



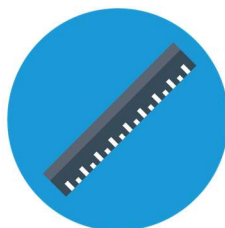
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## Interim Project Monitoring Report: Fresh Tastes

Prepared for  
ACT Health



RESEARCH



EVALUATION



DESIGN

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## Key contact:

### **Matt Healey**

First Person Consulting Pty Ltd

ABN 98 605 466 797

03 9600 1778

[matt@fpconsulting.com.au](mailto:matt@fpconsulting.com.au)

[www.fpconsulting.com.au](http://www.fpconsulting.com.au)

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Title:	Interim Project Monitoring Report
Authors:	Matt Healey, Abby Wild
Contributors	Ingrid Coote, Michelle Fisher
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## Executive summary

Fresh Tastes is a free, voluntary service for primary schools to help make healthy food and drinks a bigger part of everyday life for students. The ACT Health Directorate (ACTHD) has led the development and implementation of Fresh Tastes in partnership with the Education Directorate, and with support from the Catholic Education Office and the Association of Independent Schools of the ACT.

Fresh Tastes was launched in February 2014 with eight schools participating in the first intake round. As at November 2019, 39 primary schools had 'graduated' by reaching three-years' involvement in Fresh Tastes. These schools form the basis of this Interim Project Monitoring Report.

Schools participating in Fresh Tastes are provided with intensive support for three years to take a whole-school, strengths-based approach to improving their food and drink environment and culture. Participating schools develop annual action plans focusing on action areas including: Classroom Learning, Growing Food, Cooking Food, Food from Home and Food for Sale. Fresh Tastes provides free support to help schools implement their action plans including financial grants, professional learning, curriculum materials and discounted services from local businesses and community organisations. A member of the Fresh Tastes team is assigned to a school to offer them support and act as a knowledge/service broker.

The ACTHD engaged First Person Consulting (FPC) to provide support in assessing the appropriateness and effectiveness of Fresh Tastes in terms of improving the food and drink culture across the 39 schools included in the first four Fresh Tastes intake rounds.

The findings of the report will be used to inform quality improvements for the initiative and inform the Fresh Tastes program evaluation that will be prepared once all eight rounds of schools complete three years of intensive support (2021).

## Key findings

Overall, it can be said that Fresh Tastes has produced a range of benefits and opportunities for participating schools and has been successful in supporting schools to make a positive change to their food and drink culture.

Schools were very positive about their involvement in Fresh Tastes, highlighting key enablers of the program implementation as being the high-quality and regular communication with the Fresh Tastes team; the positive experiences with service partners; and the professional learning opportunities that Fresh Tastes fostered. Schools also valued the flexible program design of Fresh Tastes that enabled them to tailor their approach to meet the needs of their school community.

Fresh Tastes helped to increase the professional learning opportunities for staff in the 39 participating schools. Specifically, the proportion of schools accessing teacher training opportunities for staff to provide cooking experiences for students increased from 17% to 77%, and the proportion of schools with teachers trained in gardening increased from 32% to 69%. Levels of 'high' or 'very high' confidence in teachers to teach about healthy food and drink increased from 76% to 86% among participating schools.

Fresh Tastes also played a significant role in supporting the implementation of the National Healthy School Canteen Guidelines (NHSCG) across all school sectors. At program commencement, 40% of the participating schools had started implementing the NHSCG, and by the end this had increased to 97% having fully implemented the guidelines with the remaining 3% having commenced.

A key aim of Fresh Tastes has been to change the food and drink culture in participating schools. To test this, ACT Health developed a Food and Drink Culture Change Matrix, which breaks down school culture into seven components and an overall 'score' ('beginning', 'developing', 'established' or 'embedded'). At the start of Fresh Tastes, no school rated their culture as 'embedded', and only 2% rated it as 'established'. By the end of participation, 32% felt they had an 'embedded' healthy food and drink culture, with another 61% noting it was 'established'. No school rated it as 'beginning' by the end of involvement.

This change in culture is further reinforced by a large majority (89%) of participating schools reporting a change in the demand for healthy food and drinks during the course of their participation in Fresh Tastes, and even more (92%) reporting a positive change in the attitudes toward healthy food and drinks amongst the school community. Qualitative data from participating schools indicated a greater understanding of the importance of healthy food by the school community and described a shift in culture that repositioned healthy foods as the 'default' or 'expected' food choice.

Similarly, participating schools also reported a decrease in sugary drinks sold in the canteen (from 60% down to 19%) and an increase in the promotion of healthy food (68% to 81%) and drink (55% to 63%) following participation in Fresh Tastes.

Participating schools identified a number of important factors that contributed to positively influencing their food and drink culture, with the three factors considered essential being:

- access support from the Fresh Tastes team
- a good relationship existing between the canteen and school
- having a supportive Principal.

Barriers to implementation identified by participating schools reflect those commonly experience in school-based programming and include:

- the importance of support for the program from all levels
- staff turnover
- resource constraints

The development of this interim project monitoring report provided a useful exercise in examining the wide range of data sources and evidence collected throughout program implementation. As can be seen in the results section of the report, the program has collected an impressive amount of data on the various aspects of the program. This data can be extremely useful for closely evaluating program elements in order to make quality improvements, however given the number of schools involved, there is a clear need for remaining monitoring and evaluation efforts to focus in on key questions that demonstrate success of the initiative— that being, does Fresh Tastes continue to influence healthy food and drink culture in schools.

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## Acronyms

ACT	Australian Capital Territory
ACTHD	ACT Health Directorate
ACTPANS	ACT Year 6 Physical Activity and Nutrition Survey
FPC	First Person Consulting
HWAP	Healthy Weight Action Plan
HWI	Healthy Weight Initiative
KEQ	Key Evaluation Question
KPI	Key Performance Indicator
NHSCG	National Healthy School Canteen Guidelines
PL	Professional Learning
SAKGF	Stephanie Alexander Kitchen Garden Foundation

## 1 Introduction

There is evidence, both from Australia and overseas, that school nutrition programs which take a whole of school approach, with strong leadership and community partnerships, can have the greatest impact on improving children's eating and drinking habits. Australian children aged 5–16 years consume 32% of their total energy needs during school hours through meals, snacks and drinks.<sup>1</sup> This is through a mix of:

- food and drinks brought from home
- food and drinks purchased in the canteen; or
- provided through other school activities such as catered events or classroom activities.

Children who have a healthy diet are better placed to learn, participate and attend school<sup>2,3,4</sup>. They can also have improved levels of concentration, behaviour, self-confidence and immunity from disease.<sup>5</sup>

Prior to the launch of Fresh Tastes in 2014, many primary schools in the ACT had already been working on improving food quality in the canteen and educating students about good nutrition in the classroom. Fresh Tastes was designed to help schools build on these existing strengths, integrate activities into their delivery of the *Australian Curriculum*, and amplify positive behaviour change across the population.

### 1.1 Background to Fresh Tastes

The ACT Health Directorate has a history of supporting school canteens to provide healthier food and drink choices. When the *National Healthy School Canteen Guidelines* were released in 2010, the ACT Health Directorate designed capacity building strategies to help schools follow the Guidelines.

A needs assessment conducted with the canteen sector and schools in 2012/13 highlighted the need to expand the focus of work beyond canteens to a whole-school approach in order to have an impact on the food and drink behaviours of students. In 2013, the ACT Health Directorate designed the Fresh Tastes initiative which was subsequently launched in February 2014 with eight schools participating in the first round.

The ACTHD has led the development and implementation of Fresh Tastes in partnership with the Education Directorate, and with support from the Catholic Education Office and the Association of Independent Schools of the ACT.

The ACT Government's Healthy Weight Initiative (HWI) was funded as a whole-of-government approach to address the rising rates of overweight and obesity in the Canberra community. A range of activities and programs targeting nutrition and physical activity were instigated from 2014-2018 and were successful overall in halting the rise in overweight and obesity in the ACT<sup>6</sup>. Fresh Tastes was one of the activities led

<sup>1</sup> Department of Health and Ageing: 2007 National Children's Nutrition and Physical Activity Survey – Main findings. Australian Government, 2008.

<sup>2</sup> Soraindo A, Feinsein L: What is the relationship between child nutrition and school outcomes? 2006.

<sup>3</sup> Food and Nutrition Information Centre: Role of Nutrition in Learning and Behaviour. 2011.

<sup>4</sup> Nansel T, Huang T, Rovner A et al: Association of school performance indicators with implementation of the Healthy Kids, Smart Kids program: case study. Public Health Nutrition, 2010.

<sup>5</sup> The Smith Family: How Learning is enhanced through improved health and nutrition. Sydney, 2011

<sup>6</sup> ACT Government (2017) Healthy Weight Initiative 2016-17 Progress Report. Canberra ACT  
[https://www.act.gov.au/\\_data/assets/pdf\\_file/0007/1076677/2016-17-HWI-Progress-report.pdf](https://www.act.gov.au/_data/assets/pdf_file/0007/1076677/2016-17-HWI-Progress-report.pdf)



by the ACT Health Directorate (ACTHD) [formally ACT Health] and reported under the umbrella of the HWI. Fresh Tastes continued following the cessation of the HWI in 2018.

Since 2014, 95 (87%) of ACT primary schools have accessed support through Fresh Tastes, reaching 39,000 students. This includes schools across the public (67 of 70 schools), Catholic (15 of 24 schools) and Independent (13 of 17 schools) sectors.

Schools have been recruited to participate in Fresh Tastes in eight intake 'rounds'. Schools are provided with three-years intensive support. The final (eighth) round of schools will finish their period of intensive support by late 2020/early 2021.

As at November 2019, 58 primary schools (rounds 1-4) had 'graduated' by reaching three years of involvement in Fresh Tastes. These schools form the basis of this interim project monitoring report.

## 1.2 Fresh Tastes model

Fresh Tastes aims to create and embed a culture of healthy food and drinks in ACT primary schools.

The program uses a model of best-practice for health behaviour change and action learning; systems change and strengths-based community development principles; and learnings from program evaluations and consultation. The model provides opportunities to influence food and drink attitudes, knowledge and behaviours across a school community including parents, students, staff and food services for maximum impact at the population level.

The 'whole school' perspective of Fresh Tastes involves consideration of eight principles to help schools maximise and embed opportunities to promote healthy food and drink. These principles are summarised in Figure 1 below.

Participating schools are provided intensive support for three years to take a whole-school, strengths-based approach to improve their food and drink environment and culture.

Intensive support includes schools attending facilitated annual workshops to write a simple action plan for one or two chosen action areas each year. Fresh Tastes compiled a range of resources, partners and strategies for each action area to guide schools. The six action areas schools can choose from are:

- Classroom Learning (nutrition education)
- Growing Food
- Cooking Food
- Food from Home (lunchboxes)
- Food for Sale (including canteens) and
- Healthy Food and Drink Guidelines (policy for independent schools only).

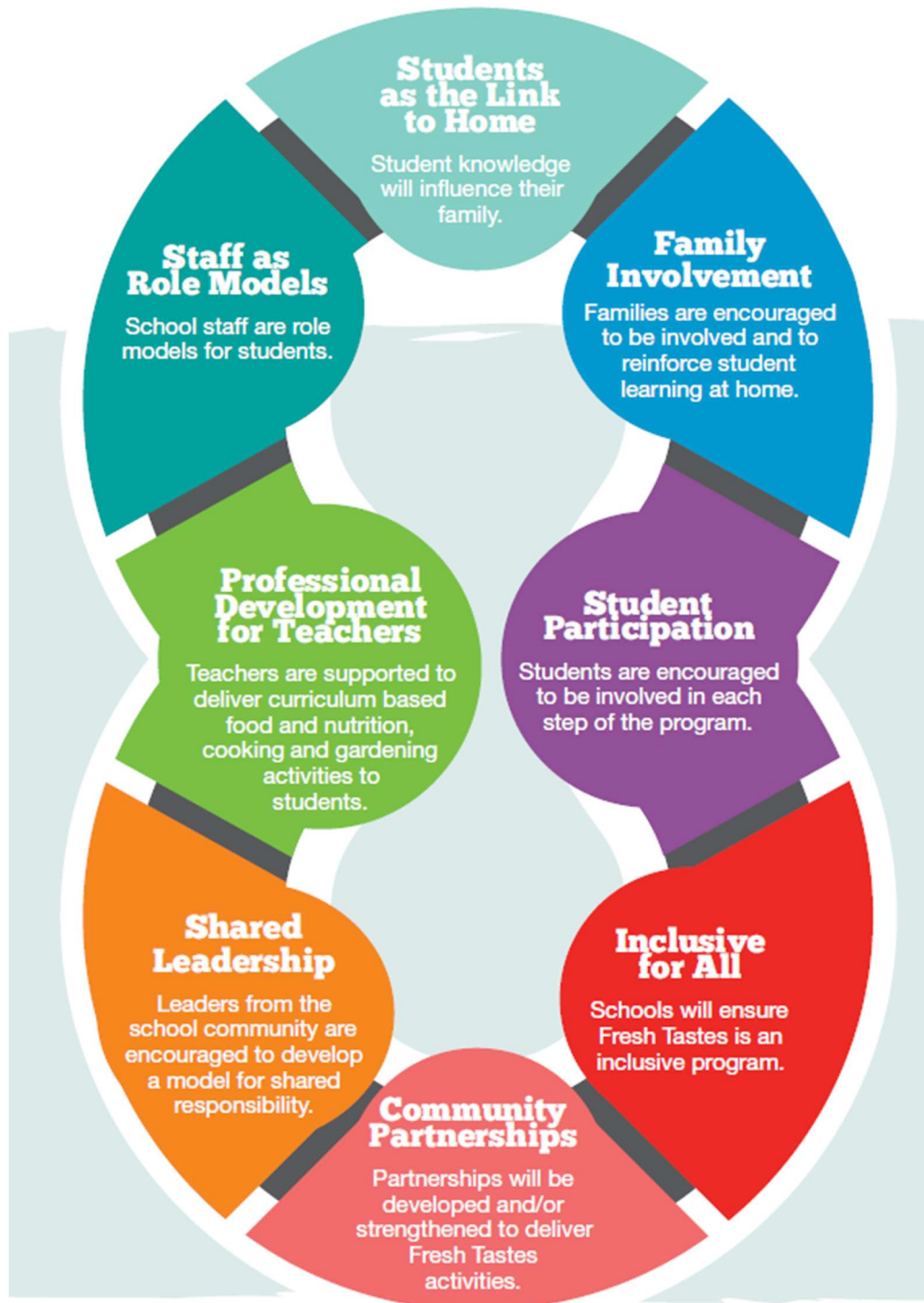


Figure 1: Eight principles that guide a whole of school approach to healthy food and drink promotion

When developing action plans, schools are encouraged to consider actions that address policy, partnerships, capacity building, communication, leadership and family involvement to create school-level systemic change. Fresh Tastes schools are encouraged to take small steps to embed change and celebrate their successes.

Schools take ownership and leadership to implement their action plans by forming an action group with representatives from across the school community to drive action. Fresh Tastes provides free support to help schools implement their action plans including financial grants (up to \$2,500), professional learning,

networking, curriculum materials and discounted services from local businesses and community organisations. A member of the Fresh Tastes team is assigned to each school to provide support and advice, such as helping link schools to relevant services.

