

Q16. In your school, who participated in implementing the policy? (Please tick all that apply)

P&C Committee or sub committee

Canteen manager

Principal

Teachers

Don't know

Other (please specify):

Q17a. Do you know when your canteen introduced the policy in full?

Yes

No

Unsure

Don't know because policy was implemented before I arrived at this school

If "yes", in which month and year did your canteen introduce the policy in full?

Month:

Year:

Q17b. How did you feel about the policy when it was first introduced?

Very positive

Positive

Mixed feelings

Negative

Very negative

No feelings either way

School Canteen Survey - DRAFT

Q18b. How do you feel about the policy now?

- Very positive
- Positive
- Mixed feelings
- Negative
- Very negative
- No feelings either way

Q19. Overall, how would you rate your school's compliance with the policy?

Non-compliant		Semi-compliant		Fully compliant
<input type="radio"/>				

Q20. Do you have any suggestions that could increase your school's compliance with the policy?

- Yes
- No

If "yes", what are your suggestions?

School Canteen Survey - DRAFT

Q21. To what extent do you agree, disagree or have no feelings either way about the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) The policy ignores parents' rights to choose what food they want for their children	jn	jn	jn	jn	jn
(b) The policy reflects parents' views on children's diets.	jn	jn	jn	jn	jn
(c) The policy has been effective in providing healthier foods at schools	jn	jn	jn	jn	jn
(d) The policy doesn't go far enough in encouraging healthy eating at school	jn	jn	jn	jn	jn
(e) The policy allowed us to make changes we wanted to make anyway	jn	jn	jn	jn	jn
(f) Our canteen was already healthy before the introduction of the policy	jn	jn	jn	jn	jn
(g) It has been difficult to implement the policy at our school	jn	jn	jn	jn	jn
(h) The policy is a good opportunity to teach children about healthy eating	jn	jn	jn	jn	jn
(i) The children have shown interest in the traffic light system	jn	jn	jn	jn	jn
(j) The traffic light system is easy to understand	jn	jn	jn	jn	jn
(k) The P&C approve all changes to the canteen menu	jn	jn	jn	jn	jn
(l) The policy meant major changes to our menu	jn	jn	jn	jn	jn

Q22. Thinking now about how things were before the policy was introduced in January 2007, for each of the following statements please advise whether the situation has stayed the same or changed for the better or the worse over that time:

	Better	Same	Worse
(a) The healthiness of the menu	jn	jn	jn
(b) Quality of the menu items	jn	jn	jn
(c) The cost of menu items	jn	jn	jn
(d) The range of items offered	jn	jn	jn
(e) Children's satisfaction with the menu	jn	jn	jn
(f) Proportion of students using the canteen	jn	jn	jn
(g) Healthiness of snacks/meals brought from home	jn	jn	jn
(h) Quantity of snacks/meals bought at stores on the way to school	jn	jn	jn
(i) Healthiness of snacks/meals bought at stores on the way to school	jn	jn	jn

School Canteen Survey - DRAFT

Q23. Thinking about when your canteen implemented the new Canteen Policy, did the following factors make it easier, more difficult or make no difference to implementing the policy?

	Made it much harder	Made it much easier	Made no difference	Don't know/Not applicable
(a) WASCA training and assistance	jn	jn	jn	jn
(b) Prior involvement with StarCap	jn	jn	jn	jn
(c) Availability of volunteers	jn	jn	jn	jn
(d) Information materials provided to schools by the Department of Education and Training	jn	jn	jn	jn
(e) Information materials provided to parents by the Department of Education and Training	jn	jn	jn	jn
(f) Access to recipe and product ideas	jn	jn	jn	jn
(g) Attitude of canteen staff/volunteers	jn	jn	jn	jn
(h) Attitude of P&C Committee	jn	jn	jn	jn
(i) Attitude of canteen manager	jn	jn	jn	jn
(j) Attitude of principal	jn	jn	jn	jn
(k) Attitude of parents	jn	jn	jn	jn
(l) Attitude of children	jn	jn	jn	jn
(m) Kitchen set-up	jn	jn	jn	jn
(n) Availability of green and amber foods from food suppliers	jn	jn	jn	jn
(o) Other	jn	jn	jn	jn

(please specify):

School Canteen Survey - DRAFT

Q24. Thinking about the various aspects of the Policy, please rate the following in terms of how easy or difficult they were to implement in your school:

	Very difficult		Neutral		Very easy	Don't know/Not applicable
(a) Developing your school's own canteen policy	jn	jn	jn	jn	jn	jn
(b) Finding acceptable recipes	jn	jn	jn	jn	jn	jn
(c) Finding acceptable products	jn	jn	jn	jn	jn	jn
(d) Deciding on menu items	jn	jn	jn	jn	jn	jn
(e) Preparation of menu items	jn	jn	jn	jn	jn	jn
(f) Offering a varied menu	jn	jn	jn	jn	jn	jn
(g) Removing popular unhealthy items	jn	jn	jn	jn	jn	jn
(h) Explaining changes to children	jn	jn	jn	jn	jn	jn
(i) Explaining changes to parents	jn	jn	jn	jn	jn	jn
(j) Encouraging children to sample new items	jn	jn	jn	jn	jn	jn
(k) Canteen staff training	jn	jn	jn	jn	jn	jn
(l) Catering for school social events	jn	jn	jn	jn	jn	jn
(m) Ceasing food-related classroom rewards	jn	jn	jn	jn	jn	jn
(n) Ceasing food-related school fundraising activities	jn	jn	jn	jn	jn	jn
(o) Adding healthy food and drink messages to the school newsletter	jn	jn	jn	jn	jn	jn

Q25. Which menu items were most difficult to remove from the menu when implementing the Policy?

