



## Program Evaluation and Evidence

Canine Comprehension is committed to delivering high-quality programs that positively impact Victorian school students' educational and emotional well-being. Our rigorous program evaluation and evidence-gathering processes reflect our dedication to excellence. Through pre- and post-evaluations, progress reports, and individual case studies, we strive to assess the effectiveness of our programs comprehensively. These evaluations inform our continuous improvement efforts and provide valuable insights for educators, stakeholders, and funding agencies. In this report, we present a detailed analysis of our evaluation methods, highlighting the importance of each component in ensuring program quality and efficacy.

### Surveys

Canine Comprehension staff are all invested in providing the most precise and relevant evaluations for the programs we offer the schools. Pre- and post-evaluations from students, staff, and case studies are used to report to various funding groups regarding the program's outcomes.

Programs are evaluated through:

- Pre-evaluation survey of students
- Post evaluation of Students

**Pre and post-evaluations are crucial components of school programs for several reasons:**

#### **Assessment of Student Learning:**

Pre-evaluations allow educators to assess students' existing knowledge, skills, and abilities before implementing a program. Post-evaluations measure the progress and learning outcomes achieved by the program. By comparing pre- and post-results, educators can determine the program's effectiveness in facilitating student learning and growth.

#### **Program Effectiveness:**

Pre- and post-evaluations provide valuable data on the program's effectiveness. They help educators identify strengths and weaknesses in the program design, content, delivery methods, and instructional strategies. This information enables program coordinators to make informed decisions about program improvements and modifications to enhance future iterations.



### **Evidence-Based Decision Making:**

Pre- and post-evaluations provide objective data that can inform evidence-based decision-making processes. Educators can use the findings from evaluations to identify areas for improvement, adjust instructional approaches, allocate resources more effectively, and make strategic decisions about program continuation or discontinuation based on demonstrated impact.

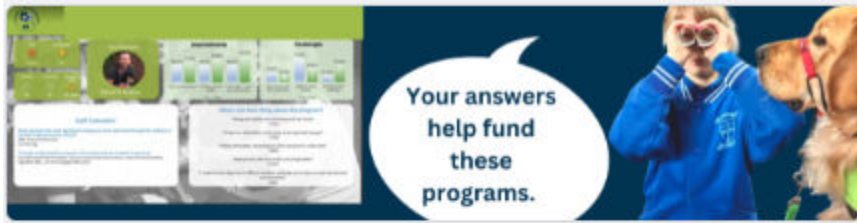
### **Accountability and Transparency:**

Pre- and post-evaluations promote accountability and transparency in educational initiatives. They demonstrate to stakeholders, including students, parents, school administrators, and funding agencies, the program's measurable outcomes and impact. This transparency builds trust and confidence in the program's ability to deliver on its intended objectives.

### **Continuous Improvement:**

By conducting pre- and post-evaluations, educators embrace a culture of continuous improvement. They use evaluation data to reflect on their practices, identify areas for growth, and implement changes to enhance program effectiveness over time. This iterative process fosters ongoing learning and ensures that school programs remain relevant and responsive to the evolving needs of students and the community.

*A copy of our recent pre and post-evaluation survey can be found here:*



## Online Pre and Post-Student Evaluation Form

This survey will help us learn about you and other students in the program. Your answers will help us to continue to improve the program. Please answer each question as honestly as you can and remember there are no right or wrong answers.

sarah@caninecomprehension.com.au [Switch account](#)



Not shared

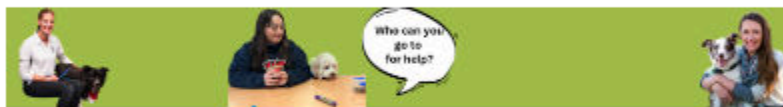
\* Indicates required question

**1. I know the steps I can take to achieve my goals.\* \***



- Agree
- Unsure
- Disagree

**2. I know how to ask for help when I need it. \***



- Agree
- Unsure
- Disagree

**3. When I get angry, I have learned ways to calm myself down. \***



- Agree
- Unsure
- Disagree

**4. I think about other people's feelings when I speak and act. \***



- Agree
- Unsure
- Disagree

6. When things are difficult for me, I can embrace the challenge. \*



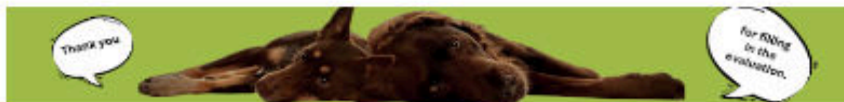
- Agree
- Unsure
- Disagree

(PRE)What do you want to learn from the program? (POST)What did you learn from the program? \*