### **Other related school-based nutrition initiatives**

In addition to Fresh Tastes, a number of other school-based nutrition initiatives have been implemented over the same time period. These initiatives are listed below to provide context to the environment in which Fresh Tastes operates.

In 2015, the ACT Education Directorate introduced the mandatory *ACT Public School Food and Drink Policy* as part of the ACT Government's Healthy Weight Initiative. The policy covers the food and drinks that can be sold and/or provided at public schools including through the canteen, at school events, fundraising initiatives and in the classroom. The Catholic Education Office – Archdiocese of Canberra and Goulburn has since developed a similar (optional) policy. A template for a healthy food and drink policy is now also available for Canberra's independent schools.

The ACTHD funded a Health Promotion Manager position requiring education qualifications and experience, based in the Education Directorate. This position facilitated access to public schools, recruitment to and implementation of health promotion initiatives, ensured professional learning and curriculum resources were linked to the Australian Curriculum and provided valuable connections between the health and school sectors.

As part of the Healthy Weight Initiative, 200 water refill stations were installed to ensure that a minimum of two water refill stations are available in each Canberra public school. Each student was given a re-usable water bottle to promote tap water as their drink of choice and to reduce plastic waste. All vending machines and sugary drinks were removed in ACT primary schools in 2014.

The ACTHD's Healthy Canberra Grants and Health Promotion Innovation Fund have enabled schools and other organisations to access funding for healthy food and drink projects.

In recent years, high schools have been supported to provide a healthy food and drink environment by the *It's Your Move Create a Café* project, and *Healthier Choices Canberra* is working to improve the food and drinks available through sporting club canteens and businesses throughout the ACT.

A *Collaborative Working Group on Food at School* was formed in 2015 to help schools and canteens provide healthy and sustainable food-for-sale services in schools. The group includes ACT Government directorates, Nutrition Australia ACT, the ACT Council of P&C Associations, NSW Healthy Kids Association and the Association of Parents and Friends of ACT Schools.

## **1.3 Scope of this interim project monitoring report**

The ACTHD engaged First Person Consulting (FPC) to provide support in evaluating the impact of Fresh Tastes across the first 39 schools included in the first intake rounds (see Table 1 below). Further information about schools' involvement in Fresh Tastes is provided in Appendix 3.

Table 1: Number of schools involved in the first four Fresh Taste intake rounds

Round	Number of schools	Beginning date	Three-year milestone date
1	8	April 2014	May 2017
2	12	September 2014	October 2017
3	7	May 2015	June 2018
4	12	September 2015	October 2018

The aim of this interim project monitoring report is to:

- document the progress of Fresh Tastes during 2014-2018.
- explore evidence that the Fresh Tastes model is working.
- understand the extent to which there has been a shift in the food and drink culture of participating schools to date.
- document the early learnings from Fresh Tastes that can inform the program going forward.

The findings of the report will be used to inform the final Fresh Tastes program evaluation that will be prepared once all eight rounds of schools complete three years of intensive support (2021).

To guide this report, a set of key evaluation questions (KEQs) was developed in collaboration with the ACT Health Directorate (see Table 2). Results are presented according to the KEQs.

Table 2: Key evaluation questions

Key evaluation question	Sub-questions	Section of report
<b>1. To what extent has Fresh Tastes been implemented as planned?</b>	a) What action areas were implemented by participating schools? b) To what extent are schools supportive of Fresh Tastes? c) What are the enablers and barriers for schools participating in Fresh Tastes? d) To what extent has Fresh Tastes supported the implementation of the National Healthy School Canteens Guidelines (NHSCG)?	4.1
<b>2. What evidence is there that the model is working?</b>	a) Has Fresh Tastes influenced the knowledge, skills and confidence of teachers regarding healthy food and drink? b) Have the community and business partnerships been effective? c) Has Fresh Tastes improved demand for and access to healthy food and drinks in the school setting? d) To what extent has there been an increase in healthy eating among children in participating Fresh Tastes schools? e) To what extent has Fresh Tastes influenced the food and drink culture in participating schools?	4.2
<b>3. What lessons can be taken from the delivery of Fresh Tastes?</b>	a) What are the key factors that influence the success and continued implementation of Fresh Tastes in schools? b) What learning from the Fresh Tastes experience would be useful to inform future programs?	4.3

## 1.4 Structure of this report

The structure of this report is as follows:

- A brief overview of the methodology and approach to the interim evaluation (Section 2)
- Key findings (Section 3)
- Results in detail, structured around each of the KEQs (Section 4)
- Next steps (Section 5)

## 2 Summary of the evaluation approach

A comprehensive Fresh Tastes evaluation plan was prepared by the ACTHD as part of the Fresh Tastes planning phase in 2013, with a suite of data collection tools developed, piloted and implemented from the beginning of the program.

These included:

- Pre- and post-assessments of components of the food and drink culture using a culture change matrix
- A food and drink situational audit – with a baseline and follow-up completed
- 12-month interviews with the Principal or school leader by a representative from the Education Directorate who sits within ACT Health
- A survey to capture the ‘factors for success’ in implementing Fresh Tastes
- Other information collected by ACT Health on an ad hoc or opportunistic basis e.g. email feedback.

More information on these tools is provided at Appendix 1 and 2.

The steps used in this interim evaluation are outlined below.

- **Inception meeting** – to help clarify what ‘success’ for the evaluation looks like, provide background to Fresh Tastes and outline the range of documentation available.
- **Document review** – including school food and drink audits, progress reporting, culture change matrices (pre- and post) and other information captured from 39 individual schools over time. On average each participating school had nine different sources of information, this equates to 360 documents.
- **Key informant interviews** – 14 people were interviewed, including the Fresh Tastes team, government and community partners, strategic and program stakeholders to capture program-specific and strategic insights. These spanned project officers (3), partners (2), program stakeholders (4) and strategic stakeholders (5). Two sets of interview questions were developed – one for those with a focus on the program, and one for those with a more strategic / big-picture perspective.
- **Data analysis** – primarily thematic and content analysis of qualitative interviews with Principals and key informants, as well as descriptive statistical analysis of relevant quantitative data. Following this was a process of synthesis and interpretation to address the evaluation questions.
- **Summit workshop** with the ACTHD– to present the preliminary analysis and discuss some of the results to date, as well as reflect on opportunities for the future.
- Preparation **of an interim evaluation report** (this document).

Further details on the methodology is provided in Appendix 1.

## 2.1 Limitations and challenges

Several limitations and challenges have been identified in relation to the data collected for the Fresh Tastes evaluation. These include:

- This interim evaluation was not intended to differentiate between parts of the program, but focused on the program as a whole. The evaluation is therefore not able to thoroughly explore each separate component of Fresh Tastes in terms of its contribution to the overall impact of the initiative.
- Some data collected relates to perceptions of change in the school as collected from Fresh Tastes Action Groups and school executives. It is recognised that this data is subjective.
- As schools self-selected (opted) into Fresh Tastes, bias cannot be ruled out in results.
- Across the three years of the program, there was turnover of staff in some schools meaning the pre and post data collection tools may have been completed by different people.
- A decision was made to engage FPC as an independent co-evaluator to address any potential bias arising from the Fresh Tastes team conducting the evaluation. This enabled the Fresh Tastes team to be interviewed as a key informant. Where Fresh Tastes team members were interviewed as stakeholders this has been noted.

## 3 Key findings

### 3.1 Implementation of Fresh Tastes

There is clear evidence that Fresh Tastes has been implemented according to the project plan, with evidence of learning and adaptation throughout the program that has fostered continuous improvement.

For the period set for this evaluation a total of 39 schools have completed their formal three-year involvement in Fresh Tastes. Broadly, schools would select one or two of the six Action Areas of Fresh Tastes to work on each year. Fresh Tastes monitoring data indicates that:

- Growing Food (95%) and Classroom Learning (92%) were the common areas addressed
- Food from Home (82%) and Cooking Food (79%) were the next most common
- Food for Sale (51%) and Healthy Food and Drink Guidelines (5%) were the least popular, though this can be attributed to the introduction of the *ACT Public School Food and Drink Policy* in 2015 which meant many of these schools had already undertaken action in these areas.

Fresh Tastes was successful in very effectively supporting the implementation of the National Healthy School Canteen Guidelines (NHSGC) across all school sectors. At program commencement, 40% of the participating schools had started implementing the guidelines, and by the end this had increased to 97% having fully implemented the guidelines and the remaining 3% commenced.

Schools were very positive about their involvement in Fresh Tastes, highlighting the below points as key enablers of the program implementation:

- The value of high-quality and regular communication with the Fresh Tastes team
- The positive experiences with service partners
- The professional learning opportunities that were available.

This was reflected by interviewed stakeholders who emphasised that a collaborative attitude, a supportive Fresh Tastes team and a responsive program design centred on eight principles were key enablers that supported implementation. Barriers to implementation reflect those commonly experience in school-based programming, that being:

- The importance of support for the program from all levels
- Staff turnover
- Resource constraints, as well as program resources that may not fit the needs of all students.

### 3.2 Effectiveness of the Fresh Tastes model

Fresh Tastes has successfully fostered a range of professional learning opportunities for staff:

- schools with staff trained to provide cooking experiences for students increased from 17% to 77%
- similarly, schools with teachers trained in gardening increased from 32% to 69%.
- levels of high or very high confidence in teachers to teach about healthy food and drink increased by 10% (from 76% to 86%) among participating schools.

Partnerships are key to Fresh Tastes, with 33 partnerships established with ACT Government directorates (3), local community organisations (12) and businesses (20) to support the delivery of Fresh Tastes in participating schools. Schools were also encouraged to establish their own partnerships beyond this where possible. These partnerships were key in:



- building teacher capacity to educate students about healthy food and drink
- providing students and their families information and activities about healthy food and drink
- fostering changes to canteen menus
- aligning cross-Directorate priorities between ACT Health and the Education Directorate to enable more effective delivery.

Demand for healthier food and drink was reported to have increased among participating schools. A key aim of Fresh Tastes has been to change the food and drink culture in participating schools. To test this, ACT Health developed a Food and Drink Culture Matrix, which breaks down culture into seven components and an overall 'score' ('beginning', 'developing', 'established' or 'embedded').

During the start of Fresh Tastes, no school rated their culture as 'embedded', and only 2% rated it as 'established'. By the end of participation, 32% felt they had an 'embedded' healthy food and drink culture, with another 61% noting it was 'established'. No school rated it as 'beginning' by the end of involvement. This is an extremely positive result for Fresh Tastes and reinforces the benefits already described.

Ultimately, Fresh Tastes has been seen as a worthwhile and impactful experience by schools:

*Fresh Tastes has been a wonderful way to learn and promote healthy eating and drinking at our school. The resources, partners and support provided by the team have made the 3 years of work worthwhile and have motivated us to continue on the journey.*

participating school

Further evidence of the success of Fresh Tastes in improving the food and drink culture of participating schools is seen in data collected in relation to the access to, and demand for, healthy food and drinks at participating schools.

A large majority (89%) of participating schools reported a change in the demand for healthy food and drinks during the course of their participation in Fresh Tastes, and even more (92%) reported a positive change in the attitudes toward healthy food and drinks amongst the school community.

Similarly, schools also reported improved access to healthy food and drink as well as reduced availability of unhealthy foods following participation in Fresh Tastes. This also supported existing whole of government initiatives (e.g. Schools Food and Drink Policy). As such, while these changes are note solely attributable to Fresh Tastes, the program did still play a role in contributing to:

- a reduction in sugary drinks sold in the canteen (from 60% down to 19%)
- an increase in the promotion of healthy drink choices (55% to 63%)
- an increase in the promotion of healthy food choices (68% to 81%).

A statement ('I am satisfied with the availability of healthy food and drink at this school') from the Parent and Student School Satisfaction Surveys (2016, 2017 and 2018) for Year 5-6 students and Year 7-12 students was analysed as a point of comparison. In general, it showed that Year 5-6 students and their parents were more satisfied than students in Years 7-12. This provides an additional evidence that Fresh Tastes had a positive influence in participating schools and the level of access to healthier food and drink.

Unfortunately, data was not able to be collected directly from children in relation to their food and drink consumption. However, feedback from teachers in schools did suggest a perceived increase in healthy eating and drinking among students.

### 3.3 Learnings from Fresh Tastes

One of the key monitoring tools used in Fresh Tastes was the 'Factors for Success' questionnaire. It was developed to help identify the most important factors influencing food and drink culture in primary schools from the perspective of those schools participating in Fresh Tastes. A set of nine factors were identified and, of these, most were felt to be essential by a large proportion of schools. The three factors considered essential by schools were:

- being able to get support from the Fresh Tastes team
- a good relationship existing between the canteen and school
- having a supportive Principal.

This supports the interim evaluation findings presented, particularly the role of the Fresh Tastes team in supporting implementation.

Most schools reported that Fresh Tastes had helped them embed nutrition education in their schools that would likely continue into the future. The most frequent ideas mentioned as a focus for sustaining efforts included having gardens, maintaining parental / community involvement, and canteen adjustments. The main barrier to continuation that was identified was 'burnout' of the key Fresh Tastes 'champions' in schools – which highlights the importance of providing new and innovative ideas for engagement to keep energy levels high.

Schools also identified three interrelated mechanisms that supported Fresh Tastes and the outcomes achieved. These included:

- The use of infrastructure (e.g. gardens, and the canteen) as a focal point for activities
- The use of end-to-end programs (i.e. garden to plate) to help foster engagement around healthy food
- The use of community and parental engagement, which also linked to the use of infrastructure.

Other key learning that relates to the design of future programs includes:

- Programs need to align with government and school policies and priorities to support implementation. Programs that operate in isolation from such drivers will likely be seen as 'extra' work and thus not be prioritised by teachers and staff in the same way.
- Programs need to develop and use high quality resources and supporting materials – including teacher professional learning – and that they use the language of schools and the education sector.
- The program design should be flexible and tailorable by schools to their own context to support implementation. Taking a principles-based approach to a program has worked well for Fresh Tastes and seems to be worthwhile as a basis for school-based programs.

## 4 Results

### 4.1 Implementation of Fresh Tastes

#### 4.1.1 Action areas implemented by participating schools (KEQ1a)

At the beginning of each year, each school participating in Fresh Tastes brings together their working group to attend a facilitated workshop to write an action plan that targets one or two action areas that the school focuses on for the year. This helps schools prioritise their efforts and ensure that the goals and actions they set are achievable. A list of action areas focused on by schools is provided at Appendix 3.

Figure 2 illustrates the uptake of each action area across the 39 participating schools. As can be seen, Growing Food (95%) and Classroom Learning (92%) are the most popular action areas. While Food for Sale (50%) and Healthy Food and Drink Guidelines (5%) had the lowest uptake, this is largely because the introduction of the *ACT Public School Food and Drink Policy* in 2015 meant that many schools had undertaken relevant action already in relation to Food for Sale. Similarly, the 5% uptake of the Healthy reflects that the Food and Drink Guidelines action area was only relevant to non-government schools from 2015 onwards due to the introduction of the *ACT Public School Food and Drink Policy*.