Q26. Which new menu items were most successful?

School Canteen Survey - DRAFT

Q27. Would you like to see the following introduced at your school?

	Don't want it at all		No feelings either way		Want it very much
(a) The canteen to sell Western-Australian produce/products wherever possible	jn	jn	jn	jn	jn
(b) The canteen to sell foods that do not have preservatives/additives wherever possible	jn	jn	jn	jn	jn
(c) The canteen to sell organic foods wherever possible	jn	jn	jn	jn	jn
(d) Parents to be able to email lunch orders to the canteen	jn	jn	jn	jn	jn
(e) Foods to be priced according to their healthiness, with the healthiest foods being the most affordable	jn	jn	jn	jn	jn
(f) Foods sold in the canteen to be consistent with the health curriculum taught in schools	jn	jn	jn	jn	jn
(g) Recipes for the most popular menu items provided to parents	jn	jn	jn	jn	jn
(h) More information about healthy eating provided in the school newsletter	jn	jn	jn	jn	jn
(i) Seating areas available to children for eating	jn	jn	jn	jn	jn

Q28. The Department of Education and Training is seeking suggestions to enhance the Policy to make children's diets healthier. For each of the following, please state whether you agree, disagree or have no feelings either way that they could assist in making children's diets healthier?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Providing parents with more information about how the traffic light system applies to the school canteen	jn	jn	jn	jn	jn
(b) Asking parents to suggest healthy items to be included on the canteen menu	jn	jn	jn	jn	jn
(c) Giving parents information about how to apply the traffic light system at home	jn	jn	jn	jn	jn
(d) Running healthy lunchbox workshops for parents	jn	jn	jn	jn	jn
(e) Encouraging students to undertake projects to locate new menu items	jn	jn	jn	jn	jn
(f) Encouraging students to undertake projects to promote healthy menu items	jn	jn	jn	jn	jn
(g) Involving students in food preparation in the canteen as part of the health curriculum	jn	jn	jn	jn	jn
(h) Promoting the healthy options on the canteen menu more heavily to children	jn	jn	jn	jn	jn
(i) Providing canteens with advertising materials to promote green menu items	jn	jn	jn	jn	jn
(j) Encouraging interaction between canteen managers and teachers to integrate healthy eating education with the canteen's operations	jn	jn	jn	jn	jn

School Canteen Survey - DRAFT

Q29. Do you have any comments you would like to make about the new canteen policy? In particular, are there any ways you could see that the policy's impact on children's health could be enhanced?

Teacher survey

Q1. Approximate number of students at your school:

(a) In
2008?

(b) In
2006?

Q2. Is the school co-educational?

Yes

No - all boys

No - all girls

Q3. Type of school:

Primary only (includes community kindergartens & pre-schools)

Combined primary/secondary (eg K-12)

District high school

Senior high school, secondary college or middle school (eg Yr 6/7 to Yr 9/10)

Other (please specify):

Q4. Location of your school:

Metropolitan area

Regional area

Q5a. Does your school have an operational canteen?

Yes

No

Q5b. In 2006, did your school have an operational canteen?

Yes

No

School Canteen Survey - DRAFT

Q5b. Does your school buy in pre-ordered lunch for the children?

Yes

No

Q5c. In 2006, did your school have an operational canteen?

Yes

No

Q6. Which best describes your food service?

	NO CANTEEN IN THAT YEAR	Full meals – boarders only	School canteen/tuckshop – day students only – operated by school	School canteen/tuckshop – day students only – operated by Parents and Citizens' Association	School canteen/tuckshop – day students only – operated by external / commercial organisation under contract	Combined full meals (boarders) and separate school canteen
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7. How many days per week did your canteen trade?

(a) In 2008?

(b) In 2006?

Q8. When was the canteen open? (Please tick all that apply)

	NO CANTEEN IN THAT YEAR	Before school for sale of food items	Before school to take orders	Morning recess	Lunch	Afternoon recess	After school	Don't know
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. Which best describes your LUNCH SERVICE?

	NO CANTEEN IN THAT YEAR	Pre-ordered food	Self-selected food	Part pre-ordered, part self-selected food
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Canteen Survey - DRAFT

Q12. For each of the following, please state whether you agree, disagree or have no feelings either way that your school canteen should provide these things:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Provide treats for children	<input type="radio"/>				
(b) Provide only healthy meals and snacks	<input type="radio"/>				
(c) Help parents by providing a food service	<input type="radio"/>				
(d) Teach children about healthy eating	<input type="radio"/>				
(e) Provide meals for children whose families can't afford school lunches	<input type="radio"/>				

Q13. Are you aware of any changes relating to school canteen policy that occurred around January 2007?

No

Yes - but don't know the details

Yes

If "yes", what changes are you aware of?

In 2007 the WA Department of Education and Training introduced the Healthy Food and Drink Policy in public schools. This policy requires schools to ensure that:

- ★ their canteens or food services do not provide children with foods and drinks that are high in fat, sugar, or salt;
- ★ excursions, camps, student rewards, and fundraising activities organised by schools do not involve such foods;
- ★ canteen managers and their employers attend the traffic light training system conducted by WASCA;
- ★ all canteen workers (including volunteers) participate in FoodSafe Food Handler training;
- ★ a healthy food and drink policy is developed and applied in their own school;
- ★ an article relating to healthy eating and the school's healthy food and drink policy is included in the school newsletter at least once a term.

Q14. Do you remember receiving any information materials about the new policy from the Department of Education and Training?