Your answer

(PRE)Apart from the dog what do you think will make you happy about working with the Canine Comprehension? (POST) Apart from the dog what made you happy working with the Canine Comprehension? \*



Your answer

And a random selection of recent reports generated from the data here:

**Lalor SC Evaluations Term 3 2023**

**Term**  
Term 3

**# of Sessions**  
8

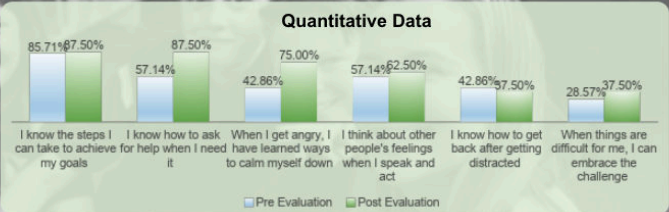
**Enrolled**  
8

**Completed**  
8

**Attendance Rate**  
89.06%

**Your Partners**

Amy & Ruby



**Staff Evaluation**

Amy and Ruby were AMAZING!! Amy is outstanding in connecting with each of the students. They all trusted her and engaged with her and Ruby. I can not thank her enough.

PS. I could not select Amy in the mentor names as she doesn't appear there.

Students have been more comfortable in discussing friendship and communication experiences with each other. They are far more accepting of each other now than at the start of the program.

**What did you learn from the program?**

"I learnt how to treat a dog and take care of it and I wanted to know how to do tricks but now I know"  
- Monty

"I learnt about how different things impact different people in different ways, and how something you say can make someone feel certain emotions. I also learnt how to be responsible with my actions."  
- Kiara

"I learnt about the ways friends and family can help in wellbeing"  
- Andy

"I learnt alot on feelings and how to be respectful and take better care of your pets."  
- Chloe

**St. Paul's Kealba Evaluations Term 2 2023**

**Term**  
Term 2

**# of Sessions**  
8

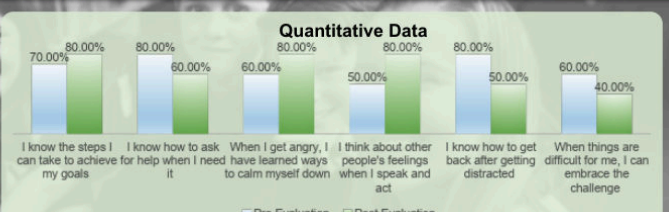
**Enrolled**  
00

**Completed**  
00

**Attendance Rate**  
00.00%

**Your Partners**

Sarah & River



**What made you happy about working with the Canine Comprehension dog**

"Getting used to the dogs"  
- Oliver

"Making the dogs learn tricks"  
- Jennifer

"that i was chosen to be in dog therapy."  
- Georgia

"Getting to meet the dogs to find out what makes them happy or scaredr"  
- Chelsea

**What's the best thing about the program?**

"When we did the obstacle course"  
- Selena

"Hanging out with the dogs and learning about calming things and mandalas"  
- Jennifer

"Getting to know Sarah and the dogs."  
- Chelsea

"Playing with the lunch bunch stuff"  
- Lucas



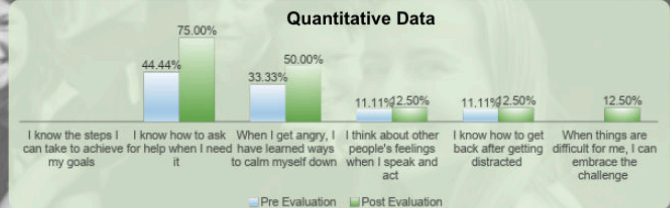
**University Park PS Evaluations Term 2 2023**

Term	# of Sessions
Term 2	8

Enrolled	Completed	Attendance Rate
10	9	75.00%

**Your Partners**

Sherice & Jonesy



**Staff Evaluation**

What has been the most significant change you have observed through the delivery of the AAT Program at your school?:

I saw some of the quiet reserved young people come out of their shells gradually with each session

Were you happy with the content and delivery of the program?