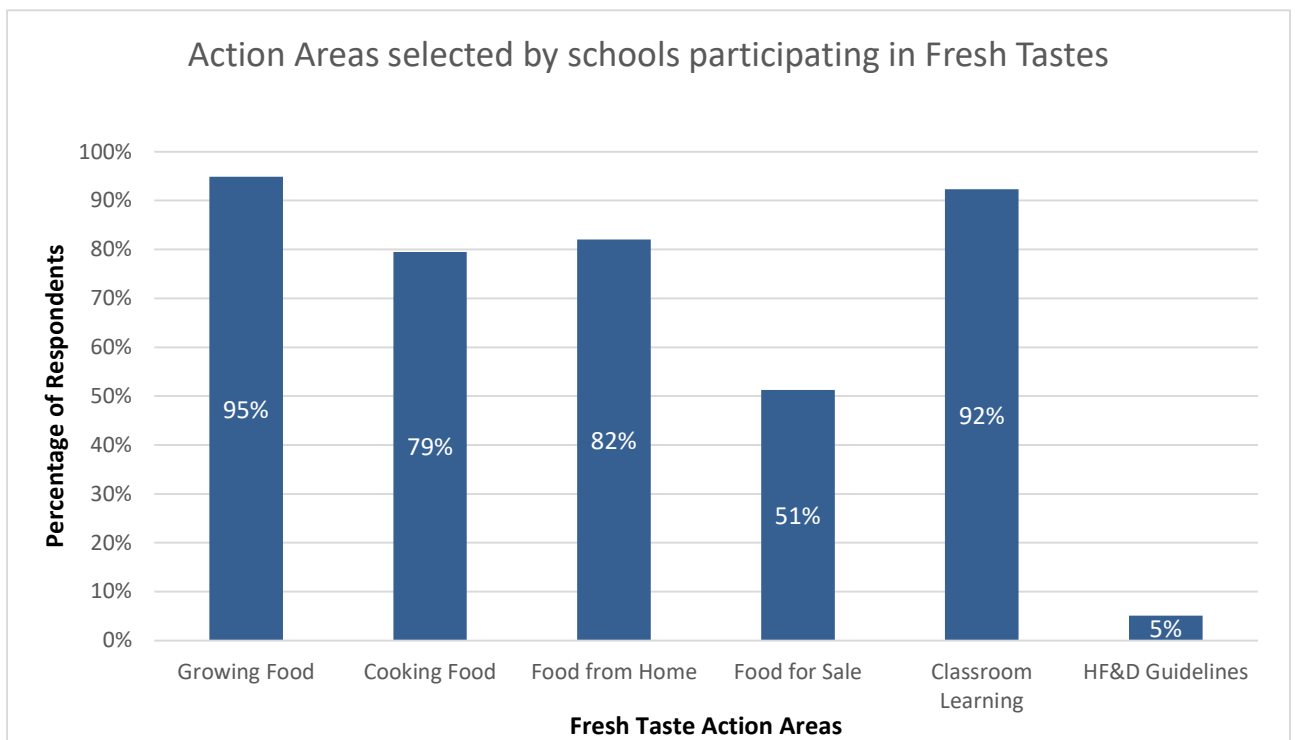


Figure 2: Action areas selected by schools participating in Fresh Tastes (n=39)

#### 4.1.2 Schools' support for Fresh Tastes (KEQ1b)

Overall, participating schools were very positive about the Fresh Tastes program. Positive comments were regularly made by participating schools throughout the data collection tools in relation to the Fresh Tastes team, and the experiences with service partners and the support that they received for implementing their

chosen action areas. For example, 90% of respondents<sup>7</sup> provided positive comments as part of their 12-month interviews:

*The Fresh Tastes service fits in so well with our school and vision. The Fresh Tastes resources have been fantastic, and the visual supports encourage student learning. We look forward to our next action area.*

participating school

*The Fresh Tastes Initiative has been instrumental in making positive and sustainable changes in the school.*

participating school

Professional learning opportunities (discussed further in Section 4.1.3) were singled out multiple times as a key positive element for supporting implementation. Additionally, support for cooking and gardening were mentioned by several schools:

*The Food&ME and Stephanie Alexander training have been very helpful. The ideas they gave to implement nutrition education into the school have helped increase the confidence of the teachers to deliver nutrition education and take the next steps.*

participating school

Finally, in answer to the question in the Food and Drink Audit, "Do you have any other comments about Fresh Tastes or food and drinks in your school?", 90% of participants gave positive feedback about Fresh Tastes. For example:

*Fresh Tastes has been a wonderful way to learn and promote healthy eating and drinking at our school. The resources, partners and support provided by the team have made the 3 years of work worthwhile and have motivated us to continue on the journey.*

participating school

#### 4.1.3 Enablers and barriers in implementing Fresh Tastes (KEQ1c)

Table 3 below summarises the main themes that emerged from review of participating schools' data, and from the 14 key informant interviews conducted with stakeholders.

Table 3: School and key informant perspectives on enablers and barriers to delivery

Perspective	Enabler	Barrier
<b>Participating schools</b>	<ul style="list-style-type: none"> <li>Structured support for action areas</li> <li>Support from the School Executive</li> <li>Professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Not a priority for school leadership</li> <li>Staff turnover</li> <li>Resources that do not fit the school context – largely the different needs of the students</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Resource constraints</li> <li>Staff turnover</li> </ul>

<sup>7</sup> While n=39 schools, in many cases there was more than one person in attendance at the review meeting / interview. Thus, the actual number of people feeling positively towards the program is likely much higher.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Support provided by the Fresh Tastes team</li> <li>• Design of the program</li> </ul> | <ul style="list-style-type: none"> <li>• Low engagement</li> </ul> |
|--|--|

### Enablers to implementation identified by schools

#### Structured support for action areas – particularly through resources

Fresh Tastes provided a suite of resources and support in relation to school's chosen action areas, including (but not limited to):

- Food&ME and Stephanie Alexander Kitchen Garden program curriculum resources and training
- liaison with and support from the Fresh Tastes team
- school canteen menu assessments
- garden and cooking resources and materials.

Many of the resources (particularly around upskilling staff, establishing gardening, cooking classes and nutrition) aided schools in the development of a sustainable program model that could continue after the period of discrete support from Fresh Tastes. Specifically, many schools pointed to the value of the classroom resources as something that enabled their engagement with Fresh Tastes. For example:

*Resources are the main reason for the increased uptake of the Fresh Tastes program. Units are detailed and provide teachers background to teach it well.*

participating school

*Teachers are supportive of the Food&ME classroom learning curriculum as it is all planned and ready for them to use.*

participating school

#### Support of School Executive

Respondents at several schools identified the importance of the School Executive to the successful implementation of Fresh Tastes. Several schools acknowledged the importance of setting aside time and agenda items to discuss Fresh Tastes and the importance of institutionalising support for Fresh Tastes (through, for example, recognition of the coordinator) so that the implementation did not fall to a few individual staff members. Fresh Tastes recommends schools do this when establishing their action groups.

*The school's executive team have been very supportive of Fresh Tastes. They have provided extra admin time for the Environment Centre teachers, and for teachers in general, to understand and help embed Food&ME resources into the school curriculum.*

participating school

*There is regular sharing and learning in team meetings, all with scheduled agenda items. Nutrition education has been embedded into the curriculum at the various year levels.*

participating school

## Professional learning opportunities

Many schools mentioned the importance of the professional learning opportunities, particularly Food&ME professional learning and the Stephanie Alexander Kitchen Garden Foundation's (SAKG) workshops. The responses to the professional learning opportunities were very positive. For example:

*Teachers really enjoyed the SAKGF professional learning and are using the Tools for Teachers books regularly – there are so many ideas in them and they can see themselves using them for years to come. They're proud of what they've achieved over the last 12 months. Teachers can see a real difference as the kids are so excited to take part in Fresh Tastes activities and they are taking these positive messages home to their families.*

participating school

## Enablers to implementation identified by stakeholders

### Collaboration

Within this broad theme, most stakeholders (77%) noted that the collaborative elements between government, community and business partners was key to the program. Benefits of this collaborative approach included the ability to deliver services/support across a range of areas and needs, the ease of program delivery and consistency of messaging.

*I think it is pretty good, people are looking at the whole community and they all have the same end point which is making kids healthier. I think that's a great message to carry regardless of where they come from. It's a good thing that they come from community and business sectors because that means they can deliver services where we can't.*

stakeholder

It was also noted that the Education Directorate's Health Promotion Program Manager position, funded by the ACTHD to support recruitment and implementation of programs in schools, was essential. This was in terms of understanding how schools function, but also in being able to work within the ACTHD and Education Directorate's policy and governance structures.

*The role of the Education (Directorate's) Officer is essential, and you definitely have to have that balance between the senior management role and the ability to translate health speech into education language. That partnership has been valuable and really important.*

stakeholder

### Support from the Fresh Tastes team

The second most cited enabler by stakeholders was the support that Fresh Tastes provides to schools, whether that support be in the form of funding schools to undertake activities in their action plans, administration support offered to schools, or recommendations of external partners for strategic support (among others). Importantly, it was noted by one interviewee (who is external to the Fresh Tastes team) that they are highly motivated to provide that support:

*The Fresh Tastes team are quite innovative - from the online learning they've developed, the partnerships that they've got – [they think about] ways to engage and make sure things are current.*

stakeholder

*I think Fresh Tastes is one of the most successful educational initiatives and programs. I think it has a lot of do with the whole of government focus, the willingness of all the different Directorates to work together, to have people on the ground who are happy to communicate, talk and work as a group.*

Stakeholder

## Design of the program

Two key design elements of the program were noted as enablers. These are:

- The flexibility in delivery which allows the program to cater to a wide range of schools.

*Every single school is different – they have a different way of teaching and planning, so you have to be flexible in how you approach it. You want the action plan to be achievable in their view (not yours).*

stakeholder

*What we specialise in is connecting the dots for schools. In terms of the model – it's as flexible as the school needs. We really immerse ourselves in understanding how the school operates.*

Fresh Tastes team member

- The 'whole school' perspective of Fresh Tastes. This involves consideration of the eight principles to help schools maximise opportunities to promote healthy food and drink. These principles are summarised in Figure 1 on page 3.

Interviewed stakeholders noted that these eight principles foster ownership and buy-in from the school, as well as facilitate the flexibility associated with delivery (i.e. do what they can in a way that works for them).

*Fresh Tastes is a whole school program. It encourages the school to take ownership and incorporate professional learning, and there's buy-in from the Principal and the Education Directorate.*

stakeholder

*Because Fresh Tastes has developed the wide range of action areas, it enables the school community to identify what they want to go with that's within their capacity and scope.*

stakeholder

*Fresh Tastes can fit across a whole range of curriculum areas – it can be tailor-made to fit any particular school that might be interested. They could focus on a policy element, they can look at growing food, cooking, bringing food from home. They have the ability to tackle things that match with them.*

stakeholder

## Barriers to implementation identified by schools

### School Leadership and support

In the 12-month interviews conducted with participating schools, several respondents identified that leadership and support from the School Executive is critical to implementing Fresh Tastes. Teachers explained that active support from the leadership team helped them (the teachers actively involved in Fresh Tastes) to sustain their efforts and gave them permission to allocate time in their busy schedules. For example:

*I'm currently looking for a committee to support me in this work and with the change of Executive it has been very difficult [to put Fresh Tastes on the agenda].*

participating school

*The Senior Executive needs to see that Fresh Tastes is working, but at the same time needs to support it to work.*

participating school

### Staff turnover

Several schools also reported that staff turnover was a roadblock to the implementation of Fresh Tastes, especially when the Fresh Tastes coordinator or supportive Principal/school leaders moved on:

*There has been a huge changeover of staff and so the momentum has not been kept up.*

participating school

*The school has had a change of leadership and a Fresh Tastes coordinator change, with little succession planning, so [it was] difficult to continue momentum with services, so had to start again this year.*

participating school

### Resources that do not match the particular school context

A final barrier identified by a small number of respondents was a mismatch between the available Fresh Tastes resources and the particular school context. Most schools found the Fresh Tastes resources to be very helpful and fit-for-purpose. Respondents from non-mainstream or non-English speaking schools found the resources less easy to use and needed to adapt them to their own context.

*It's been very difficult to engage staff, especially the language (other than English) teachers. Any information that goes home to parents has to be translated into other languages as well, which has been a barrier.*

participating school

*The Food&ME professional learning was attended by staff members and was very well received. The previous pedagogy model has changed to inquiry model so we are in the process of aligning this with the Fresh Tastes program.*

participating school



## Barriers identified by interviewed stakeholders

### Resource constraints / staff turnover

Resource constraints were cited as the most frequent challenge to program delivery. Within this theme, both staff turnover and time constraints were cited as the most frequent challenges to delivery of the program:

*The other thing that makes it hard for schools is lack of time. It's a crowded curriculum and so much they have to do – it's hard to prioritise.*

stakeholder

*"Then there's the schools that don't have much parental engagement – we do hear from schools that they struggle with community/parental engagement. For example, the Food from Home action area (healthy lunch boxes) is hard if there's not much engagement."*

Fresh Tastes team member

### Low engagement

Stakeholders also noted the importance of the time and energy investment required to build engagement with schools. The other barrier identified relates specifically to the challenges in recruiting independent schools and Catholic schools. Reasons for this that were identified include:

- less engagement with these sectors due to a lack of roles equivalent to Education Directorate's Health Promotion Program Manager position
- independent and Catholic school sectors having a different structure to public schools
- the diversity of these schools in terms of governance structures and priorities.

It was also noted by the Fresh Tastes team that they were continuing to work through the process of engaging these schools.

#### 4.1.4 Role of Fresh Tastes in supporting the implementation of the National Healthy School Canteen Guidelines (KEQ 1d)

##### The role of Fresh Tastes

Fresh Tastes supported schools in their efforts to implement the NHSCG in school canteens across all school sectors. This included providing canteen resources, networking opportunities for canteen staff, and access to voluntary canteen menu assessments for non-government schools involved in Fresh Tastes.

In 2015, the Education Directorate enacted the *ACT Public Schools Healthy Food and Drink Policy* which includes as one of its requirements the need for all public schools to work towards meeting the NHSCG. Similar to the NHSCG, the policy uses a traffic light system to classify food and drinks into three groups (red, amber and green) based on their nutritional value.

Fresh Tastes positioned itself to support public schools in their efforts to implement the *ACT Public School Healthy Food and Drink Policy*, including by providing support to assist public school canteens to meet the NHSGC component of the policy.

Public schools were provided with an annual canteen menu assessment to monitor compliance with the policy and provide advice on how to improve menus to meet the NHSCG. Non-government Fresh Tastes schools could also access a menu assessment and canteen support.

The Catholic Education Office Canberra and Goulburn subsequently developed a policy in 2016, however the policy is not mandatory. Fresh Tastes has used school action planning workshops to generate awareness of and engagement with the policy amongst participating Catholic schools.

Independent schools in the ACT can choose to develop and implement their own healthy food and drink policy with a template and suggested process provided by Fresh Tastes.

**Results relating to NHSCG implementation**

As Figure 3 shows, by the end of their three year involvement in Fresh Tastes, 97% of schools with canteens reported have fully implemented the NHSCG, with the remaining 3% having started. This compares to 40% that reported having fully implemented the NHSCG at baseline (when they commenced Fresh Tastes). Note that all figures include public, Catholic and Independent schools grouped together.