Yes

No

Unsure

School Canteen Survey - DRAFT

Q14b. How satisfied were you with the information you got?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Q16. In your school, who participated in implementing the policy? (Please tick all that apply)

- P&C Committee or sub committee
- Canteen manager
- Principal
- Teachers
- Don't know
- Other (please specify):

Q17a. Do you know when your canteen introduced the policy in full?

- Yes
- No
- Unsure
- Don't know because policy was implemented before I arrived at this school

If "yes", in which month and year did your canteen introduce the policy in full?

Month:

Year:

Q17b. How did you feel about the policy when it was first introduced?

- Very positive
- Positive
- Mixed feelings
- Negative
- Very negative
- No feelings either way

School Canteen Survey - DRAFT

Q18b. How do you feel about the policy now?

- Very positive
- Positive
- Mixed feelings
- Negative
- Very negative
- No feelings either way

Q19. Overall, how would you rate your school's compliance with the policy?

Non-compliant		Semi-compliant		Fully compliant	
<input type="radio"/>					

Q20. Do you have any suggestions that could increase your school's compliance with the policy?

- Yes
- No

If "yes", what are your suggestions?

School Canteen Survey - DRAFT

Q21. To what extent do you agree, disagree or have no feelings either way about the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) The policy ignores parents' rights to choose what food they want for their children	jn	jn	jn	jn	jn
(b) The policy reflects parents' views on children's diets.	jn	jn	jn	jn	jn
(c) The policy has been effective in providing healthier foods at schools	jn	jn	jn	jn	jn
(d) The policy doesn't go far enough in encouraging healthy eating at school	jn	jn	jn	jn	jn
(e) The policy allowed us to make changes we wanted to make anyway	jn	jn	jn	jn	jn
(f) Our canteen was already healthy before the introduction of the policy	jn	jn	jn	jn	jn
(g) It has been difficult to implement the policy at our school	jn	jn	jn	jn	jn
(h) The policy is a good opportunity to teach children about healthy eating	jn	jn	jn	jn	jn
(i) The children have shown interest in the traffic light system	jn	jn	jn	jn	jn
(j) The traffic light system is easy to understand	jn	jn	jn	jn	jn
(k) The P&C approve all changes to the canteen menu	jn	jn	jn	jn	jn
(l) The policy meant major changes to our menu	jn	jn	jn	jn	jn

Q22. Thinking now about how things were before the policy was introduced in January 2007, for each of the following statements please advise whether the situation has stayed the same or changed for the better or the worse over that time:

	Better	Same	Worse
(a) The healthiness of the menu	jn	jn	jn
(b) Quality of the menu items	jn	jn	jn
(c) The cost of menu items	jn	jn	jn
(d) The range of items offered	jn	jn	jn
(e) Children's satisfaction with the menu	jn	jn	jn
(f) Proportion of students using the canteen	jn	jn	jn
(g) Healthiness of snacks/meals brought from home	jn	jn	jn
(h) Quantity of snacks/meals bought at stores on the way to school	jn	jn	jn
(i) Healthiness of snacks/meals bought at stores on the way to school	jn	jn	jn

School Canteen Survey - DRAFT

Q23. Thinking about when your canteen implemented the new Canteen Policy, did the following factors make it easier, more difficult or make no difference to implementing the policy?

	Made it much harder	Made it a little harder	Made no difference	Made it a little easier	Made it much easier	Don't know/Not applicable
(a) WASCA training and assistance	jn	jn	jn	jn	jn	jn
(b) Prior involvement with StarCap	jn	jn	jn	jn	jn	jn
(c) Availability of volunteers	jn	jn	jn	jn	jn	jn
(d) Information materials provided to schools by the Department of Education and Training	jn	jn	jn	jn	jn	jn
(e) Information materials provided to parents by the Department of Education and Training	jn	jn	jn	jn	jn	jn
(f) Access to recipe and product ideas	jn	jn	jn	jn	jn	jn
(g) Attitude of canteen staff/volunteers	jn	jn	jn	jn	jn	jn
(h) Attitude of P&C Committee	jn	jn	jn	jn	jn	jn
(i) Attitude of canteen manager	jn	jn	jn	jn	jn	jn
(j) Attitude of principal	jn	jn	jn	jn	jn	jn
(k) Attitude of parents	jn	jn	jn	jn	jn	jn
(l) Attitude of children	jn	jn	jn	jn	jn	jn
(m) Kitchen set-up	jn	jn	jn	jn	jn	jn
(n) Availability of green and amber foods from food suppliers	jn	jn	jn	jn	jn	jn
(o) Other	jn	jn	jn	jn	jn	jn

(please specify):

School Canteen Survey - DRAFT

Q24. Thinking about the various aspects of the Policy, please rate the following in terms of how easy or difficult they were to implement in your school:

	Very difficult		Neutral		Very easy	Don't know/Not applicable
(a) Developing your school's own canteen policy	jn	jn	jn	jn	jn	jn
(b) Finding acceptable recipes	jn	jn	jn	jn	jn	jn
(c) Finding acceptable products	jn	jn	jn	jn	jn	jn
(d) Deciding on menu items	jn	jn	jn	jn	jn	jn
(e) Preparation of menu items	jn	jn	jn	jn	jn	jn
(f) Offering a varied menu	jn	jn	jn	jn	jn	jn
(g) Removing popular unhealthy items	jn	jn	jn	jn	jn	jn
(h) Explaining changes to children	jn	jn	jn	jn	jn	jn
(i) Explaining changes to parents	jn	jn	jn	jn	jn	jn
(j) Encouraging children to sample new items	jn	jn	jn	jn	jn	jn
(k) Canteen staff training	jn	jn	jn	jn	jn	jn
(l) Catering for school social events	jn	jn	jn	jn	jn	jn
(m) Ceasing food-related classroom rewards	jn	jn	jn	jn	jn	jn
(n) Ceasing food-related school fundraising activities	jn	jn	jn	jn	jn	jn

Q25. Which menu items were most difficult to remove from the menu when implementing the Policy?