Very happy: I loved seeing how the young people interacted

**What's the best thing about the program?**

- "Playing the games with Jonesy" - Ebony
- "Tricks Jonesy was my favourite" - Cruz
- "Play on playground" - Billy
- "Patting Jonesy and toys" - Cindy

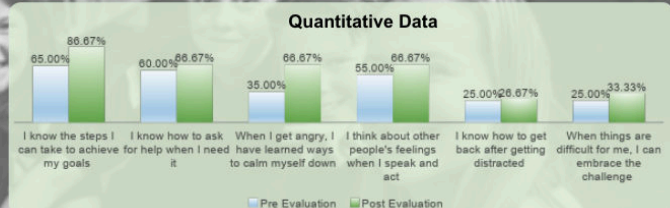
**Wallan SC Evaluations Term 2 2023**

Term	# of Sessions
Term 2	8

Enrolled	Completed	Attendance Rate
10	8	61.88%

**Your Partners**

Sherice & Jonesy



**Staff Evaluation**

What has been the most significant change you have observed through the delivery of the AAT Program at your school?:

I saw some of the quiet reserved young people come out of their shells gradually with each session

Were you happy with the content and delivery of the program?

Very happy: I loved seeing how the young people interacted

**What's the best thing about the program?**

- "Seeing Jonesy and realising that we can learn a lot from dogs" - Indiana
- "seeing Jonesy and learning different ways how to communicate not only with others but as well as myself" - Tahlia
- "I liked how we got to learn how to understand how dogs are feeling, so I can better understand and respect them." - Asha
- "learning about dog body language and how animals also have coping methods." - Eli



# Mornington SC Evaluations Term 3 2023

**Term**  
Term 3

**# of Sessions**  
8

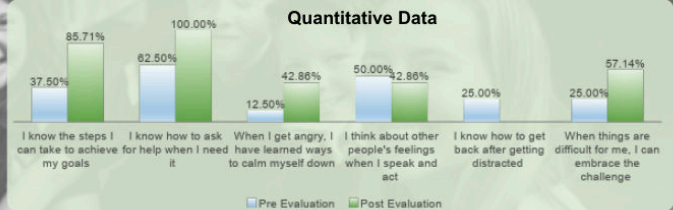
**Enrolled**  
9

**Completed**  
6

**Attendance Rate**  
84.13%

**Your Partners**

Helen & Ned



**Apart from the dog what made you happy working with the Canine Comprehension?**

- "It was very comforting" - Chelsie
- "I made a bestie Called Chelsea" - Rhiannon
- "hanging out with other people" - Oliver
- "To Learn ways to control my emotions and learn to know what people are feeling" - Harry

**What did you learn from the program?**

- "I learnt how to do dog tricks." - Rhainnon
- "I learnt how to socialise better" - Taitem
- "I learnt dog tricks in the program" - Harry
- "I learnt how to train the dog and do tricks with it" - Oliver



# Preston High Evaluations Term 3 2023

**Term**  
Term 3

**# of Sessions**  
8

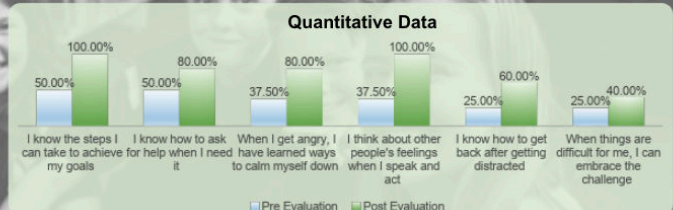
**Enrolled**  
9

**Completed**  
8

**Attendance Rate**  
78.13%

**Your Partners**

Judy & George



**Apart from the dog what made you happy working with the Canine Comprehension?**

- "Sharing our feelings" - Snehan
- "getting to learn" - Fatima
- "Being here with a friend of mine" - Kanaiza
- "Doing tricks :)" - Seb