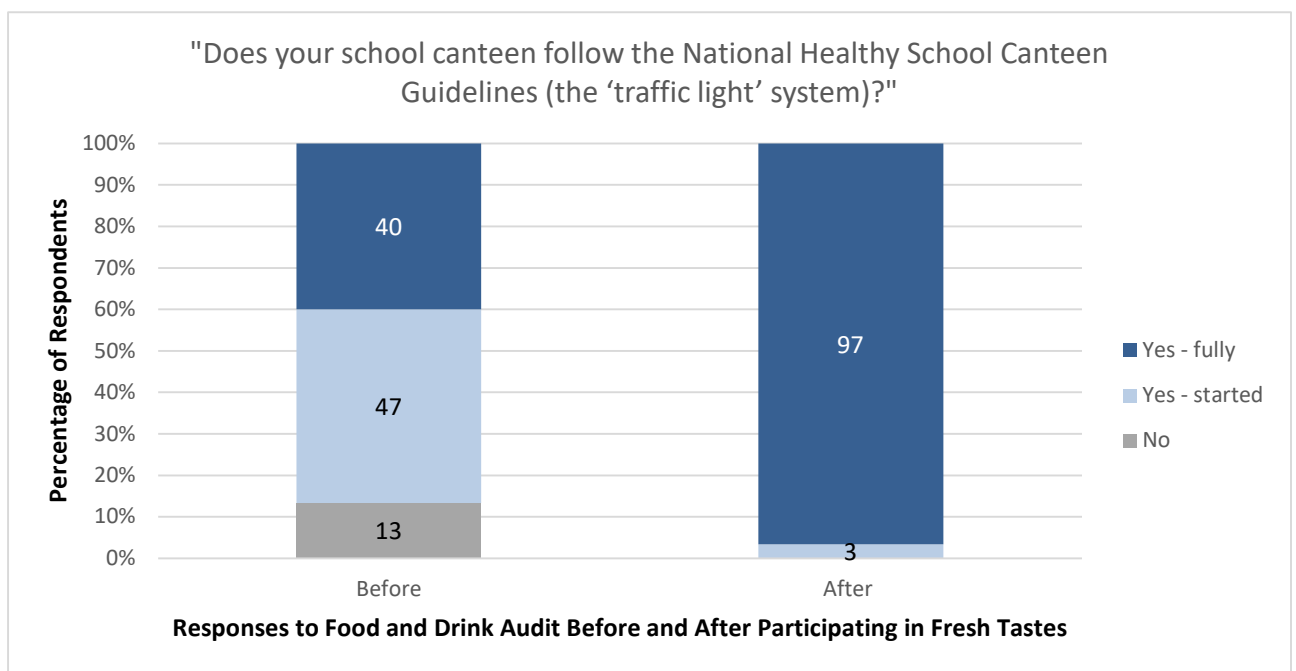


Figure 3: School's responses to the Food and Drink Audit before and after Fresh Tastes (n=30)

One of the key support services offered school canteens to implement the NHSCG was canteen menu assessments. The menu assessments were conducted by Fresh Tastes partner, Nutrition Australia and provided an opportunity for canteens to receive advice on menu changes which would help them to meet the guidelines.

Figure 4 highlights the support schools reported receiving from Fresh Tastes when it came to the implementation of the NHSCG. Nearly 90% of responding schools had received support from Fresh Tastes partner Nutrition Australia ACT to implement the guidelines and of those schools, 83% found the menu review useful.

*The canteen has been well supported by the Fresh Tastes service. It has helped align the practices to the new policy requirements.*

participating school

From the perspective of interviewed stakeholders (who are primarily from government), it was clear that school involvement with Fresh Tastes facilitated implementation of the ACT *Public School Food and Drink Policy* as required by the ACT Government. This was primarily through the way in which Fresh Tastes has been designed and delivered in terms of supporting schools:

*The [Food and Drink] policy has enabled the school to have a very streamlined awareness of the traffic light system which was not well embedded prior to Fresh Tastes.*

participating school

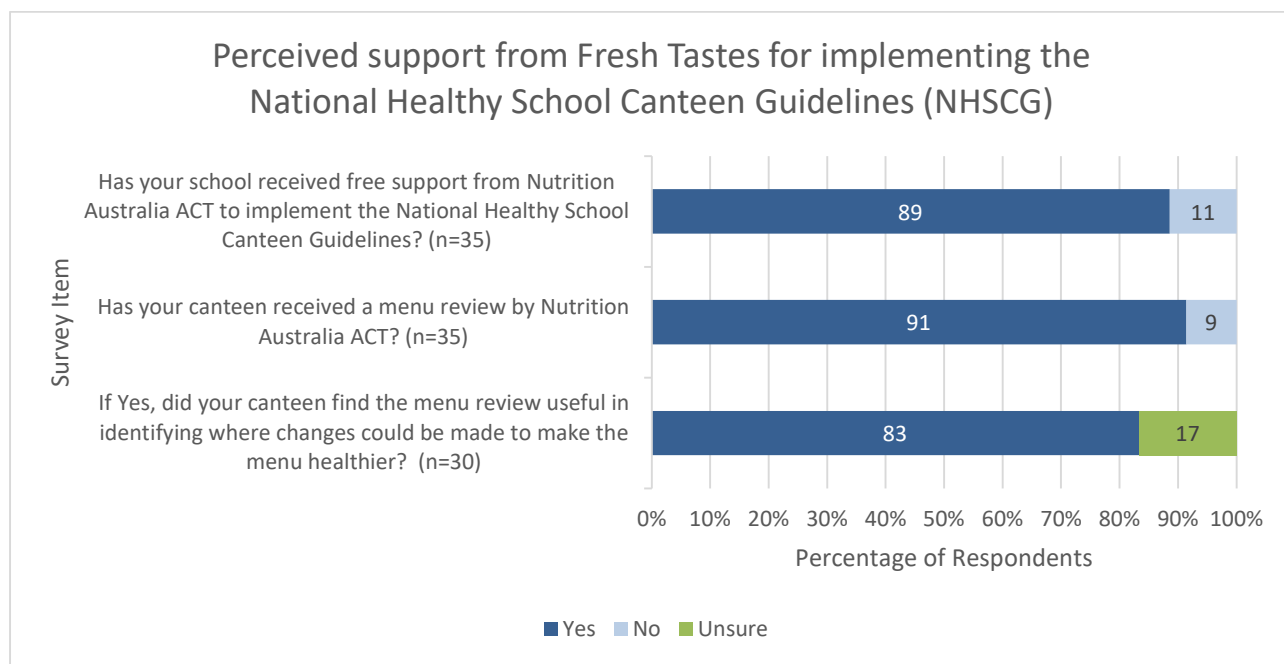


Figure 4: Perceived support from Fresh Tastes for implementing the National Healthy School Canteen Guidelines (NHSCG)

Stakeholder messaging was one of the key features which enabled schools to align with NHSCG requirement. Schools reported that Fresh Tastes provided messaging to various stakeholders about the importance of good nutrition, and clear communication to parents, students, staff and canteen managers about changes related to the NHSCG or school policy.

Schools reported that the canteen menu offerings provided by the canteen are much more consistent with classroom messages about food and nutrition compared to before Fresh Tastes (see Figure 5). For instance, 40% of respondent schools reported being ‘fully consistent’ before Fresh Tastes participation, compared with 69% reporting being ‘fully consistent’ afterwards. Moreover, prior to Fresh Tastes participation, 20% were either ‘not at all consistent’ or ‘unsure’, whereas afterwards, no school reported these options. This indicates that FT was successful in influencing food and drink culture – through an improvement in linkages between the canteen and classroom and awareness of this improvement within the school.

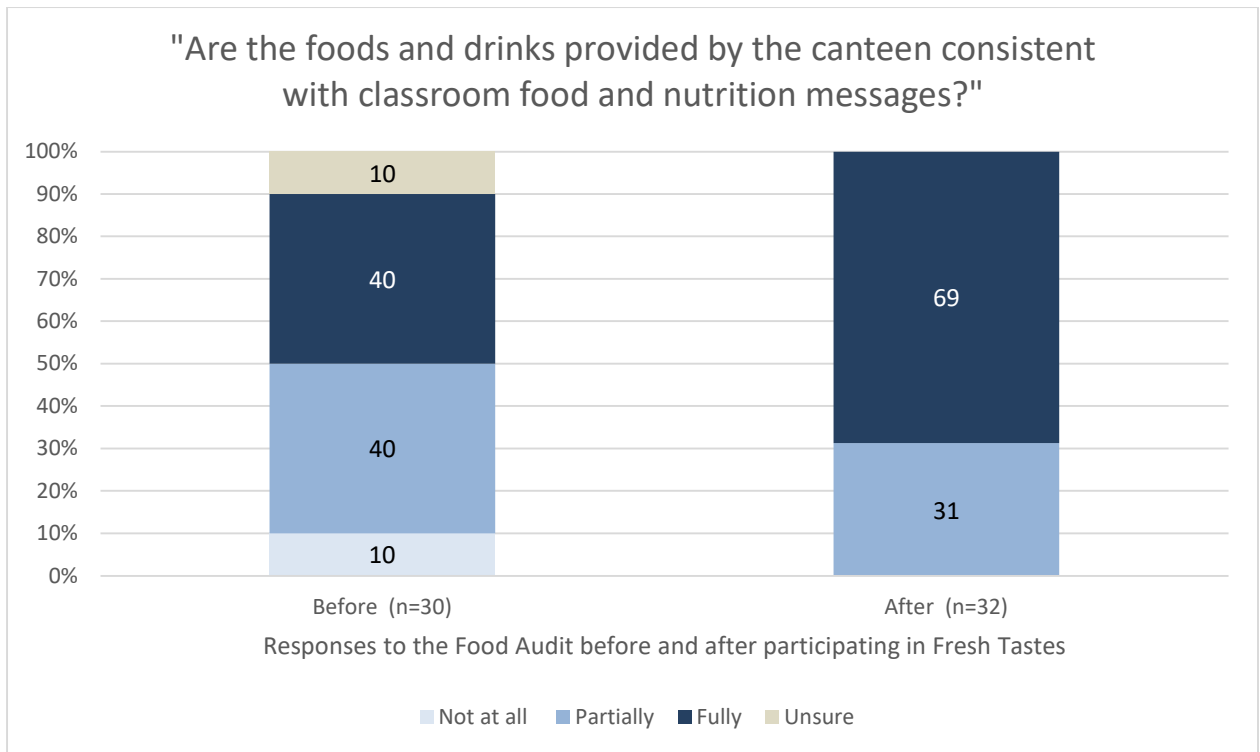


Figure 5: Reported changes to canteens’ alignment with classroom nutrition messages after the implementation of Fresh Tastes program

## 4.2 Evidence for the effectiveness of the Fresh Tastes model

### 4.2.1 Increases in the knowledge, skills and confidence of teachers to educate students about good nutrition (KEQ2a)

Fresh Tastes has been successful in increasing opportunities for educators to participate in professional learning, leading to an increase in confidence of staff to teach healthy food and drink.

Some professional learning is provided directly through Fresh Tastes (Food&ME nutrition education), or through partners such as Nutrition Australia ACT (traffic light system training) and the SAKG Foundation (gardening and cooking training).

The Food and Drink Audit highlights that prior to Fresh Tastes, training opportunities for teachers and other support staff in nutrition-related areas, such as cooking and gardening, were relatively minimal (see Figure 6). The change after participating in Fresh Tastes is substantial – 60% for opportunities in cooking, and 37% for opportunities in gardening.

*Food&ME units have given teachers more confidence. Teachers are also more aware of modelling healthy food choices.*

participating school

*I feel now I can support and expand the children's learning within my own classroom through simple hands on food experiences and activities. This learning allows the borders between the kitchen and the classroom to be broken down.*

participating school

*Fresh Tastes has been a great experience. It helped us map out how to improve our teaching of nutrition.*

participating school

*The Food&ME and Stephanie Alexander training has been very helpful. The ideas they gave to implement nutrition education into the school has helped increase the confidence of the teachers to deliver and take the next step specifically highlighting nutrition education.*

participating school

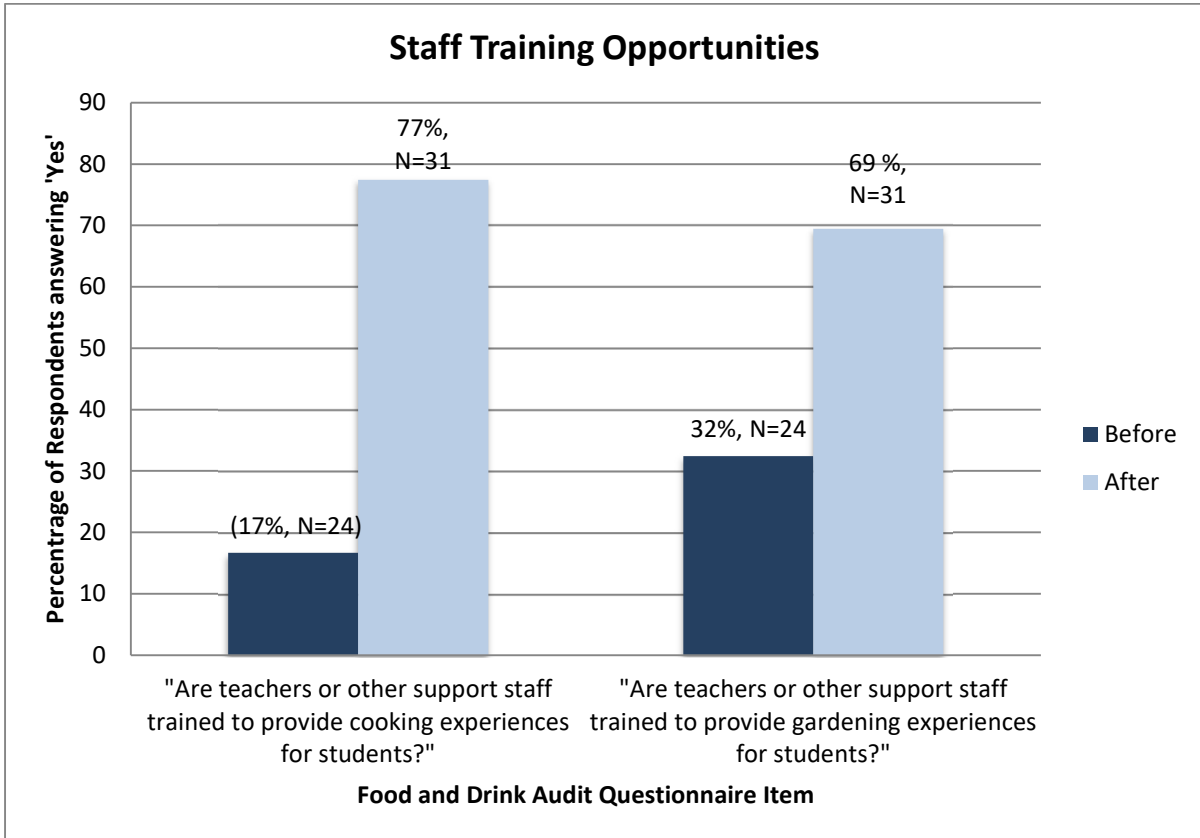


Figure 6: Changes in the answer "yes" to opportunities for training in cooking and gardening

Similarly, data from the food and drink audit indicates increases in confidence in teachers educating students about healthy food and drink. Most notably, the proportion of 'very high' ratings doubled from 'before' to 'after'.

