

**APPLICATION FORM FOR CATEGORIES 4 and 5 ACTIVITIES
 or NON LISTED ACTIVITIES**

***This form must be completed to gain approval to keep animals on site where
 activities in Categories 4 and 5 or Non Listed Activities are undertaken.***

Under the guidelines outlined in the "The Australian Code of Practice for the Care and Use of Animals for Scientific Purposes, 8th Edition", Schools must seek approval to use animals for teaching purposes and to keep them. The aim is to ensure protection is afforded to animals in Schools and ethical practices are adhered to.

Applications for this must be submitted by the School's Animal Ethics Focus Person by the last working day of March each year. On approval applications will be valid for the period 1 May to 30 April of the following year.

Categories 4 and 5 activities require approval from the Animal Ethics Committee. Page 5 of this application requires that schools report details of activities that are within Category 2 or 3 that may be performed in conjunction with any category 4 or 5 activity.

"Species Information" sheets (pages 4-6) need to be completed for each species of animal kept on site.

Approval for agricultural / aquaculture purposes will be granted for 1 year. Breeding of large macropods is discouraged.

Please note that approval is **not required** by the Animal Ethics Committee to keep animals on site if the activities fall within Categories 1 to 3.

Refer to www.ais.sa.edu.au >School Management & Governance > Animal Ethics for full list of categories and activities.

Name of School:

PIC code: (Schools require a Property Identification Code if they keep livestock e.g. horses, cattle, sheep, alpacas etc).

Address: Postcode:

Telephone No: Fax No:

Animal Ethics Focus Person: Position Held:

Mobile Number:

Supervising Teacher: Position Held:

Mobile Number:

Sites are required to ensure an Animal Ethics Focus Person or Supervising teacher is contactable at all times.

Email:

Veterinary Surgeon:(Mandatory) Telephone No:

The Veterinarian should be aware that they have been nominated by the School. The AEC may contact the Veterinarian.

If keeping native animals, please provide name of site's native consultant.

Staff involved in this application (as named above).

Position(s)	List relevant background, qualifications & Training	Membership of relevant animal groups	Tenure at School	Permanent or Temporary Postion?
Animal Ethics Focus Person	Bachelor of Science (Animal Science) Bachelor of Education (Secondary) majoring in Agriculture	ATASA Member License for teaching, research or experimentation involving animals Permit to keep and sell schedule 6 basic protected animals - Class 1	3 rd Year	Permanent
Supervising Teacher				

Note: All Staff involved with animals and the site's Animal Ethics Focus Person must be familiar with the "Australian Code for the care and use of animals for scientific purposes 8th Edition 2013".

Prior to the use of animals, any students involved must receive age-appropriate instruction in the ethical and legal responsibilities underpinning the use of animals, as well as appropriate methods for animal care.

It is expected that the staff identified will be responsible for the welfare of the animals at all times.

The Animal Ethics Focus Person or teacher **MUST** submit an Adverse Events form if any adverse incidents occur.

Program Name:

Sheep Meat and Wool Production Program

1. Educational Outcomes

Describe how the animals will be incorporated into the curriculum.

Aim –

The agriculture students of today are the primary producers of tomorrow. It is these young people who will make the agricultural decisions of the future, and they need to be equipped to make ethical and sustainable decisions if the Australian agriculture industry is going to move forward into the future. A significant proportion of students attending [redacted] are off the land, originating from farming families for generations. These students have seen a variety of management practices in action, and as a school we have the opportunity to present ethical alternatives, and equip these students to be the best primary producers the South Australian agriculture industry has seen to date. Through exposing students to general best practice animal husbandry measures and management practices, giving them an understanding of sheep behaviour and the best methods to approach and handle sheep, all with an attitude of respect to the animals, these students are laying a solid foundation to build upon into the agricultural careers.

Significance- Sheep industry in South Australia

In 2013-2014 approximately 6800 farmers in South Australia farmed 11 million sheep with a production farm gate value of AU\$491.1million. In 2014, South Australia produced 52 million kilograms of wool with a farm gate value of AU\$380million. There is a continually growing demand for Australian lamb products to be exported to the US, Europe and Asia, and whilst Merinos are still the predominant breed in South Australia, recent years has seen an increasing population of crossbreds, composite and exotic breeds. Within South Australia there is limited sheep production in the north of the state, largely due to wild dog populations, which results in majority of SA sheep production to occur in the Eyre Peninsula, Yorke Peninsula and the Mid North regions of the state (Livestock SA, 2015). Whilst a large proportion of local Mid North farms have moved from mixed farming systems to continuous cropping, sheep production still plays a significant role in the district from which the student base is drawn.