**What did you learn from the program?**

- "i learnt how to get over my fear of dogs" - Fatima
- "i learnt about dogs feelings" - Claire
- "I learnt different ways to stay calm" - Seb



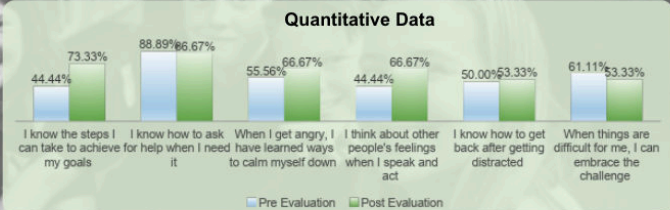
**Melton West PS Evaluations Term 3 2023**

Term	# of Sessions
Term 3	8

Enrolled	Completed	Attendance Rate
19	17	78.73%

**Your Partners**

Mini & Victor



**Staff Evaluation**

The students who participated were some of our more disengaged and as we progressed through the program we noticed more active listening and participation along with a shift from negativity to positivity when interacting with other students and staff. Mini and Victor are a wonderful team who went above and beyond to provide a calming and positive experience for some very lucky students at our school.

**What's the best thing about the program?**

- "Communicating and teamwork and relaxation" - Alex
- "We should care for the dog's feelings." - Ava
- "To be respectful and quiet" - Shaun
- "It taught me about dogs and feelings" - Kingston

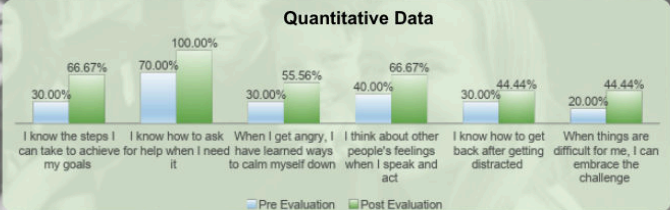
**Carwatha College Evaluations Term 3 2023**

Term	# of Sessions
Term 3	8

Enrolled	Completed	Attendance Rate
10	9	72.72%

**Your Partners**

Helen & Ned



**Staff Evaluation**

I am only in the prep room but have noticed positive changes in engagement and behaviour regulation with those students

**What did you learn from the program?**

- "I learnt not to be scared of dogs" - Hector
- "I am not scared of dogs any more" - Tyan
- "Learned about feelings and kindness" - Jordan
- "People need to listen to be respectful" - Ezarae



## **Progress Reports**

We also write progress reports available to schools so teachers can report to other stakeholders on the progress each student is making in the group.

Communication with Parents/Guardians: Progress reports serve as a means of communication between teachers and parents/guardians. They provide valuable insights into students' academic performance, behaviour, and progress. This communication helps parents/guardians stay informed about their child's achievements and areas needing improvement, fostering collaboration between home and school to support the student's learning journey.

### **Early Intervention:**

Progress reports highlight areas where students struggle academically or behaviorally. By identifying these challenges early on, educators and parents/guardians can intervene promptly to provide additional support, resources, or interventions tailored to the student's needs. Early intervention can prevent academic setbacks, address learning gaps, and promote student success.

### **Goal Setting and Reflection:**

Progress reports often include goals or targets set at the beginning of the academic term or year. Students can use these reports to track their progress toward these goals and reflect on their achievements. Goal setting and reflection promote self-awareness, motivation, and a sense of responsibility for one's learning, empowering students to take ownership of their academic journey.

### **Feedback for Improvement:**

Progress reports provide constructive feedback on students' strengths and areas for improvement. This feedback goes beyond traditional letter grades and may include comments from teachers on students' academic skills, study habits, classroom participation, and social-emotional development. By understanding their strengths and weaknesses, students can focus their efforts on areas needing improvement and develop strategies for growth.

### **Parent-Teacher Conferences:**

Progress reports often serve as a basis for parent-teacher conferences, where educators and parents/guardians can discuss the student's progress in more detail. These conferences facilitate open dialogue, goal setting, and collaborative problem-solving to address any concerns or



challenges the student may be facing. Parent-teacher conferences strengthen the partnership between educators and families in supporting student learning and development.