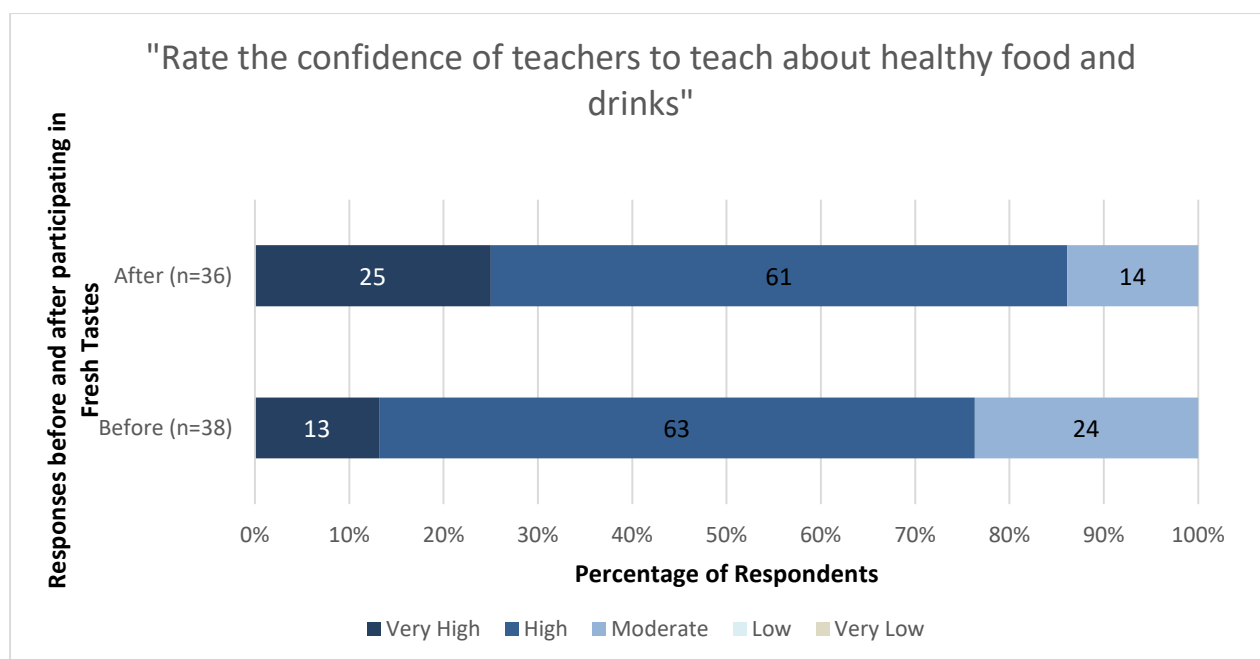


Figure 7: Reported ratings of confidence in teachers to teach about healthy food and drinks

#### 4.2.2 Role of partnerships between schools, community organisations, businesses, the education sector in government (KEQ 2b)

Thirty-three partnerships were established with ACT Government directorates, local community organisations and businesses to support the delivery of Fresh Tastes in participating schools. Details of all Fresh Tastes partners as at 2018 are provided at Appendix 3.

Fresh Tastes partnerships were developed based on the variety of needs the Fresh Tastes team were seeing when they were assisting schools to develop their action plans. The Fresh Tastes team provided links between schools and relevant partners and provided options for schools to access optional services or support for a discounted fee.

The purpose of these partnerships included:

- building the capacity of teachers to educate students about nutrition
- exposing students to growing and cooking activities and reinforcing nutrition messages
- providing information to families about healthy food and drink choices
- supporting canteens to provide healthy options and
- improving the affordability of fresh fruit and vegetables for families.

In addition to the established Fresh Tastes partners, participating schools were encouraged to form their own partnerships within their local community (e.g. seek discounts or donations from local supermarkets, use the expertise and resources available within their parent community).

Participating schools expressed enthusiasm for the partnerships enabled by Fresh Tastes, and particularly mentioned the SAKG Foundation and Nutrition Australia ACT. Some schools had also established their own connections with local partners through their action group.

*The Food&ME resources as well as the SAKG resources have been superb.*

participating school

*We've worked very closely with [local supermarket] who provided fruit for the breakfast club and in the classroom.*

participating school

The Fresh Tastes team identified the partnership with the ACT Education Directorate as an essential element of Fresh Tastes. Importantly, this is beyond a simple partnership with the Directorate, but more an alignment of priorities and building an effective cross-Directorate relationship.

*One of the biggest things is the relationship we've built with Education over the years. It is important that they're a great advocate, knowledgeable and able to build really good relationships.*

Fresh Tastes team member

Stakeholder interviews highlight the relationships needed between Fresh Tastes and the school coordinator, which could then flow onto to other staff within the school.

*One of the really successful things I've seen is a school that had a very driven Fresh Tastes coordinator making really strong connections with the canteen and the Principal to run things.*

Fresh Tastes team member

The culture change matrix that was administered to participating schools at the start and conclusion of their intensive involvement in Fresh Tastes indicates a strong culture change outcome relating to partnerships – specifically that 66% of schools reported that their partnerships were either established or embedded (see Figure 8). Overall, this highlights the role and benefits of the relationships between the range of organisations involved. There are a range of challenges and opportunities involved in developing and maintaining partnerships (for both Fresh Tastes and the partners) which will be further explored in the final evaluation of Fresh Tastes.

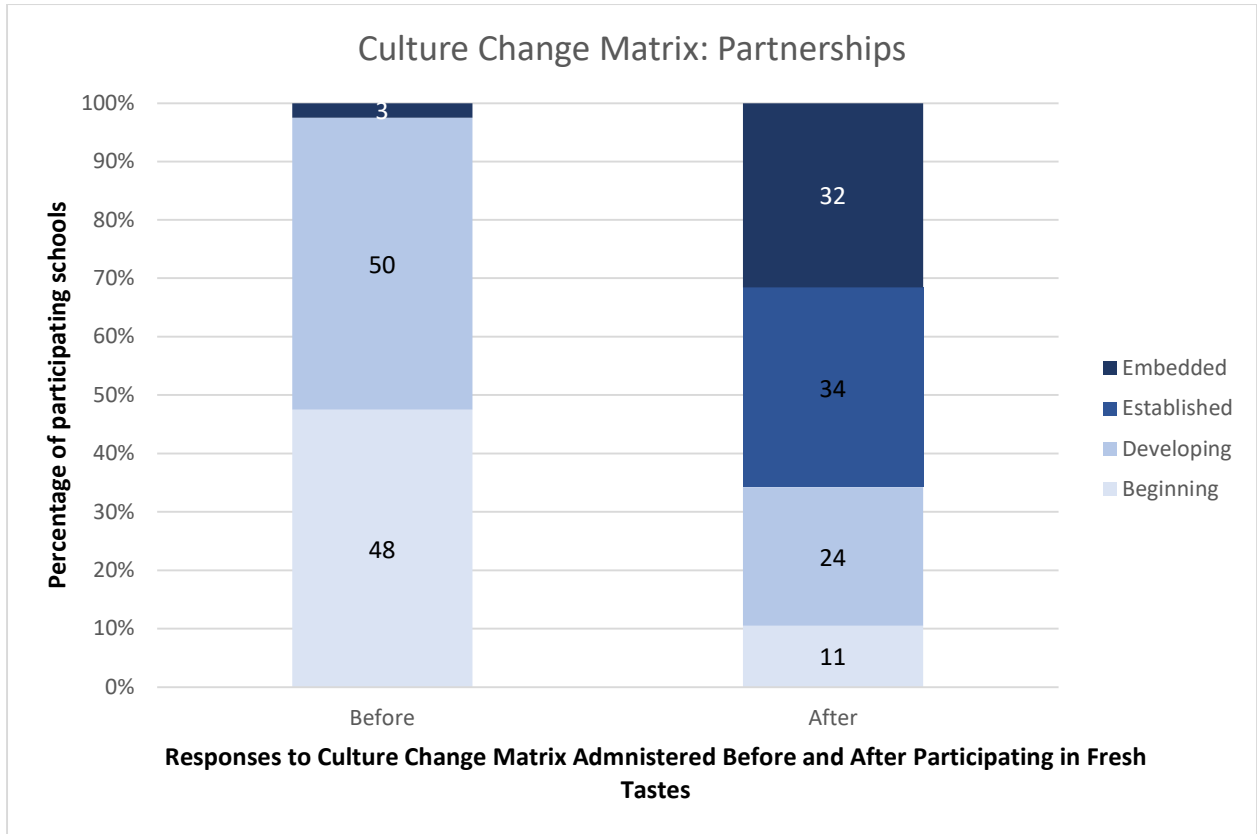


Figure 8: Reported relationships between schools and external partners before and after participating in Fresh Tastes (n=39)<sup>8</sup>

#### 4.2.3 Demand for healthier food and drinks (KEQ2c)

When completing their final food and drink audit, a large majority (89%) of participating schools reported a change in the demand for healthy food and drinks during the course of their participation in Fresh Tastes, and even more (92%) reported a change in the attitudes toward healthy food and drinks amongst the school community. These results are shown in Figure 9.

<sup>8</sup> Note, due to rounding percentages may not add to exactly 100%.



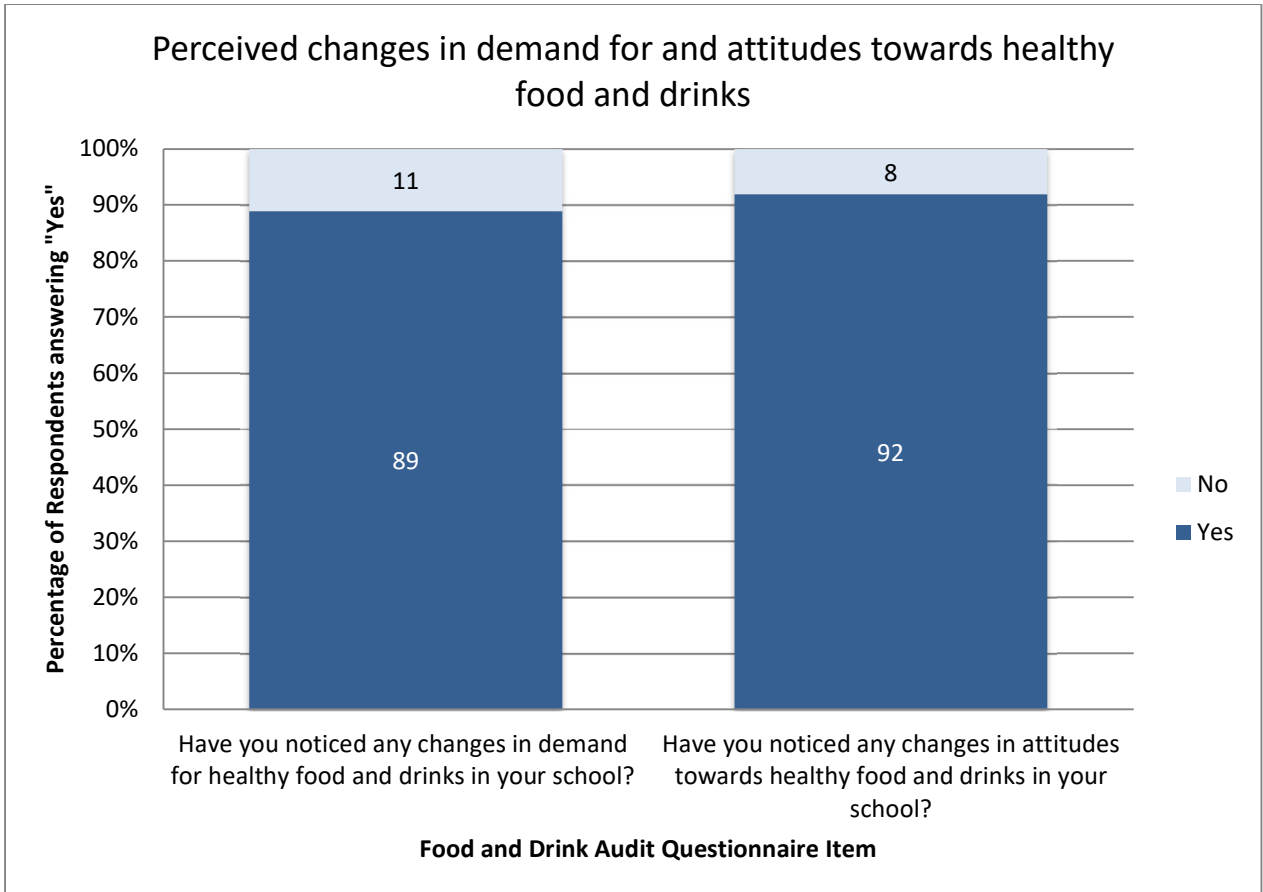


Figure 9: Reported changes in demand for healthy food and drinks in school

Data captured through 12-month reviews provides more detail behind the reported change in demand for healthy food and drinks among participating schools. For example:

*The most notable change in demand was demonstrated in the preparation and execution of the Year 6 students’ Market Day. The students were conscious of the traffic light choices and were very considerate about what type of food they should sell on the day. No red food was sold, and yet the Market Day was a huge success, selling out of all green and amber food.*

participating school

*The students are buying more healthy food from the canteen. Students are bringing more healthy food from home. Food&ME curriculum resources have helped reinforce these messages. Parents have emailed thanking the school for explicitly teaching nutrition. The week 8 disco will have healthy food for sale which is not usually the case.*

participating school

A couple of participants noted that it was difficult to know if the increase in healthy eating resulted from change in demand or a change in what was available:

*Students are buying more healthy food and drinks because they have to as a result of the policy.*

participating school

*Students are asking their parents to pack healthier lunches as the school does ‘nude food’ every day. Kids are taking this message home to their parents and lunchboxes are becoming healthier.*

participating school

#### 4.2.4 Access to healthier food and drinks (KEQ2c)

Schools reported improved access to healthy food and drink in schools and reduced availability of unhealthy foods following participation in Fresh Tastes and the ability to apply existing whole of government initiatives (e.g. *ACT Public School Food and Drink Policy* and ACT Nutrition Support Service). For example:

*The canteen, open 3 days a week, has completely greened the menu and not financially suffered at all. Free bunny bags (carrots and celery) are given away at the canteen. A healthy fruit break is in every classroom, water is being drunk a lot more, visible in the amount of children's toilet stops!*

participating school

*It [healthy food] is more readily available and when the students try it, they seem to like it. Canteen is more amber than green, but they are transitioning towards more green. New green foods are trialled with students before putting on the menu. Special lunch fundraisers are all healthy this year. They used to have sausage sizzle but now offer green foods like wraps and fruit and they are still popular with the students.*

participating school

*The work that the school is doing in Fresh Tastes complements the other programs happening in the school. The morning fruit break has been replaced by a 'brain boost' session, this widens the healthy food intake and reinforces the messages that other things are healthy, not just fruit.*

participating school

Schools reported considerable changes in the provision of healthy food in the school canteen through the food and drink audit. It is important to note that Fresh Tastes supported these changes, but they are not solely attributable to the initiative – for instance the introduction of the *ACT Public School Food and Drink Policy* in 2015 and the NHSCG also influenced these improvements.

