Standard Operating Procedures for the use of Animals in Schools

for Independent & Catholic schools in South Australia

Updated APRIL 2015
Contents

Overview 1

The system for approval of Animals in Schools 2
   Additional Information 6
   Adverse Events 6
   Animal donations to schools 7
   Animal Ethics Focus Person 7
   Category 1 Approvals 2
   Category 2 Approvals 2
   Category 3 Approvals 3
   Category 4 Approvals 4
   Category 5 Approvals 5
   Dissection of Animals 6
   Emergencies 8
   Guidelines for schools collecting frogs/tadpoles 6
   Holiday & Weekend Care 9
   Prohibited Procedures 5
   Security 9

Appendices

Appendix 1 – Statistical Return Form (Pages 1 & 2)
Appendix 2 – Adverse Events Form
Appendix 3 – Category 4 & 5 Application Form (Pages 1 to 5)
Appendix 4 – Approval for Dissection of Animals (Pages 1 to 3)

Standard Operating Procedures (available separately for downloading)

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Overview

As a result of the 2008 review of the Non Government Schools Animal Ethics Committee (NGSAEC) by the Department of Environment and Heritage, a new administrative procedure for the approval to keep animals at schools was introduced commencing January 2009.

As a result of the meeting a simpler process was implemented for schools to keep animals. Activities involving animals in schools are divided into 5 categories. There is a 6th category of prohibited procedures. These are outlined in full in this document.

The approval process will be as follows:-
Category 1: no approval required.
Category 2: can be approved by the Principal / Director or delegated Animal Ethics Focus Person or teacher.
Category 3: approval is required by the Principal / Director
Categories 4 -5: require approval by the Animal Ethics Committee.

All staff responsible for Animals in Schools MUST be familiar with the Australian code for the care and use of animals for scientific purposes 8th Edition 2013 and comply with the requirements within the code when keeping animals in schools.
The System for approval of Animals in Schools

Category 1

Approval level
Approval by the School Principal is required. The activity is undertaken in accordance with a Standard Operating Procedure endorsed by the NGSAEC. If there is any change to the Standard Operating Procedure approval is required by the NGSAEC.

Student interaction, training or responsibility
None. The animals are only observed by students. The animals are not owned by the school and the students do not feed, handle or in any way interact with them. The teacher or the owner is responsible for all husbandry and care.

Reporting to the Animal Ethics Committee and statistics
None. These animals are not included in the statistics of animals used for research and teaching.

Activities included in this category
Category 1 activities are purely observational
- Observation of animal behaviour
- Observation of pets under the control of their owner. This includes “Show & Tell”
- Excursions to observe animals in their natural surroundings or to zoos or wildlife parks
- Excursions to farms for observation of animal behaviour and husbandry activities, appropriate to the age, prior experience and maturity of the students

Category 2

Approval level
Approval by the School Principal if the activity is undertaken in accordance with a Standard Operating Procedure endorsed by the NGSAEC. The Principal may delegate the ability to approve to the Animal Ethics Focus Person, a senior biology teacher or other suitably qualified staff member.

Student interaction, training or responsibility
Students may participate in the routine care of the animal (e.g. feeding, cleaning etc) if they are trained before doing so.

Reporting to the Animal Ethics Committee and statistics
At the end of each year, the school must advise the NGSAEC of the number of Category 2 animals used are included in the statistics of animals used for teaching. (The Nature Education Centre is not included in the statistics because data is provided directly to the Department for Education and Child Development (DECD).

Activities included in this category
- 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).
- Observation of particular animal behaviours, e.g. oestrus, parturition
- School performance by outside agencies that have animals as part of their exhibits
- Organisations bringing animals to school (such as Delta Society programs, RSPCA or PetPep).
- Breeding of mice or other appropriate animal in the classroom.
- The appropriate care of classroom pets.
- 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).
- Familiarisation activities.
- Administering water as a treatment.
- Collection of wool, milk, faeces or urine samples (non-invasive).
- Administering a topical treatment to the udder.
- Coat care and grooming.
- Tail tagging.
- Animals on loan from the Nature Education Centre.

**Category 3**

**Approval level**
Approval by the School Principal if the activity is undertaken in accordance with a Standard Operating Procedure endorsed by the NGSAEC. The Principal may not delegate the ability to approve to another staff member.