Examples of our recent progress reports can be found here:

*Rosamond Special School, Term 1, 2023*

WEEK & TUTORS NAME	NOTES
Week 1 Wednesday Date: 08/02/2023 Tutor: Amy AAI dog: Ruby	<p>Program: Group 1: Room 8, 10 am</p> <p>Staff: Bhavaani and Briony            Students: Albion, Ashira, Bakr, Jayden, Jordan, Valerie, Vincent and Jeremiah</p> <p>First session. Students appeared excited and happy to meet Ruby. Jayden and Valerie remembered Magnolia from the Canine Comprehension sessions last year. Valerie and Bakr did not initially engage. In the end, they were both happy to interact with Ruby. The following activities were completed:</p> <ul style="list-style-type: none"> <li>• Hello and pats for Ruby. Introductions - tutor, Ruby and students. Questions about Ruby were answered.</li> <li>• Mat and water for Ruby. Vincent was invited to fill the water bowl. He independently completed the task.</li> <li>• Spoke about ways to help Ruby feel safe and calm in the classroom. Visual with quiet voice, calm, gentle hands, no pats for Ruby when resting on her mat and having fun covered. A copy of the visual was sent to the school for the class to review between sessions. Visuals also help students remember no pats, please, for Ruby when she is on her mat.</li> <li>• Students asked what tricks they knew dogs could do. Demonstration with Ruby given. Students are invited to give Ruby a treat. The students did a great job listening to instructions on how to give Ruby a treat. Bakr was hesitant and was supported in putting the treat on the ground for Ruby to take.</li> <li>• Dog training: The students each had a turn walking Ruby in the yard. They did a great job.</li> <li>• Emotional literacy: The children were shown pictures of dogs and people expressing different emotions. We discussed how the dogs felt in the pictures and matched these with human emotions. I highlighted to the students that all emotions are okay.</li> <li>• Mindfulness: Deep breaths using the breathing ball were demonstrated, and the students were invited to take turns. Spoke about using deep breaths to calm down.</li> <li>• To end the session, pats for Ruby to say goodbye.</li> </ul> <p>Provided a copy of the individual student goals document for the staff to complete and return at the next session.</p>



<p>Week 8 Date: Wednesday 13/07/2022 Time: 10.30 Tutor: Amy AAI dog: Ruby</p> <p><i>(Makeup session for 15/06/2022, completed in week 1, term 3 2022)</i></p>	<p>Staff: Lyn Davis Students: Lily, Henry, Ava, Connor, Angus, Hudson, Atticus, Talia and Arlo.</p> <p>Students waiting in the room before the Tutor and Ruby arrived. Lyn reported that there were lots of student absences today. No new permission forms were returned today. Students who have returned permission forms include Henry, Alnara, Ava, Connor, Angus, Lucinda, Hudson, Atticus, Talia, Fox, Taro, Arlo and Oslan.</p> <p>Following completed:</p> <ul style="list-style-type: none"> <li>● Ruby walked around the room for pats from the students at the start of the session.</li> <li>● Name tags completed. All students are happy for Ruby to approach them.</li> <li>● Learning intention and success criteria covered.</li> <li>● Post evaluations completed by attending students.</li> <li>● Students were then invited to give Ruby a treat.</li> <li>● Discussion about change with students. Highlighted a time when Ruby experienced change and what helped her to manage the change. Students were then invited to talk about what supported them through change.</li> <li>● Challenges and success discussed. Highlighted some of Ruby's challenges and successes and that some of her successes had once been a challenge for her. Students are invited to write down 3 of their own challenges and successes. Students are encouraged to refer to these in the future to see if any of their challenges then become their successes.</li> <li>● Student invited to complete a trick with Ruby. All students participated.</li> <li>● Pawsome posters and Canine Comprehension mascot given to students. Students with photo permission and who were happy to be photographed, had their photo taken.</li> <li>● Students were provided with the opportunity to pat and say goodbye to Ruby before the session finished.</li> </ul> <p>Lyn will complete an online staff evaluation form and a case study for Erin and Hudson. Post evaluations have been uploaded. Photos have been posted in the workplace. The program has been completed at Eltham High.</p>
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## Case studies.