Previous research about school-based nutrition interventions has indicated that change imposed from the top can meet considerable resistance on the ground. In such situations, a mandatory school food and drink policy could be in place but ineffective. In contrast, the ACT experience appears to have been positive.

The positive reception to Fresh Tastes among participating schools does suggest it had a role to play. Ultimately, responses to the food and drink audit, as shown in Figure 10, highlights that following involvement in Fresh Tastes, canteens recorded:

- a reduction in sugary drinks sold in the canteen (from 60% down to 19%)
- an increase in the promotion of healthy drink choices (55% to 63%)
- an increase in the promotion of healthy food choices (68% to 81%)

It must be noted that the large reduction in sugary drinks sold reflects their complete removal from ACT public school canteens under the Health Weight Initiative. The existence of some sugary drinks reflects their continued sale in Catholic and Independent schools.

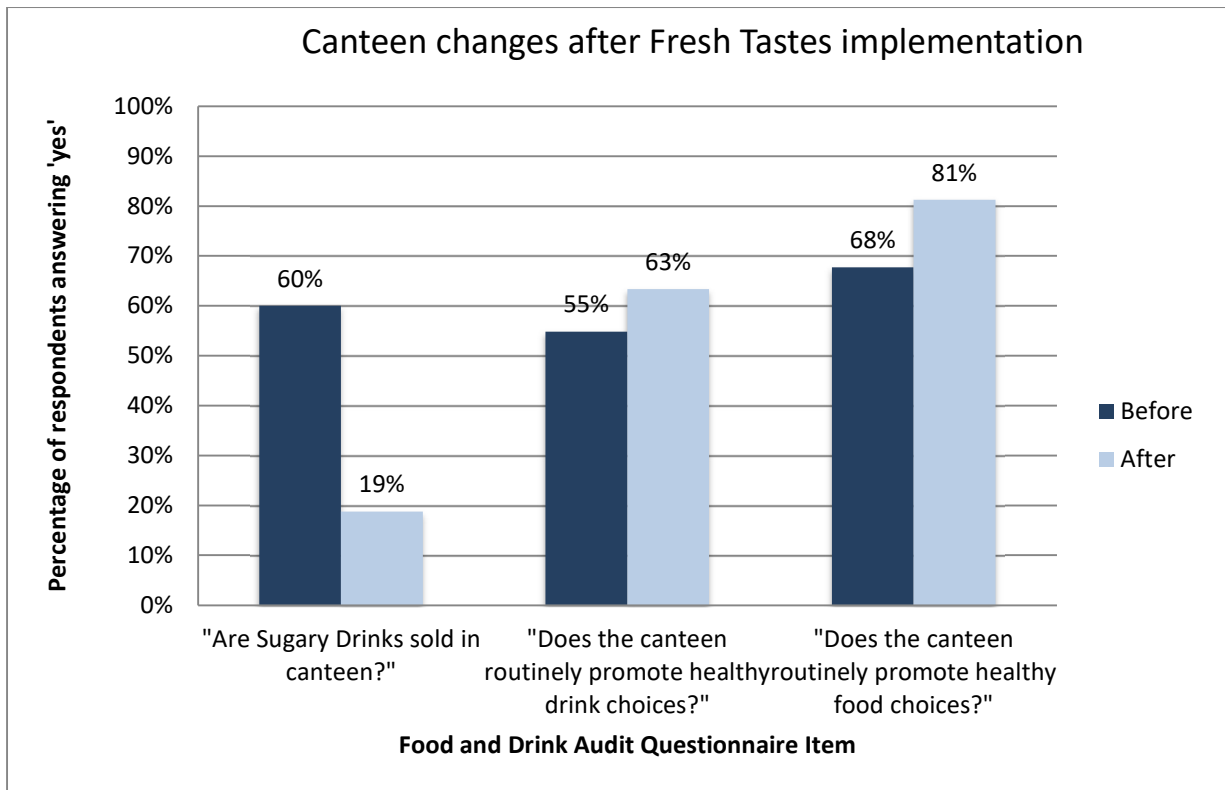


Figure 10: Reported changes to canteens influenced or supported by the Fresh Tastes program (n=32)

A question in the food and drink audit administered before and after participation in Fresh Tastes indicated that there was an increase in the perceived extent to which school canteens provided nutritious food and drinks.

As can be seen in Figure 11, many participating schools prioritised healthy food before Fresh Tastes was introduced. This can be seen in the high baseline of schools who indicated that their canteens provided mainly healthy food and drinks. Even with this high baseline, there was improvement after Fresh Tastes (from 77% agree/strongly agree to 90% agree/strongly agree).

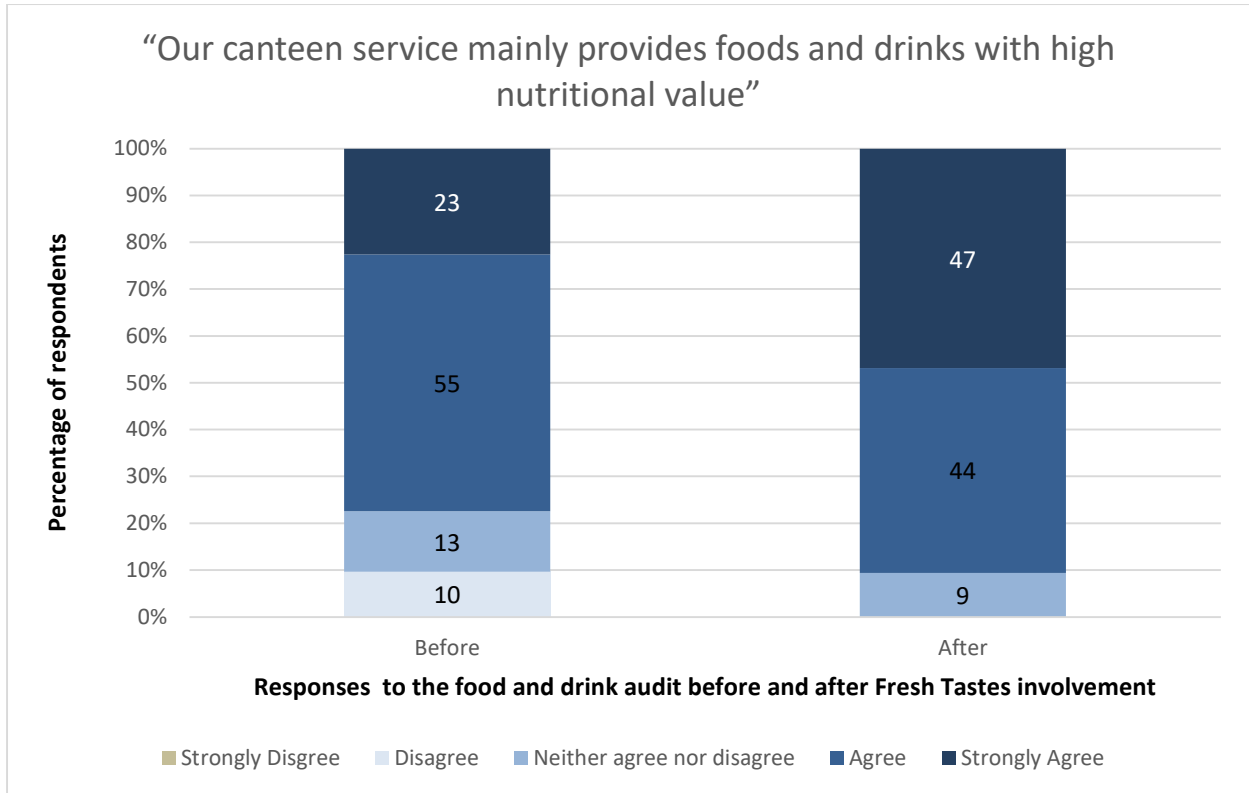


Figure 11: Reported changes to the provision of healthy food in the canteen after participation in Fresh Tastes (n=31)

Effective policy and guidelines are important for the continuation of any changes made within the school environment. Both before and after Fresh Tastes, most schools reported that their food and drink policy or guidelines were effective in terms of promoting healthier food and drinks (see Figure 12). The percentage of schools that reported, however, that their policies were very effective increased from 12% to 31%. While this may not be solely attributable to Fresh Tastes, the question was posed as part of the food and drink audit process that occurred before and after participation, and as such it is reasonable to assume that Fresh Tastes may have contributed to this shift.

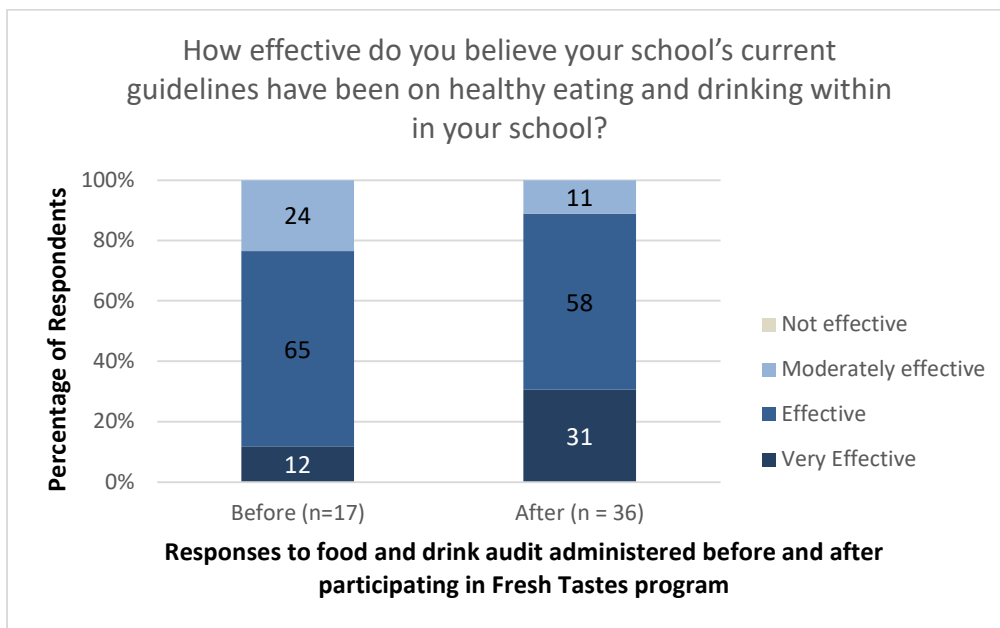


Figure 12: Effectiveness of school food and drink policies in promoting healthy food and drinks

#### 4.2.5 Changes in healthy eating and drinking among children from participating schools (2d)

To date, the focus of the interim evaluation has been on understanding whether Fresh Tastes has influenced the broader environment surrounding healthy eating and drinking. Specifically, this has included increasing the demand for and access to healthy foods, while also reducing access to unhealthy foods. Supporting this has been the implementation of school policies and guidelines that govern what can be provided to students.

Fresh Tastes does not collect data from children directly in relation to their food and drink consumption – this information is collected on a population-based level through the ACTPANS survey. However, school Principals completed 12-month interviews on a regular basis, and there are a range of qualitative comments related to observations of increases (or perceived increases) in healthy eating and drinking among students. Schools described positive changes in the snacks and drinks available in the school (the foods in the canteen as well as in-classroom rewards, the lunches and snacks that students brought from home, and in the food available during special school events). For example:

*The school has always had a demand for healthy food and drinks; however, the Fresh Tastes service has provided a focus and highlighted the healthy food and drinks much more so.*

participating school

*Kids and parents have been interested in alternatives to unhealthy options - for example water in place of soft drinks. There is also more awareness of what is in drinks and food. Almost everything is made fresh and from scratch in the canteen. Canteen recipes are shared in the school newsletter and cookbook which provides that strong linkage to the garden and canteen.*

participating school

#### 4.2.6 Changes to the food and drink culture in participating schools (KEQ2e)

At the core of Fresh Tastes is the aim of positively influencing the food and drink culture in participating schools. The underlying rationale for this is that a positive culture towards healthy food and drink in the school environment will influence students' attitudes and behaviours towards eating and drinking.

To understand whether culture has changed, ACT Health developed a 'culture change matrix'<sup>9</sup> drawing on an extensive literature review. There are seven components of a 'healthy food and drink culture' that were identified:

- Leadership – involvement in decision making, role modelling re healthy food & drink
- Partnerships and community – school, family and student partnerships for healthy food & drink
- Knowledge building – teachers' confidence and family involvement in healthy food & drink
- Communication – promotion of healthy food & drink, student participation
- Resources – staff, finance, educational tools & equipment that support healthy food & drink
- Environment – policy/guidelines and infrastructure for healthy food & drink
- Readiness for change – school's readiness to change food and drink culture

<sup>9</sup> See Appendix 2 for the full matrix.

To complete the matrix, the group driving Fresh Tastes within each school met and determined the rating of where they sit on a spectrum from ‘beginning’, ‘developing’, ‘established’ to ‘embedded’. This is done once at the start and once at the end of their involvement in Fresh Tastes.

Figure 13 below shows the overall rating of culture in participating schools as per the culture matrix at the start and completion of participation. As can be seen, no school felt they had an ‘embedded’ healthy food and drink culture at commencement and only 2% felt it was ‘established’. By the end of their involvement, 32% felt they had an ‘embedded’ healthy food and drink culture, with another 61% noting it was ‘established’. No school noted that they were still ‘beginning’ by the end of their involvement. This is an extremely positive result for Fresh Tastes, and reinforces and adds to the positive results already presented previously.