Q26. Which new menu items were most successful?

School Canteen Survey - DRAFT

Q27. Would you like to see the following introduced at your school?

	Don't want it at all		No feelings either way		Want it very much
(a) The canteen to sell Western-Australian produce/products wherever possible	jn	jn	jn	jn	jn
(b) The canteen to sell foods that do not have preservatives/additives wherever possible	jn	jn	jn	jn	jn
(c) The canteen to sell organic foods wherever possible	jn	jn	jn	jn	jn
(d) Parents to be able to email lunch orders to the canteen	jn	jn	jn	jn	jn
(e) Foods to be priced according to their healthiness, with the healthiest foods being the most affordable	jn	jn	jn	jn	jn
(f) Foods sold in the canteen to be consistent with the health curriculum taught in schools	jn	jn	jn	jn	jn
(g) Recipes for the most popular menu items provided to parents	jn	jn	jn	jn	jn
(h) More information about healthy eating provided in the school newsletter	jn	jn	jn	jn	jn
(i) Seating areas available to children for eating	jn	jn	jn	jn	jn

Q28. The Department of Education and Training is seeking suggestions to enhance the Policy to make children's diets healthier. For each of the following, please state whether you agree, disagree or have no feelings either way that they could assist in making children's diets healthier?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Providing parents with more information about how the traffic light system applies to the school canteen	jn	jn	jn	jn	jn
(b) Asking parents to suggest healthy items to be included on the canteen menu	jn	jn	jn	jn	jn
(c) Giving parents information about how to apply the traffic light system at home	jn	jn	jn	jn	jn
(d) Running healthy lunchbox workshops for parents	jn	jn	jn	jn	jn
(e) Encouraging students to undertake projects to locate new menu items	jn	jn	jn	jn	jn
(f) Encouraging students to undertake projects to promote healthy menu items	jn	jn	jn	jn	jn
(g) Involving students in food preparation in the canteen as part of the health curriculum	jn	jn	jn	jn	jn
(h) Promoting the healthy options on the canteen menu more heavily to children	jn	jn	jn	jn	jn
(i) Providing canteens with advertising materials to promote green menu items	jn	jn	jn	jn	jn
(j) Encouraging interaction between canteen managers and teachers to integrate healthy eating education with the canteen's operations	jn	jn	jn	jn	jn

School Canteen Survey - DRAFT

Q29. Do you have any comments you would like to make about the new canteen policy? In particular, are there any ways you could see that the policy's impact on children's health could be enhanced?

Canteen manager survey

Q1. Approximate number of students at your school:

(a) In 2008?

(b) In 2006?

Q2. Is the school co-educational?

- Yes
- No - all boys
- No - all girls

Q3. Type of school:

- Primary only (includes community kindergartens & pre-schools)
- Combined primary/secondary (eg K-12)
- District high school
- Senior high school, secondary college or middle school (eg Yr 6/7 to Yr 9/10)
- Other (please specify):

Q4. Location of your school:

- Metropolitan area
- Regional area

Q6. Which best describes your food service?

	Full meals – boarders only	School canteen/tuckshop – day students only – operated by school	School canteen/tuckshop – day students only – operated by Parents and Citizens' Association	School canteen/tuckshop – day students only – operated by external / commercial organisation under contract	Combined full meals (boarders) and separate school canteen
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Canteen Survey - DRAFT

Q7. How many days per week did your canteen trade?

(a) In 2008?

(b) In 2006?

Q8. When was the canteen open? (Please tick all that apply)

	Before school for sale of food items	Before school to take orders	Morning recess	Lunch	Afternoon recess	After school	Don't know
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. Which best describes your LUNCH SERVICE?

	Pre-ordered food	Self-selected food	Part pre-ordered, part self- selected food
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9b. Do you use volunteers?

Yes

No

If "yes", how many volunteer shifts are required for your canteen each week?

Q9c. How are volunteers recruited? (Please tick all that apply)

- Via the school newsletter
- P&C Committee
- Personal contact by canteen manager
- Students engaging in community service or work experience activities

Q10. Did your canteen run at a profit, break even, or a loss?

	Profit	Break even	Loss	Unsure
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Canteen Survey - DRAFT

Q10b. What are the main methods used to set prices in your canteen? (Please tick all that apply)

- Add a pre-specified margin to all products
- Add varying margins to different products
- Following the recommended retail price specified by the supplier
- Estimate what the children and parents will be willing to pay for each item
- Other (please specify):

Q10c. Are any menu items subsidised by other items to make them more affordable for students?

Yes

No

If "yes", which ones?

Q10d. How are prices raised over time?

- Set mark-up across all products
- In line with CPI increases
- In line with cost increases for individual products
- Other (please specify):

Q11. Are you aware of Centrelink's mutual obligation requirements whereby parents can fulfil some of their obligations by volunteering in the school canteen?

Yes

No

School Canteen Survey - DRAFT

Q12. For each of the following, please state whether you agree, disagree or have no feelings either way that your school canteen should provide these things:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Provide treats for children	<input type="radio"/>				
(b) Provide only healthy meals and snacks	<input type="radio"/>				
(c) Help parents by providing a food service	<input type="radio"/>				
(d) Teach children about healthy eating	<input type="radio"/>				
(e) Provide meals for children whose families can't afford school lunches	<input type="radio"/>				

Q13. Are you aware of any changes relating to school canteen policy that occurred around January 2007?

No

Yes - but don't know the details

Yes

If "yes", what changes are you aware of?