Individual case studies focusing on student progress are essential in assessing the effectiveness of a school program for several reasons:

### Personalised Assessment:

Case studies allow educators to examine the unique experiences and outcomes of individual students within the context of the school program. Educators can gain insights into how the program impacts students with different backgrounds, abilities, and learning styles by focusing on specific students. This personalised assessment helps identify factors contributing to student success or challenges and informs adjustments to the program to better meet the needs of all students.



### **In-depth Analysis:**

Case studies provide an opportunity to analyse student progress over time. Educators can comprehensively understand the school program's effects on individual students by collecting detailed information about students' academic performance, behaviour, socio-emotional development, and other relevant factors. This deeper analysis allows nuanced interpretations of program effectiveness beyond standardised measures or aggregate data.

### **Identifying Success Factors:**

Case studies enable educators to identify specific factors or strategies contributing to student success within the school program. By examining the experiences of successful students, educators can pinpoint effective instructional practices, interventions, support systems, or resources that promote positive outcomes. These success factors can be replicated or scaled up to benefit other students, improving the program's effectiveness.

### **Understanding Challenges and Barriers:**

Conversely, case studies shed light on the challenges and barriers that students may encounter in the school program. By exploring the experiences of struggling students, educators can uncover obstacles to learning, gaps in support services, or areas where the program may fall short of meeting student needs. This understanding informs targeted interventions and programmatic changes to address these challenges and promote equitable access to education for all students.

### **Informing Program Improvement:**

The insights gained from individual case studies contribute to ongoing program improvement efforts. Educators can use the findings to refine curriculum design, instructional strategies, assessment practices, student support services, and professional development initiatives. By continuously evaluating and refining the program based on evidence from case studies, schools can enhance their capacity to meet student's diverse needs and optimise learning outcomes.

*Examples of case studies can be found here:*





5/23/23, 7:19 AM

Contact reconversion by submitting on HubSpot Form "Animal Assisted Intervention Program Case Study" - admin@caninecompr...

## "Animal Assisted Intervention Program Case Study "

Page submitted on: [Case Study Form - Canine Comprehension](#)

De-identified name of student (i.e. a different name)::

R

Age/Grade:

3

School:

Jackson School

Your Email:

[hfellingham@gmail.com](mailto:hfellingham@gmail.com)

Term and Year.:

Term 1, 2023

**1. Background of Student:**

N/A

**2. How student presented prior to inclusion in program:**

N/A

**3. Observations of student participating in program sessions and external to sessions while the program was running:**

In our first session, R seemed content to take Ned's lead and walk, but did not want to engage with him. While walking Ned, R repeatedly looked back to check where Ned was. R did not seem afraid of Ned, but slightly vigilant maybe as this was a new dog. R pressed "happy" on the iPad when Rebecca asked him how he felt being with Ned. R disengaged after about five minutes.

In the weeks following, R became more confident with Ned commanding him to "sit" "sit down" and "drop" while walking him around outside. He also smiled broadly when he saw Ned and engaged for longer. The only exception was week 4 when R was busy with a guinea pig and didn't want to be interrupted. R gained confidence with Ned, taking him into the cubby houses and asking Ned to jump "up" on the ledge. R took much joy from this and laughed loudly. R appeared to like commanding Ned to "sit", often telling him to "sit down chair". R often needed reminding to be gentle when handling Ned's tail. At times, R would squeeze Ned's tail but would release his grip when cautioned. R would become very excited when Ned obeyed his commands and was also affectionate to Ned.

By the end of the 8 week program, R showed more confidence with Ned. R was commanding Ned to sit with his voice and also by placing his hand gently on Ned's rump encouraging him to sit. R also engaged with Ned for a longer period of time and appeared very happy throughout his allocated time. R used words "sit", "sit down", "sit down chair", "drop", "stop", "dog", "'students own name'" and "happy".

