

Application of a sustainability framework to enhance Australian food literacy programs in remote Western Australian communities

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Abstract

Issue addressed: Food literacy programs aim to build individuals' knowledge, skills and self-efficacy to adopt healthy food choices conducive to reducing the risk of chronic diseases, such as obesity. Foodbank WA's (FBWA) *Healthy Food for All*® nutrition programs have supported the improvement of food literacy knowledge and skills among vulnerable people living in the Pilbara.

Methods: A Sustainability Framework containing ten sustainability factors was overlaid with social ecological model (SEM) levels of influence to form a matrix. The use of this matrix facilitated sustainability strategy appraisal within three food literacy programs delivered in remote WA.

Results: Programs included multiple sustainability strategies across levels of influence; all programs addressed all ten sustainability factors at community and organisational SEM levels of influence. Few sustainability strategies were employed at the public policy level of influence. No program employed formal governance structures to guide program direction, such as steering groups; however, school and parent program staff developed Memoranda of Understanding to ensure the continuation of program delivery between the FBWA teams' regional visits.

Conclusions: This study has showcased the comprehensive assessment of food literacy program sustainability across levels of influence and identified gaps for improvement by FBWA teams.

So What?: The sustainability of food literacy programs aiming to increase knowledge and skills could be enhanced by conducting a similar analysis, during program planning or at program review. Using the matrix provides the opportunity to focus resources to address sustainability; supporting health promotion practitioners to transform the impacts of short-term food literacy interventions into long-term sustained outcomes.

KEYWORDS

community based intervention, evidence informed practice, health behaviours, health promotion theory, nutrition education

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1 | INTRODUCTION

The term food literacy describes the collection of interconnected knowledge, skills and behaviours necessary for the attainment of a healthy diet, within the four domains of plan and manage, select, prepare and eat, as defined by the Australian Food Literacy and Context Model.¹ Food literacy programs aim to build individuals' knowledge, skills and self-efficacy to adopt healthy food choices conducive to reducing risk of chronic diseases. These programs differ in structure depending on their target group and delivery setting, however, most have commonalities. Many are facilitated by health professionals such as nutritionists, dietitians and health promotion officers, and most are in the form of individual workshops or short term programs delivered over several weeks.^{2,3} Food literacy programs often include an education activity covering food and nutrition knowledge, followed by a food preparation and cooking activity, providing the opportunity to learn and practice healthy recipes and cooking skills.⁴ While health promotion practitioners should conduct effective sustainability planning to transform the impacts of short-term interventions into long-term sustained outcomes, few incorporate such planning into program design.⁵ Furthermore, there is a dearth of evidence regarding the use of sustainability frameworks to critically appraise food literacy programs for factors known to improve the sustainability of such interventions.

Previously well known for its core business providing food relief, Foodbank WA (FBWA) is now recognised as a key provider of evidence informed food literacy programs delivered to people experiencing social and economic disadvantage across the life cycle within Western Australia.^{3,6} FBWA's programs aim to improve participants' food literacy to empower them to make healthy food choices conducive to reduced chronic disease risk and improved health outcomes. Since 2010, FBWA's *Healthy Food for All*[®] nutrition programs have supported the improvement of food literacy, knowledge, and skills among people within the Pilbara region. Located in the north of Western Australia, the Pilbara region covers 507 896 km²;⁷ more than twice the size of the Australian state of Victoria. FBWA has delivered a suite of food literacy programs as shown in [Table 1](#): *Food Sensations*[®] for Schools (FSS), targeting school children from kindergarten to year 12; Fuel Your Future (FYF), targeting adolescents 12-18 years; and *Food Sensations* for Parents (FSP), targeting parents of 0-5-year-olds. The programs have been delivered in the East Pilbara's two regional towns and 9 remote Aboriginal communities in settings including schools, youth centres, and parent and early learning centres. Without a locally based team, program implementation has occurred through a fly in fly out delivery model, supported by a range of embedded activities to support the sustainability of healthy eating messages and the development of food literacy skills within the local communities.

There are few published cases reporting the impact of food literacy programs supporting vulnerable groups or they are poorly evaluated.^{8,9} In the context of food literacy programs, although the term "sustainability" has been conceptualised from

various frameworks, there is no single widely agreed definition of this term.^{5,10-15} Furthermore, the evidence base is limited regarding the application of frameworks and tools to measure program sustainability within this context. The absence of a clear definition, and application of frameworks, makes the appraisal of food literacy programs to identify sustainability factors or attributes difficult. However, existing research has identified individual program attributes that are important to increase program sustainability, such as ensuring adequate resourcing,^{10,13,14} community consultation throughout project phases,¹⁵⁻¹⁹ establishing effective partnerships between the program team and community members,^{16,19,20} adapting program activities to align with stakeholder needs,¹⁶ and strong governance structures embedded within programs.¹⁴ Such sustainability strategies have substantial potential to positively impact food literacy program sustainability.¹⁴

Recently, Whelan et al conducted a systematic review to develop a sustainability framework that incorporates ten individual sustainability factors: resources; leadership; workforce development; community engagement; partnerships; communication with the target audience; policy; adaptation; evaluation; and governance.¹⁴ Resources for example, includes financial, human and other, whereby existing capacity is better utilised to improve the sustainability of the intervention. Adaptation refers to the requirement for evidence informed programs to be implemented flexibly to ensure they are contextually relevant to the community. Governance encompasses either an individual or group providing strategic direction and mobilising resources to guide the intervention towards achieving the long-term vision.¹⁴

Given that food literacy programs operate across settings and target groups, and as such are impacted by multiple levels of influence (eg public policy, organisational), the consideration of sustainability factors across various levels of influence is important to maximise program sustainability. The Social Ecological Model (SEM) provides a paradigm for the diverse relationships of personal, community and environmental factors, along with social, cultural and physical environments that influence the health of an individual.^{21,22} The use of Whelan et al's novel sustainability framework, overlaid with the SEM levels of influence (individual, interpersonal, organisational, community, public policy)^{21,22} could provide practitioners with a comprehensive matrix in which to appraise an existing food literacy program's sustainability attributes. Adopting this matrix approach allows practitioners to view programs from both a micro (single) level and macro level (interplay of all levels), to identify both individual strategies possessed by programs and the collection of strategies that are implemented simultaneously.^{18,19} Furthermore, this approach can identify gaps where sustainability strategies should be developed and implemented, to increase the efficacy and longevity of food literacy programs.

The purpose of this article was to evaluate which sustainability factors the FBWA *Food Sensations* for Schools (FSS), Fuel Your Future (FYF) and *Food Sensations* for Parents (FSP) programs possessed, across SEM levels of influence.

TABLE 1 Foodbank WA's *Healthy Food for All*[®] nutrition programs supporting food literacy development in the Pilbara region

| <i>Healthy Food for All</i> [®] Programs | Target group | Delivery setting | Core elements |
|---|--|---|--|
| <i>Food Sensations</i> [®] for Schools Program (FSS) | School children from kindergarten to year 12 | Primary Schools High Schools | <ul style="list-style-type: none"> Highly interactive and engaging workshops delivered by qualified health professionals, between 90-120 minutes and tailored to the school's needs. National curriculum linked lesson plans; aligned with the Australian Guide to Healthy Eating and feature Foodbank WA's <i>SuperheroFoods</i>[®] characters. Student driven cooking activities involving quick, easy and healthy recipes prepared by the students. A shared banquet feast of up to six recipes prepared by the students are enjoyed by students and the teacher. Students take home a recipe booklet featuring the recipes prepared during the workshop and teachers take home a tailored resource pack including recipe booklets and curriculum resources to continue the learning journey. |
| <i>Fuel Your Future Program</i> (FYF) | Youth aged 12-18 years | Youth Organisations High Schools | <ul style="list-style-type: none"> Empowering nutrition education delivered through a set of four workshops (60-120 minutes each) facilitated as standalone or as a series by qualified health professionals. Each workshop tackles a different nutrition topic. Youth participants complete hands-on nutrition activities tailored to their needs. This is followed by a cooking demonstration, cooking session and shared meal, sampling up to six recipes. Youth take home a workshop-specific recipe booklet along with the potential of winning the Head Chef Prize for active and engaged participants. Stakeholders take home a tailored resource pack including recipe booklets and curriculum resources to continue the learning journey with the target group. |
| <i>Food Sensations</i> [®] for Parents Program (FSP) | Parents of 0 to 5 year olds | Playgroups Parent and Early Learning Centres | <ul style="list-style-type: none"> Healthy eating and cooking program designed for parents and carers of children aged 0-5 years delivered through a set of four workshops facilitated as standalone or as a series by qualified health professionals. Each workshop tackles a different nutrition topic. The 90-120 minute program gives parents the knowledge, skills and ideas to create positive food experiences and guide children to become affable eaters. Parents or carers are encouraged to participate in hands-on and fun nutrition activities, followed by an opportunity to cook and eat a recipe with their children. Parents take home a recipe booklet featuring the recipes prepared during the workshop. Stakeholders take home a tailored resource pack including recipe booklets and nutrition resources to continue the learning journey with the target group. |

2 | METHODS

A critique of current practice was the approach used to conduct the sustainability assessment for each FBWA Pilbara program using Whelan et al's framework.¹⁴ Human Research Ethics Committee approval was not required for this project, due to the data being publicly available. In total, five university-trained Public Health Nutritionists

were involved in this project. A Public Health Consultant oversaw the process and provided guidance throughout. In April 2019, the FBWA team conducted a literature scan to identify an appropriate sustainability framework to critically appraise the sustainability of its food literacy programs. The Public Health Consultant and FBWA team identified a gap in the current evidence base, and therefore selected the sustainability framework developed by Whelan et al¹⁴

as the evaluation framework. This framework provided scope for all program aspects to be mapped against each of the ten sustainability factors. As all FBWA Pilbara programs were underpinned by the SEM,²¹ this model was chosen to overlay the sustainability framework. This allowed both the mapping of Pilbara programs against desirable sustainability factors and across SEM levels of influence, thus utilising a comprehensive sustainability matrix to evaluate programs.