In 2007 the WA Department of Education and Training introduced the Healthy Food and Drink Policy in public schools. This policy requires schools to ensure that:

- ★ their canteens or food services do not provide children with foods and drinks that are high in fat, sugar, or salt;
- ★ excursions, camps, student rewards, and fundraising activities organised by schools do not involve such foods;
- ★ canteen managers and their employers attend the traffic light training system conducted by WASCA;
- ★ all canteen workers (including volunteers) participate in FoodSafe Food Handler training;
- ★ a healthy food and drink policy is developed and applied in their own school;
- ★ an article relating to healthy eating and the school's healthy food and drink policy is included in the school newsletter at least once a term.

Q14. Do you remember receiving any information materials about the new policy from your school or P&C Committee?

Yes

No

Unsure

School Canteen Survey - DRAFT

Q14b. How satisfied were you with the information you got?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Q15. Have you attended the WASCA training relating to the new policy?

- Yes
- No
- Unsure

Q15b. Overall, how would you rate your satisfaction with the WACSA training?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Q16. In your school, who participated in implementing the policy? (Please tick all that apply)

- P&C Committee or sub committee
- Canteen manager
- Principal
- Teachers
- Don't know
- Other (please specify):

School Canteen Survey - DRAFT

Q16b. From whom do you receive ongoing support to make sure that canteen menu items are healthy? (Please tick all that apply)

- Principal
- Teachers
- P&C Committee
- Parents
- Children
- Canteen volunteers
- Paid canteen staff
- WASCA
- Dietitians
- Other canteen managers
- Food suppliers

Q17a. Do you know when your canteen introduced the policy in full?

- Yes
- No
- Unsure
- Don't know because policy was implemented before I arrived at this school

If "yes", in which month and year did your canteen introduce the policy in full?

Month:

Year:

Q17b. How did you feel about the policy when it was first introduced?

- Very positive
- Positive
- Mixed feelings
- Negative
- Very negative
- No feelings either way

School Canteen Survey - DRAFT

Q18b. How do you feel about the policy now?

- Very positive
- Positive
- Mixed feelings
- Negative
- Very negative
- No feelings either way

Q19. Overall, how would you rate your school's compliance with the policy?

Non-compliant	Semi-compliant		Fully compliant	
<input type="radio"/>				

Q20. Do you have any suggestions that could increase your school's compliance with the policy?

- Yes
- No

If "yes", what are your suggestions?

School Canteen Survey - DRAFT

Q21. To what extent do you agree, disagree or have no feelings either way about the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) The policy ignores parents' rights to choose what food they want for their children	jn	jn	jn	jn	jn
(b) The policy reflects parents' views on children's diets.	jn	jn	jn	jn	jn
(c) The policy has been effective in providing healthier foods at schools	jn	jn	jn	jn	jn
(d) The policy doesn't go far enough in encouraging healthy eating at school	jn	jn	jn	jn	jn
(e) The policy allowed us to make changes we wanted to make anyway	jn	jn	jn	jn	jn
(f) Our canteen was already healthy before the introduction of the policy	jn	jn	jn	jn	jn
(g) It has been difficult to implement the policy at our school	jn	jn	jn	jn	jn
(h) The policy is a good opportunity to teach children about healthy eating	jn	jn	jn	jn	jn
(i) The children have shown interest in the traffic light system	jn	jn	jn	jn	jn
(j) The traffic light system is easy to understand	jn	jn	jn	jn	jn
(k) The P&C approve all changes to the canteen menu	jn	jn	jn	jn	jn
(l) The policy meant major changes to our menu	jn	jn	jn	jn	jn

Q22. Thinking now about how things were before the policy was introduced in January 2007, for each of the following statements please advise whether the situation has stayed the same or changed for the better or the worse over that time:

	Better	Same	Worse
(a) The healthiness of the menu	jn	jn	jn
(b) Quality of the menu items	jn	jn	jn
(c) The cost of menu items	jn	jn	jn
(d) The range of items offered	jn	jn	jn
(e) Children's satisfaction with the menu	jn	jn	jn
(f) Proportion of students using the canteen	jn	jn	jn
(g) Healthiness of snacks/meals brought from home	jn	jn	jn
(h) Quantity of snacks/meals bought at stores on the way to school	jn	jn	jn
(i) Healthiness of snacks/meals bought at stores on the way to school	jn	jn	jn

School Canteen Survey - DRAFT

Q23. Thinking about when your canteen implemented the new Canteen Policy, did the following factors make it easier, more difficult or make no difference to implementing the policy?

	Made it much harder	Made it a little harder	Made no difference	Made it a little easier	Made it much easier	Don't know/Not applicable
(a) WASCA training and assistance	jn	jn	jn	jn	jn	jn
(b) Prior involvement with StarCap	jn	jn	jn	jn	jn	jn
(c) Availability of volunteers	jn	jn	jn	jn	jn	jn
(d) Information materials provided to schools by the Department of Education and Training	jn	jn	jn	jn	jn	jn
(e) Information materials provided to parents by the Department of Education and Training	jn	jn	jn	jn	jn	jn
(f) Access to recipe and product ideas	jn	jn	jn	jn	jn	jn
(g) Attitude of canteen staff/volunteers	jn	jn	jn	jn	jn	jn
(h) Attitude of P&C Committee	jn	jn	jn	jn	jn	jn
(i) Attitude of canteen manager	jn	jn	jn	jn	jn	jn
(j) Attitude of principal	jn	jn	jn	jn	jn	jn
(k) Attitude of parents	jn	jn	jn	jn	jn	jn
(l) Attitude of children	jn	jn	jn	jn	jn	jn
(m) Kitchen set-up	jn	jn	jn	jn	jn	jn
(n) Availability of green and amber foods from food suppliers	jn	jn	jn	jn	jn	jn
(o) Other	jn	jn	jn	jn	jn	jn