**Student interaction, training or responsibility**
Students may participate in the routine care of the animal (e.g. feeding, cleaning etc) if they are trained before doing so and may have a level of responsibility for the maintenance and welfare of the animal.

**Reporting to the Animal Ethics Committee and statistics**
At the end of each year, the school must advise the NGSAEC of the number of Category 3 animals used are included in the statistics of animals used for research and teaching.

**Activities included in this category**
Category 3 comprises many routine techniques but none which require the breaking of skin or any blood loss (e.g. blood samples, ear tagging etc).

- Non-invasive measurement of body condition by ultrasound
- Measurement of mild dietary effects (provided the normal nutritional needs for the life stage of the animals are met), high/normal protein, high/normal energy, high/normal fat, palatability
- Taming/gentling.
- Training for competition or showing.
- Tethering animals.
- Collection of saliva.
- Measurement of body temperature (invasive).
- Administering topical treatment by backline, spray or dip.
- Administering drench or capsules orally.
- Coat clipping.
- Hoof paring: sheep and goats.
- Hoof trimming: cattle.
- Shearing of sheep and goats.
- Dagging
- Milking
- Putting nose clips on cattle.
- Loading and unloading animals onto transporters.
- Showing animals at school and away.
- Foot bathing.
- Flystrike treatment.
- Jetting animals.
- Using sire harnesses.
- Restraining with ropes.
- Pregnancy detection by external ultrasound.
- Horn tipping.
Category 4

Approval level
Approval by the NGSAEC using a standard application form approved by the NGSAEC for the procedure. The application will also require notification (but not approval) of any category 2 or 3 procedures being done in conjunction with the application. The NGSAEC has provided a standard application form. If the proposal does not abide by the parameters a new application must be completed.

Student interaction, training or responsibility
Students may participate in these activities if they are trained before doing so and may have a level of responsibility for the maintenance and welfare of the animal.

Reporting to the Animal Ethics Committee and statistics
At the end of each year, the school must advise the NGSAEC of the number of Category 4 animals used are included in the statistics of animals used for research and teaching.

Activities included in this category
Category 4 comprises many routine husbandry techniques which have the potential to be painful or distressing to the animal.

- Breaking-in cattle or horses.
- Administering intraruminal, subcutaneous or intramuscular injections.
- Administering winged capsules orally.
- Administering intravenous injections or intrauterine pessaries.
- Ear marking/tagging of livestock.
- Tattoo application.
- Shearing of alpacas and llamas. Should this be removed?
- Crutching.
- Castration of lambs
- Castration of calves
- Tail docking of lambs
- Tail docking of piglets
- Tooth trimming/removal in piglets.
- Beak trimming.
- Oestrus synchronisation.
- Microchip tagging.
- Dehorning cattle under six months of age.
- Detusking boars.
- Disbudding calves and kids.
- Aquaculture and related enterprises
- Commercial activities(for example growing turkeys for commercial sale)
- Collecting and observing frog spawn and tadpoles (refer to Additional Information section)
Category 5

Approval level
Approval by the NGSAEC using an application form specifically prepared by the application for NGSAEC approval of the procedure. The application will also require notification (but not approval) of any category 2 or 3 procedures being done in conjunction with the application.

Student interaction, training or responsibility
Students may participate in these activities if they are trained before doing so and may have a level of responsibility for the maintenance and welfare of the animal.

Reporting to the Animal Ethics Committee and statistics
At the end of each year, the school must advise the NGSAEC of the number of Category 5 animals used are included in the statistics of animals used for research and teaching.

Activities included in this category
Category 5 comprises many husbandry techniques which have the potential to be painful or distressing to the animal and require a level of expertise or supervision to ensure that adverse events do not occur.
- Collection of faeces, ruminal fluid or blood (invasive).
- Nose ringing.
- Freeze branding of cattle and horses.
- Artificial insemination.
- Semen collection.

Prohibited Procedures

The following procedures may not be undertaken in schools unless done by a veterinarian.
- Pregnancy detection by rectal palpation.
- The surgical opening of any body cavity (e.g. cattle spaying)
- Performance of surgical procedures without anaesthesia.

