

1 Supplementary file 3: **Themes (interviews with staff and workshops with Nutrition Australia) coded to the Theoretical**  
 2 **Domains Framework (TDF)**<sup>(18)</sup>

Theme Description	Example Quote	Support strategy suggestions	TDF domain
Doing food waste audits increased awareness of how much food is wasted but weighed measures considered impractical / time consuming	Cook_centre_12: "In all honesty the process was really time consuming"	<b>Need a resource / tool that can increase food waste awareness but is less labour intensive than weighed food audits.</b>	Behavioural regulation
Awareness of food waste can influence decision making processes	Cook_centre_8: "So it made me realize that often we're serving too much food. I guess because I was doing this [food waste audit]. So, I did learn something out of it. I don't need to give them as much.	<b>Need a resource / tool that can increase food waste awareness but is less labour intensive than weighed food audits.</b>	Behavioural regulation
Uncertainty about the topic of <b>healthy and sustainable food</b> ; many staff members did not understand what environmentally sustainable food provision is.  We need to help centres identify an area to focus on through getting them engaged in the topic	Director_centre_7: " <i>we need some more information on the sustainability [of food provision] , so we have a clear idea of what this is</i> ".  Nutrition Australia representative: " <i>We need to help centres identify a feasible starting point. Not just overload them with things they could do such that they end up enacting none.</i> "	<b>Need to develop a resource / tool that can assist centres in understanding what healthy &amp; environmentally sustainable food provision is.</b>  <b>This can perhaps be in the form of a "rating tool" to identify areas that centres can work on.</b>	Knowledge
Staff need skills to be responsive to attendance numbers and cook accordingly	Cook_centre_8: " <i>we are quite responsive because we cook on the day. We see the numbers by nine o' clock, and then we cook accordingly</i> ".	<b>Incorporate responsiveness to numbers on the day</b>	Skills & decision making

Skills for cooks to be responsive to serving waste (food served and not plated), and reusing this instead of wasting	Cook_centre_12: <i>"Like , if we have an x amount of porridge [unserved] for one meal , we go get out the menu . We might then the babies the porridge instead of the yogurt on the menu. They're still getting that dairy portion out of it . But we're not wasting the porridge either"</i>	<b>Incorporate ideas for the use of serving waste (food served and not plated)</b>	Skills & decision making
Skills for educators - modelling eating, sitting with the children, and assisting children during mealtime	Cook_centre_11: <i>"Oh , absolutely . I know straight off the top of my head [why we sometimes have less waste and sometimes more] it's the staff in the room . so sometimes you get staff that are willing to take their time with the children and assist them. On those days we have less waste"</i>	<b>Staff modelling should be incorporated into the resources as it is perceived to reduce food waste</b>	Skills
Organisational culture & practices – environmental sustainability of food needs to be part of the culture, practices, and communication	Director_centre_2: <i>"So I would say it is a culture . It's a culture that needs to be adapted and instilled with passion , too".</i>  Director_centre_1: <i>"we're just trying to link everything we have [environmentally sustainable practices] with our vision and philosophy and keep working towards those things"</i>	<b>Incorporate ideas and practices from an environmental context that can improve environmental sustainability.</b>	Environmental context
Waste management practices	Educator_centre_2: <i>"So all the rooms have three buckets, one for the worm farm, one for the compost, one for the Bokashi."</i>  Cook_centre_8: <i>Plate waste goes to the chickens and then my dogs get the meat scraps."</i>	<b>Incorporate ideas of food waste management practices that has worked in other centres.</b>	Environmental context
A centre garden is labour intensive, needs a champion, and can take a long time to establish	Director_centre_10: <i>"you need to find someone that really likes to garden that is going to be helping to maintain".</i>  Director_centre_4: <i>"So we've probably had like the initial couple of garden beds... six or seven years and probably for a couple of years like they really didn't get used that much".</i>  Nutrition Australia representative: <i>"we need to be cautious of how and where we propose high involvement / high motivation strategies. These might be great for keen centres, but might be off putting for a centre where there is no clear champion or vegetable garden feasibility Ideally our messaging should be that everyone can do something and start somewhere"</i>	<b>Creating a garden may not be the "lowest hanging fruit" to get centres started and make a meaningful difference to food sourcing. Being mindful of not proposing high involvement / motivation strategies there needs to be a smaller focus on gardening to start with – perhaps they can start small.</b>	Environmental context

<p>Purchasing the correct amount of food and focusing on reducing food waste can reduce costs.</p> <p>Staff choose to purchase from supermarkets as this is perceived as more cost effective</p>	<p>Director_centre_4: <i>“by being more considerate and cautious about what you're purchasing , you're not necessarily buying excess and therefore saving money”.</i></p> <p>Cook_centre_6: if your centre wastes less food , you're wasting less money”.</p> <p>Cook_centre_11: "We're just basically stuck with the supermarkets . We find that that sort of more cost effective for us”.</p>	<p><b>Encouraging the uptake and use of menu planning guidelines to only purchase the amount of food needed can save on costs. Waste reduction strategies can save money.</b></p> <p><b>Low-cost local purchasing support is required</b></p>	<p>Beliefs about consequences</p>
<p>Mess/wastage of specific food items; taste preferences (including taste preferences of educators</p>	<p>Director_centre_1: <i>“And if there's an educator who doesn't like fish , you know , it's guaranteed that that meal won't get as eaten as much as what it should be ate , and that's influencing the children [and increasing food waste]”</i></p>	<p><b>It is suggested that staff food preferences can influence food waste – another reason to incorporate positive modelling as part of information.</b></p>	<p>Beliefs about consequences</p>
<p>Waste management (compost / worm farm not enough)</p>	<p><i>Cook_centre_8: “the waste of food that's hard because some days there is a lot of waste . And you know , the pigs can only eat so much waste and they can only put so much food into compost”.</i></p> <p><i>Educator_centre_5: “The composting thing we have in the garden . I can't even turn it anymore”.</i></p> <p><i>Nutrition Australia Representative: “lots of local governments are now offering food waste collection which might facilitate this. It would be good if they could do both [composting and worm farms] as worm farms form part of the curriculum. But we do hope they would reduce their food loss in the first place through good menu planning and practice.”</i></p>	<p><b>Need for strategies to reduce food waste occurring in addition to waste management strategies.</b></p>	<p>Beliefs about consequences</p>
<p>Children being involved in the development of solutions viewed important</p>	<p><i>Director_entre_1: “So what happens here is that when a menu is created for lunch...we sit down with the children, and we ask them what they'd like to have for lunch . [We tell them] we're doing</i></p>	<p><b>It is important to get children involved – therefore incorporate children in the strategies. Strategies</b></p>	<p>Beliefs about consequences</p>

*a new menu . What would you like to have?... It's about getting everyone involved [in developing the menu]"*

*Cook\_centre\_2: I think educating is important because if , for example , my colleague learned that if we can coordinate some sort of activities with the kids so that they can adopt themselves , and I think it's a good option".*

*Nutrition Australia representative: "Could we build something that is also an educational tool and involves the children? If so, we will need to investigate what teachers would need to support this "*

**could involve children through an educational activity.**

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