Expected Benefits –

It is expected that as a student moves through the agriculture course from year 7 to year 11; they will be given the opportunity to explore sheep production from a variety of angles, will be provided with opportunities to develop practical skills in best practice sheep management, and will be able to tackle ethical issues with a strong moral conscience based on sound research.

Procedures to be used –

Throughout the five year program currently offered at [redacted] students will participate in basic best practice animal husbandry for the sheep which includes; feeding a predetermined ration, cleaning yards regularly, cleaning water troughs to ensure clean fresh water is available at all times, and completing basic animal health checks through the simple observation of normal behaviours of sheep. Students will be provided with the opportunity to watch the processes involved in shearing sheep, the joining of ewes and rams; which leads into the year 9 study of sheep genetics, the lambing process and lamb marking, all of which will be carried out by highly skilled persons with extensive experience in each area. Students in year 10 and 11 design and complete a feed trial with weaner lambs using commercially available diets designed and approved by animal nutritionists at the recommended rates.

2. Species of Animal(s)

Please identify the species and explain why its use is necessary, and the number of animals involved, as described in question 1.

The [redacted] flock currently consists of 18 merino ewes, 15 weaners, a merino ram and a white Suffolk ram, resulting in a total of 35 sheep currently kept on the property. This number of sheep have been selected due to the area currently available to run sheep, in order to comply with the AEC Standard Operating Procedure produced for non-government schools for the keep of sheep. The merino and white Suffolk breeds have been chosen as they are two of the breeds currently dominating the South Australian sheep industry. These two breeds, when run together, also allow for the production of both high quality wool and sheep meat. The flock will be utilised in all procedures when applicable in order to minimise the number of animals necessary to meet the aim of the program.

3. Replacement, Reduction & Refinement (see Australian Code Section 1, 1.18-1.32)

a) Please indicate how the benefits of the program outweigh the welfare cost to the animal(s)?

The welfare cost associated for sheep within the sheep meat and wool production program include frequent exposure to people on a daily basis which may result in some level of distress, the completion of routine husbandry tasks during lamb marking, including vaccination, castration, tail docking and ear tagging. These practices, whilst initially painful and distressing have significant health and welfare benefits for the sheep for the duration of their lives. Ear notching is not practiced in the [redacted] flock, as ear tagging is an acutely painful procedure, so only the one tag necessary to comply with the National Livestock Identification Scheme (NLIS) is utilised. Likewise, mulesing is not part of the livestock management practices, as there is ample opportunity to regularly check and maintain individual animal wool quality and frequently check for the presence of flies and to then crutch sheep as a control and prevention method.

b) What controls will exist to reduce the impact on the animal(s)?

Effect of each procedure

Daily feeding of a predetermined ration

This procedure will result in all animals being exposed to human's presence daily. This could cause some level of distress to the sheep.

Regular cleaning of yards

Completed weekly, this activity involves raking out the entire yard and carting away soiled hay, manure etc. This results in sheep interacting with people which can be distressing to sheep.

Regular cleaning of water troughs to ensure clean fresh water is available at all times

Completed weekly, or more frequently if necessary, this procedure involves sweeping out an automatic water trough to remove debris and any algae build up on the wall of the troughs. This results in sheep interacting with people which may be distressing to the sheep.

Basic animal health checks through the simple observation of normal behaviours of sheep.

This activity is completed daily, at feeding, and exposes sheep to the presence of humans. This could cause some distress to the sheep.

Shearing

This process involves yarding sheep in preparation for shearing, handling each individual sheep, carrying out the process of shearing, vaccination, drenching and back lining of sheep. This process is quite invasive to a sheep and does result in distress for the sheep.

Joining of ewes and rams

This procedure occurs yearly and involves adding a ram to the yard of ewes, with minimal human interference. This may cause some levels of distress to the sheep.

Lambing

This occurs yearly and involves the ewe giving birth to a lamb or lambs, again, with minimal human interference. This process does result in some distress and discomfort to the sheep.

