

Additional file 2- A summary of the changes to constructs and lifestyle covariates throughout the e-Delphi process

Initial Questionnaire <u>Round One</u>		<u>Round Two</u> Questionnaire		Preliminary Questionnaire <i>Changes made from final expert comments</i>	
Constructs/LC	Description	Constructs/LC	Description	Constructs/LC	Description
Screening Constructs					
Anthropometric (n=2)	Self-reported • Weight • Height				
Demographic (n=6)	• Year of birth • Gender • Primary ethnicity • Aboriginal and Torres Strait Islander origin • Current living arrangements	Demographic (n=5)	• Year of birth • Gender • Primary ethnicity • Aboriginal and Torres Strait Islander origin	Demographic (n=5)	• Year of birth • Gender • Primary ancestry • Aboriginal and Torres Strait Islander origin
		Living arrangements (n=1) <i>From: Demographic question group R1</i>	• Current living arrangements	Living arrangements (n=1)	• Typical living arrangements
Teacher characteristics (n=12)	• Status and contract type • Additional work hours • Training • Experience • Primary and additional roles • Level and subject area taught	Teacher Characteristics (n=5)	• Status and contract type • Level and subject area taught • Primary role	Teacher Characteristics (n=5)	• Status and contract type • Level and subject area taught • Primary role
Additional food and nutrition education (n=3)	• Food and nutrition professional development • Other food and nutrition training	Qualifications and education (n=3)	• Training • Nutrition subject in your teacher training	Education (n=4)	• Training • Nutrition subject in your teacher training

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Constructs/LC	Description	Constructs/LC	Description	Constructs/LC	Description
			Professional development or other study		Professional development or other study
School characteristics (n=1)	- Name - State	School characteristics (n=1)	- Name - State	School characteristics (n=1)	- Name - State
Food and Nutrition Constructs					
General health status and perceptions (n=6)	- General health - Chronic disease and mental health status - Allergies/intolerance - Food avoidance	<i>Items removed (n=3)</i> <i>Others became two new question groups:</i> - Health perceptions - Food avoidance			
		Health perceptions (n=2) <i>From: General health status and perceptions question groups R1</i>	- Physical health - Mental health	Health perceptions (n=2)	- Physical health - Mental health
Perception of diet quality (DQ) importance to health (n=4)	- Perception DQ - Importance of DQ to: - Physical health - Mental health - Overall wellbeing	Perception of diet quality for health (n=3)	- Perception of DQ - Importance of DQ to: - Physical health - Mental health	Perception of diet quality for health (n=3)	- Perception of DQ Impact of DQ on: - Physical health - Mental health
				Dietary pattern (n=1)	Usual eating pattern
		Food avoidance (n=4)	- Allergy/intolerance - Foods avoided - Reasons for food avoidance	Food avoidance (n=3)	- Allergy/intolerance - Foods avoided - Reasons for food avoidance

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Constructs/LC	Description	Constructs/LC	Description	Constructs/LC	Description
		<i>From: General health status and perceptions question groups R1</i>			
General food behaviours (n=9)	• Supplements • Meal frequency • Beverage intake (water, soft drink)	Beverage intake (n=4)	Intake of caffeine, water, and high energy drinks	Beverage intake (n=4)	• Intake of caffeine, water, and high energy drinks • Type of beverage
		<i>Items removed or transferred to school food behaviours, with others added (caffeine)</i>		Food behaviours	• Main meal frequency of intake (n=3) • Take away frequency • Common take away foods
				<i>Meal frequency removed from school food behaviours R2 and expanded here.</i>	
Weight perceptions, attitudes, and practices (n=4)	• Weight change attempts • Current practice • Weight goals • Weight perceptions				
Eating and food behaviour at school (n=6)	• Frequency of lunch intake • Work/school barriers • Location	Food behaviours (n=4)	Frequency of breakfast, lunch, takeaways, and snack intake	Eating and food behaviour at school (n=2)	• Snack frequency • Common snack foods
		<i>Some items removed and others added from general</i>			