The following procedures may not be undertaken in schools at all
- Induction of infectious diseases.
- Nutritional deficiencies.
- Administration of drugs or chemicals other than those recommended for a particular therapeutic purpose.
- Administration of ionising-radiation or other biohazardous material
- Activities, other than approved activities, giving rise to distress.
- Imprinting e.g. simulated parenting.
- Animals used as prizes for raffles.
- Caustic debudding
- Removal of pouch young marsupials for the purposes of hand-rearing (unless the mother is incapable of rearing the joey)
- Breeding animals for the purpose of dissection
- Killing animals other than emergency euthanasia. This does not prohibit sending animals to a slaughter house or market.
- No killing of animals by students.
- Animal carcasses should be disposed of accordingly.
- Fire branding horns of stud sheep.
- Fire branding of cattle and horses.
- Mulesing of sheep, and
- Any procedure not specifically listed for approval in categories 1-5.
Additional Information

- A staff member may euthanize any animal in an emergency situation (e.g. dog attack of a sheep or a kangaroo with a broken leg) if the staff member has the skills and appropriate equipment to do so in a humane manner using an approved method. If at all avoidable, students must not be present when the animal is killed. The euthanasia and reasons for it must be reported to the Principal and to the NGSAEC.
- All activities must be in compliance with relevant Livestock Codes of Practice and Standards and Guidelines
- Approvals given by the Principal or the Animal Ethics Committee may be subject to any conditions set down in the approval.


Guidelines for schools collecting frogs/tadpoles

'Schools' should not be taking frogs/tadpoles if they are not 100% sure about the ID. Taking of protected species is prohibited.

The eight species of frog now protected in South Australia under the National Parks and Wildlife Act are:

- Golden Bell Frog - Litoria raniformis
- Shoemaker Frog - Neobatrachus sutor
- Orange-crowned Toadlet - Pseudophryne occidentalis
- Marbled Toadlet - Pseudophryne semimarmorata
- Knife-footed Frog - Cyclorana cultripes
- Smooth Frog - Geocrinia laevis
- Brown Toadlet - Pseudophryne bibroni
- Small-headed Toadlet - Uperoleia capitulate

Frogs/tadpoles taken from school water ways must be returned to the same site. Frogs/tadpoles taken must be kept in isolation during their life in captivity. This includes from students who may have frogs and fish at home. 'Schools' should be following environmental guidelines, not just for Chytrid but also other factors such as Phytophthora. Students need to be informed about the legal issues of 'taking' from the wild.

Dissection of Animals

All requests for dissection of animals require approval from the Animal Ethics Committee. No dissections should take place without prior approval. The document entitled Dissection of Animals in Schools is available for downloading from [www.ais.sa.edu.au >School Management & Governance>Animal Ethics](http://www.ais.sa.edu.au).

Adverse Events

If there is an unexpected / adverse incident involving any animals at a school they must be reported to the NGSAEC immediately on the appropriate form (Appendix 6). An adverse event is something that is unexpected e.g. marking of lambs has an adverse affect on the lamb but it is expected and an Adverse Event form is not required to be completed. Death of an animal as a result of infection, vandalism etc is an Adverse Event and MUST be reported to the NGAEC.
Animal Donations to Schools

It is important that animals used in schools and early childhood settings are healthy and free from disease. This applies to those animals, which are donated to schools, or those on a short or long-term loan.

Animals can come from a variety of sources – pet shops, breeders, aquarium shops, licensed traders, auctions, and family or community donations. Animals can be purchased, donated or loaned.

School staff need to ensure any animals kept at their school are inspected and appear normal in appearance and behaviour, healthy, free from disease and are non-poisonous. Check their movement, coat, skin, feathers or scales, overall body tone and condition, and alertness. Ensure they do not present with mite or lice infestations, ears, nose and eyes are clear and respiration seems normal. If unclear what is normal behaviour check the relevant Standard Operating procedure for the species.

To protect both staff and students/children it is highly recommended that before accepting an animal, it is checked by a veterinarian. This recommendation does not apply to animals on loan from the Nature Education Centre.

In addition, students/children may bring injured animals to school or early childhood setting, but these schools are not an appropriate setting for the rehabilitation of such animals, especially as they may also carry a disease. Assistance can be obtained through the RSPCA or National Parks and Wildlife Service who will refer you to the nearest wildlife carer.