2.1 | Information extraction

Between April and May 2019, an internal document audit was undertaken by the three program leads to identify the existing FSS, FYF and FSP program strategies and core elements (Table 1) that aligned with the ten sustainability framework factors. Information providing evidence of program strategies was extracted from program planning documents including literature reviews, project plans, food literacy program lesson plans, stakeholder communication logs, policy and procedure documents, evaluation tools, program reports and current implementation practice. Program strategy information collected from the audit were then inserted by FBWA Pilbara team members into an individual sustainability matrix for their program; strategies were categorised and tabulated according to the specific sustainability factor the strategy addressed,¹⁴ and by SEM level of influence.

2.2 | Mapping review

Program mapping and review occurred over a 12-month period from May 2019 to May 2020. During this period, the FBWA team undertook significant regional travel. Therefore, this mapping and review work was conducted periodically throughout this time. Following initial program mapping, each FBWA Pilbara team member ($n = 3$) reviewed their respective program's sustainability matrix to examine which factors their individual program possessed strategies to address. Facilitated by the lead author, staff shared findings of the sustainability factors present or absent from their respective program. During this discussion, strategies possessed by multiple programs but missing from the initial mapping were identified. In addition, the team meeting enabled discussion and consensus to be reached regarding which matrix cell certain strategies should be placed within, both with respect to sustainability factors and SEM levels of influence. Following the team meeting, program matrices were updated by FBWA Pilbara staff and reviewed by the Public Health Consultant. Meetings were held with the Public Health Consultant throughout the project to seek advice, further refine the matrices and discuss learnings identified through the mapping process. Thereafter, program matrices were updated prior to conducting a second review.

The second review was broken into two stages. Firstly, each staff member completed a close inspection of their matrix following implemented changes identified in the first-round review. Staff compared their own program matrix against the other two program matrices,

(for example comparing the FSS matrix to the FYF and FSP matrices) to identify if any strategies from other programs were missing from their own (where applicable), and to cross-check where strategies were placed within the matrix. Staff communicated regularly throughout this phase ensuring omitted strategies were included and consistent language was used to describe strategies applicable across programs. Following this second round of updates, the three program matrices were reviewed by a FBWA colleague (a "buddy" system) who was familiar with the Pilbara programs but not directly involved with the mapping process. This additional step allowed any remaining gaps or inconsistencies in program mapping to be identified. One FBWA Pilbara team member then created a 'collated FSS, FYF and FSP strategy matrix' document to enable the team to observe how the programs were collectively contributing to sustainability across levels of influence as summarised in Figure 1. This document also provided a much clearer picture of where discrepancies existed between each program's mapping and the changes that were required to create clearer and consistent language for specific strategies relevant across programs. Following a meeting where the proposed changes were discussed and agreed upon, the team updated both the collated and specific program matrices and provided all final draft documents to the Public Health Consultant for a final review. As an additional strategy to ensure accurate mapping of program strategies across the sustainability framework, the Public Health Consultant facilitated the framework's author's¹⁴ review of the final draft matrices for each program. Minor suggested amendments by the Public Health Consultant and the sustainability framework author were made, finalising the FSS, FYF and FSP sustainability matrices. Each program's matrix was then reviewed to note gaps in sustainability strategies, which were used to formulate recommendations to inform future program improvements.

3 | RESULTS

The FSS, FYF and FSP sustainability matrices are included in Tables 2-4. Results across programs have been summarised below, describing sustainability strategies incorporated within the respective programs. Figure 1 presents a visual depiction of strategies across programs by sustainability factor (x-axis) and SEM level of influence (y-axis) to highlight where strategy attention is currently focused.

3.1 | Program sustainability strategies by SEM levels of influence and sustainability factor

3.1.1 | SEM public policy level

All programs addressed the resources, policy, adaptation and evaluation factors of the public policy level of influence (Figure 1). The FSS, FYF and FSP programs all received corporate funding to support program delivery through the funder's community engagement

framework (resources factor). All programs regularly adapted program strategies to align with new policies and plans, such as the WA Health Promotion Strategic Framework²³ and the State Public Health Plan²⁴ (adaptation factor). FSS and FYF were closely aligned with school-based regulations, and frameworks at national and state levels (policy factor), given the school-based settings within which they were delivered. For example, staff obtained Aboriginal Affairs Planning Authority Lands Permits, and aligned program activities with the Australian Curriculum and Healthy Food and Drink in Public Schools Policy.²⁵ Only FSS and FSP addressed the workforce development factor at this level of influence; FBWA staff involved with these programs worked with FBWA internal senior staff and external legal advisers to prepare Memoranda of Understanding. FYF program staff were not provided with formal training to write such policy documents at the time.

Sustainability factors without any strategies present at the SEM public policy level included leadership, partnerships and communication with the target group. Neither FSS, FYF nor FSP employed strategies to engage program champions, who could assist with advocacy for future funding or resources (leadership factor), and none of the programs established formal and informal partnerships with political bodies (partnerships factor). All programs lacked a formal committee to govern their strategic direction (governance factor),

though FSS and FSP included Memoranda of Understanding that outlined ongoing program delivery by partner organisations, as a governance strategy. Community engagement strategies at this level of influence were lacking for FSS and FSP, however, FYF staff communicated with peak youth advisory council forums to advocate for nutrition to be on the policy agenda.

3.1.2 | SEM community level

All programs possessed strategies that addressed all sustainability factors at this level of influence (Figure 1). The FSS and FYF programs regularly involved locally based corporate volunteers to strengthen the relationship with the funding body and ensure programs were embedded within the local community. All programs received corporate funding to specifically support local Pilbara communities (resources factor). A suite of strategies targeted the partnerships factor simultaneously across programs, with a variety of government and not-for-profit stakeholder partnerships established. FBWA staff were trained to deliver all programs, provide educator training to partner organisation staff and co-deliver workshops during collaborative fieldwork trips (workforce development; partnerships factors). Additional strategies

