



**CATHOLIC
EDUCATION**
WESTERN AUSTRALIA



Submission to Joint Standing Committee on the Commissioner for Children and Young People

INQUIRY INTO THE MOST EFFECTIVE WAYS FOR WESTERN AUSTRALIA TO ADDRESS FOOD INSECURITY FOR CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY

Executive summary and position

The following is a summary of CEWA's position in relation to the issue of food insecurity in schools;

1. Food insecurity – both access to any food and access to nutritious food – is a significant issue in a number of schools. While the extent of the issue is very transparent in some schools, there are many students, who due to potential shame or embarrassment, do not identify readily as being food deficient.
2. The underlying causes of food insecurity are related to three main factors;
 - a. poverty, where families simply cannot afford to buy enough nutritious food;
 - b. lack of prioritising, where families prioritise other items such as cigarettes, alcohol, household items over food; and
 - c. lack of education, where junk food is typically consumed – and a combination of all three in some situations. COVID-19 has exacerbated an already serious situation.
3. Schools provide extensive food support to students – without this, health, wellbeing and learning are seriously compromised. Providing food to students is an expectation entrenched in some communities.
4. Providing nutritious food to students can be very expensive, especially in remote areas where costs, variety and continuity of supply are issues. Currently, schools bear most of the costs – the food itself, refrigeration, cooking, labour, packaging etc. Resources directed to addressing food insecurity, mean that fewer resources are available to support the core purpose of learning.
5. Food insecurity is a significant community health issue. This requires support from government to avoid related costs of medical, health and other support that are related to food deprivation. CEWA submits that for schools which meet a certain threshold of food insecurity, a per capita grant of \$1,000 should be made to the school. Certain accountabilities could be put in place to ensure it is directed to food.

About CEWA

CEWA is a system of 158 schools commencing almost 200 years ago, with a wide range of operations in terms of school size, geolocation, organisational structure, Index of Cultural and Social Education Advantage (ICSEA) profile, gender profile, boarding/non-boarding, out-of-school-hour care facilities and sole provider schools.



An underpinning feature of CEWA is the preferencing of poor and vulnerable communities and students. CEWA is therefore well placed to provide information regarding the interplay and effects of poverty and food insecurity. Some of the more vulnerable communities include many metropolitan schools with ICSEA scores below 990; schools with significant numbers of migrant and refugee families; 14 schools located in the Kimberley region including 6 sole provider schools and all with significant Aboriginal enrolments; 6 Curriculum and Re-engagement in Education (CARE) schools, including 3 in non-metropolitan locations; 240 Aboriginal students in boarding facilities with nearly all co-located with a CEWA school; and a number of small regional schools in communities with lower ICSEA profiles.

As part of CEWA's commitment to poorer and vulnerable communities, CEWA has a number of provisions in place to address need. These include, but are not limited to;

- Families with an eligible Health Care Card pay a fixed, substantially reduced maximum fee irrespective of which school they attend.
- The Affordable Schools initiative now operating in 12 smaller primary schools sets fees at \$1 per day with the Catholic Education Office allocating top-up funds to participating schools.
- Refugee families who do not hold a visa which entitles them to government support, are enrolled free of charge in many schools.
- Any family which has difficulty paying fees is invited to discuss their circumstances with the principal; total fee relief is sometimes provided.
- Individual schools support families in relation to school uniforms and other resource and ongoing learning costs where it is clear they have little or no capacity to contribute.
- CEWA operates a co-responsibility scheme where higher per capita funding allocations are made to schools with more needy communities.
- CEWA provides other loadings to support the vulnerable communities and continues to invest heavily in consultancy support and resource development in areas such as student wellbeing, student safety, students with disability, Aboriginal education, Intensive English Centres, out of school hours care etc.

Further discussion later in this paper will show that one significant contribution made by CEWA schools – over a million dollars each year – has been to provide food for students. There is no specific funding to schools for this purpose. Schools attempt to budget for such expenses as part of the far reaching support provided to vulnerable communities.

Nature of the problem of food insecurity - research

Food insecurity amongst children is well researched and documented. The best reference for Western Australia is the 'Speaking Out Survey 2021' (SOS21) conducted by the Western Australian Commissioner for Children and Young People. This involved 16,532 students from Years 4 to 12 drawn from a representative sample of 94 schools. Of significance was representation of 1,206 Aboriginal or Torres Strait Islander students or 8.8% of the total sample. The research methodology, including the use of non-school staff to preserve independence and remove any potential bias, places this research as best practice.