(please specify):

School Canteen Survey - DRAFT

Q24. Thinking about the various aspects of the Policy, please rate the following in terms of how easy or difficult they were to implement in your school:

	Very difficult		Neutral		Very easy	Don't know/Not applicable
(a) Developing your school's own canteen policy	<input type="radio"/>					
(b) Finding acceptable recipes	<input type="radio"/>					
(c) Finding acceptable products	<input type="radio"/>					
(d) Deciding on menu items	<input type="radio"/>					
(e) Preparation of menu items	<input type="radio"/>					
(f) Offering a varied menu	<input type="radio"/>					
(g) Removing popular unhealthy items	<input type="radio"/>					
(h) Explaining changes to children	<input type="radio"/>					
(i) Explaining changes to parents	<input type="radio"/>					
(j) Encouraging children to sample new items	<input type="radio"/>					
(k) Canteen staff training	<input type="radio"/>					
(l) Catering for school social events	<input type="radio"/>					
(m) Ceasing food-related classroom rewards	<input type="radio"/>					
(n) Ceasing food-related school fundraising activities	<input type="radio"/>					

Q25. Which menu items were most difficult to remove from the menu when implementing the Policy?

Q26. Which new menu items were most successful?

Q26b. Have any promotional activities been undertaken to promote healthy foods in your canteen?

Yes

No

If "yes", please provide examples and state how successful they were?

School Canteen Survey - DRAFT

Q27. Would you like to see the following introduced at your school?

	Don't want it at all		No feelings either way		Want it very much
(a) The canteen to sell Western-Australian produce/products wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) The canteen to sell foods that do not have preservatives/additives wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) The canteen to sell organic foods wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Parents to be able to email lunch orders to the canteen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Foods to be priced according to their healthiness, with the healthiest foods being the most affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Foods sold in the canteen to be consistent with the health curriculum taught in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Recipes for the most popular menu items provided to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) More information about healthy eating provided in the school newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Seating areas available to children for eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27b. Where might you look for more information about how to introduce healthy foods into your canteen? (Please tick all that apply)

- WASCA
- Department of Employment and Training
- School staff
- Internet
- Parents
- Other (please specify):

School Canteen Survey - DRAFT

Q28. The Department of Education and Training is seeking suggestions to enhance the Policy to make children's diets healthier. For each of the following, please state whether you agree, disagree or have no feelings either way that they could assist in making children's diets healthier?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Providing parents with more information about how the traffic light system applies to the school canteen	<input type="radio"/>				
(b) Asking parents to suggest healthy items to be included on the canteen menu	<input type="radio"/>				
(c) Giving parents information about how to apply the traffic light system at home	<input type="radio"/>				
(d) Running healthy lunchbox workshops for parents	<input type="radio"/>				
(e) Encouraging students to undertake projects to locate new menu items	<input type="radio"/>				
(f) Encouraging students to undertake projects to promote healthy menu items	<input type="radio"/>				
(g) Involving students in food preparation in the canteen as part of the health curriculum	<input type="radio"/>				
(h) Promoting the healthy options on the canteen menu more heavily to children	<input type="radio"/>				
(i) Providing canteens with advertising materials to promote green menu items	<input type="radio"/>				
(j) Encouraging interaction between canteen managers and teachers to integrate healthy eating education with the canteen's operations	<input type="radio"/>				

Q29. Do you have any comments you would like to make about the new canteen policy? In particular, are there any ways you could see that the policy's impact on children's health could be enhanced?

P&C President survey

Q1. Approximate number of students at your school:

(a) In 2008?

(b) In 2006?

Q2. Is the school co-educational?

Yes

No - all boys

No - all girls

School Canteen Survey - DRAFT

Q3. Type of school:

- Primary only (includes community kindergartens & pre-schools)
- Combined primary/secondary (eg K-12)
- District high school
- Senior high school, secondary college or middle school (eg Yr 6/7 to Yr 9/10)
- Other (please specify):

Q4. Location of your school:

- Metropolitan area
- Regional area

Q5a. Does your school have an operational canteen?

- Yes
- No

Q5b. In 2006, did your school have an operational canteen?

- Yes
- No

Q5b. Does your school buy in pre-ordered lunch for the children?

- Yes
- No

Q5c. In 2006, did your school have an operational canteen?

- Yes
- No

School Canteen Survey - DRAFT

Q6. Which best describes your food service?

	NO CANTEEN IN THAT YEAR	Full meals – boarders only	School canteen/tuckshop – day students only – operated by school	School canteen/tuckshop – day students only – operated by Parents and Citizens' Association	School canteen/tuckshop – day students only – operated by external / commercial organisation under contract	Combined full meals (boarders) and separate school canteen
(a) In 2008?	jn	jn	jn	jn	jn	jn
(b) In 2006?	jn	jn	jn	jn	jn	jn

Q7. How many days per week did your canteen trade?

(a) In 2008?

(b) In 2006?

Q8. When was the canteen open? (Please tick all that apply)

	NO CANTEEN IN THAT YEAR	Before school for sale of food items	Before school to take orders	Morning recess	Lunch	Afternoon recess	After school	Don't know
(a) In 2008?	€	€	€	€	€	€	€	€
(b) In 2006?	€	€	€	€	€	€	€	€

Q9. Which best describes your LUNCH SERVICE?

	NO CANTEEN IN THAT YEAR	Pre-ordered food	Self-selected food	Part pre-ordered, part self-selected food
(a) In 2008?	jn	jn	jn	jn
(b) In 2006?	jn	jn	jn	jn

Q9b. Do you use volunteers?