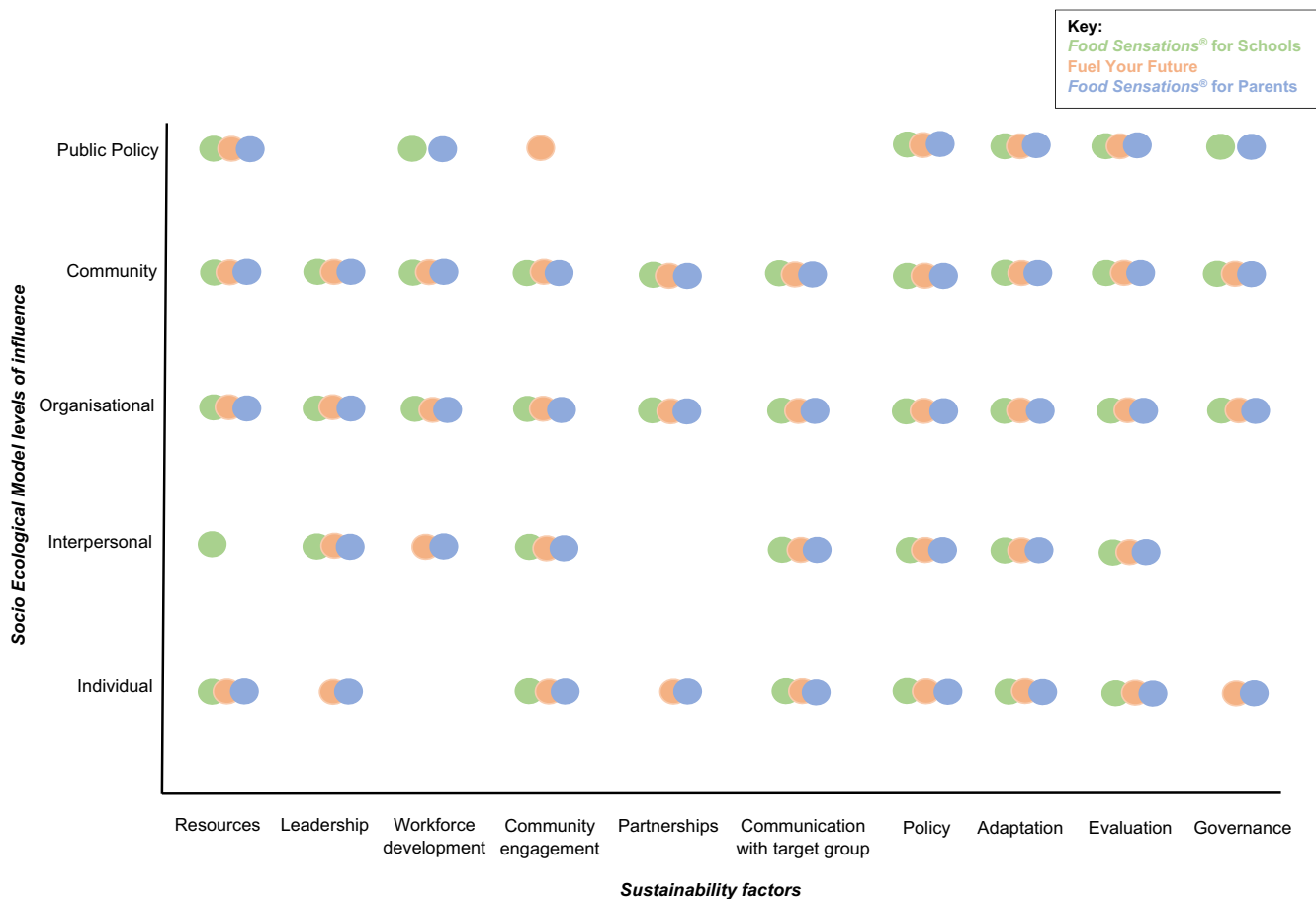


FIGURE 1 Foodbank WA Pilbara program strategies across sustainability factors and Socio Ecological Model levels of influence

included partner organisations delivering FSS and FSP programs in the community following training by FBWA staff, further embedding the programs within the local community. All FBWA staff received Aboriginal cultural competency and classroom behaviour management strategies training from partner organisations (workforce development factor). The continued reinforcement of consistent nutrition messages by FSS staff and partner organisations within the community, and the collaboration between FYF and FSP staff and community organisations to promote local events were two strategies employed to strengthen community engagement. Multiple strategies to communicate with the target audience were embedded within FSS including distribution of recipe books and posters within communities, online access to program content and resources via a 'Superhero Foods® HQ' website (<https://www.superherofoodshq.org.au/>), local media engagement, social media and student recipe competitions. FYF and FSP staff implemented several of these strategies combined with regularly attending community events to directly communicate with their target audience (community engagement factor). While formal program champions were lacking for all programs, each program engaged informal champions who provided support in varying capacities. For example, program champions supported FYF through local youth network and action groups (leadership factor).

3.1.3 | SEM organisational level

All programs possessed strategies that addressed all sustainability factors at this level of influence (Figure 1). Participation by school principals and teachers in FSS professional development sessions aimed to build capacity within the learning environment. This strategy was supported by resources provided to teaching staff. FYF and FSP both offered stakeholder training; however, unlike FSS, this training was not reinforced by a substantial suite of resources (workforce development factor). Program champions and case study organisations provided formal testimonials to support and promote the FSS program, while FYF relied on informal champions, such as previous program participants, internally advocating for the program within their respective organisation (leadership factor). FSS, FYF and FSP programs were adapted annually based on evaluation findings and stakeholder feedback (adaptation factor). Subtle differences existed between specific program strategies, however, attention centred on ensuring both the delivery approach and content aligned with participant needs. Program staff regularly consulted organisation stakeholders verbally (communication with target audience factor) and through written post-program evaluation (evaluation factor) to inform quality improvement strategies subsequently implemented. For FSS and FSP, Memoranda of Understanding were in place with partner organisations who delivered the program on FBWA's behalf; however, this strategy was lacking for FYF. Despite there being at least one governance strategy in place for each program, none of the programs engaged a steering committee or action group (governance factor).

3.1.4 | SEM interpersonal level

As visually depicted by Figure 1, strategies addressing six sustainability factors were incorporated into all programs at this level of influence (leadership; community engagement; communication with target audience; policy; adaptation; evaluation). Several FSS strategies at an interpersonal level focused on the communication with the target audience factor. For example, families accessed resources through FBWA's *Superhero Foods* HQ website. FYF utilised numerous communication strategies including direct delivery of nutrition sessions with the target audience, a focus on social media and encouragement of wider family and friend networks to participate in youth centre workshops. Provision of program resources was a key sustainability strategy employed by FSP. Strategies within the leadership factor for FSS included encouraging previous parent volunteers to return to attend with their other children, and inviting previous student, parent, grandparent and carer participants to act as informal program champions. A variety of informal champions were engaged by the FSP program to disseminate learnings through social networks. All programs conducted comprehensive process and impact evaluation over several years, often utilising mixed methods tailored for each target group (evaluation factor), which informed program evolution (adaptation factor). However, no strategies were employed to address partnerships or governance factors at this level of influence.

3.1.5 | SEM individual level

All programs focused on resources, communication with target audience, adaptation, and evaluation factors at an individual level (see Figure 1). As the FSS program aims to increase individual students' food literacy, and due to the frequency of return visits by FBWA staff, students often attended multiple sessions. Therefore, the program was adapted to include new recipes, with different lesson plans implemented across regional vs remote contexts. FYF and FSP were both adapted based on target group piloting (adaptation factor). Comprehensive evaluation was conducted at this level of influence for all programs. Both FSS and FYF included pre- and post-evaluation surveys measuring skill and knowledge increases as a result of the sessions. FSP incorporated several evaluation methods appropriate for its target group, such as a practitioner-led group discussion approach,²⁶ with program content and delivery adapted as a result from annual evaluation (evaluation; adaptation factors). Both FYF and FSP engaged community representatives and/or elders to provide advice about the program context, content and design (governance factor). However, there were no direct partnerships with the target group for FSS (partnerships factor), though FYF and FSP encouraged youth and parents respectively from relevant youth and parent organisations to attend the program. In addition, there were no formal student program champions (leadership factor) for FSS and no workforce development strategies implemented through any of the programs.

TABLE 2 Food sensations[®] for Schools (FSS) sustainability matrix

| Sustainability framework | Sustainability factors | | | |
|--|--|---|---|--|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| <i>Socio ecological model level of influence</i> | | | | |
| Public policy | <ul style="list-style-type: none"> Financial: Corporate funding agreement covers all aspects of the program Human: Corporate funding agreement includes funder Employee Engagement Plan for example volunteering activities Other: FSS has been redeveloped to align with new Australian Curriculum (predominantly Health and Physical Education Learning Area, in addition to Mathematics and Design and Technology Learning Areas) to increase support for initiative | | <ul style="list-style-type: none"> Development of knowledge and skills required to develop and write documents related to partnerships, for e.g.: Memorandum of Understanding | |
| Community | <ul style="list-style-type: none"> Financial: Corporate funding is directed at supporting 11 Pilbara communities Human: Corporate volunteers based locally in Hedland and Newman communities attend the FSS program to assist (approx. 2 volunteers/ trip) Financial: Funding for social media presence advertising the FSS program Human: Collaborating with local agencies to provide nutrition education, healthy food and resources at local community events Human: MOU delivery partners deliver FSS program on FBWA's behalf increasing reach of the program | <ul style="list-style-type: none"> Local community members share details of the team's visits through social media channels Community-based informal program champions are promoted through FBWA marketing plan strategies Government regional health service representatives act as informal champions for FSS through actions such as co-facilitation on remote fieldwork trips, promoting FBWA's visits, using the <i>Superhero Foods</i> resources, and promoting competitions FBWA is hosting, to schools Working in partnership with community organisations. This ensures that partners are aware of and can continue to spread key messages beyond the funding contract | <ul style="list-style-type: none"> Resources freely/readily available on <i>Superhero Foods</i> HQ website for partner organisations builds their capacity to deliver nutrition education and cooking program elements to community FBWA staff provide Health Professional Training to locally based partner organisations to deliver and/or support FSS program messages FBWA staff are trained to deliver all programs and provide Educator Training (both Health Professional and Stakeholder Training) to partner organisations, increasing staff capacity within organisation Professional development opportunities for FBWA delivery staff e.g. Aboriginal Cultural Competency Training and Classroom Behaviour Management Strategies, to increase the quality of delivery and thereby uptake of key messages FBWA staff receive training from partnering organisations | <ul style="list-style-type: none"> Regular FBWA presence in community and regional centres is clearly visible with uniforms FBWA attendance at community events e.g. National Aboriginal and Torres Strait Islander Children's day, Children's week and Harmony Day FBWA marketing activities including social media FBWA staff involved in six Pilbara network/action groups Use of common language i.e.: <i>Superhero Foods</i> among partnering organisations, reinforcing the same messages within community Provision of nutrition resources to community stores e.g.: recipe books and posters Provision of nutrition resources to local staff i.e.: teachers/parents/ locally based health workers Schools display a variety of resources in the school environment i.e.: FBWA posters, recipe books, and flyers School promoting FBWA's community cook ups at school, local stores and around community Competitions advertised in print and online media across the Pilbara region FBWA staff develop relationships with relevant community organisations that foster open dialogue to build trust and rapport |