Among the findings related to food insecurity amongst students from Year 7 to 12, were;

- In terms of breakfast, 67% of females do not eat breakfast every day, with 31.2% indicating they do not eat breakfast either never (10.6%) or hardly ever (21.6%). For boys, the issue was slightly less extreme with 43.6% not eating breakfast every day, and 17.8% indicating they do not eat breakfast either never (4.8%) or hardly ever (13%).
- In terms of lunch, consumption was higher than breakfast, but nevertheless, 11.9% of girls either never or hardly ever ate lunch, with the proportion for boys being 6.6%.
- In terms of dinner, very few students rarely ate dinner, 91.9% of boys eating dinner every day compared with 81.5% of girls.

With about 200,000 students enrolled in Years 7 to 12, this means that about 25,000 either never or rarely eat breakfast and about 9,000 either never or rarely eat lunch.

The 2021 Speaking Out Survey also canvassed the attitudes of students in Years 4 to 12 regarding the importance of eating healthy food. They were asked to rate how much they care about eating healthy food as either very much; somewhat; a little; or not at all.



Students in Years 4 to 6 demonstrated a stronger commitment to eating healthy food with 89.8% indicating it mattered either very much or somewhat. For students in Years 7 to 9 this figure was 83% and for students from Years 10 to 12, the figure dropped to 80%. While on face value the proportions that care about eating healthy food are quite high, it is a totally different matter whether the same students actually have regular access to the healthy food they would prefer.

The Report highlighted that fruit and vegetable consumption rates are reasonable for Year 7 to 12 students, and reasonable similar across age groups.

What the Report is unable to highlight, for confidentiality and sampling reasons, is the variation in food consumption and attitudes to healthy food consumption that occur in different schools, geolocations and amongst disadvantaged communities. Participating schools only, could receive an individual report for their school in most cases.

There is a significant body of international research evidence regarding the impact of household food insecurity. A sample of three international meta-studies are summarised below.

Moradi, S et al (2019) undertook a meta-analysis of the association between household food security and the risk of being underweight, stunting and wasting in children and adolescents. Twenty one individual studies (from an examination of 656 articles) involving 55,173 individuals from 12 different countries, were considered. The researchers noted that food security is 'especially important for children because the nutritional content of their diets affects not only their current health, but also their physical, mental and social development and thus their future health and wellbeing. Childhood food insecurity has long term adverse effects on the cognitive and socio-emotional development of a child, ultimately impairing academic achievement even three years after transitioning out of household food insecurity'.

The effects on stunting, growth and weight varied but were positively correlated with poorer communities. The interesting aspect of this study is not so much the negative impacts on physical attributes, but the related impacts on wellbeing, social and emotional development. Educators well understand that stability in these domains is critical to engagement and learning.

A study by Pourmotabbed, A et al (2020) conducted a meta-analysis of the relationship between food

insecurity and the risk of overweight or obesity in under 18 years individuals. The study was predicated on the knowledge that children who are 'strongly overweight or obese have an enhanced capacity experience more weight gain in adulthood' and thereby increase the possibility of conditions such as heart disease, hypertension, type-2 diabetes, asthma, metabolic syndrome, dyslipidemia, liver disease, cancer and premature death.

The study found that there is a correlation in many cases with food insecurity and being overweight. The effects were more noticeable for those between 12 to 18 years and not significant for children under six years. Like the study above, the impact on social and mental health was also noted.

De Oliveira, K H D et al (2019) conducted a meta-analysis on the impact of household food security on early childhood development. The study found that household food insecurity is associated with poor early childhood development in children under five years. Further, household food insecurity is associated with developmental risk and poor maths skills in high income countries with poor vocabulary skills in both high income countries and low-middle income countries.

Given the recognised importance of early years learning, these findings, directly related to early years literacy and numeracy, are most concerning – and they transcend economic variables. Put simply, younger children in Western Australian schools faced with household food insecurity are at educational risk whether they come from poorer or better off family environments. Given the critical learning building blocks that early years' learning provides, this is clearly an important research finding for schools.