Lamb marking which includes vaccination, castration, tail docking and ear tagging

This procedure involves yarding the sheep, restraint and handling of the lambs, placing lambs in a lamb marking cradle, vaccination, castrating, tail docking and ear tagging and then returning lambs to their ewes. This process is highly invasive to young animals and causes exceptional levels of distress.

Weaning

This occurs yearly when lambs are separated from the ewes and penned separately once the youngest lamb has reached 14 weeks of age. This involves yarding the sheep, restraining the lambs and re-penning animals. This process can be quite distressing for both ewe and lamb.

Feed trial

This occurs yearly with the year 10 and 11 students utilising the weaned lambs. This activity involves students selecting two premixed rations designed by animal nutritionists and currently available on the commercial market. These rations are fed to two groups of lambs in quantities based on their age, size and producer recommendations. Students then compare weight gain of lambs over a period of time, in order to assess the value of each feed. Weight gain of lambs is determined by the restraining and handling of weaners, measuring length and girth using a measuring tape. The weekly process of restraining and handling weaners may cause some level of distress.

Minimise adverse impact on animals

In order to minimise the adverse impact on the sheep, students will be instructed on the appropriate ways to approach sheep, move around sheep and treat sheep. These behaviours will be closely monitored by the teacher, and exclusion from interactions with sheep will occur if students don't behave in accordance with their instructions. More invasive practices such as shearing and lamb marking will be carried out by experienced personnel in order to minimise the animal's distress and discomfort. Following invasive activities such as shearing and lamb marking, sheep will be left in peace to recover, and will be monitored from a distance to ensure they can regain calm and rest. Students will be shown correct best practice methods for restraining and handling sheep, and will become familiar with any and all measurements to be taken before handling any sheep. Again, these behaviours are an expectation placed on the students, who will receive disciplinary action if they do not adhere to them.

Impact be monitored, assessed and managed

The impact of all procedures will be monitored throughout the procedure, by both those carrying out the procedure and the supervising teacher. If at any time during the procedure, animals display uncharacteristic signs of distress or discomfort for said activity, the procedure will be abandoned either for the individual sheep or for the entire flock, and the practices will be reassessed to determine the cause for the heightened response.

Procedures to identify and respond to unforeseen complications

Unforeseen complications may be identified by the supervising teacher, the highly skilled personnel carrying out the activity, or the students. Any such complications during any procedure will result in the cessation of the activity, the assessment of the situation and an appropriate response. Where ever necessary the school veterinarian will be contacted immediately and veterinary care will be provided to the stock.

c) Describe how, using animals, achieves better educational outcomes than using non-animal alternatives. eg. DVD, Internet, Audio Visual etc.

Whilst non-animal alternatives such as video clips, models, documents, diagrams and news articles are utilised wherever possible, the use of animals in an agricultural setting enables students to receive an authentic and holistic agricultural education, where they are provided with the opportunity to encounter every day agricultural situations and experiences. By incorporating the ~~sheep~~ flock into the agricultural program, students from a rural farming background are able to make comparisons and redefine what is normal and acceptable for livestock husbandry and management in rural Australia. This empowers students to make sound ethical decisions with strong evidence to support their views and opinions, which moves toward achieving the aims of the program.

4. Source of Animals

Detail where the animal(s) will come from and how it/they will be transported to the School site.

All sheep purchased are sourced from Orriecowie Merino Stud at Warooka on the Southern York Peninsula. Sheep were transported via road onto the property. No further stock will be purchased from a supplier this year, however stock will be bred on site. Where necessary sheep are captured by hand and are handled and restrained with the utmost respect. Handling is kept to a minimum to ensure optimum animal welfare. There is no use of dogs on the property which results in improved animal welfare, and simple taming and gentling measures are employed by students to allow an ease of handling when necessary. These practices involve hand feeding, and simply sitting and observing the sheep to allow them to become familiar with the presence and interactions with humans.

Orriecowie Merino Stud – Dennis Dalla [REDACTED]

5. Fate of Animal

Describe the fate of animal(s) at the end of the project eg: kept indefinitely, re-homed or agricultural procedure.

Merino ewes and all rams will be kept indefinitely for continued use in learning opportunities as foundational members of the [REDACTED] School herd. Lambs will be weaned and prepared for sale both privately and at auction in accordance to the AEC SOP. The sale of these lambs will contribute an exceptionally large proportion of the enterprise component of next year's program, whereby year 10 students will be considering inputs and outputs of a sheep production enterprise. And will then be provided with data and information from a familiar and authentic context.