**4. Observations of student post program:**

N/A



## Animal Assisted Intervention Program Case Study "

Page submitted on: **Case Study Form - Canine Comprehension**

**De-identified name of student (i.e. a different name)::**

Student L

**Age/Grade:**

Unknown - Primary at Rosamond Special School group 1

**School:**

Rosamond Special School

**1. Background of Student:**

Tutor Evaluation N/A

**2. How student presented prior to inclusion in program:**

Tutor Evaluation N/A

**3. Observations of student participating in program sessions and external to sessions while the program was running:**

Student L, was keen to pat Ruby (AAI dog) each session. His confidence for interactions increased over the duration of the program and he expressed joy and pride when he was able to get Ruby to sit for him or complete a trick during sessions. Student L developed his skills for patting Ruby. At the start of the program he would try to pat Ruby on the face and would poke at her eyes. By the end of the program he was patting her on her back and appeared to have increased his understanding of how Ruby liked to be patted. Student L was an enthusiastic participant in dog themed craft activities and games.

## MHSFM Reporting Spreadsheet

Canine Comprehension has a history of participating in the MHSF menu and has previously fulfilled reporting requirements. Our previous reporting obligations are outlined in our contract with the Department of Education and our School Mental Health Menu listing. Specifically, Clause 9.4 and Schedule 1, Item 6 detail the requirement to provide details of each school engagement during the reporting period. This information was gathered from purchase orders and MOUs from Victorian government schools. By completing this report, Canine Comprehension provided transparency and accountability in our engagements with schools, contributing to the ongoing monitoring and evaluation of our services within the framework of the MHSF menu.

*An example of the spreadsheet can be seen here (individual schools have been de-identified):*



## Mental Health Fund and Menu

Refer to 'Reporting Guidance' for instructions.

about participant satisfaction. You are only required to provide this information for the Term 2

Cost of service (incl GST) Dollar amount of service detailed (the purchase order, invoice, etc)	Program (Select from dropdown list. Note that this is dependent on selecting a Provider Name in column A)	Mode of service delivery (Select from dropdown list)	Date of first service (DD/MM/YYYY)	Date of last service (DD/MM/YYYY Must be on or after 'Date of first service')	Target audience (Use dropdown list to select all that apply)	No. school staff participants in attendance (Leave blank if none)	No. student participants in attendance	Based on your records, did your organisation deliver?	Number of participants that completed the survey	Satisfaction rating from post-course survey (If service was delivered to both staff and students, include an average of all)
\$3,788.00	Canine Comprehension School Programs	Face-to-face	3/10/2023	5/12/2023	Secondary school students - Years 7-9	1	9	No	4	45.83%
\$7,576.00	Canine Comprehension School Programs	Face-to-face	3/10/2023	28/11/2023	Primary school students - Years 4-6	2	20	No	17	70.59%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	5/10/2023	23/11/2023	Secondary school students - Years 7-9	1	9	No	7	71.43%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	11/10/2023	23/11/2023	Primary school students - Years P-3	1	10	No	10	78.79%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	5/10/2023	28/11/2023	Primary school students - Years 4-6	1	10	No	10	86.67%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	4/10/2023	30/11/2023	Secondary school students - Years 7-9	1	9	No	7	73.81%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	18/10/2023	13/12/2023	Primary school students - Years P-3	1	10	No	9	98.15%
\$7,576.00	Canine Comprehension School Programs	Face-to-face	12/10/2023	11/12/2023	Secondary school students - Years 7-9	1	17	No	11	59.09%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	20/10/2023	15/12/2023	Primary school students - Years 4-6	2	22	No	20	68.33%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	4/10/2023	22/11/2023	Primary school students - Years P-3	3	10	No	10	56.67%
\$3,788.00	Canine Comprehension School Programs	Face-to-face	3/10/2023	28/11/2023	Primary school students - Years P-3	1	10	No	9	59.26%

### Conclusion

Canine Comprehension remains steadfast in our commitment to evidence-based practices and program evaluation. We uphold accountability and transparency in our engagements with Victorian schools by conducting thorough pre- and post-evaluations, generating progress reports, and analysing individual case studies. These efforts demonstrate our dedication to program excellence and contribute to the ongoing improvement of school-based initiatives to support student learning and development. As we continue our work within the framework of the MHSF menu, we remain focused on delivering impactful and sustainable programs that make a difference in students' lives across the region.