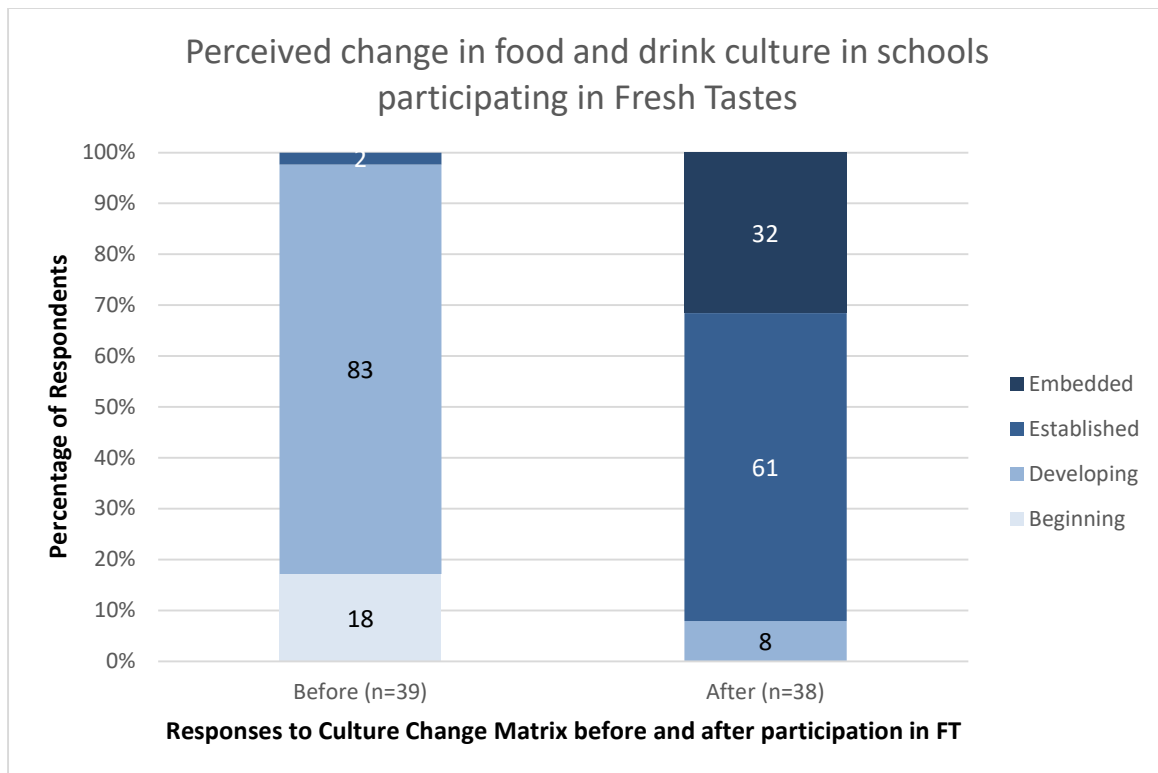


Figure 13: Change in school food and drink culture before and after participating in Fresh Tastes

The food and drink audit highlighted considerable change in attitudes towards healthy food and drinks (see Figure 9), and qualitative data about attitudes and conversations among students and teachers points to a culture change:

*Corridor conversations between staff are now starting to happen more often. There is a much greater awareness even with the students. The staff and P&C participated in the Traffic Light training, and as a result, the P&C are now very aware about what they can sell.*

participating school

*The attitudes are definitely changing. This is evident in the corridor conversations the staff and children are having around the traffic light system and food in general. They are very positive and part of everyday conversations.*

participating school

*There has been a significant cultural change around the demand for healthy food and drinks. The school has embedded the healthy and active lifestyle easily into the implementation of the Health and PE curriculum. The community has fully supported this via the canteen, with a thriving community of 20 volunteers helping the canteen manager run an integral and profitable service to the school and community.*

participating school

The culture change and the nutrition education seem to be mutually reinforcing, as students seem to have a greater understanding of healthy food choices:

*School students are very aware of the traffic light system and regularly engage in discussions about food regarding this. We have a very culturally diverse community looking at ways to continually connect with these groups and food seems to be the key.*

participating school

*The students refer to the healthy food pie chart. They can recognise what is everyday food and what is 'sometimes food'; children are automatically eating healthy food choices first.*

participating school

Participating schools described a shift in culture that repositioned healthy foods as the 'default', expected food choices. An example:

*Once a term, the Principal holds a "Morning Tea with the Principal" event, where nominated students come and have high tea and celebrate a job well done. At this event, conversations about the food displayed and their nutritional knowledge becomes very evident, with comments like, "Is this a red food, why don't we try XXX next time" Completely unprompted or scripted.*

participating school

Other participating schools also reported a shift in norms that seemed to describe healthy foods in a matter-of-fact way as the expectation among students. For example:

*Kids are now starting to see that good nutrition and nutrition education is just part of what we do.*

participating school

Finally, to help supplement the culture change matrix and above comments, the food and drink audit reinforces that there was a degree of support for healthy food and drinks (moderate, high or very high) amongst both parents/families and students in approximately 90% of schools prior to the introduction of Fresh Tastes. After the completion of the Fresh Tastes program, 100% of schools reported that there was support (moderate, high or very high) for healthy food and drinks amongst parents/families and students.

Results from the audit also highlight that there was significant change in the degree of support. Before Fresh Tastes, 31% of schools described parents/families as having high or very high levels of support for healthy food and drink, compared to 47% afterward. The perceived change in student supportiveness was even more pronounced. Before Fresh Tastes, about **36% of schools described students as having high or very high levels of support for healthy food and drink, compared to 74% afterward.**

## 4.3 Lessons from the delivery of Fresh Tastes

### 4.3.1 Key factors that influence the success and continued implementation of Fresh Tastes (KEQ4a)

One of the instruments of data collection, the 'Factors for Success' questionnaire, was developed to help identify the most important factors influencing food and drink culture in primary schools from the point of view of participating schools. These key factors were informed by a review of relevant literature and in collaboration with stakeholders, along with analysis of feedback from the first cohort of Fresh Tastes participants.

As can be seen in Figure 14, most factors were felt to be essential by a large proportion of schools. The three factors considered essential by most schools were:

- being able to get support from the Fresh Tastes team
- a good relationship existing between the canteen and school
- having a supportive Principal.

This data is a useful piece of learning that could be shared or used in the development of future school-based health promotion initiatives.



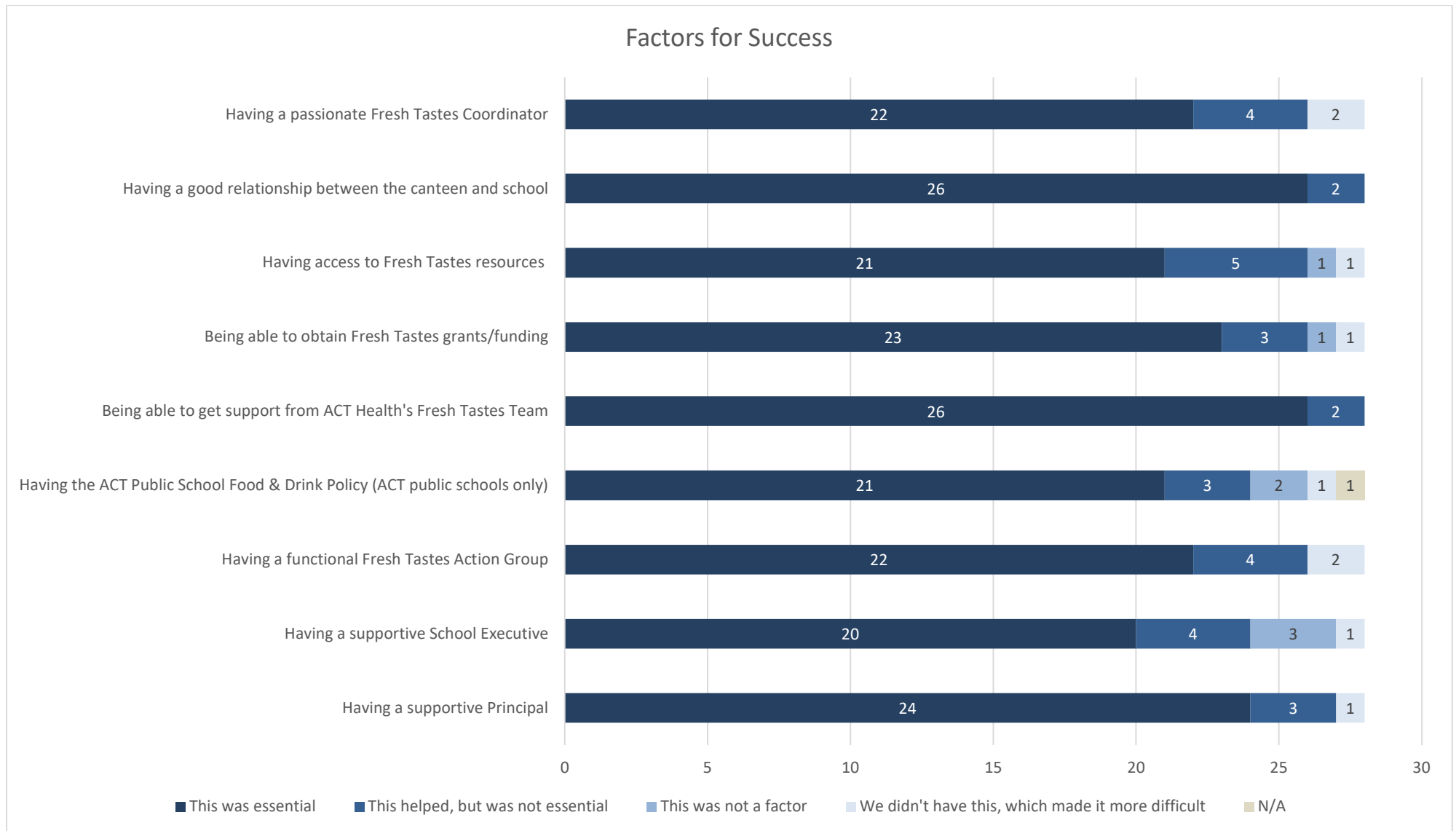


Figure 14: Factors for success reported by participating schools (n=28)

In terms of sustainability or continued implementation, most schools reported that participating in Fresh Tastes had helped them to embed nutrition education in their schools, including cooking and gardening classes. This indicated that there would be some capability and interest in sustaining efforts to maintain a healthy culture after intensive involvement in Fresh Tastes.

The food and drink audit administered after three-years participation in Fresh Tastes addressed the question of sustainability by asking respondents: “Do you have any plans or ideas about how your school can continue promoting a healthy food and drink culture?” The three areas that were most frequently mentioned as areas of focus for sustaining efforts following Fresh Tastes were: gardens, parental/community involvement, and canteen adjustments. The main barrier that was identified was ‘burnout’, identifying the importance of keeping energy levels high.

The support of Fresh Tastes in establishing gardening programs, and connected cooking programs, seems to have provided an important resource on which to build subsequent engagement around healthy food.

*Our plan is to create a school garden that can be used by all staff and students. Through the use of the garden, the teachers will have the opportunity to teach the process of growing and cooking healthy foods.*

participating school

Community/parental engagement was another focus for schools:

*The Principal is very keen to use Fresh Tastes as a community engagement strategy. Last year’s Yr 6’s end of year event also helped to focus and galvanise the community, with a parent community focus and after school professional learning is available for the parent committee to access.*

participating school

*I think regular promotion to keep healthy eating on parents’ radars will help whether this is through the school newsletter, a healthy recipe they could try at home, a quick message during school morning lines. Once the garden is starting to grow, I believe there will be a big opportunity to promote healthy eating within the school culture.*

participating school

Many schools expressed an interest in combining the garden and parental engagement:

*Continue using garden produce in the kitchen. Plans to expand the Spring and Summer canteen menu to highlight how we can use seasonal produce. Create opportunities for parents to volunteer in the garden and kitchen during the school day. Plant more fruit trees in the school grounds. Students to start managing garden beds independently.... Create a cafe in the kitchen garden area where students can sit at set tables and eat the food they have made.*

participating school

Finally, the canteen was a focal point for several schools in thinking about sustainability of healthy food and drink action after intensive support from Fresh Tastes:

*...through the continued success of the canteen and its active involvement with students to promote healthy eating options; the school’s continued support through advertising; and school learning both in the classroom and in sustainability lessons.*

participating school

Several schools, however, pointed to the challenges to sustaining their efforts. For example:

*Fresh Tastes has been a great initiative - it's just been challenging to continue progress for the three years as staff move schools or lose interest, so the responsibility to keep it alive falls to one or two interested teachers. This can be challenging with competing priorities.*

participating school

*We love the way it ignites the discussions and ideas about healthy eating. The students become quite passionate about it. The challenge is continuing that passion throughout the years.*

participating school

One school made the point that culture is not something that is established once, but rather something that needs ongoing support and maintenance:

*This space needs constant attention through good communication across the school, access to up to date and fresh ideas/research. The canteen is the main instigator of healthy [food and drink] promotion, driven by managers and volunteer committee, always supported by the school and school community. A regular focus on health and food could be a task that is written into the yearly outcomes of the canteen and school. Focus points could be generated by the greater school community and be areas of interest and passion from parents/teachers.*

participating school

#### 4.3.2 Learning to inform future programs (KEQ4b)

The purpose of this section is to summarise some of the key learning presented elsewhere in this report. One key learning area that has emerged from this interim report is the importance of presenting these sorts of school-based programs as 'easy to implement'. Past experience and multiple interviewed stakeholders highlighted that the school environment is already busy, with teachers and staff managing a range of priorities. To that end, learning from this evaluation and Fresh Tastes highlights that future programs should ensure that:

- they align with government and school policies and priorities – this in turn means that programs that are developed outside of the education sector should ensure a close relationship with the Education Directorate to provide a degree of credibility for the program. This would also help in fostering buy-in from the School Executive.
- they use the language of schools and the education sector – this might require 'buying in' or partnering to access this expertise.
- they develop and disseminate high quality resources and supporting materials that are tailored to the nature of teachers' professional learning – including providing online and face-to-face offerings.
- they invest in developing close working relationships with schools, as well as identifying and supporting 'champions' or leaders within the school to help drive delivery of the program.
- the program design is not excessively rigid, and that schools are able to tailor (to a degree at least) implementation of the initiative to their own context. A similar finding was made in the evaluation of Ride or Walk to School<sup>10</sup>, another ACT Health developed program delivered in schools.

<sup>10</sup> The RWTS evaluation report can be found here: [https://www.health.act.gov.au/sites/default/files/2019-08/RWTS\\_Evaluation\\_Final\\_Report.pdf](https://www.health.act.gov.au/sites/default/files/2019-08/RWTS_Evaluation_Final_Report.pdf).

Finally, interviews with staff highlighted the importance and role of positive working relationships internally between staff and partners. As has been noted in this report, schools continuously emphasised the role of the Fresh Tastes team in supporting delivery and the role of partners. As a result, interviewees noted that there would be value in ensuring there are regular planning sessions with (at least) key partners – particularly in the early stages of a new program.

## 5 Next steps for Fresh Tastes

Based on the findings above and detailed results presented in this report we recommend that:

- 1. The ACTHD uses the findings from this interim monitoring report to inform and refine the implementation of Fresh Tastes in remaining schools until 2021.**
- 2. The ACTHD continues to work with non-public sector schools on finding ways to implement Fresh Tastes in their context.** As has been highlighted, the implementation of Fresh Tastes in non-government school contexts can be more challenging for a variety of reasons. As a result, it is important that those particular schools continue to be engaged and worked with where possible to implement Fresh Tastes, or components of it.
- 3. The ACTHD explores how the Fresh Tastes program of work could potentially benefit other current school-based programs.** While Fresh Tastes has a particular aim, the focus on culture is relatively unique and could potentially benefit school-based interventions that focus on secondary or early childhood sectors (for example).
- 4. The ACTHD should refocus evaluation efforts for the remaining period of delivery.** This interim evaluation drew on a wide range of data sources and evidence. Given the number of schools involved there is a clear need for remaining monitoring and evaluation efforts to focus in on key questions that demonstrate success of the initiative – that being, does Fresh Tastes continue to influence healthy food and drink culture in schools.
- 5. The ACTHD explores ways in which schools that have finished their intensive involvement in the three-year program of Fresh Tastes can continue to be supported.** There would be value in finding ways to support keeping energy levels and momentum high. This might include supporting communities of practice, developing case studies to promote examples of activities to other schools and new areas of work/best practice for schools.
- 6. The ACTHD considers wide dissemination and promotion of the impact of Fresh Tastes on participating schools' food and drink culture following the final evaluation or the program in 2021.** The interim report has highlighted that at this point, there is a clear role for 'culture change' in relation to healthy food and drink in schools. As a result, there would be benefit in the ACTHD sharing the experiences of the program and the final evaluation with other jurisdictions in 2021.

## Appendix 1. Methodology for the evaluation

### Key informant interviews

FPC undertook interviews with 14 key stakeholders. These spanned project officers (3), partners (2), program stakeholders (4) and strategic stakeholders (5). Two sets of interview questions were developed – one for those with a focus on the program, and one for those with a more strategic / big-picture perspective.