6. Applicant's certification:

I/We certify that this animal/these animals will be kept in accordance with the *South Australian Animal Welfare Act 1985 (The Act)* and the *Australian Code for the care and use of animals for scientific purposes 8th Edition, 2013 (The Code)*. I/we acknowledge that I/we have read *The Code* and that I/we accept responsibility for the ethical implementation of the proposal(s) according to the principles contained in *The Code*.

Animal Ethics Focus Person	Name:	<input type="text" value="REDACTED"/>
	Signature:	<input type="text"/>
	Date:	<input type="text" value="6/3/2017"/>

7. Principal / Director's certification:

I am satisfied that the applicant(s) has/have the technical competence required to carry out the project described with minimum distress to the animals. I believe this work meets the requirements of *The Act*, *The Code* and its regulations. I have read this application and I am satisfied that this work is of sufficient educational merit. Sufficient and adequate resources will be available to provide appropriate care for all animals.

Principal/Director	Name:	<input type="text" value="REDACTED"/>
	Signature:	<input type="text"/>
	Date:	<input type="text" value="6/3/2017"/>

Copies of the above *The Code* and *The Act* are available to be downloaded at: www.ais.sa.edu.au > School Management & Governance > Animal Ethics under General Information.

Office Use Only

Date application received by NGS Animal Ethics Committee: _____

Date Approved:	Approval Number:
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Date Approval Letter sent:	Post <input type="checkbox"/>	Email <input type="checkbox"/>
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Applications forms should be received by the AEC 31 March of the application year:

For 2015 and 2016:

NGS Animal Ethics Committee
Catholic Education Office
116 George Street, THEBARTON SA 5031
Website: <http://online.cesonet.adl.catholic.edu.au> > Teaching & Learning > Animal Ethics
Animal Ethics Executive Officer ☎ 8301 6830

For 2017 and 2018:

NGS Animal Ethics Committee
Association of Independent Schools of SA Inc
301 Unley Road, MALVERN SA 5061
Website: <http://www.ais.sa.edu.au> > School Management & Governance > Animal Ethics
Animal Ethics Executive Officer ☎ 8179 1421

SPECIES INFORMATION – TO BE COMPLETED FOR EACH SPECIES OF ANIMAL KEPT (PAGES 4-6)

SCHOOL NAME:

[REDACTED]

Commencing date and conclusion date of animal use. Please note, applications must be submitted PRIOR to keeping animals.

Commencement Date:

6/3/2017

Conclusion Date:

Indefinitely

SPECIES INFORMATION Please be specific when completing sections 1-4

Type of Species to be kept:

Sheep

Number of Animals:

60

1. Housing – Supporting photographs are mandatory.

Isolation
No member of the flock is kept in isolation from the flock, unless advised by school veterinary surgeon as a result of unforeseen circumstances.

Group housing
The school flock is run as two mobs, with the rams housed in a yard together until joining, when each ram will be allocated to a mob. Mobs comprise solely of ewes, or ewe and weather lambs.

Shelter
Shelter is provided to the flock in three forms, the first is through the presence of established native trees, providing shade and some shelter from rain. Native treelings are being planted along fencelines to improve and increase this natural form of shelter. The second form of shelter available to the flock is the use of large straw bales along the fencelines which act as a windbreak and a source of shade. Finally pens are fitted with a poly shelter, whose size is dependent on the number of sheep possible running in the pen at any one time. These provide the mobs with shelter from extreme weather and strong winds. These poly shelters also have the capacity to open up window ports, which allows airflow through the shelters, making them a constant and cool source of shade in warmer weather.

Bedding
All pens are provided with straw bedding, which is removed and replaced as necessary. This bedding is placed inside the poly shelters to ensure it remains dry.

Hiding areas
Stock are provided with poly shelters which may act as hiding areas. Other than these, places for the sheep to hide within their pens are limited.

Environmental enrichment
Environmental enrichment is provided to the flock through a variety of means; the feeding of a complex and varied diet including hay and mixed concentrate rations, presenting the feed in the containers, the availability of lick blocks, and the companionship of other sheep.