Animal Ethics Focus Person

Who can and should be the Animal Ethics Focus Person (AEFP) and the Deputy Animal Ethics Focus Person (DAEFP)? The selection of these people will depend on their interest and availability, possibly their tenure at the school, and the number of and species of animals to be kept at school. Selecting people who have an interest in animals and their well being and who have knowledge and experience of the species to be kept would be a distinct advantage.

NGS supports the keeping and use of animals in schools, preschools and early childhood settings for teaching and learning purposes. Therefore the responsible use and care of animals is important in ensuring their well being. The Animal Ethics Focus person and their Deputy take responsibility for this.

Some of the roles and responsibilities the AEFP and DAEFP may have/undertake;

- **Be familiar with** the Animal Welfare Act 1985, Australian Code of Practice for the care and use of animals for scientific purposes 2013, Animal Welfare Regulations 2000, Standard Operating Procedures, Dissection of Animals in Schools and care of animals in research and teaching ANZCCART (where relevant to the school and use)
- **Keep records** on the animals health and well being using forms as required.
- **Apply for Approvals** Approval to keep animals at School (including those from the Nature Education Centre), Animal Ethics Annual Return for Schools, Preschools and Child Care Centres Form in line with the Categories described in this manual.
- **Submit forms as relevant for** Adverse Events, Approvals, Statistical Returns, Animal for Dissections etc.
- **Oversee** housing, feeding, cleaning and care of animals
- **Monitor** health of animals and seek appropriate help as required (vets, specialists)
- **Supervise** other staff and children’s compliance with the Code, care requirements, handling practices, holiday care etc
- **Maintain records** for Animal Ethics Committee school visits
- **Be available** for Animal Ethics Committee school visits
- **Keep a register** for each animal at the school

From time to time the Animal Ethics Committee will offer training opportunities to AEFP’s and it is strongly recommended that they attend.
Succession planning for AEFP’s is critical in the ongoing welfare of the animals. Often people start a species at a school because they have the passion and knowledge about them and then move on from the school and the animals are left without this expertise. This matter should be given due consideration when deciding on a suitable species for the school.

**Emergencies**

Fire evacuation, Flooding, Theft, Vandalism, Power Failures, Severe Storms have the potential to stress, injure or kill animals.

Schools must give due consideration to the housing and security of animals in its care as part of its approval process but emergency plans should also be in place.

Animals need to be protected as much as possible from deliberate acts of harm and unexpected circumstances (see Security below).

The school needs to consider the risk involved and determine possible solutions. Responses will need to consider the type and number of animals, their location, transport needs, cost and practicalities of the solution etc.

For example:
- Theft; locked and secured housing, buildings, sheds.
- Fire; appropriate fire fighting equipment, shed sprinkler systems.
- Vandalism; monitored alarms systems, secured housing.
- Power failures; back up generators, more frequent cleaning of aquariums to avoid fouling.
- Severe Storms; moving animals indoors, into sheds or shelters.

Where injury to or the death of individual or large numbers of animals occurs consideration should also be given to how the school will handle informing children, staff, and families. Sensitivity to a wide range of responses is necessary.

The school will need to report the incident of any injuries and deaths to the Animal Ethics Committee on the **Adverse Events** form.

Any injury to animals must be treated immediately or as soon as possible to reduce further stress and harm to the animal. Where treatment falls outside the capacity of staff a veterinarian should be contacted and where the injury is severe and chance of recovery unlikely the correct procedures for euthanasia must be followed.

Disposal of any dead animals must comply with the Standard Operating Procedure recommendations and local Council requirements.

Following any such emergency the school should undertake a risk assessment and address any matters possible before seeking approval to obtain further animals.
Security

The security of animals is an issue that schools must address in order to apply for approval to keep a species and for their ongoing safety and wellbeing.

There have been a number of instances of theft, injury and death to animals because schools have not taken appropriate security steps.

All indoor-housed animals should have; protection from unauthorised access by children or others, protection from likely predators, locks where applicable and covers/cages to prevent escape and should be located in buildings that are locked and have security systems and procedures in place.

All outdoor-housed animals should have; fully enclosed housing to protect them from predators, children and others, and to prevent escaping, locks fitted to cages and hutches and should have protection from the elements.

All outdoor paddock animals should have; secure and appropriate height fencing, fencing in good repair, shutting and securing/locking access gates as applicable.