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Constructs/LC	Description	Constructs/LC	Description	Constructs/LC	Description
		<i>food behaviours group R1</i>			
School food preparation resources (n=5)		School food preparation resources (n=3)		School food resources (n=3)	
Meal sharing practices (n=3)	• Home • Work/school	Meal sharing practices (n=2)	• Home • Work/school	Meal sharing practices (n=1)	Home
				Meal sharing practices (n=1)	Work/school
Home food preparation responsibilities (n=3)	• Food shopping • Meal planning • Meal preparation	Home food preparation responsibilities (n=3)	• Food shopping • Meal planning • Meal preparation	Home food preparation responsibilities (n=5)	• Food shopping • Meal planning • Meal preparation ○ Breakfast ○ Lunch ○ Dinner
Cooking attitudes and practices (n=3)	• Cooking attitude • Frequency of home food preparation • Time spent preparing a meal				
Cooking attitude and self-efficacy (n=10)	• Self-efficacy and attitudes subscale of the CAFPAS-Cooking and food provisioning action scale, to assess individual food agency				
Food skills frequency/ confidence (n=19)	• Menu planning and preparing • Shopping	Food skills frequency/ confidence (n=19)	• Menu planning and preparing • Shopping	Food skills frequency/ confidence (n=19, <i>split into 5 categories</i>)	• Menu planning and preparing • Shopping

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	• Budgeting • Resourcefulness • Label reading/ consumer awareness		• Budgeting • Resourcefulness • Label reading/ consumer awareness		• Budgeting • Resourcefulness • Label reading/ consumer awareness
Perceptions of healthy eating support (n=2)	• School culture • Home/family	Perceptions of healthy eating support (n=4)	<u>At school</u> • School culture • Colleagues <u>At home</u> • Home/family • Friends	Perceptions of healthy eating support (n=2)	<u>At school</u> • School culture • Colleagues
				<i>Separated within the questionnaire to allow grouping of and home questions for better logic flow.</i>	<u>At home</u> • Home/family • Friends
Eating social norms at school (n=7)		Eating social norms at school (n=7)		Eating social norms at school (n=7)	
Dietary assessment ~ fruit and vegetable screener (n=35)	• Diet quality (FAVVA index)	Dietary assessment ~ fruit and vegetable screener (n=35)	Diet quality (FAVVA index)	Dietary assessment ~ fruit and vegetable screener (n=35)	Diet quality (FAVVA index)
Resilience and resistance eating practices (n=6)					
Teacher food and nutrition role and perception of confidence (n=6)	• Role model • Educator • Health promoter • Conversations • Gate keeper (provision of food rewards)	Confidence of food and nutrition roles (n=4)	• Role model • Educator • Health promoter • Conversations	Confidence of food and nutrition roles (n=4)	• Role model • Educator • Health promoter • Conversations
				Food rewards made into a new construct	

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		Food rewards (n=1)	• Frequency	Food rewards (n=2)	• Food reward • Common food rewards
Wellbeing constructs					
Personal wellbeing (n=4)	Subjective wellbeing • Satisfied (Evaluative) • Worthwhile (Eudaemonic) • Happy (Hedonic/positive) • Anxious (Hedonic/negative)	Personal wellbeing (n=4)	Subjective wellbeing • Satisfied • Worthwhile • Happy • Anxious	Personal wellbeing (n=4)	Subjective wellbeing • Satisfied • Worthwhile • Happy • Anxious
Individual quality of life (n=12)					
School morale and teacher productivity (n=2)	• Morale • Absenteeism	Productivity (n=1)	Absenteeism	Productivity (n=1)	Sick leave
Teacher work-related wellness (n=4)					
Teacher work-related burnout (n=4)	Emotional exhaustion • Drained • Depleted • Fatigued • BurntOut	Teacher work-related burnout (n=4)	Emotional exhaustion • Drained • Depleted • Fatigued • BurntOut	Teacher work-related burnout (n=4)	Emotional exhaustion • Drained • Depleted • Fatigued • BurntOut
Teacher work-related stress and coping (n=2)	• Stress • Coping	Teacher work-related stress and coping (n=2)	• Stress • Coping	Teacher work-related stress and coping (n=2)	• Stress • Coping
		Workload (n=1)	Additional hours of work/per week	Workload (n=1)	Additional hours of work/per week

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Lifestyle covariates					
Physical activity (PA) (n=3)	• Time in PA • Days of PA • Strengthening	Physical activity (PA) (n=2)	• Time in PA • Days of PA	Physical activity (PA) (n=2)	• Time in PA • Days of PA
Sedentary behaviour (n=3)					
Sleep (n=2)	• Quality • Quantity	Sleep (n=2)	• Quality • Quantity	Sleep (n=2)	• Quality • Quantity
Smoking and tobacco use (n=3)	• Frequency • Amount				
Alcohol intake (n=2)	• Frequency • Amount	Alcohol intake (n=2)	• Frequency • Amount <i>Image added to question to demonstrate standard drink.</i>	Alcohol intake (n=2)	• Frequency • Amount
Food security (n=2)	• Security • Resources				

Legend: R1= Round One, R2=Round Two, FAVVA index= Fruit And Vegetable VAriety index, LC= Lifestyle covariate, FN=Food and Nutrition, PA= Physical Activity, DQ= Diet Quality, n=no' items in each measure