Difficulty of isolating the effect of food shortages

The SOS21 also provided substantive information about student wellbeing. Although this Standing Committee Review focuses on food security, it is not possible to easily isolate the known and unknown effects and confounding impact of wider wellbeing issues. It is fair to say however that disadvantaged communities are over represented in terms of students who have health and wellbeing challenges. The issues which children from disadvantaged communities face are well documented – food insecurity is one of them. Food insecurity is both a symptom and cause of problems for some children and young people.



Interestingly, many schools interviewed for this submission stated that food insecurity was not always a poverty-driven issue. Many noted that families were spending money on cigarettes, alcohol and household items such as TVs, in preference to buying food, let alone nutritious food. Many families also lacked knowledge and commitment to providing nutritious food, often preferencing junk food.

CEWA Methodology

As well as input from various consultants, CEWA used a structured interview process with seven schools where food insecurity is known to be an issue. The profile of the schools is;

School A – small, remote, sole provider Kimberley school, 100% Aboriginal population

School B – small, very remote, sole provider Kimberley school, 100% Aboriginal population

School C – very large K – 12 school in NE metro Perth, low ICSEA, multicultural

School D – small K – 6 school in NE metro Perth, low ICSEA, multicultural

School E – Year 7 – 12 Aboriginal school, boarding, Perth, low ICSEA

School F – small CARE school, Perth

School G – small CARE school, Perth.

Feedback from these schools has been included in responses to the Terms of Reference; relevant quotes from the schools are also included. The seven schools were surveyed regarding all aspects of food insecurity – prevalence; existing programs; impact; costs and any suggested strategies.

Addressing the Terms of Reference

Term of Reference 1 - The impact of poor nutrition on children and the extent of the problem in Western Australia

The information presented above in relation to the most recent and probably most authoritative study - the SOS 2021 by the Commissioner for Children and Young People – gives some overview of the scope of the issue in Western Australian schools. While information on individual schools is not published, CEWA would submit, from knowledge of our 158 schools, that several specific situations or contexts

have high levels of food insecurity. Most of these contexts are related to poverty levels of families and the often related characteristics such as insecurity of tenancy; disruptive home environment; shortage of other necessities, not only food; difficult home learning environment etc. Contexts where food insecurity is a significant issue include, but are not limited to;

- CARE schools which typically cater for disengaged students from unstable home environments – CEWA has six such schools, including three in poorer regional locations.
- Schools with higher Aboriginal and Torres Strait Islander student cohorts, including Kimberley schools – and especially those in remote communities.
- Schools with higher refugee and newly arrived migrant student cohorts, typically spread across Perth's northern suburbs.
- Other schools in low ICSEA regions, typically in parts of Perth's eastern, south eastern and south corridors.

High prevalence food insecurity, is therefore concentrated in about 25 or 16% of CEWA schools. In higher ICSEA schools, cases are less common and less easy to identify. The seven schools used as an information source have a very high incidence of food insecurity.

In terms of the effects of food insecurity on children, the three meta-analyses briefly referenced above, outline both the health and socio-emotional impacts. These often followed the child into adolescence and adulthood and represent potentially chronic health issues and cost to the medical system.

The combined effects of poverty, including a difficult family and home context, and food insecurity can lead to many educational issues. These include, but are not limited to;

- Irregular and typically low attendance rates, well below the 90% rate which is considered a minimum to support effective learning.
- Disengagement from learning, lack of commitment and concentration, students often shut down.

“ If they weren’t getting meals, they’d struggle to engage and sit through a full day ”

School A

- Fatigue.
- Self efficacy issues, sometimes related to body image, lower achievement, depression.
- Skin disease, particularly with some Kimberley communities.
- Irritability and often volatile behaviour.
- Mental health and other wellbeing issues.
- Crime and sometimes substance abuse.

The collective effects of these conditions are to significantly reduce achievement, which in turn can exacerbate the situation further. Positive wellbeing is a pre-condition for positive school and life outcomes. Schools report the issue is somewhat of a perpetual cycle – parents have poor nutrition, leading to students with poor nutrition, leading to an unbalanced diet most of the time and so the cycle continues.

In remote CEWA schools 90–100% of students can be supported each week. School staff voice concerns that many of these students have no food, or at least no nutritious food, from the time they leave school until they return. Some of the remote schools send students home with a sandwich for the evening. Remote school staff reflected that the situation whereby the school supports students by providing all meals during the school day, and often food to take home, has been the case for so long that it is accepted and expected practice. The students rely on the meals provided by the school.