Regular checks during school open times and during any closure periods are essential to ensure the well being and safety of animals at the school.

Holiday and Weekend Care

Animals will need to be cared for appropriately during vacation periods. All animals MUST be tendered to daily.

Animals cared for on-site

Proper provision must be made for the care of all animals during the weekends and especially during longer holidays. Where students/children are given responsibility for care and feeding during these times, adult supervision should be provided on a regular basis to ensure that the animals are well cared for. In addition, casual employees such as cleaners, ground persons and caretakers should be asked to check the animals’ well-being over vacation periods and should be provided with contact telephone numbers for emergencies and copies of applicable SOPs. Conditions of management and feeding should be uniformly suitable.

It is desirable that there should be adequate technical assistance to maintain the entire stock of animals at all times. Written instructions on maintenance procedures and on the proper use of equipment to any person who may be responsible for looking after animals in schools during weekends and holiday periods must be provided.

Animals cared for off-site

If maintaining this level of on-site care is difficult, it may be appropriate to house animals off-site during vacation periods, eg in students’/children’s homes under adult supervision. The following should be attended to in this case:

- Notification in writing from parents/care-givers that they are willing to accept responsibility for the care of the animal(s).
- The provision of food and water consistent with the animal(s) regular diet.
- Animal housing similar to that supplied on-site.
- An understanding of the needs/issues pertaining to the species being cared for.
- All living organisms, particularly birds and mammals, which have been ‘boarded out’ must, on their return to the school, be subject to a period of quarantine and observation to ensure that they are in good health.
- Formal arrangements regarding veterinary attention must be provided to the personnel caring for the animal(s) during holiday periods. School could notify veterinarian that animals have been placed with carers.
Appendix 2 – Adverse Events Report

NON GOVERNMENT SCHOOLS ANIMAL ETHICS COMMITTEE

ADVERSE EVENTS
Illness/Injury, Death or Unexpected incident report
Please complete one form for each species

Send this form promptly to the NGS AEC if an animal/s become ill or dies in unusual and unexpected circumstances or if there is an unexpected incident (e.g. the animal is lost, injured, stolen). This includes all animals that are housed on the school premises covered by all categories of approval. Please return this form to NGSaec C/- AISSA, 301 Unley Road, MALVERN SA 5061 or email piketlais.s.a.edu.au

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<th>Action to prevent future occurrence</th>
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NON GOVERNMENT SCHOOLS ANIMAL ETHICS COMMITTEE

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.aiesa.sa.edu.au > School Management & Governance > Animal Ethics for full list of categories and activities.

Name of School: ____________________________

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

Address: ______________________________________

Telephone No: __________________ Fax No: __________________ Postcode: __________________

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).

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<th>Position(s)</th>
<th>List relevant background, qualifications &amp; Training</th>
<th>Membership of relevant animal groups</th>
<th>Tenure at School</th>
<th>Permanent or Temporary Position?</th>
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<td>Supervising Teacher</td>
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</table>

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, a 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.

Amended January 2014

Page 1 of 6

AE October 2010 – Updated April 2015
### Appendix 3 – Category 4 & 5 Application Form (Page 2)

**Program Name:**

<table>
<thead>
<tr>
<th>1. Educational Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the animals will be incorporated into the curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Species of Animal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify the species and explain why its use is necessary, and the number of animals involved, as described in question 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Replacement, Reduction &amp; Refinement (see Australian Code Section 1.18-1.32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Please indicate how the benefits of the program outweigh the welfare cost to the animal(s)?</td>
</tr>
<tr>
<td>b) What controls will exist to reduce the impact on the animal(s)?</td>
</tr>
<tr>
<td>c) Describe how, using animals, achieves better educational outcomes than using non-animal alternatives. e.g. DVD, Internet, Audio Visual etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Source of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail where the animal(s) will come from and how it/they will be transported to the School site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Fate of Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the fate of animal(s) at the end of the project e.g. kept indefinitely, re-homed or agricultural procedure.</td>
</tr>
</tbody>
</table>

*Amended January 2014*
Appendix 3 – Category 4 & 5 Application Form (Page 3)

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: ____________________________
Signature: ________________________
Date: ____________________________

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: ____________________________
Signature: ________________________
Date: ____________________________

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: ____________________________

Date Approval Letter sent: ____________________________ Post [ ] Email [ ]