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|---|--|---|---|--|---|
| | | <ul style="list-style-type: none"> • FBWA's FSS recipes align with Department of Education Healthy Food & Drink in Public Schools Policy • All FBWA staff compliant with Working with Children regulation • FBWA's staff obtain annual permits from Department of Planning, Lands and Heritage to enter remote Aboriginal communities, under the Aboriginal Affairs Planning Authority Act 1972. This ensures FSS program delivery can occur in these locations | <ul style="list-style-type: none"> • Keeping the FSS program in line with current health promotion policies and frameworks, for example the WA Health Promotion Strategic Framework and the Public Health Act • Regular creation of new lesson plans linked to the WA School Curriculum | <ul style="list-style-type: none"> • As per contractual funding agreement, FSS is required to be evaluated annually • Approvals to evaluate the program are obtained from government bodies and ethics committees to ensure correct procedures are maintained for effective evaluation | <ul style="list-style-type: none"> • Memorandum of Understanding with partner organisations include FSS program delivery and participation in training |
| <ul style="list-style-type: none"> • Partnership plan with local non-government organisations and government regional health service • Partnerships with organisations whose programs support a culture of improving health • Partnership trips between FBWA team and non-government organisations where two organisations use the same language to communicate key messages during facilitation • Provide FBWA collateral through partner stakeholders to support local community events when attendance is not feasible • Stakeholders deliver the FSS program in schools • Referrals to FBWA between organisations | <ul style="list-style-type: none"> • Program resources freely available via <i>Superhero Foods</i> website • FBWA social media and marketing projects i.e.: student competitions and sharing recipe ideas • Dissemination of FSS recipe books and posters throughout community • Communication with key program partners through meetings, email, telephone • Local media articles highlighting student engagement in program delivery • Community & stakeholder consultation and analysis | <ul style="list-style-type: none"> • Maintenance of a communication log to ensure effective partnerships and accuracy of communication • Annual Partnership meetings with schools • Approvals and permissions sought from communities prior to visits to ensure FSS aligns with community's priorities • Mandatory Cultural awareness training delivered by partner organisation for all FBWA staff upon commencement & re-occurring every 2 years • Support community health promoting initiatives/policies | <ul style="list-style-type: none"> • Adapting how program is delivered by working in partnership with other organisations i.e. compliments other organisations visits and messaging, reducing occurrence of mixed messaging between organisations • FBWA's approach to this program permits and encourages adapting changes in response to changing needs of community • Memorandum of Understanding reporting template for use with delivery partners has been adapted to include addition of two new programs included for delivery, and set clearer expectations of partnership commitment • Review of Memorandum of Understanding document with partner organisations annually to determine if changes are required | <ul style="list-style-type: none"> • Stakeholder feedback around partnership value – informal, qualitative evaluation | <ul style="list-style-type: none"> • Memorandum of Understanding with partner organisations' and other non-government organisations includes cross promotion and referral to FBWA visits to the region • Memorandum of Understanding with delivery partner organisations' includes training staff to co-deliver sessions or deliver FSS on behalf of FBWA • Long standing formal partnerships with key stakeholders both not-for-profit and government |

(Continues)

TABLE 2 (Continued)

| Sustainability factors | | | | |
|--------------------------|---|--|--|---|
| Sustainability framework | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| Organisational | <ul style="list-style-type: none"> Financial: Corporate funding received to ensure that FSS is free for stakeholder organisations to host Human: Corporate staff support the program through volunteering Human: Involvement of Education Assistants, School Chaplains or Aboriginal and Islander Education Officers during FSS sessions Human: Teachers deliver FSS messages to target group as a result of stakeholder training | <ul style="list-style-type: none"> Schools request FSS for their setting each year Case study schools act as a champion for other schools School-based stakeholders (Principals, Deputy Principals, Teachers, AIEOs, EAs) deliver FSS key messages/concepts and act as informal program champions who advocate the importance and impact the FSS program has in school settings to their school community Long term partnerships have resulted in informal program champions with schools who contribute supportive quotes, statements and letters of support Ongoing organisational support provided by FBWA contact person between visits. This includes health promotion support and provision of free nutrition resources | <ul style="list-style-type: none"> Teacher Professional Learning (Stakeholder Training) builds teachers' capacity to deliver FSS key messages/concepts after FBWA delivery Principal involvement in Professional Learning During Stakeholder Training delivered to schools, the FSS and <i>Superhero Foods</i> resources are used as examples of resources that teachers can use to enhance the sustainability of healthy eating messages delivered by FBWA staff Stakeholder Training to support healthy environments within the organisation setting Involvement of Education Assistants, School Chaplains or Aboriginal and Islander Education Officers during FSS sessions Stakeholder engagement leads to incidental learning, which increases the likelihood of key nutrition messages to be taught in between FBWA sessions | <ul style="list-style-type: none"> Some schools have provided feedback of the integration of FBWA programs within their School Health and Wellbeing Program (reported through internal evaluation). FBWA uses this as a case study example to encourage other schools to adopt the same approach FBWA delivers FSS in schools Provision/promotion of FBWA & FSS resources by stakeholder organisations to the FSS target group |

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|---|---|---|--|--|---|
| <ul style="list-style-type: none"> • Social media plan includes tagging stakeholders and encouraging stakeholders to tag FBWA • Trip calendar is designed to ensure equitable service delivery of workshops among schools • FBWA identifies partnership opportunities with organisations with related strategic direction to enhance support provided to schools • Informal partnerships with 15 schools in the Pilbara allow FBWA to access a wider range of individuals within the region | <ul style="list-style-type: none"> • Resources available to schools via <i>Superhero Foods</i> website • Multiple communication strategies used with schools: newsletters, direct contact, social media channels and network groups • Engagement of other organisations and health practitioners to refer to FSS and/or support FSS key messages | <ul style="list-style-type: none"> • Advocate and encourage schools to adopt/continue implementation of Healthy Food and Drinks Policy • Stakeholder Training sessions to develop/improve health promotion and nutrition policies and procedures within schools | <ul style="list-style-type: none"> • Evolution of school-based program and processes based on stakeholder feedback • New school lesson plans • Consistently ensuring the current delivery approach remains congruent with the existing needs of participants and making appropriate adaptations to program delivery | <ul style="list-style-type: none"> • School feedback around satisfaction with program (mixed methods) • Internal and external evaluation reports with testimonials from stakeholders commenting on impact of the loss of FSS funding on school environment | <ul style="list-style-type: none"> • Memorandum of Understanding with delivery partner organisations' outlining their commitment to delivering the program on behalf of FBWA in line with organisational capacity • Requirement for organisation staff supervision during workshops |

TABLE 2 (Continued)

| Sustainability factors | | | | |
|--------------------------|---|--|--|---|
| Sustainability framework | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| Interpersonal | <ul style="list-style-type: none"> • Human: Corporate volunteers • Human: Parent volunteers | <ul style="list-style-type: none"> • Parents with multiple children who have previously volunteered with the program, return to attend with their other children • Generational program champions through a participant, their siblings, their parents, and grandparents | <ul style="list-style-type: none"> • Parent helpers attending workshops gain healthy eating knowledge and skills • As part of Stakeholder Training individuals are provided with resource packs which support further access to relevant resources post training | <ul style="list-style-type: none"> • Encouraging participants who attend the program to spread key messages to their family, community and social networks • Provision of nutrition resources to locals i.e. teachers, parents, grandparents, elders and community store staff • Engagement of family members in a parent helper capacity during sessions increases the engagement of the participants |

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--------------|--|--|--|--|------------|
| | <ul style="list-style-type: none"> • <i>Superhero Foods</i> website contains resources for children to share with their family/friends • Take home resources (for example FBWA recipe books) communicate key nutrition and cooking messages • Take home messages are planned to be simple and easily conveyed to increase the likelihood of information sharing from participants to social networks (ripple effect) • Direct delivery of nutrition education which is tailored to the cultural context and setting of the workshop (remote community delivery differs from a regional town) • FBWA receives verbal feedback that the learnings/resources are passed on to families and networks • Verbal communication and social media support from stakeholders' and participants' social networks for FSS • Encourage sharing of ideas among participants – peers supporting each other | <ul style="list-style-type: none"> • Programs tailored to be culturally relevant and apply suitable teaching tools (i.e. use of graphics and images where applicable) | <ul style="list-style-type: none"> • Recipe books include specific skills for example knife safety and hand washing so that learnings can be passed on to others • Annual recipe competitions are held where participants submit their favourite healthy recipe for inclusion in FBWA recipe books | <ul style="list-style-type: none"> • External, independent evaluation consisting of interviews from participants and stakeholders of the FSS program past and present • Families or friends of those who have participated in FSS provide feedback around FSS through the school to FBWA | |

TABLE 2 (Continued)

| Sustainability framework | Sustainability factors | | | |
|--------------------------|---|---|-----------------------|--|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| Individual | <ul style="list-style-type: none"> Financial: One corporate funder Financial: Program is free for individuals | <ul style="list-style-type: none"> Children and Teachers request FSS for their setting each year Previous participants becoming passionate informal advocates for the program | | <ul style="list-style-type: none"> Engagement with school children at community events through provision of FBWA recipe booklets and recipe tasters |

Note: Foodbank WA's (FBWA) *Food Sensations® for Schools (FSS) Program* is a fun, engaging and hands-on nutrition education and cooking program for students attending schools (primary and high school) registered with FBWA's School Breakfast Program in the Pilbara region. The program aims to improve knowledge and understanding of nutritious foods and provide the skills to purchase and prepare them. Lesson plans are linked to the national curriculum addressing a variety of topics with FBWA's *Superhero Foods®* characters embedded throughout to promote healthy eating messages to students.