In the metropolitan schools surveyed, quantifying the extent of the problem is inherently problematic as many students, particularly in high school, hide the problem from staff due to embarrassment and not wanting to get parents into trouble. School staff report around 25–30% of students are supported each week.

A noticeable theme is that whilst many remote schools provide all meals for all students every day, metro schools can have difficulty identifying cases of food insecurity due to the stigma attached to not having food available at home. In schools where help is readily and commonly available to students who are hungry, the students are able to disclose, often to a pastoral worker.

Term of Reference 2 - Challenges for children and young people in accessing enough nutritious food

Children and young people’s capacity to be regularly provided with appropriate nutrition is directly related to the family situation. It is well understood that most cases of food insecurity are correlated with the family’s economic circumstance. In many cases, families or caregivers are on Centrelink support and the family home typically is highly occupied. Most of these families are faced with numerous cost of living expenses and food provision – especially nutritious foods – becomes a lower priority. Added to this, is evidence that in many communities, diets may include higher proportions of junk food and worse. Access to food is typically unreliable and irregular.

The family dynamic is often unsupportive with many children required to fend for themselves. In some cases, children have no permanent place of residence and occasionally sleep rough. Some children also become carers for one or more parents.

Schools have therefore become prime sources of nutrition for many children – five days a week and for about 39 weeks of the year. These 195 days equate to 54% of the year – but with no surety regarding their evening meal during that time. The majority of students report they do not receive a substantial evening meal – sometimes nothing and sometimes non-nutritious snacks and unhealthy drinks.

The related issue is what food children receive on weekends and during school holidays, particularly the longer end of year break. One Kimberley school reported;

“ We know that for many children, their school meal on Friday will be their last until breakfast on Monday morning at school. For others, food on the weekend is likely to be soft drink and chips...if they’re lucky. ”

School B

Unfortunately, schools are the prime source of food for many children. Schools readily accept that this service is a social, moral and duty of care obligation. Notwithstanding, this comes at a substantial cost to some schools, as later information in this submission shows.



Food insecurity is not always as obvious as students not having had any food at all. Issues encountered at the schools surveyed include:

- Food available at home is junk food and/or soft drink – not filling and not nutritious.
- Older students fear that parents may get in trouble/embarrassed if the school knows the student has not had food, so they don't disclose.
- Older students may choose to spend money for food on soft drink or energy drink.
- Cultural issues – food that looks or smells 'different' means that students can be embarrassed about this and choose not to eat.
- Older students are caring for younger siblings and often have to split the available food amongst them leaving inadequate food.
- Students (high school) share food – commonplace in one school is for one friend/sibling/cousin to bring one meal and share it amongst four or five students. When offered, students have declined help from school, for reasons described above.
- It was noted was that younger children – primary school and to approximately Year 8/9 - are more likely to ask for help. The feeling was that by Year 10/11 students have worked out how to manage and/or begin to feel ashamed.
- In remote communities there is usually only one shop which is stocked with very high priced and scarce fresh food, but cheaper and more plentiful supplies of e.g. frozen pizzas, pies etc.
- Additionally, in these communities many families run out of electricity credit and then the only option for hot food is to buy frozen food at the shop and use the microwave at the shop.
- Dysfunction within families can lead to children with food insecurity – e.g. money spent on luxuries (alcohol, cigarettes, TVs) and not prioritised for nutritious food.
- In remote communities, some children are cared for by grandparents, as the parents are not around – grandparents do not receive Centrelink support.

“ In our community, grandparents are the carers for children.

The parents live in Broome and provide no financial support through Centrelink money they receive ”

School A

- In metro areas, many parents are affected by reduced work or having to work longer hours in multiple jobs to provide for families – worse since COVID-19. This leads to the double problem of parents not being around to make good food choices for children and reduced income means lack of ability to provide nutritious food.

Many community welfare agencies and not-for-profit organisations support families all year round but there is a limit to how effective and sustaining this is.

This support is not always available in regional and remote locations.

Term of Reference 3 - The extent to which food relief;

a. Is currently accessed by children and young people, including at school and in early childhood education and care settings

b. Is effective

a. Food accessibility

In CEWA schools with high levels of food insecurity amongst students, as evidenced in all the seven case study schools, substantive meals are provided daily:

Breakfast – toast, cereal, tinned fruit (often provided by Foodbank); many schools have a cooked breakfast once a week e.g. eggs, porridge.

Recess – toast, fruit, yoghurt, muesli bar.