Yes

No

If "yes", how many volunteer shifts are required for your canteen each week?

School Canteen Survey - DRAFT

Q9c. How are volunteers recruited? (Please tick all that apply)

- Via the school newsletter
- P&C Committee
- Personal contact by canteen manager
- Students engaging in community service or work experience activities

Q10. Did your canteen run at a profit, break even, or a loss?

	Profit	Break even	Loss	Unsure
(a) In 2008?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) In 2006?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10b. What are the main methods used to set prices in your canteen? (Please tick all that apply)

- Add a pre-specified margin to all products
- Add varying margins to different products
- Following the recommended retail price specified by the supplier
- Estimate what the children and parents will be willing to pay for each item
- Other (please specify):

Q10c. Are any menu items subsidised by other items to make them more affordable for students?

Yes

No

If "yes", which ones?

School Canteen Survey - DRAFT

Q10d. How are prices raised over time?

- Set mark-up across all products
- In line with CPI increases
- In line with cost increases for individual products
- Other (please specify):

Q11. Are you aware of Centrelink's mutual obligation requirements whereby parents can fulfil some of their obligations by volunteering in the school canteen?

- Yes
- No

Q12. For each of the following, please state whether you agree, disagree or have no feelings either way that your school canteen should provide these things:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Provide treats for children	<input type="checkbox"/>				
(b) Provide only healthy meals and snacks	<input type="checkbox"/>				
(c) Help parents by providing a food service	<input type="checkbox"/>				
(d) Teach children about healthy eating	<input type="checkbox"/>				
(e) Provide meals for children whose families can't afford school lunches	<input type="checkbox"/>				

Q13. Are you aware of any changes relating to school canteen policy that occurred around January 2007?

- No
- Yes - but don't know the details
- Yes

If "yes", what changes are you aware of?

School Canteen Survey - DRAFT

In 2007 the WA Department of Education and Training introduced the Healthy Food and Drink Policy in public schools. This policy requires schools to ensure that:

- ★ their canteens or food services do not provide children with foods and drinks that are high in fat, sugar, or salt;
- ★ excursions, camps, student rewards, and fundraising activities organised by schools do not involve such foods;
- ★ canteen managers and their employers attend the traffic light training system conducted by WASCA;
- ★ all canteen workers (including volunteers) participate in FoodSafe Food Handler training;
- ★ a healthy food and drink policy is developed and applied in their own school;
- ★ an article relating to healthy eating and the school's healthy food and drink policy is included in the school newsletter at least once a term.

Q14. Do you remember receiving any information materials about the new policy from the Department of Education and Training?

Yes

No

Unsure

Q14b. How satisfied were you with the information you got?

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

Q15. Have you attended the WASCA training relating to the new policy?

Yes

No

Unsure

School Canteen Survey - DRAFT

Q15b. Overall, how would you rate your satisfaction with the WACSA training?

Very satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Very dissatisfied

Q16. In your school, who participated in implementing the policy? (Please tick all that apply)

P&C Committee or sub committee

Canteen manager

Principal

Teachers

Don't know

Other (please specify):

Q16b. From whom do you receive ongoing support to make sure that canteen menu items are healthy? (Please tick all that apply)

Principal

Teachers

P&C Committee

Parents

Children

Canteen volunteers

Paid canteen staff

WASCA

Dietitians

Other canteen managers

Food suppliers

School Canteen Survey - DRAFT

Q17a. Do you know when your canteen introduced the policy in full?

Yes

No

Unsure

Don't know because policy was implemented before I arrived at this school

If "yes", in which month and year did your canteen introduce the policy in full?

Month:

Year:

Q17b. How did you feel about the policy when it was first introduced?

Very positive

Positive

Mixed feelings

Negative

Very negative

No feelings either way

Q18b. How do you feel about the policy now?

Very positive

Positive

Mixed feelings

Negative

Very negative

No feelings either way

Q19. Overall, how would you rate your school's compliance with the policy?

Non-compliant

Semi-compliant

Fully compliant

School Canteen Survey - DRAFT

Q20. Do you have any suggestions that could increase your school's compliance with the policy?

Yes

No

If "yes", what are your suggestions?

Q21. To what extent do you agree, disagree or have no feelings either way about the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) The policy ignores parents' rights to choose what food they want for their children	<input type="radio"/>				
(b) The policy reflects parents' views on children's diets.	<input type="radio"/>				
(c) The policy has been effective in providing healthier foods at schools	<input type="radio"/>				
(d) The policy doesn't go far enough in encouraging healthy eating at school	<input type="radio"/>				
(e) The policy allowed us to make changes we wanted to make anyway	<input type="radio"/>				
(f) Our canteen was already healthy before the introduction of the policy	<input type="radio"/>				
(g) It has been difficult to implement the policy at our school	<input type="radio"/>				
(h) The policy is a good opportunity to teach children about healthy eating	<input type="radio"/>				
(i) The children have shown interest in the traffic light system	<input type="radio"/>				
(j) The traffic light system is easy to understand	<input type="radio"/>				
(k) The P&C approve all changes to the canteen menu	<input type="radio"/>				
(l) The policy meant major changes to our menu	<input type="radio"/>				
(m) We have adopted the school fundraising aspect of the policy to P&C fundraising activities so we have no P&C fundraisers involving 'red' category foods	<input type="radio"/>				

School Canteen Survey - DRAFT

Q22. Thinking now about how things were before the policy was introduced in January 2007, for each of the following statements please advise whether the situation has stayed the same or changed for the better or the worse over that time:

	Better	Same	Worse
(a) The healthiness of the menu	jn	jn	jn
(b) Quality of the menu items	jn	jn	jn
(c) The cost of menu items	jn	jn	jn
(d) The range of items offered	jn	jn	jn
(e) Children's satisfaction with the menu	jn	jn	jn
(f) Proportion of students using the canteen	jn	jn	jn
(g) Healthiness of snacks/meals brought from home	jn	jn	jn
(h) Quantity of snacks/meals bought at stores on the way to school	jn	jn	jn
(i) Healthiness of snacks/meals bought at stores on the way to school	jn	jn	jn

Q23. Thinking about when your canteen implemented the new Canteen Policy, did the following factors make it easier, more difficult or make no difference to implementing the policy?