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|---|---|--|--|---|
| <ul style="list-style-type: none"> School children from FBWA's schools are encouraged to attend workshops | <ul style="list-style-type: none"> FBWA staff make themselves available for speaking with participants one-on-one to provide tailored support Strategies utilised by FBWA staff to engage children in FSS program include but are not limited to: fun and energising atmosphere; engaging delivery style; hands-on and visual activities; group work; tailored approach to student context, and a flexible lesson structure Verbal, visual and kinaesthetic communication during sessions Working with a vulnerable, at-risk population group. The FSS program is designed to be low-literacy, age appropriate and delivered in a tailored manner to increase engagement and uptake of key messages Take home resources such as recipe books to facilitate implementation of sustainable skills by participating individuals FBWA staff use same key nutrition terminology through all lesson plans All FBWA staff are trained in behaviour management strategies and workshop facilitation to effectively communicate with participants | <ul style="list-style-type: none"> Lesson plans developed as a procedure to ensure the individual is achieving key learning outcomes | <ul style="list-style-type: none"> Workshops and program resources consistently reviewed and modified according to feedback/evaluation from individual participants Tailoring of recipes based on individual participant feedback requesting use of more locally available foods/ingredients New recipes that are appropriate to target group setting Anecdotal feedback from teachers who observe the FBWA team during delivery, indicates an increase in confidence to tailor FSS lesson plans to meet the needs of local Aboriginal and non-Aboriginal children | <ul style="list-style-type: none"> Pre-post student evaluation demonstrates changes to participant knowledge, skills and satisfaction Teacher qualitative feedback post session collected to ascertain program changes required to strengthen student engagement and enjoyment Teachers provide feedback via program evaluation requesting demonstration of specific skills for example, safe knife skills and using a can opener | <ul style="list-style-type: none"> Engage with community representative/elder to seek advice on current community environment and identify opportunities for potential support |

TABLE 3 Fuel your future (FYF) sustainability matrix

| Sustainability framework | Sustainability factors | | | |
|--|---|--|--|--|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| <i>Socio ecological model level of influence</i> | | | | |
| Public policy | <ul style="list-style-type: none"> Financial: Corporate funding agreement covers all aspects of the program Human: Corporate funding agreement includes funder Employee Engagement Plan for example volunteering activities | | | <ul style="list-style-type: none"> Communication with peak youth advisory council forums to advocate for nutrition to be on the agenda to inform government policy and priorities |
| Community | <ul style="list-style-type: none"> Financial: Corporate funding is directed at supporting 11 Pilbara communities Human: Corporate volunteers based locally in Hedland and Newman communities attend the FYF program to assist (approx. 2 volunteers/ trip) Financial: Funding for social media presence advertising the FYF program Human: Collaborating with local agencies to provide nutrition education, healthy food and resources at local community events | <ul style="list-style-type: none"> Local community members share details of the team's visits through social media channels Community-based informal program champions are promoted through FBWA marketing plan strategies Informal champions include Government regional health service staff, and staff from a school-based health promotion organisation who promote the program and the key messages on the ground to the community in the Pilbara Informal program champions support the program through network/ action groups FBWA staff champion the program through the peak non-government youth organisation in Western Australia, and through youth network/action groups Working in partnership with community organisations. This ensures that partners are aware of and can continue to spread key messages beyond the funding contract | <ul style="list-style-type: none"> Resources freely/readily available on <i>Superhero Foods</i> HQ website for partner organisations builds their capacity to deliver nutrition education and cooking program elements to community FBWA staff are trained to deliver all programs and provide Educator Training (both Health Professional and Stakeholder Training) to partner organisations, increasing staff capacity within organisation Professional development opportunities for FBWA delivery staff e.g. Aboriginal Cultural Competency Training and Classroom Behaviour Management Strategies, to increase the quality of delivery and thereby uptake of key messages FBWA staff receive training from partnering organisations | <ul style="list-style-type: none"> Regular FBWA presence in community and regional centres is clearly visible with uniforms FBWA attendance at community events e.g. Youth Week and Harmony Day FBWA marketing activities including social media FBWA involved in six Pilbara network/action groups FYF fills the gap in the lifecycle between FSS and FSP by engaging youth Provision of nutrition resources to community stores, e.g.: recipe books and posters Provision of nutrition resources to local staff i.e.: youth workers /locally based health workers Competitions advertised in print and online media across the Pilbara region FBWA staff develop relationships with relevant community organisations that foster open dialogue to build trust and rapport |

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|---|---|--|--|--|
| <ul style="list-style-type: none"> Partnership plan with local non-government organisations and government regional health service Partnerships with organisations whose programs support a culture of improving health Partnership trips between FBWA team and non-government organisations where two organisations use the same language to communicate key messages during facilitation Provide FBWA collateral through partner stakeholders to support local community events when attendance is not feasible Referrals to FBWA between organisations | <ul style="list-style-type: none"> Communication with peak youth advisory council FYF recipe books available for community to access freely via <i>Superhero Foods</i> website Dissemination of FYF recipe books throughout community FBWA social media and marketing projects i.e.: competitions and sharing recipe ideas Communication with key program partners through meetings, email, telephone Community & stakeholder consultation and analysis | <ul style="list-style-type: none"> FBWA's FYF recipes align with Department of Education Healthy Food & Drink in Public Schools Policy All FBWA staff compliant with Working with Children regulation FBWA's staff obtain annual permits from Department of Planning, Lands and Heritage to enter remote Aboriginal communities, under the Aboriginal Affairs Planning Authority Act 1972. This ensures FYF program delivery can occur in these locations Maintenance of a communication log to ensure effective partnerships and accuracy of communication Approvals and permissions sought from communities prior to visits to ensure FYF aligns with community's priorities Mandatory Cultural awareness training delivered by partner organisation for all FBWA staff upon commencement & re-occurring every 2 years Support community health promoting initiatives/policies | <ul style="list-style-type: none"> Keeping the FYF program in line with current health promotion policies and frameworks, for example the WA Health Promotion Strategic Framework and the Public Health Act Keeping up-to-date on current research in relation to nutrition and youth to inform continuous improvement FBWA's approach to this program permits and encourages adapting changes in response to changing needs of community | <ul style="list-style-type: none"> As per contractual funding agreement, FYF is required to be evaluated annually Approvals to evaluate are obtained from government bodies or ethics committees to ensure correct procedures are maintained for effective evaluation 'Target' evaluation tool for youth evaluation was developed and piloted in consultation with community stakeholders Stakeholder feedback around partnership value – informal, qualitative evaluation | <ul style="list-style-type: none"> Memorandum of Understanding with partner organisations and other non-government organisations includes cross promotion and referral to FBWA visits to the region Utilising the WA peak youth advisory council to guide the evolution of FYF Long standing formal partnerships with key stakeholders both not-for-profit and government |

TABLE 3 (Continued)

| Sustainability factors | | | | |
|--------------------------|--|--|--|--|
| Sustainability framework | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| Organisational | <ul style="list-style-type: none"> Financial: Corporate funding received to ensure that FYF is free for stakeholder organisations to host Human: Corporate staff support the program through volunteering Human: Involvement of Education Assistants, School Chaplains or Aboriginal and Islander Education Officers during FYF workshops Human: Database of organisations outside the funding area to provide evidence of demand Human: Teacher and youth staff deliver FYF messages to target group as a result of stakeholder training | <ul style="list-style-type: none"> Stakeholder organisations request FYF for their setting each year Youth organisations champion FYF through implementing cooking programs and using resources and key messaging from FYF Long term partnerships have resulted in informal program champions with remote schools and regional high schools who contribute supportive quotes, statements and letters of support Previous and current stakeholders (such as youth workers or teachers) are informal champions who advocate for the value and success of the FYF program within their organisation or field Ongoing organisational support provided by FBWA contact person between visits. This includes health promotion support and provision of free nutrition resources | <ul style="list-style-type: none"> Stakeholder Training builds teacher/youth staff capacity to continue delivery of nutrition education and cooking Stakeholder Training to support healthy environments within the organisation setting Involvement of Education Assistants, School Chaplains or Aboriginal and Islander Education Officers during FYF workshops Stakeholder engagement leads to incidental learning, which increases the likelihood of key nutrition messages to be taught in between FBWA workshops | <ul style="list-style-type: none"> FBWA delivers FYF in schools and youth organisations Provision/promotion of FBWA & FYF resources by stakeholder organisations to the FYF target group |