Temperature and lighting needs
The flock are not exposed to any artificial lighting or controlled environments. On days of extreme weather conditions, basic measures are taken to ensure animal welfare and comfort. These including hosing down yards and shelters on hot days, and increasing bedding during cold periods.

Duration held
Stock is kept indefinitely.

Size

A minimum of 30 square metres in quarantine pens. Other paddocks are of various sizes, all upwards of 1200 square metres per pen.

Type:

(eg. aviary, hutch, aquariums) Please include size of area, type and height of fencing as relevant. Please define shelter type for larger animals.

Location:

Flock is kept in yards within the agriculture department to the south of the main school area and school oval. This location allows flock to be isolated from the students daily movements, resulting in a more peaceful and quite location.

(eg. outside garden/paddocks/shed)

Cleaning schedule:

Pens are raked clean of manure a minimum of once a week, however it is more often occurring twice a week, dependent on factors such as the weather, course work etc. Troughs are cleaned weekly, or more frequently as necessary with a purpose constructed broom. Feeders are cleaned out daily to ensure there is no contamination of feed with feed from the previous day, or any feed that may be weather damaged.

(eg. weekly, end of term, daily removal of excreta)

2. Feeding

Feed Type:

Sheep are on a ration of oaten hay fed ad lib, they also receive a premixed entire and balanced ration determined specifically for the region and the sheep on the school property. This ration is purchased from Compass Feeds, based in Mt Compass. Seasonally, the sheep also have access to grazing.
Sheep involved in the feed trial will also be provided with Wilson's Saltbush pellets, sourced through Elders Limited.

(eg. seed, fruit, commercial preparations, flakes, hay pellets)

Feeder Type:

Sheep are fed through the use of poly fence mounted hay racks and hoppers, as well as a stand-alone poly hay rack and hopper. Hay rounds are provided to sheep through the use of hay rings with a poly lid to prevent weather damage.

(eg. hopper, open bowl)

Water

All automatic water troughs are connected to a main water supply, and water levels in the trough are maintained through the use of a ball float pump system

(eg. sipper, bowl)

3. Security

Eg. mesh fence, locked gate video surveillance, physical surveillance

Fences are constructed of creosote pine posts and sheep mesh with graduating square sizes (small squares at the base, increasing to larger squares at the top). All fencing is built to a height of 1.8 meters in order to limit access to stock. Gates are all to a height of 1.8 meters and are purpose built. All gates have spring loaded catches and are locked with a padlock whenever a teacher is not present in the Agriculture department. Furthermore, the Agriculture department is set within the school boundaries which has a locked main entry, and also employs video surveillance and the use of an external security company.

4. Care – Please indicate the names of those responsible for the care of animals. NOTE: Animals MUST be checked on a DAILY BASIS.

	Frequency			Name	On-site *If off-site, see note below
	Feeding	Watering	Checking		
WEEKDAYS	1	Automatic	1-2	<p>██████████ – Agriculture Teacher</p> <p>██████████ – From a farming background, currently managing a horse stud</p> <p>██████████ – From a farming background, currently running a hobby farm</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WEEKENDS	1	Automatic	1	<p>██████████ – Agriculture Teacher</p> <p>██████████ – From a farming background, currently managing a horse stud</p> <p>██████████ – From a farming background, currently running a hobby farm</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
HOLIDAYS	1	Automatic	1	<p>██████████ – Agriculture Teacher</p> <p>██████████ – From a farming background, currently managing a horse stud</p> <p>██████████ – From a farming background, currently running a hobby farm</p> <p>Select parents and responsible students – These parents and students will be those who expressed an interest in being a part of the holiday roster. They will be required to meet with the teacher and go through an orientation tour, during which time, they will be shown the exact process for feeding and general husbandry of the livestock. Once showing they are competent, these parents and students will be rostered on to check the sheep once a day, feeding and ensuring animal health. They will be required to complete a log book, detailing the date and time checked, as well as any points of interest etc. Parents and students will also be provided with a selection of contact numbers which they are required to call, in the event of any livestock behaving abnormally or showing any signs of injury or sickness.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
CHRISTMAS HOLIDAYS	1	Automatic	1	<p>██████████ – Agriculture Teacher</p> <p>██████████ – From a farming background, currently managing a horse stud</p> <p>██████████ – From a farming background, currently running a hobby farm</p> <p>██████████ – Running a mixed farming system in the Mid North region, utilising animal management practices which coincide with the schools belief of treating livestock with respect.</p> <p>██████████ – Year 10 Agriculture student</p> <p>Flock, with the exclusion of the two rams, will spend the Christmas Holiday period off site on the Tiller family farm. Stock will be transported via road, and will be housed in a 10 acre stubble paddock and provided with hay rounds and fed grain ration daily. Written correspondence of undertaking will be obtained from ██████████ Tiller. Full care details will be provided to ██████████ Tiller along with the contact details for the animal ethics focus person and the veterinarian. The flock will also be checked throughout the holiday period by the supervising teacher.</p>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Have the carers identified been advised of their responsibilities?