Applications forms should be received by the AEC 31 March of the application year:

2014, 2017, 2018

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

2015, 2016

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

Amended January 2014
Appendix 3 – Category 4 & 5 Application Form (Page 4)

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

SCHOOL NAME: 

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

Commencement Date: 

Conclusion Date: 

SPECIES INFORMATION Please be specific when completing sections 1-4

Type of Species to be kept: 

Number of Animals: 

1. Housing – Supporting photographs are mandatory.

Type: 

Size: 

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

Location: 

(eg. outside garden/paddocks/shed)

Cleaning schedule: 

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

2. Feeding

Feed Type: 

Feeder Type: 

Water: 

(eg. hopper, open bowl) 

(eg. sipper, bowl)

3. Security

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

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

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feeding</th>
<th>Watering</th>
<th>Checking</th>
<th>Name</th>
<th>On-site</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKDAYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes/No</td>
</tr>
<tr>
<td>WEEKENDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes/No</td>
</tr>
<tr>
<td>HOLIDAYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

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).

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.

*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.

Amended January 2014

Page 4 of 6

AE October 2010 – Updated April 2015
### Appendix 3 – Category 4 & 5 Application Form (Page 5)

Species, as shown on page 4

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.

<table>
<thead>
<tr>
<th>Category 2 Activities</th>
<th>Category 3 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval by the Principal is required and should be undertaken in accordance with a Standard Operating Procedure endorsed by the AEC.</td>
<td>Approval by the Principal is required and should be undertaken in accordance with a Standard Operating Procedure endorsed by the AEC.</td>
</tr>
<tr>
<td>Care for Animals on loan from the Nature Education Centre.</td>
<td>Measurement of mild dietary effects.</td>
</tr>
<tr>
<td>Observation of particular animal behaviours, e.g. oestrus, parturition.</td>
<td>Taming/gentling.</td>
</tr>
<tr>
<td>School performance by outside agencies that have animals as part of their exhibits.</td>
<td>Training for competition or showing.</td>
</tr>
<tr>
<td>Breeding of mice or other appropriate animal in the classroom.</td>
<td>Tethering animals.</td>
</tr>
<tr>
<td>The appropriate care of classroom pets.</td>
<td>Collection of saliva.</td>
</tr>
<tr>
<td>Familiarisation activities.</td>
<td>Administering topical treatment by backline, spray or dip.</td>
</tr>
<tr>
<td>Administering water orally as a treatment.</td>
<td>Administering drench or capsules orally.</td>
</tr>
<tr>
<td>Collection of wool, milk, faeces or urine samples (non-invasive).</td>
<td>Coat clipping.</td>
</tr>
<tr>
<td>Administering a topical treatment to the udder.</td>
<td>Shearing of sheep or goats.</td>
</tr>
<tr>
<td>Coat care and grooming.</td>
<td>Dagging.</td>
</tr>
<tr>
<td>Tail tagging.</td>
<td>Milking.</td>
</tr>
<tr>
<td>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).</td>
<td>Putting nose clips on cattle.</td>
</tr>
<tr>
<td>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).</td>
<td>Loading and unloading animal onto transporters.</td>
</tr>
<tr>
<td>Organisations bringing animals to School (e.g. Delta Society programs, RSPCA or PetPep).</td>
<td>Showing animals at School or away.</td>
</tr>
</tbody>
</table>

Amended January 2014
### Appendix 3 – Category 4 & 5 Application Form (Page 6)

**Species, as shown on page 4**

**Students cannot perform the procedures below but can assist.**

<table>
<thead>
<tr>
<th>Category 4 Activities</th>
<th>Category 5 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Breaking in cattle or horses.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Administering intraruminal, subcutaneous, intramuscular or intravenous injections.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Administering winged capsules orally.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Inserting intravenous injections e.g. CIDRis or intrauterine pessaries.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ear marking / tagging of livestock.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tattooing.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Shearing of Alpacas and Llamas.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Crutching.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Castration of lambs using RING.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Castration of lambs using KNIFE.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Castration of calves using RING.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Castration of calves using KNIFE.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tail docking of lambs.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tail docking of piglets by knife.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tooth trimming / removal in piglets.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Beak trimming.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Oestrous synchronisation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Microchip tagging.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dehorning cattle under six months of age.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Debudding boars.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Debudding calves and kids.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Horn tipping.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Euthanaising of aquaculture species.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hoof paring: sheep and goats.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>List relevant background, qualifications &amp; training and/or industry experience of all individuals performing the activities identified in CATEGORIES 2/3/4/5 (Attach additional pages if required)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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