	Made it much harder		Made no difference		Made it much easier	Don't know/Not applicable
(a) WASCA training and assistance	jn	jn	jn	jn	jn	jn
(b) Prior involvement with StarCap	jn	jn	jn	jn	jn	jn
(c) Availability of volunteers	jn	jn	jn	jn	jn	jn
(d) Information materials provided to schools by the Department of Education and Training	jn	jn	jn	jn	jn	jn
(e) Information materials provided to parents by the Department of Education and Training	jn	jn	jn	jn	jn	jn
(f) Access to recipe and product ideas	jn	jn	jn	jn	jn	jn
(g) Attitude of canteen staff/volunteers	jn	jn	jn	jn	jn	jn
(h) Attitude of P&C Committee	jn	jn	jn	jn	jn	jn
(i) Attitude of canteen manager	jn	jn	jn	jn	jn	jn
(j) Attitude of principal	jn	jn	jn	jn	jn	jn
(k) Attitude of parents	jn	jn	jn	jn	jn	jn
(l) Attitude of children	jn	jn	jn	jn	jn	jn
(m) Kitchen set-up	jn	jn	jn	jn	jn	jn
(n) Availability of green and amber foods from food suppliers	jn	jn	jn	jn	jn	jn
(o) Other	jn	jn	jn	jn	jn	jn

(please specify):

School Canteen Survey - DRAFT

Q24. Thinking about the various aspects of the Policy, please rate the following in terms of how easy or difficult they were to implement in your school:

	Very difficult		Neutral		Very easy	Don't know/Not applicable
(a) Developing your school's own canteen policy	<input type="radio"/>					
(b) Finding acceptable recipes	<input type="radio"/>					
(c) Finding acceptable products	<input type="radio"/>					
(d) Deciding on menu items	<input type="radio"/>					
(e) Preparation of menu items	<input type="radio"/>					
(f) Offering a varied menu	<input type="radio"/>					
(g) Removing popular unhealthy items	<input type="radio"/>					
(h) Explaining changes to children	<input type="radio"/>					
(i) Explaining changes to parents	<input type="radio"/>					
(j) Encouraging children to sample new items	<input type="radio"/>					
(k) Canteen staff training	<input type="radio"/>					
(l) Catering for school social events	<input type="radio"/>					
(m) Ceasing food-related classroom rewards	<input type="radio"/>					
(n) Ceasing food-related school fundraising activities	<input type="radio"/>					

Q25. Which menu items were most difficult to remove from the menu when implementing the Policy?

Q26. Which new menu items were most successful?

Q26b. Have any promotional activities been undertaken to promote healthy foods in your canteen?

Yes

No

If "yes", please provide examples and state how successful they were?

School Canteen Survey - DRAFT

Q27. Would you like to see the following introduced at your school?

	Don't want it at all		No feelings either way		Want it very much
(a) The canteen to sell Western-Australian produce/products wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) The canteen to sell foods that do not have preservatives/additives wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) The canteen to sell organic foods wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Parents to be able to email lunch orders to the canteen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Foods to be priced according to their healthiness, with the healthiest foods being the most affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Foods sold in the canteen to be consistent with the health curriculum taught in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Recipes for the most popular menu items provided to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) More information about healthy eating provided in the school newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Seating areas available to children for eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27b. Where might you look for more information about how to introduce healthy foods into your canteen? (Please tick all that apply)

- WASCA
- Department of Employment and Training
- School staff
- Internet
- Parents
- Other (please specify):

School Canteen Survey - DRAFT

Q28. The Department of Education and Training is seeking suggestions to enhance the Policy to make children's diets healthier. For each of the following, please state whether you agree, disagree or have no feelings either way that they could assist in making children's diets healthier?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(a) Providing parents with more information about how the traffic light system applies to the school canteen	jn	jn	jn	jn	jn
(b) Asking parents to suggest healthy items to be included on the canteen menu	jn	jn	jn	jn	jn
(c) Giving parents information about how to apply the traffic light system at home	jn	jn	jn	jn	jn
(d) Running healthy lunchbox workshops for parents	jn	jn	jn	jn	jn
(e) Encouraging students to undertake projects to locate new menu items	jn	jn	jn	jn	jn
(f) Encouraging students to undertake projects to promote healthy menu items	jn	jn	jn	jn	jn
(g) Involving students in food preparation in the canteen as part of the health curriculum	jn	jn	jn	jn	jn
(h) Promoting the healthy options on the canteen menu more heavily to children	jn	jn	jn	jn	jn
(i) Providing canteens with advertising materials to promote green menu items	jn	jn	jn	jn	jn
(j) Encouraging interaction between canteen managers and teachers to integrate healthy eating education with the canteen's operations	jn	jn	jn	jn	jn

Q29. Do you have any comments you would like to make about the new canteen policy? In particular, are there any ways you could see that the policy's impact on children's health could be enhanced?



If you would like more information about the Department of Education and Training's "Healthy Food and Drink Policy", please visit their website <http://www.det.wa.edu.au/healthyfoodanddrink/>

Thank you for your participation in this survey.