Yes No

Do they have access to SOP's and emergency numbers?

Yes No

5. Standard Operating Procedures (SOP)

Please indicate which AEC SOPs provide the guidelines for this procedure (Quote number).

AEC SOP No 07
SOP for Sheep

Should any other SOP be implemented, please attach a copy to this application.

Should an approved AEC SOP not be available, please describe in detail, the management and care of each animal. Attach additional pages if necessary.

All animals must be checked at least once daily but twice in poor weather conditions (extreme heat or cold). Automatic waterers must be checked to be functioning correctly and water in the troughs must be clean. If water is not clean, the trough broom must be used to clean out the trough, with water continually being swept out until running cool from the pump. Hoppers must be emptied prior to being refilled every day. Feeders are to be filled with hay once a day, and the grain ration provided placed in the base of the hopper daily. All animals must be visually assessed to ensure health and pens checked for any signs of illness, injury or death. If there is any sign of poor health or discomfort the animal ethics focus person must be notified immediately.

*Off-site care: Students must not be allowed to take animals home unless there is a clear, written undertaking from a parent or guardian that the animals will be cared for adequately and responsibly. Full care details are to be provided to the carer, including an emergency contact phone number and the veterinarian's contact details.

Audio Visual materials should be used, where possible, to demonstrate and supplement the activities as identified below.

Students can undertake CATEGORY 2/3 ACTIVITIES under direct supervision of appropriately qualified teacher(s). These should be listed for each species when performed in conjunction with CATEGORY 4/5 ACTIVITIES.

Category 2 Activities		
	Teacher(s) demonstrates procedure ONLY	Student(s) participate/assist in procedure
<i>Approval by the Principal is required and should be undertaken in accordance with a Standard Operating Procedure endorsed by the AEC.</i>		
Care for Animals on loan from the Nature Education Centre.	<input type="checkbox"/>	<input type="checkbox"/>
Observation of particular animal behaviours, e.g. oestrus, parturition.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School performance by outside agencies that have animals as part of their exhibits.	<input type="checkbox"/>	<input type="checkbox"/>
Breeding of mice or other appropriate animal in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
The appropriate care of classroom pets.	<input type="checkbox"/>	<input type="checkbox"/>
Familiarisation activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Administering water orally as a treatment.	<input type="checkbox"/>	<input type="checkbox"/>
Collection of wool, milk, faeces or urine samples (non-invasive).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Administering a topical treatment to the udder.	<input type="checkbox"/>	<input type="checkbox"/>
Coat care and grooming.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tail tagging.	<input type="checkbox"/>	<input type="checkbox"/>
Non-invasive measurement of body weight, body condition by visual assessment or condition scoring, growth, body proportions, pulse or blood flow, respiration, skin temperature (non-invasive), age by dentition, scrotum and testicles (palpation).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mustering, drafting (in crush or bailhead), capture, restraint and handling of non-free-living domesticated animals (grooming or holding an animal, collecting a milk sample, non-invasive measurements, leading or riding an appropriately trained animal).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Organisations bringing animals to School (eg. Delta Society programs, RSPCA or PetPep).	<input type="checkbox"/>	<input type="checkbox"/>

Category 3 Activities		
	Teacher(s) demonstrates procedure ONLY	Student(s) participate/assist in procedure
<i>Approval by the Principal is required and should be undertaken in accordance with a Standard Operating Procedure endorsed by the AEC.</i>		
Measurement of mild dietary effects.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taming/gentling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training for competition or showing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tethering animals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Collection of saliva.	<input type="checkbox"/>	<input type="checkbox"/>
Administering topical treatment by backline, spray or dip.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Administering drench or capsules orally.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coat clipping.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shearing of sheep or goats.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dagging.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Milking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Putting nose clips on cattle.	<input type="checkbox"/>	<input type="checkbox"/>
Loading and unloading animal onto transporters.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Showing animals at School or away.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Foot bathing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Flystrike treatment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jetting animals.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Using sire harness.	<input type="checkbox"/>	<input type="checkbox"/>
Restraining with ropes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy detection by external ultrasound.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Applying heat detection devices, e.g. Kamars	<input type="checkbox"/>	<input type="checkbox"/>

Students cannot perform the procedures below but can assist.