Amended January 2014

Page 6 of 6
Appendix 4 – Approval for Dissections of Animals in Schools (Page 1)

ANIMAL ETHICS COMMITTEE

REQUEST FOR APPROVAL TO USE ANIMALS FOR
DISSECTIONS AND/OR SPECIFIC EXPERIMENTS IN SCHOOLS

This form is to be completed and approval granted PRIOR to any dissections taking place.
The school’s animal ethics focus person should submit an application as / when the need arises during the school year.

<table>
<thead>
<tr>
<th>Name of School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td></td>
</tr>
<tr>
<td>Telephone No:</td>
<td>Fax No:</td>
</tr>
<tr>
<td>School’s Animal Ethics</td>
<td>Position Held:</td>
</tr>
<tr>
<td>Focus Person:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Site’s Veterinary</td>
<td>Telephone No:</td>
</tr>
<tr>
<td>Surgeon:(Mandatory)</td>
<td></td>
</tr>
</tbody>
</table>

| Name(s) of staff involved in this application |

Name of teacher supervising procedure

List relevant background, qualifications & training

What is the length of tenure at the site of the above named person?

Is it a permanent or temporary position?

Subject area of study:

Year level:

Type of procedure: Dissection: ☐ Experiment: ☐

Students should not be disadvantaged by exercising their right not to participate in classes involving dissections.

Animal species to be used:

Number of animals to be used:

Number of students in class:

Source of supply of animals:

Method of disposal of carcass:

- The procedures must be supervised by an individual deemed qualified by the Animal Ethics Committee and who will ensure that proper standards are maintained.
- Your application should be submitted to the AEC at least 2 weeks before the scheduled activity.

INDIVIDUAL APPROVAL IS REQUIRED FOR EACH AND EVERY DISSECTION / EXPERIMENT PROCEDURE.
NO DISSECTIONS ARE TO TAKE PLACE WITHOUT PRIOR APPROVAL FROM THE ANIMAL ETHICS COMMITTEE
Appendix 4 – Approval for Dissections of Animals in Schools (Page 2)

**ONLY EUTHANASED ANIMALS PURCHASE FROM A RELIABLE SOURCE WILL BE APPROVED FOR DISSECTIONS**

1. Description of Procedure or Experiment:

   

2. Educational Outcomes
Describe how this dissection you are requesting will be incorporated into the students curriculum?

   

3. Have alternative strategies been considered? (Explain in detail)

   

4. Explain why dissection of animal/s provides better educational outcomes than available non-animal use alternatives. Eg DVD, Internet

   

Amended Dec 2011
Appendix 4 – Approval for Dissections of Animals in Schools (Page 3)

5. Applicant’s certification:

I/we certify that this animal/these animals will be kept in accordance with the Animal Welfare Act 1985 and the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes 7th Edition, 2004 (The code). In certifying the above, I/we acknowledge that I/we have read sections 1, 3 and 5 of the 7th Edition of the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes and that I/we accept responsibility for the ethical conduct of the proposal(s) according to the principles contained in the Code.

Animal Ethics Focus Person

Name:

Signature:

Date:

6. Principal / Director’s certification:

I am satisfied that the applicant(s) has/have the technical competence required to carry out the project with minimum distress to the animals. I believe this work meets the requirements of the South Australian Animal Welfare Act, 1985 and its regulations. I have read the application and I am satisfied that this work is of sufficient educational merit for my site to be involved in it. Sufficient and adequate resources will be available to provide appropriate care for the animals.

Principal/Director

Name:

Signature:

Date:

Copies of the above Code and Act are available on our website: www.ais.sa.edu.au > School Management & Governance > Animal Ethics.

Office Use Only

Date of application to Animal Ethics Committee: ______________________________

Date Approved: __________________ Approval Number:

Date Approval Letter sent to school: __________________ Date

Send application forms to:

For 2013 & 2014

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
Telephone Animal Ethics Executive Officer, (08) 8379 1400

Amended Dec 2011