

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).

SA369158

Address:

PO Box:

Postcode:

Telephone No:

Fax No:

Animal Ethics Focus Person:

Position Held:

Agriculture Teacher

Mobile Number:

Supervising Teacher

As Above

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)

Roseworthy Companion and Production Animal Clinic

Telephone No:

(08) 83131999

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.

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, particularly in respect to vertebrate pest control, 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 their agricultural careers.

Significance- Alpaca as Guards

The use of guard animals in livestock production is becoming an increasingly popular trend in the Australian agriculture industry. Alpaca are typically hardy, intelligent, gregarious animals with strong herd instincts. These traits along with a strong dislike of canids, the ability to bond with domestic livestock and innate protective instincts have resulted in alpaca being identified as suitable livestock guards. Reports of reduced lamb losses as a result of predation by eagles, crows, wild dogs and foxes in lambing mobs are increasingly prevalent as the incorporation of guard alpacas in sheep production enterprises becomes more common-place. In addition to their strong protection instincts, alpaca are typically docile toward people and are considered environmentally friendly in respect to the amount of damage imposed on the surface of the ground due to their low hoof pressure (Jenkins, 2003). Alpaca require similar management and care to sheep, making them the ideal choice in most sheep production enterprises when improving the welfare of flock animals, particularly during parturition.

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 the value of guard animals, with a particular focus on their incorporation in sheep production enterprises. Students will be provided with opportunities to develop practical skills in best practice alpaca management, and will be able to identify animal behaviours indicative of a guard animal.

Procedures to be used –

Throughout the five year program currently offered at [redacted], students will participate in basic best practice animal husbandry for the alpaca 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 alpaca. Students will be provided with the opportunity to watch the processes involved in shearing alpaca, the unpacking process (parturition of alpaca) and weaning, all of which will be carried out by highly skilled persons with extensive experience in each area. Students will also be involved in the process of gentling and taming alpaca, training and showing animals.

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] agriculture department owns two wether alpaca and two female alpaca, one of which is pregnant, currently kept on the property. This number of alpaca have been selected due to the size of the flock of sheep and the area recently made available to run stock, in order to comply with the AEC Standard Operating Procedure produced for non-government schools for the keep of sheep and alpaca. The alpaca have been chosen as the school guard animal due to their gregarious nature and docility toward humans. They are also a convenient choice due to their needs being similar to those of the sheep with which they are housed. The alpaca also allow for the production of both high quality alpaca wool.

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 alpaca within the guard animal program include frequent exposure to people on a daily basis which may result in some level of distress, the completion of routine husbandry tasks including vaccination, castration and ear tagging. These practices, whilst initially painful and distressing have significant health and welfare benefits for the alpaca for the duration of their lives. By incorporating the guard animal program into the agriculture department at [redacted], not only does the welfare of the sheep flock improve, the students are exposed to alternative methods of vertebrate pest control available to the agricultural sector.

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 alpaca.

Regular cleaning of yards

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

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 alpaca interacting with people which may be distressing to the alpaca.

Basic animal health checks through the simple observation of normal behaviours of alpaca

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

Shearing

This process involves yarding alpaca in preparation for shearing, handling each individual alpaca, tying down of alpaca prior to shearing, carrying out the process of shearing, vaccination, drenching etc. of alpaca. This process is quite invasive to alpaca and does result in distress for the alpaca.

Unpacking

This occurs yearly and involves the hembra (female alpaca) giving birth to a cria, again, with minimal human interference. This process results in some distress and discomfort to the hembra.

Weaning

This occurs yearly when cria are separated from the hembra and penned separately once the cria has reached 5 months of age. This involves yarding the alpaca, restraining the cria and re-penning animals. This process can be quite distressing for both hembra and cria.

Gentling, training and showing

This occurs regularly and this activity involves students restraining alpaca, haltering and leading the animals through a selection of obstacles including a water bath, up an incline, and around a series of hay bales. The training will occur over a period of weeks and is conducted in a calm, quiet and slow manner. Alpaca will then be transported by road to the Royal Adelaide Show, at which point they will compete utilising the skills and training of the previous 12 weeks. The weekly process of restraining, handling and training of the alpaca may cause some level of distress.

Minimise adverse impact on animals

In order to minimise the adverse impact on the alpaca, students will be instructed on the appropriate ways to approach alpaca, move around alpaca and treat alpaca. These behaviours will be closely monitored by the teacher, and exclusion from interactions with alpaca will occur if students don't behave in accordance with their instructions. More invasive practices such as shearing and weaning will be carried out by experienced personnel in order to minimise the animal's distress and discomfort. Following invasive activities such as shearing, alpaca 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 alpaca, and will become familiar with any and all measurements to be taken before handling any alpaca. 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 activities will be monitored throughout the activity, by both those carrying out the procedure and the supervising teacher. If at any time during the activity, animals display uncharacteristic signs of distress or discomfort for said activity, the activity will be abandoned either for the individual alpaca or for the entire herd, 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 ~~guard animal herd~~ guard animal herd into the agricultural program, students from a rural farming background are able to make comparisons and redefine what is normal and acceptable for vertebrate pest control and 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 alpaca purchased are sourced from Wamowie Alpaca Stud at Salter Springs in the Mid North of South Australia, or Jotars Alpaca at Birdwood, South Australia. Alpaca 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 alpaca 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.

Wamowie Alpaca Stud – Andrew Chapman [REDACTED]

Jotars Alpaca – Rick Evans [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.

All alpaca will be kept indefinitely for continued use in learning opportunities as foundational members of the [REDACTED] guard animal herd. Alpaca may be prepared for sale both privately and at auction in accordance to the AEC SOP if necessary.

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 <input type="checkbox"/> Email <input type="checkbox"/>

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

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 and alpaca 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>Jake Tiller – Year 10 Agriculture student</p> <p>Flock and accompanying herd, 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 ██████████. 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 18
SOP for Alpaca

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 type="checkbox"/>
Coat clipping.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shearing of sheep or goats.	<input type="checkbox"/>	<input type="checkbox"/>
Dagging.	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
Jetting animals.	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	
Tattooing.	<input type="checkbox"/>	<input type="checkbox"/>	
Shearing of Alpacas and Llamas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Crutching.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Castration of lambs using RING.	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 checked="" 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 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]	Alpaca Stud background
[Redacted]	Alpaca Stud Background

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