Interviews were analysed using qualitative analysis techniques using NVivo and included throughout the report.

### Pre-existing data and document review

ACT Health had collected an extensive amount of data and documents that were provided to FPC for review and analysis. Much of this was at the individual school level, and included:

- Pre- and post-assessments of components of the food and drink culture using a culture change matrix
- A survey to capture the ‘factors for success’ in implementing Fresh Tastes
- A food and drink situational audit – with a baseline and follow-up completed
- Annual interviews of school Principals or other school leaders with a representative from the Education Directorate who sits within ACT Health
- Reporting on achievements and opportunities
- Other information collected by ACT Health on an ad hoc or opportunistic basis.

Information was collated and synthesised into a range of figures and tables. These were then prepared for inclusion in this report.

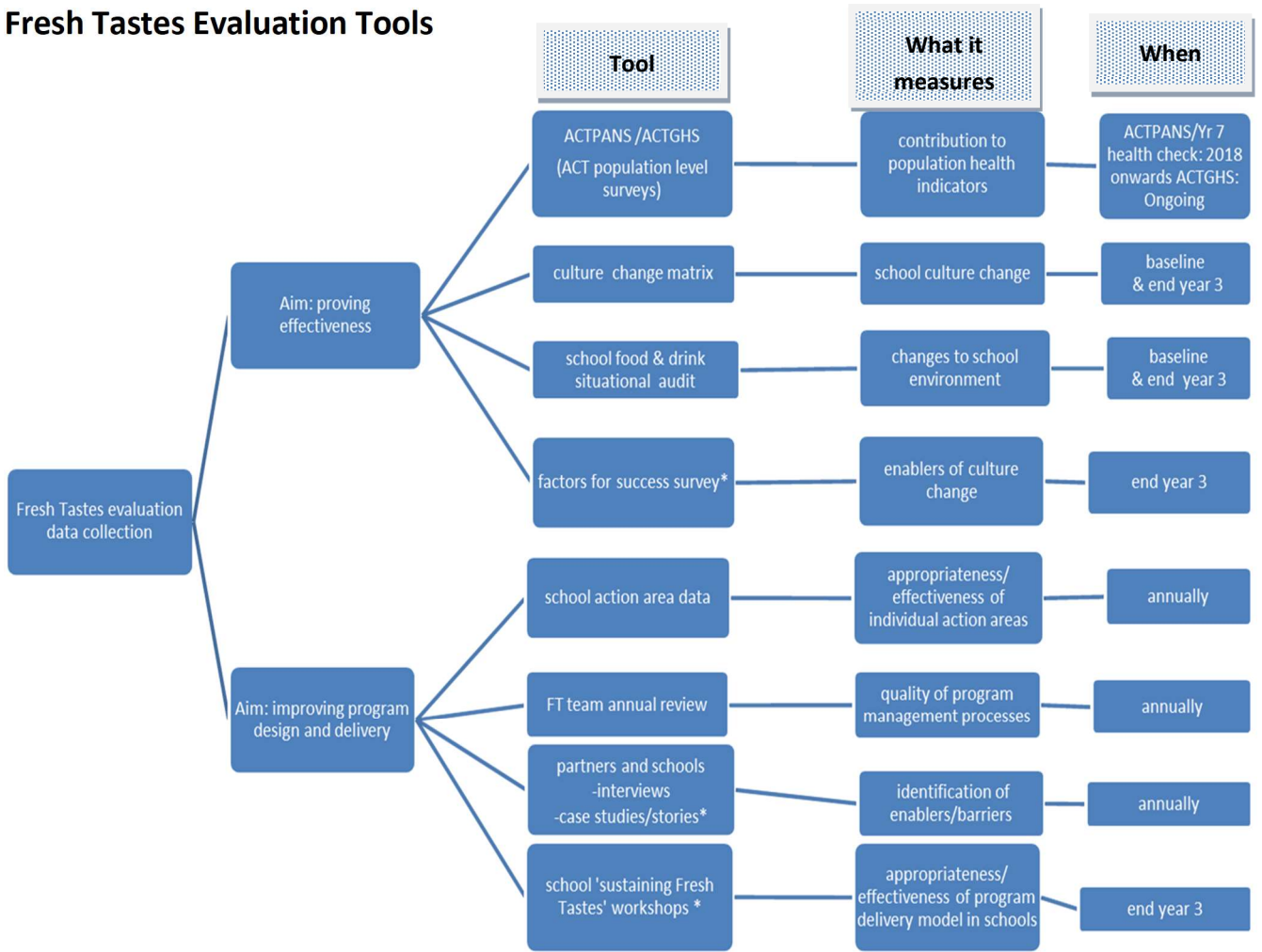
### Preparation of the interim evaluation report

Analysis of data has involved using both qualitative and quantitative techniques to summarise and synthesise evidence against each of the questions and, where necessary, aggregating data to answer higher-level questions. This, in turn, has helped inform the recommendations in the report.

### Data sources

An overview of the evaluation data collection tools appears overleaf.

## Fresh Tastes Evaluation Tools



## Appendix 2. Culture change matrix

COMPONENTS OF HEALTHY FOOD & DRINK CULTURE	Beginning	Developing	Established	Embedded
<b>Leadership</b> -shared leadership -shared involvement -role modelling	- leadership and support mostly by executive levels only - staff don't identify as role models for healthy food & drinks □	- Fresh Tastes Action Group members are identified - some other parts of the school are engaged - some staff identify themselves as role models for healthy food & drinks □	- Fresh Tastes Action Group is functioning - broader school community is involved - most staff are role models for healthy food & drinks □	- school is a leader in healthy food & drinks - consistent involvement right across school community - staff role modelling healthy food & drinks is 'the norm' □
<b>Partnerships and Community</b>  School partners	- partnerships for healthy food & drinks outside the school are <b>not</b> identified □	- key partners to support healthy food & drinks outside the school <b>are</b> identified □	- partnerships for healthy food & drinks are functioning well □	- partnerships outside the school are integrated into school programs □
<b>Families &amp; students</b>	- little family involvement - students are <b>not</b> interested in healthy food and drink activities/issues □	Families <b>are</b> becoming involved in healthy food & drink activities/issues with encouragement - some students <b>are</b> interested in healthy food and drink activities/issues □	- families <b>are</b> involved in appropriate Fresh Tastes action areas with little encouragement required - most students <b>are</b> involved with little encouragement required □	- families want healthy food & drink activities to continue after Fresh Tastes program is completed - most students are very interested, want to participate in & request nutrition activities. □
<b>Knowledge Building</b> -teachers' confidence -family involvement	- teachers are <b>not</b> accessing nutrition professional development opportunities - teachers are <b>not</b> confident to deliver nutrition education - families are <b>not</b> requesting healthy food and drink to be part of curriculum, school environment and activities - minimal family involvement in current healthy food and drink activities □	- <b>some</b> teachers are attending nutrition related professional development - <b>some</b> teachers are confident to deliver nutrition education - <b>some</b> families are learning about healthy food and drinks through involvement in relevant action areas e.g. homework completion, cooking food □	- <b>most</b> teachers are attending nutrition professional development - <b>most</b> teachers are confident to deliver nutrition education - <b>most</b> families are actively involved in healthy food and drink activities □	- <b>most</b> teachers continue to access and use nutrition education resources and are confident to mentor new teachers - <b>most</b> families are actively involved and request further information or activities beyond the original Fresh Tastes program. □



COMPONENTS OF HEALTHY FOOD & DRINK CULTURE	Beginning	Developing	Established	Embedded
<b>Communication</b> -promoting healthy food & drinks -student participation	- healthy food and drinks are <b>not</b> promoted in school environment  - students are <b>not</b> involved in healthy food and drink activities/issues  <input type="checkbox"/>	- communication mechanisms about healthy food & drinks within the school and to families <b>are</b> identified  - communication has commenced  - healthy food and drinks are promoted but not prominent  - potential student involvement is identified  <input type="checkbox"/>	- regular communication about healthy food & drinks to the school community occurs  - promotion of healthy food and drinks <b>is</b> prominent  students <b>are</b> actively involved in healthy food and drink activities/issues  <input type="checkbox"/>	- communication & promotion of healthy food and drinks is the 'norm' within the school  - students <b>are</b> actively involved and generate ideas for healthy food and drink activities  <input type="checkbox"/>
<b>Resources</b> -staff, money, educational tools & equipment that support healthy food & drink	- healthy food and drink resources are <b>not</b> identified or available  <input type="checkbox"/>	- healthy food and drink resource requirements <b>are</b> identified  <input type="checkbox"/>	- healthy food and drink resources are being used effectively  <input type="checkbox"/>	- school continues to provide and access healthy food & drink resources/programs within its own means  <input type="checkbox"/>
<b>Environment</b> -policies/ guidelines supporting healthy food & drink	- <b>no</b> formal healthy food and drink policies/guidelines exist  <input type="checkbox"/>	- policies/guidelines <b>are</b> being developed  <input type="checkbox"/>	- policies/guidelines <b>in</b> place  <input type="checkbox"/>	- policies/ guidelines are integrated and enforced  - student wellbeing is the focus of policy/infrastructure decisions  <input type="checkbox"/>
<b>Infrastructure</b> eg equipment, facilities	- infrastructure is <b>not</b> available (e.g. canteen, space for garden)  <input type="checkbox"/>	- infrastructure needs <b>are</b> identified  <input type="checkbox"/>	- appropriate infrastructure is developed  <input type="checkbox"/>	- appropriate infrastructure is used & maintained  <input type="checkbox"/>
<b>Readiness for change</b>	- changing the food and drink culture and environment of the school is <b>not</b> considered important  - school environment is <b>not</b> conducive to change  <input type="checkbox"/>	- changing the food and drink culture and environment <b>is</b> considered a positive step for the school  - school leaders e.g. Principal initiate change  <input type="checkbox"/>	- changing the food and drink culture and environment is highly valued and encouraged by the school community  - Principal reinforces the change process  <input type="checkbox"/>	- teachers and the school community are involved in decision making on an ongoing basis to continue and reinforce change  <input type="checkbox"/>
<b>OVERALL</b> How would you describe the <u>current</u> food & drink culture of your school?	Beginning <input type="checkbox"/>	Developing <input type="checkbox"/>	Established <input type="checkbox"/>	Embedded <input type="checkbox"/>

## Appendix 3. Supplementary information

Table 4: Action areas completed by participating schools across years of participation

Round	School	A/Area Year 1	A/Area Year 2	A/Area Year 3
1	Ainslie School	Growing Food	Food from Home Cooking Food	Classroom Learning Food for Sale
1	Isabella Plains Early Childhood School	Cooking Food Food from Home	Classroom Learning Growing Food	Food for Sale
1	Latham Primary School	Classroom Learning	Growing Food	Cooking Food
1	Macgregor Primary School	Classroom Learning Growing Food	Cooking Food	Food from Home
1	North Ainslie Primary School	F&D Guidelines Cooking Food	Classroom Learning	Food for Sale
1	Palmerston Primary School	Classroom Learning Food from Home	Growing Food Cooking Food	Food for Sale
1	Southern Cross Early Childhood	Food from Home	Classroom Learning	Growing Food
1	Weetangera Primary School	Classroom Learning Food for Sale	Cooking Food	Growing Food
2	Arawang Primary School	Classroom Learning Food from Home	Growing Food	Cooking Food
2	Charles Conder Primary School	Food from Home Classroom Learning	Growing Food Food for Sale	Cooking Food
2	Farrer Primary school	Classroom Learning Growing Food	Cooking food	Food From Home
2	Forrest Primary School	Food for Sale	Growing Food	Food From Home
2	Giralang Primary School	Cooking Food Growing Food	Food from Home	Classroom Learning
2	Kingsford Smith School	Cooking Food Classroom Learning	Food for Sale Growing Food	Food From Home
2	Lyons Early Childhood School	Cooking Food Growing Food	Food from Home	Classroom Learning
2	Mawson Primary School	Growing Food	Food for Sale Food from Home	Cooking Food Classroom Learning
2	Mt Rogers Primary	Food for Sale F&D Guidelines	Classroom Learning Growing Food	Cooking Food Food From Home
2	Narrabundah Early Childhood School	Growing Food	Cooking Food	Food From Home
2	Telopea Park School	Food from Home Classroom Learning	Growing Food	Cooking Food Food For Sale
2	Torrens Primary School	Food for Sale	Growing Food Classroom Learning	Food From Home
3	Curtin Primary	Classroom Learning	Food From Home	No new AAs
3	Franklin Early Childhood School	Cooking Food Growing Food	Classroom Learning	Classroom Learning
3	Fraser Primary School	Food for Sale	Food from Home Classroom Learning	Growing Food Cooking Food
3	Kaleen Primary School	Classroom Learning Food for Sale	Growing Food	Cooking Food
3	Red Hill Primary	Cooking Food Growing Food	Cooking Food Growing Food	Classroom Learning Food From Home
3	Radford College	F&D Guidelines Food for Sale	Classroom Learning Growing Food	Food From Home
3	Mother Teresa Primary School	Classroom Learning Growing Food	Food from Home Cooking Food	Food For Sale

4	Duffy Primary School	Growing Food Food for Sale	Cooking Food Food from Home	Classroom Learning
4	Evatt Primary School	Cooking Food Classroom Learning	Food From Home	No new AAs
4	Fadden Primary School	Classroom Learning	Growing Food Cooking Food	No new AAs
4	Garran Primary School	Food from Home Classroom Learning	Growing Food	Cooking Food Food For Sale
4	Gilmore Primary	Growing Food	Food From Home	Cooking Food Classroom Learning
4	Gowrie Primary School	Classroom Learning	Food From Home	Growing Food
4	Hawker Primary School	Growing Food	Growing Food (Cont)	Classroom Learning
4	Malkara School	Cooking Food	Growing Food	Food From Home
4	Monash Primary School	Growing Food	Cooking Food	Food From Home Food For Sale
4	Ngunnawal Primary School	Growing Food	Food From Home	Classroom Learning
4	St Joseph's Primary School (O'Connor)	Growing Food	Food For Sale	Classroom Learning
4	St Monica's Primary School (Evatt)	Growing Food	Classroom Learning Food from Home	Food For Sale Cooking Food

## Fresh Tastes Partners – as at August 2019

### ACT Government partners:

- ACT Education Directorate
- Chief Minister, Treasury and Economic Development Directorate
- Environment, Planning and Sustainable Development Directorate

### Community and business partners:

- Catholic Education Office Canberra & Goulburn
- Association of Independent Schools ACT
- Healthy Kids Association
- Nutrition Australia ACT
- P&C Council
- APFACTs
- YMCA of Canberra
- Stephanie Alexander Kitchen Garden Foundation
- Physical Activity Foundation
- Greening Australia
- Australian Red Cross
- Men's' Shed
- Feed Inc
- Flexischools
- Gardening 101
- The Garden, Dickson
- The Green Shed
- Healthy Eating Hub
- Kids Pantry
- Kulture Break
- The Nutrition Magician
- Rodney's Plants Plus
- Sauvage Urbain
- Tom's Superfruits
- Vegies to Your Door
- Bunnings
- Smash
- Get Kids Cooking
- Leslie Pattinson
- Boy&Girl Co
- Crative
- Catherine Chapman