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|---|--|---|---|--|---|
| <ul style="list-style-type: none"> • Social media plan includes tagging stakeholders and encouraging stakeholders to tag FBWA • Trip calendar is designed to ensure equitable service delivery of workshops among youth organisations • FBWA identifies partnership opportunities with organisations with related strategic direction to enhance support provided to youth organisations | <ul style="list-style-type: none"> • Verbal communication via FYF program delivery for a range of youth organisations that target a variety of youth: <ul style="list-style-type: none"> • High Schools • Youth Centres • Youth Organisations • Remote Schools • Multiple communication strategies used with stakeholder organisations: newsletters, direct contact, social media channels and network groups • Engagement of other organisations and health practitioners to refer to FYF and/or support FYF key messages | <ul style="list-style-type: none"> • Advocate and encourage implementation of Healthy Food and Drinks Policy within FYF school based delivery settings • Stakeholder Training sessions to develop/improve health promotion and nutrition policies and procedures within youth organisations | <ul style="list-style-type: none"> • Aligning lesson plans closer to the curriculum • Consistently ensuring the current delivery approach remains congruent with the existing needs of the participants and making appropriate adaptations to program delivery • Utilising learnings and expertise from external professionals and organisations | <ul style="list-style-type: none"> • Post stakeholder and stakeholder training evaluation providing qualitative feedback on the FYF program | <ul style="list-style-type: none"> • Requirement for organisation staff supervision during workshops |

TABLE 3 (Continued)

| Sustainability framework | Sustainability factors | | | |
|--------------------------|--|--|--|---|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| Interpersonal | | <ul style="list-style-type: none"> Families or friends of those who have participated in FYF are informal champions who advocate for FYF through the school or organisation to FBWA | <ul style="list-style-type: none"> As part of Stakeholder Training individuals are provided with resource packs which supports further access to relevant resources post training | <ul style="list-style-type: none"> School holiday engagement of youth Encouraging participants to spread key messages to the community and social networks Provision of nutrition resources to locals i.e. teachers, parents, elders and supermarket staff Family and friends encouraged to participate at youth centre workshops within target group |

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--------------|---|--|--|--|------------|
| | <ul style="list-style-type: none"> • <i>Superhero Foods</i> website contains resources for youth to share with their family/friends • Take home resources (for example FBWA recipe books) communicate key nutrition and cooking messages • Take home messages are planned to be simple and easily conveyed to increase the likelihood of information sharing from participants to social networks (ripple effect) • Direct delivery of nutrition education which is tailored to the cultural context and setting of the workshop (remote community delivery differs from a regional town) • FBWA receives verbal feedback that the learnings/resources are passed on to families and networks • Verbal communication and social media support from stakeholders' and participants' social networks for FYF • Encourage sharing of ideas among participants – peers supporting each other | <ul style="list-style-type: none"> • Lesson plans utilise Peer Modelling principles • Programs tailored to be culturally relevant and apply suitable teaching tools (i.e. use of graphics and images where applicable) | <ul style="list-style-type: none"> • Lesson plans have evolved to include more discussion based/peer-based activities due to evaluation feedback • Recipe books include workshop specific education so that learnings can be passed on to others | <ul style="list-style-type: none"> • External, independent evaluation consisting of interviews from participants and stakeholders of the FYF program past and present • Families or friends of those who have participated in FYF provide feedback about the program through the stakeholder to FBWA | |

TABLE 3 (Continued)

| Sustainability framework | Sustainability factors | | | |
|--------------------------|---|---|-----------------------|--|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement |
| Individual | <ul style="list-style-type: none"> Financial: One corporate funder Financial: Program is free for individuals | <ul style="list-style-type: none"> Youth request FYF for their setting each year Trainee Youth Engagement Officer and previous FYF participant is a formal champion of the program Home Economics Teachers at Pilbara High Schools Previous participants becoming passionate informal advocates for the program | | <ul style="list-style-type: none"> Engagement with youth at community events through provision of FBWA recipe booklets and recipe tasters |

Note: Foodbank WA's (FBWA) [Fuel Your Future \(FYF\) Program](#) is a food literacy and cooking program for youth aged 12-18 living in regional and remote areas of the Pilbara region. Each workshop consists of interactive nutrition activities and cooking, and addresses topics including the Australian Guide to Healthy Eating; serve sizes; fat, sugar and salt investigation; and food safety and storage. The program aims to empower youth with the knowledge, skills and confidence to prepare delicious, healthy and nourishing food. Youth centres and schools in selected Pilbara towns and communities can register to host the free program.

| Partnerships | Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|---|---|---|--|---|
| <ul style="list-style-type: none"> Youth from relevant youth organisations are encouraged to attend workshops FBWA staff make themselves available for speaking with participants one-on-one to provide tailored support | <ul style="list-style-type: none"> FBWA staff make themselves available for speaking with participants one-on-one to provide tailored support Strategies utilised by FBWA staff to engage youth in FYF program include but are not limited to: casual, informal atmosphere; flexible lesson structure; higher youth responsibility and ownership over workshop activities; challenges and competitions; decision-making tasks; hands-on activities and Head Chef Prize Verbal, visual and kinaesthetic communication during sessions Pilot workshops conducted and feedback sought from youth and stakeholder participants Working with a vulnerable, at-risk population group that are commonly disengaged. The FYF program is designed to be low-literacy, age appropriate and delivered in a tailored manner to increase engagement and uptake of key messages Take home resources such as recipe books to facilitate implementation of sustainable skills by participating individuals FBWA staff use same key nutrition terminology through all lesson plans Marketing plan; FBWA advertisement of workshops via social media and networks All FBWA staff are trained in behaviour management strategies and workshop facilitation to effectively communicate with participants | <ul style="list-style-type: none"> Lesson plans developed as a procedure to ensure the individual is achieving key learning outcomes Goal setting built into workshop lesson plan | <ul style="list-style-type: none"> Workshops and program resources consistently reviewed and modified according to feedback/evaluation from individual participants New FYF modulettes to tackle new and extension nutrition topics Tailoring of recipes based on individual participant feedback requesting use of more locally available foods/ingredients New recipes that are appropriate to target group setting | <ul style="list-style-type: none"> Pre and post youth evaluation target survey measuring knowledge, skill and satisfaction Post stakeholder survey measures students' knowledge, skill and satisfaction Post stakeholder feedback providing qualitative feedback on the FYF program | <ul style="list-style-type: none"> Engage with community representative/elder to seek advice on current community environment and identify opportunities for potential support |

TABLE 4 Food sensations® for parents (FSP) sustainability matrix

| Sustainability framework | Sustainability factors | | | | |
|--|---|--|---|--|---|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement | Partnerships |
| <i>Socio ecological model level of influence</i> | | | | | |
| Public policy | <ul style="list-style-type: none"> Financial: Corporate funding agreement covers all aspects of the program Human: Corporate funding agreement includes funder Employee Engagement Plan for example volunteering activities | | <ul style="list-style-type: none"> Development of knowledge and skills required to develop and write documents related to partnerships, for e.g.: Memorandum of Understanding | | |
| Community | <ul style="list-style-type: none"> Financial: Corporate funding is directed at supporting 11 Pilbara communities Financial: Funding for social media presence advertising the FSP program Human: Collaborating with local agencies to provide nutrition education, healthy food and resources at local community events Human: MOU delivery partners deliver FSP program on FBWA's behalf increasing reach of the program | <ul style="list-style-type: none"> Local community members share details of the team's visits through social media channels Community-based informal program champions are promoted through FBWA marketing plan strategies Working in partnership with community organisations. This ensures that partners are aware of and can continue to spread key messages beyond the funding contract | <ul style="list-style-type: none"> Resources freely/readily available on <i>Superhero Foods</i> HQ website for partner organisations builds their capacity to deliver nutrition education and cooking program elements to community FBWA staff provide Health Professional Training to locally based partner organisations to deliver and/or support FSP program messages FBWA staff are trained to deliver all programs and provide Educator Training (both Health Professional and Stakeholder Training) to partner organisations, increasing staff capacity within organisation Professional development opportunities for FBWA delivery staff e.g. Aboriginal Cultural Competency Training and Classroom Behaviour Management Strategies, to increase the quality of delivery and thereby uptake of key messages FBWA staff receive training from partnering organisations | <ul style="list-style-type: none"> Regular FBWA presence in community and regional centres is clearly visible with uniforms FBWA attendance at community events e.g. National Aboriginal and Torres Strait Islander Children's day, Children's Week and Harmony Day FBWA marketing activities including social media FBWA involved in six Pilbara network/action groups Use of common language i.e.: <i>Superhero Foods</i> among partnering organisations, reinforcing the same messages within community Provision of nutrition resources to community stores, e.g.: recipe books and posters Provision of nutrition resources to local staff i.e.: Playgroup staff/parents/locally based health workers FBWA staff develop relationships with relevant community organisations that foster open dialogue to build trust and rapport | <ul style="list-style-type: none"> Partnership plan with local non-government organisations and government regional health service Partnerships with organisations whose programs support a culture of improving health Partnership trips between FBWA team and non-government organisations where two organisations use the same language to communicate key messages during facilitation Provide FBWA collateral through partner stakeholders to support local community events when attendance is not feasible Partner stakeholders deliver the FSP program to parent groups Referrals to FBWA between organisations |

| Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> • FBWA's FSP recipes align with Department of Education Healthy Food & Drink in Public Schools Policy • All FBWA staff compliant with Working with Children regulation • FBWA's staff obtain annual permits from Department of Planning, Lands and Heritage to enter remote Aboriginal communities, under the Aboriginal Affairs Planning Authority Act 1972. This ensures FSP program delivery can occur in these locations | <ul style="list-style-type: none"> • Keeping the FSP program in line with current health promotion policies and frameworks, for example the WA Health Promotion Strategic Framework and the Public Health Act | <ul style="list-style-type: none"> • As per contractual funding agreement, FSP is required to be evaluated annually • Approvals to evaluate are obtained from government bodies or ethics committees to ensure correct procedures are maintained for effective evaluation | <ul style="list-style-type: none"> • Memorandum of Understanding with partner organisations include FSP program delivery and participation in training |
| <ul style="list-style-type: none"> • Program resources freely available via <i>Superhero Foods</i> website • Dissemination of resources throughout community • FBWA social media and marketing projects i.e.: sharing recipe ideas • Communication with key program partners through meetings, email, telephone • Community & stakeholder consultation and analysis | <ul style="list-style-type: none"> • Advocate for referrals for parents and relevant carers to attend FSP • Maintenance of a communication log to ensure effective partnerships and accuracy of communication • Approvals and permissions sought from communities prior to visits to ensure FSP aligns with community's priorities • Mandatory Cultural awareness training delivered by partner organisation for all FBWA staff upon commencement & re-occurring every 2 years • Support community health promoting initiatives/policies | <ul style="list-style-type: none"> • Adapting how program is delivered by working in partnership with other organisations i.e. compliments other organisations visits and messaging, reducing occurrence of mixed messaging between organisations • FBWA's approach to this program permits and encourages adapting changes in response to changing needs of community • Memorandum of Understanding reporting template for use with delivery partners has been adapted to include addition of two new programs included for delivery, and set clearer expectations of partnership commitment • Review of Memorandum of Understanding document with partner organisations annually to determine if changes are required | <ul style="list-style-type: none"> • Stakeholder feedback around partnership value – informal, qualitative evaluation | <ul style="list-style-type: none"> • Memorandum of Understanding with partner organisations' and other non-government organisations includes cross promotion and referral to FBWA's visits to the region • Memorandum of Understanding with delivery partner organisations' includes training staff to co-deliver sessions or deliver FSP on behalf of FBWA • Long standing formal partnerships with key stakeholders both not-for-profit and government |

TABLE 4 (Continued)

| Sustainability framework | Sustainability factors | | | | |
|--------------------------|--|--|--|--|---|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement | Partnerships |
| Organisational | <ul style="list-style-type: none"> Financial: Corporate funding received to ensure that FSP is free for stakeholder organisations to host Human: Corporate staff support the program through volunteering Human: Staff involvement in sessions informally assist in reinforcing and supporting nutritional messages | <ul style="list-style-type: none"> Stakeholder organisations request FSP for their setting each year Supportive settings such as Playgroups, Child & Parent Centres and Community Centres continue to reinforce key messages through provision of FBWA posters, recipe booklets and resources Staff from partner organisations are encouraged to attend FSP workshops for collaboration opportunities | <ul style="list-style-type: none"> Stakeholder Training builds parent centre staff capacity to continue delivery of nutrition education and cooking Involvement of Education Assistants, or Aboriginal and Islander Education Officers during FSP workshops Stakeholder engagement leads to incidental learning, which increases the likelihood of key nutrition messages to be taught in between FBWA sessions | <ul style="list-style-type: none"> FBWA delivers FSP in playgroups and early childhood centre organisations Provision/promotion of FBWA & FSP resources by stakeholder organisations to the FSP target group | <ul style="list-style-type: none"> Social media plan includes tagging stakeholders and encouraging stakeholders to tag FBWA Trip calendar is designed to ensure equitable service delivery of workshops among parent organisations FBWA identifies partnership opportunities with organisations with related strategic direction to enhance support provided to parent organisations |

| Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|--|--|---|---|
| <ul style="list-style-type: none"> • Communication with parents through stakeholder organisations • Engagement of other organisations and health practitioners to refer to FSP and/or support FSP key messages • Multiple communication strategies used with organisations: newsletters, direct contact, social media channels and network groups | <ul style="list-style-type: none"> • Advocate and encourage implementation of Healthy Food and Drinks Policy within FSP school based delivery settings • Stakeholder Training sessions to develop/improve health promotion and nutrition policies and procedures within parent centres | <ul style="list-style-type: none"> • Consistently ensuring the current delivery approach remains congruent with the existing needs of the participants and making appropriate adaptations to program delivery • Developing new FSP lesson modules • Adapting recipes and inclusion of cultural foods/ ingredients | <ul style="list-style-type: none"> • Post-stakeholder and educator training evaluation providing feedback on the program | <ul style="list-style-type: none"> • Memorandum of Understanding with delivery partner organisations' outlining their commitment to delivering the program on behalf of FBWA in line with organisational capacity • Requirement for organisation staff supervision during workshops |

TABLE 4 (Continued)

| Sustainability framework | Sustainability factors | | | | |
|--------------------------|--|---|--|--|--------------|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement | Partnerships |
| Interpersonal | | <ul style="list-style-type: none"> Partners of previous program attendees share with their friends and family the impact the program has had on their lives, how their partner learnt strategies to address fussy eating and as a result their child is a less fussy eater | <ul style="list-style-type: none"> As part of Stakeholder Training individuals are provided with resource packs which supports further access to relevant resources post training | <ul style="list-style-type: none"> Early childhood centres set as a place to promote healthy practise in a supportive environment Encouraging participants to spread key messages to their family, community and social networks Provision of nutrition resources to locals i.e. teachers, parents, grandparents, elders and community store staff Support sought through playgroup facilitators, Neighbourhood centres, Parent program coordinators, community elders | |

| Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|--|--|--|------------|
| <ul style="list-style-type: none"> • <i>Superhero Foods</i> website contains resources for Parents to share with their family/friends • Take home resources (for example FBWA recipe books) communicate key nutrition and cooking messages • Take home messages are planned to be simple and easily conveyed to increase the likelihood of information sharing from participants to social networks (ripple effect) • Direct delivery of nutrition education which is tailored to the cultural context and setting of the workshop (remote community delivery differs from a regional town) • FBWA receives verbal feedback that the learnings/resources are passed on to families and networks • Verbal communication and social media support from stakeholders' and participants' social networks for FSP • Encourage sharing of ideas among participants – peers supporting each other • Encourage sharing of ideas among participants – parents supporting each other | <ul style="list-style-type: none"> • Programs tailored to be culturally relevant and apply suitable teaching tools (i.e. use of graphics and images where applicable) | <ul style="list-style-type: none"> • FBWA approach to this program allows adapting changes in response to the changing needs of groups such as fathers, working parents, first time mums etc • Recipe books include workshop specific education so that learnings can be passed on to others | <ul style="list-style-type: none"> • External, independent evaluation consisting of interviews from participants and stakeholders of the FSP program past and present • Families or friends of those who have participated in FSP provide feedback about FSP through the stakeholder to FBWA | |

TABLE 4 (Continued)

| Sustainability framework | Sustainability factors | | | | |
|--------------------------|--|---|-----------------------|--|---|
| | Resources (financial, human and other) | Leadership | Workforce development | Community engagement | Partnerships |
| Individual | <ul style="list-style-type: none"> Financial: Corporate funding Financial: Program is free for individuals | <ul style="list-style-type: none"> Parents request FSP for their setting each year Returning participants attend to learn new information, reinforce knowledge and connect with other parents Previous participants becoming passionate informal advocates for the program | | <ul style="list-style-type: none"> Engagement with parents at community events through provision of FBWA recipe booklets and recipe tasters | <ul style="list-style-type: none"> Parents from relevant parent organisations are encouraged to attend workshops FBWA staff make themselves available for speaking with participants one-on-one to provide tailored support |