Category 4 Activities		Teacher(s) demonstrates procedure ONLY	Student(s) participate but do not perform procedures
<i>Approval by the AEC is required for these activities to be undertaken. Many of these procedures have the potential to be painful or distressing to the animal.</i>			
Breaking in cattle or horses.	<input type="checkbox"/>	<input type="checkbox"/>	
Administering intraruminal, subcutaneous, intramuscular or intravenous injections.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Administering winged capsules orally.	<input type="checkbox"/>	<input type="checkbox"/>	
Inserting intravenous injections e.g. CIDRs or intrauterine pessaries.	<input type="checkbox"/>	<input type="checkbox"/>	
Ear marking / tagging of livestock.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tattooing.	<input type="checkbox"/>	<input type="checkbox"/>	
Shearing of Alpacas and Llamas.	<input type="checkbox"/>	<input type="checkbox"/>	
Crutching.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Castration of lambs using RING.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Castration of lambs using KNIFE.	<input type="checkbox"/>	<input type="checkbox"/>	
Castration of calves using RING.	<input type="checkbox"/>	<input type="checkbox"/>	
Castration of calves using KNIFE.	<input type="checkbox"/>	<input type="checkbox"/>	
Tail docking of lambs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tail docking of piglets by knife.	<input type="checkbox"/>	<input type="checkbox"/>	
Tooth trimming / removal in piglets.	<input type="checkbox"/>	<input type="checkbox"/>	
Beak trimming.	<input type="checkbox"/>	<input type="checkbox"/>	
Oestrus synchronisation.	<input type="checkbox"/>	<input type="checkbox"/>	
Microchip tagging.	<input type="checkbox"/>	<input type="checkbox"/>	
Dehorning cattle under six months of age.	<input type="checkbox"/>	<input type="checkbox"/>	
Detusking boars	<input type="checkbox"/>	<input type="checkbox"/>	
Debudding calves and kids.	<input type="checkbox"/>	<input type="checkbox"/>	
Horn tipping.	<input type="checkbox"/>	<input type="checkbox"/>	
Euthanasing of aquaculture species.	<input type="checkbox"/>	<input type="checkbox"/>	
Hoof paring: sheep and goats.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Category 5 Activities		Teacher(s) / qualified person demonstrates procedure ONLY
<i>Approval by the AEC is required for these activities to be undertaken. Many of these procedures have the potential to be painful or distressing to the animal.</i>		
Collection of faeces, ruminal fluid or blood (invasive).	<input type="checkbox"/>	
Nose ringing.	<input type="checkbox"/>	
Freeze branding/Hot branding of cattle or horses	<input type="checkbox"/>	
Artificial insemination.	<input type="checkbox"/>	
Semen collection.	<input type="checkbox"/>	
Hoof trimming: cattle.	<input type="checkbox"/>	
Embryo collection and transfer	<input type="checkbox"/>	

PROHIBITED PROCEDURES

The following procedures MUST NOT be undertaken in Schools unless undertaken by a Veterinarian / qualified operator:

- ◆ Pregnancy detection by rectal palpation
- ◆ Performance of surgical procedures without anaesthesia, other than in the conduct of normal animal husbandry operations.
- ◆ The surgical opening of any body cavity (e.g. cattle spaying)
- ◆ Demonstration of correct & safe technique for mulesing sheep.

The AEC should be advised if any of the above procedures are performed. A Veterinarian/qualified operator certificate should be provided to the AEC.

Name	List relevant background, qualifications & training and/or industry experience of all individuals performing the activities identified in CATEGORIES 2/3/4/5 (Attach additional pages if required)
[REDACTED]	Bachelor of Science (Animal Science)
[REDACTED]	Merino Stud background

Please describe any other procedures that have not already been identified: Provide specific details. (Attach additional information if necessary)