Lunch – this varies - many schools offer cooked meals daily, some once a week, - aim to give students access to a home cooked nutritious meal e.g. tuna pasta, chicken curry, toasties etc. All have options e.g. roll/sandwich if preferred.

In CEWA schools with moderate levels of food insecurity, some schools have breakfast clubs, and some provide food on an as-needs basis.



School E provides full meals to boarders and extends this to day students as a matter of need. A commercial caterer provides all meals; the cost of providing food to the 100 or so day students is about \$9 per student or \$4,500 per week.

“The substantial amount of money directed to providing food to day students, means that less resources are directed to other important school functions”

School E

b. Effectiveness

All schools reported their food support programs are highly effective. In remote CEWA schools, children come to school because they know they will be fed and they learn because they are able to focus and engage, having been fed. Some schools report that children turn up late because they know they will be fed without question. The children and families see the school as the safety net insofar as the school will not knowingly let a child go hungry.

“Food insecurity is a community issue; the school has had to support children as a matter of need and priority”

School B

In the long term, it is hoped that giving children the opportunity to engage in eating and choosing nutritious food will build good life-long eating habits. Additionally, the connection with the community is strengthened because of the appreciation for the school feeding the children.

Term of Reference 4 - The extent to which food literacy programs aimed at children and young people and/or their parents/carers are (a) currently accessed and (b) are effective

- a. Access to food literacy programs
 - External food literacy programs are not regularly accessed however schools incorporate learning about nutritious food choices and preparation into lessons – both as part of the food science curriculum and on an ad-hoc basis in relation to other curriculum areas and school community events.

- Some schools engage external speakers to address senior students regarding healthy food choices.
- In CARE schools, students often prepare their own food at school and assist in catering for school functions.
- Some schools engage in the crunch and sip program.
- In remote areas, Boab Health provides support delivering cooking lessons to high school students and parents of playgroup children. They also provide a cookbook with recipe ideas using foods which are accessible in remote area shops.
- Several schools improve food literacy by encouraging students and staff to eat together on a regular basis. This gives the opportunity to role model eating a balanced diet alongside the opportunity to engage with students in an informal setting.
- b. All schools considered that is important to expose the students to the knowledge regarding healthy options but due to factors listed above and prohibitively high cost and lack of availability of healthy food in regional areas, little change is seen in practice.

Term of Reference 5 - Government-funded school lunch programs

Like the WA Department of Education, CEWA has a healthy Food and Drink in Schools policy, ensuring that school canteens provide nutritious food at the school, at camps and other school events. This contributes to nutritious food being provided to all students who access the canteen – many do not. For smaller numbers of students whose circumstances necessitate support by the school, lunches are provided. This is at the school's expense; no government funding is provided to CEWA schools.

Where the proportion of students requiring food is very high, breakfast and lunch is made available to all students, again provided by the school as part of their budget.

Some schools are able to negotiate with parents and Centrelink to have a small daily payment from the parent's payment, directed to the school to support food. This has proved to be relatively unworkable – it can take some time to be enacted and families in the Kimberley are typically transient – sometimes the school then has to reimburse the family as it can take some time to cease the arrangement.



Funding the support for students experiencing food insecurity comes from the school's budget. Many schools rely on Foodbank for the provision of some breakfast items. Important to note is that the cost to the school is also in terms of the hours spent by staff organising, preparing and serving meals. Some schools have dedicated staff, others rely on teaching and non-teaching staff using some of their work time and some time which is volunteered to support e.g. an hour before school for breakfast club, extra time to collect food order, delivery of food to families in need etc.

Term of Reference 6 - Any other existing or potential initiative

In terms of existing support and initiatives, the following were identified by the seven schools;

- Foodbank is used by several schools albeit there is little choice and some schools have stopped using it as it was often unreliable in terms of variety and continuity of supply.
- Remote schools are often relying on ordering food via the local shop – receipt of the order is unreliable and costs are very high.
- Several schools report that when the school is aware a family is in need – for example following a bereavement in the family or other significant event - the school will prepare hampers and deliver to the family including all, regardless of whether they are students.
- Some schools provide frozen meals to Shopfront, a Perth-based organisation – either surplus meals which are frozen or cooked with students for the purpose of providing wider support for families.
- One school notes that their bread is provided by Baker's Delight.
- Some better resourced schools also offer support to students in other less resourced schools as part of their pastoral mission.