Note: Foodbank WA's (FBWA) *Food Sensations® for Parents (FSP) Program* is a nutrition education and cooking program designed specifically for parents of 0-5 year old children living in the Pilbara region. The interactive workshops are based on four core modules centred on parental responsibility in selecting, preparing and feeding developing children. The program aims to empower parents with the knowledge, skills and confidence to provide nutritious meals for themselves and their families. Playgroups and parent centres in selected Pilbara towns and communities can register to host the free program.

| Communication with target audience | Policy | Adaptation | Evaluation | Governance |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • FBWA staff make themselves available for speaking with participants one-on-one to provide tailored support • Strategies utilised by FBWA staff to engage parents in FSP program include but are not limited to: relaxed and informal delivery style; hands-on and visual activities; group work; opportunity for sharing ideas facilitating two way learning, tailored approach to parents' context, and flexible lesson structure • Verbal, visual and kinaesthetic communication during sessions • Pilot workshops conducted and feedback sought from parent and stakeholder participants • Working with a vulnerable, at-risk population group. The FSP program is designed to be low-literacy and delivered in a tailored manner to increase engagement and uptake of key messages • Take home resources such as recipe books to facilitate implementation of sustainable skills by participating individuals • FBWA staff use same key nutrition terminology through all lesson plans • Marketing plan; FBWA advertisement of sessions via social media and networks • All FBWA staff are trained in behaviour management strategies and workshop facilitation to effectively communicate with participants | <ul style="list-style-type: none"> • Lesson plans developed as a procedure to ensure the individual is achieving key learning outcomes • Provision of FSP recipes that align with Healthy Food and Drinks Policy increases parents' knowledge of foods they can provide to their children, in preparation for their child's transition to school | <ul style="list-style-type: none"> • Workshops and program resources consistently reviewed and modified according to feedback/ evaluation from individual participants • Tailoring of recipes based on individual participant feedback requesting use of more locally available foods/ ingredients • Utilising new remote specific <i>Superhero Foods</i> resources for example storybooks as examples of resources Parents can use to promote healthy choices to their young children | <ul style="list-style-type: none"> • Practitioner-led-group-discussion with parents' post-session measuring knowledge, skill and program satisfaction • Post stakeholder paper based survey measures stakeholder's insights into parents' knowledge, skills and satisfaction with the FSP program | <ul style="list-style-type: none"> • Engage with community representative/ elder to seek advice on current community environment and identify opportunities for potential support |

4 | DISCUSSION

This study aimed to evaluate the FBWA FSS, FYF and FSP programs, to determine which sustainability factors were possessed by programs across SEM levels of influence (individual; interpersonal; organisational; community; public policy levels). Key findings included that FBWA's programs addressed all ten sustainability factors at the community level of influence, with corporate volunteer and partner organisation staff engaged to support and continue program delivery on behalf of FBWA via training (resources; leadership; partnerships; governance and workforce development factors). All programs addressed each sustainability factor at the organisational level. However, no formal partnerships with school entities existed for FSS (partnerships factor) and community engagement strategies were limited within FYF and FSP (community engagement factor). Few strategies were employed to address sustainability factors at the public policy level of influence. While FSS, FYF and FSP were closely aligned with several external policies (policy factor), workforce development strategies for FYF were lacking in this area (workforce development factor). Further, none of the programs had established partnerships with political bodies that could act as advocates for further resourcing or funding (partnership factor). However, team members representing the FSS and FYF programs were WA Health Promoting Schools Association members. Importantly, no program employed formal governance structures to guide program direction, such as steering groups; however, FSS and FSP developed Memoranda of Understanding to ensure program delivery continued to occur in between the remote teams' regional visits (governance factor).

Several factors have been argued as imperative to support program sustainability, namely program champions, evaluation, partnerships, policy and funding.^{14-17,20} In particular, the absence of a program champion results in a reduction in leadership, stability and program continuity, and therefore decreased program sustainability. In contrast, engaging a local program champion embeds these characteristics into a program. A dedicated budget for program evaluation enables regular measurement throughout the program lifespan. For example, measurement of impact and outcome evaluation can enhance program sustainability by providing an indication of program efficacy, and guidance for further program adaptation^{11,14} providing useful evidence to build the case for additional funding. Furthermore, actively involving stakeholders in each stage of program evaluation supports the implementation of tools and methods appropriate to the target audience needs, facilitating stronger stakeholder engagement with the program and supporting program sustainability.^{14,17}

Establishing transparent, successful and long-term partnerships with stakeholders and organisations with aligned activities and values is vital to support program sustainability. Ensuring partnerships are cultivated across multiple SEM levels provides increased opportunity for program strategies to be leveraged and extended, further enhancing program sustainability.^{10,14,16,17,20} For example, the delivery of FSS program training by FBWA staff to partner organisation

staff (community level) and school staff (organisational level) supports continued program delivery and reinforcement of key nutrition messages, in addition to the FBWA team visits.

Implementing significant policy change at an institutional level involves significant resource investment over a long period of time and cannot be sustained without continued support.¹² In instances where available resources to support action at the public policy SEM level of influence are available but limited, employing policy components at the community and/or organisational level may still provide a complementary effect.²⁷ For example, in the school setting, the alignment of program strategies with relevant policy frameworks may help facilitate partnerships being established between organisations and across sectors, which could support advocacy efforts for changes at the public policy level. However, further research to better understand the interactions between different sustainability factors across SEM levels of influence is needed.²⁸

While funding is an essential financial resource required to implement programs it can be both limited in the amount and within a set timeframe.^{11,12,14} This can impact decisions regarding which strategies to prioritise for implementation to strengthen program sustainability.²⁰ According to Hodge and Turner,¹⁷ in the context of vulnerable communities a program establishment period is needed before significant financial resources are removed, allowing the implementation of sustainability strategies to support program sustainability beyond the initial funded period. Furthermore, while obtaining diverse funding sources is ideal this is not always achievable. Whelan et al¹⁴ encourages consideration towards other resources for example human resources including volunteering, whereby utilising existing human resources can add significant value to enhancing the sustainability of the intervention by promoting local ownership, without the financial encumbrance.

Given there is a dearth of evidence reporting on evaluation of food literacy intervention sustainability, we could not compare our findings to previous studies reporting on health promotion or food literacy program sustainability. Furthermore, we could not identify any evidence demonstrating the evaluation of food literacy programs against the SEM levels of influence.

This study's strengths include, to the authors' knowledge, it being the first published application of a comprehensive sustainability matrix to evaluate food literacy program sustainability. The mapping of programs across sustainability factors and SEM levels of influence was highly valuable, to highlight current efforts across programs and to identify strategies required to enhance program sustainability. Study limitations included that the sustainability assessment process did not highlight which identified gaps should be prioritised, nor did it identify how to fill these gaps. Furthermore, the process was cross-sectional in nature. The program mapping and review process occurred over 12 months, however the FBWA program strategies that were measured did not substantially change over the course of the mapping, therefore the mapping accuracy was not compromised. The FBWA program delivery team completing sustainability mapping of their own programs could have implicitly biased the results. However, the oversight of the Public Health Consultant and

sustainability framework author in the mapping process mitigated such potential bias. Program strategies could have potentially been missed, given the selection of program sustainability strategies was at the discretion of each program lead. This was mitigated by both a staff buddy review system and Public Health Consultant review.

Practice recommendations to enhance health promotion program sustainability include:

- Appoint a program steering, reference, or advisory group to enhance program governance and guide future program directions, such as through a Memorandum of Understanding or similar guiding document.
- Develop a suite of partnerships across multiple levels of influence.
- Upskill program staff, volunteers, and partners, focusing on individuals, family/friend networks and at a public policy level.
- Formally seek opinions and support from active members from an organisation database, which could achieve partnership and workforce factors.
- Undertake sustainability mapping during program planning or program review, providing an opportunity to identify sustainability gaps and implement improvements. Alternatively, conducting mapping prior to funding contract renewal could build a case for continued funding to strengthen program sustainability.

Recommendations for funders include:

- Consider emphasising community-based program funding recipients complete sustainability assessments of their work, to increase their effectiveness and longevity. Community benefits could include local capacity building, leadership, and reduced burden on community members through multiple short-term programs.

5 | CONCLUSION

This study has demonstrated the application of a comprehensive, practical method to assess program sustainability across ten sustainability factors and SEM levels of influence. Using FBWA's programs as an exemplar, this study has highlighted areas where efforts are both currently directed and required in the future. Food literacy programs aiming to increase knowledge and skills to improve health could benefit from a similar in-depth sustainability analysis, to increase long-term program sustainability.

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CONFLICT OF INTEREST

Potential perceived conflicts of interest include co-author Dr Stephanie Godrich was a consultant of Foodbank WA, a non Government organisation that delivers food literacy initiatives in WA schools and communities. Co-authors Leisha Aberle, Julia Platts

and Marie Kioutis were previous employees of Foodbank WA, while Louise Haustead is a current employee of Foodbank WA.

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