Suggestions from schools:

- Financial support – both for the food and for pastoral staff to identify and provide assistance to students experiencing food insecurity.
- Grants for e.g. vegetable growing to educate about healthy food.
- Central/government support for schools assisting students experiencing food insecurity – e.g. how to

access Foodbank or suppliers, how to get quantities of non-perishable food delivered to remote areas especially when access is difficult in wet season.

- Support remote schools negotiating terms with local stores -e.g. not to serve children during school hours – some schools have successfully negotiated this themselves but others find the stores still selling junk food to students when they would be better eating nutritious food offered at school. Additionally some schools have difficulty sourcing enough nutritious food if not available at shop e.g. menu planned for tuna pasta bake but shop will not or cannot sell the school enough tuna.
- Support on how to provide assistance during school holidays, weekends.
- Support to provide cold filtered water to students as water is poor quality and students tend to drink soft drinks outside of school (primarily remote schools requesting this).

Term of Reference 7 - Western Australia's obligations and responsibilities to monitor and address food insecurity as an aspect of child wellbeing

Community health issue

Food insecurity is a community health issue and requires dedicated and integrated support processes. The negative health impacts on children, especially younger children, are often carried through to later life and as such, represent a significant cost to government through health intervention and support. It is unequivocal that addressing the health of young children will save government millions of dollars in ongoing health support, not just physical health, but also the mental and socio-emotional health of adolescents and adults. Supporting children in all ways is also a social justice obligation of society and government.

Addressing the issue of food insecurity requires an all of government approach. While the eventual solution is likely to occur with the elimination of poverty, this is not realistic. Schools are currently mostly carrying the burden of addressing food insecurity, largely by necessity as a moral obligation, and with relatively limited support. Schools are also burdened by other imperatives related to COVID-19, particularly the significant increase in student wellbeing issues – and all without additional funding. CEWA schools for example, have to carry additional costs of providing



masks, hand wash and additional cleaning. The issue of food insecurity transcends the various systems/sectors of education.

Limited ability of schools and not-for-profit organisations to cover all costs

Failure to provide children with a minimum level of nutrition has clear impacts on educational attainment, and learning deficits are difficult to address, require additional support and unfortunately, often see a widening of the attainment gap, not to mention connected issues.

This submission notes the role of various not-for-profit organisations in providing food. As much as organisations like Foodbank provide support with stock, it is sometimes not suitable/preferred by various cultural groups and available intermittently.

In the case of School E, the daily cost of feeding students is \$9 per day, or for the 100 or so students, about \$180,000 per year. If all costs of providing food were factored in, the costs for most metropolitan schools is around \$6 – 8 per student, and more for Kimberley schools.

Scoping the issue and the unequivocal role of government

CEWA supports any initiatives which seek to quantify and measure levels of food insecurity in various communities. Various indexes have been used internationally. This will assist in targeting regions and school communities for ongoing support.

So significant is the impact of food insecurity on children, it is clear that government needs to take the lead role and provide support. Put simply, governments cannot afford not to provide support. The 'Closing the Gap' targets, accepted by all levels of government, will require support in the area of food insecurity to support the stated health and education targets.

Once some metric for measurement is developed, and the most vulnerable school communities identified, CEWA submits that two levels of support should occur;

1. Expanded support for not-for-profit organisations such as Foodbank - given that such organisations are effective in this space and are best placed through their scale of operation to leverage support.
2. A per capita payment to schools who meet the threshold measure of food insecurity of, say, 50% or more of their students impacted. This is likely to include approximately 15 – 18% of schools.

Many of these schools have smaller numbers of students, such as Kimberley schools and CARE schools. CEWA submits this per capita amount should be a minimum of \$1,000 per student per year – the equivalent of \$5 per day, recognising this would still not equate to the real costs for schools where typically at least two meals per day, and often a snack at morning recess are served. Consideration should also be given to an additional loading for remote locations, where all costs are much greater and the problem is more extreme. To ensure accountability, the grant might be through an account with suppliers and/or a voucher system. CEWA would be happy to negotiate with government and implement whatever accountability and evaluation measures are required.

Contacts and further information

For further information, please contact Dr Debra Sayce, Executive Director, Catholic Education Western Australia, at [REDACTED]

If attendance before the Joint Standing Committee is required, CEWA will be happy to nominate principals from the seven schools surveyed or other officers deemed relevant.

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