

Standard Operating Procedures for the use of Animals in Schools

for Independent & Catholic Schools in
South Australia

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A. Definitions, Acronyms and Weblinks

<i>AIEFP</i>	Animal Ethics Focus Person
<i>DAIEFP</i>	Deputy Animal Ethics Focus Person
<i>AISSA</i>	Association of Independent School of South Australia
<i>CESA</i>	Catholic Education of South Australia
<i>DEW</i>	Department for Environment and Water
<i>NGSAEC</i>	Non-Government Schools Animal Ethics Committee
<i>The Act</i>	Animal Welfare Act 1985 and Regulations 2012
<i>The Code</i>	Australian code for the care and use of animals for scientific purposes 8 th edition (2013)

B. Overview

As a result of the 2008 review of the Non-Government Schools Animal Ethics Committee (NGSAEC) by the then 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 review a simpler process was implemented for schools to keep animals. Activities involving animals in schools are divided into **5 categories** of which related approved activities are detailed in this manual. There is a 6th category listing prohibited procedures. These are also outlined in this manual.

Requirements for the approval of activities depends upon the category the activity falls into. Categories 1-3 require approval at a school level, where as categories 4 and 5 can only be approved by the relevant Animal Ethics Committee.

C. Purpose

The purpose of this manual is to assist schools to satisfy the requirements of the *The Act* and the *The Code*. These apply to all non-government schools in South Australia.

The document will help to interpret the legislation that governs the use of animals used for teaching and research. This information applies to vertebrate animals and includes mammals, birds, reptiles, amphibians and fish, but does not include human beings.

D. Application Forms

Application forms for activities approval, adverse events reporting and the dissection of animals can be downloaded from the *AISSA* or *CEASA* website or from the Executive Officer of the Non-Government Schools Animal Ethics Committee.

E. Legislation

All animals in SA are protected by the *The Animal Welfare Act 1985 and the Animal Welfare Regulations 2012*. These apply in South Australia and deal with the cruel and unconscionable treatment of all animals.

The Australian Code for the care and use of animals for scientific purposes (2013) from the Australian National Health and Medical Research Council details the care and use of animals for scientific and teaching purposes. Teachers using animals in school must be familiar with the *The Code*, in particular, Section 4.

F. Licensing and permits

Each school that wishes to keep animals for teaching purposes must be covered by a **Teaching, Research and Experimentation licence issued by the Department of Environment and Water**. Schools that are members of the *AISSA* will need to apply directly to the DEW using this link:
www.environment.sa.gov.au/licences-and-permits/Animals_in_research_teaching

All Catholic schools are covered by the licence held by the *CESA* office. The licence number must be included on applications submitted to the *NGSAEC* when applying to keep animals in schools.

It is important that teachers who use animals in schools keep abreast of the ongoing ethical debate and community expectations about the use of animals in research and teaching and the consequent changes that occur from time to time in the relevant legislation.

Teachers need to understand that even normal husbandry activities are covered by *The Act* when they are carried out for the purpose of demonstrating or teaching techniques or as part of a research project even though many of these activities differ little from normal procedures conducted in commercial livestock enterprises or in the routine care of a household pet.

Because the most common use of animals in schools is for teaching and demonstration rather than research, schools have been recognised as a special case under the legislation. Teachers in schools have special privileges relating to the use of animals for teaching and research provided that they are applied for in accordance with these procedures. This underpins the system of *Approved Activities* that teachers must adhere to.

Permits for keeping native animals in schools

The Department of Environment and Water is also responsible for issuing permits for keeping native animals. Native animals are divided into 4 main groups: unprotected, exempt, basic and specialist. The website contains lists of native animals and their permit requirements and a decision tree tool to aid with appropriate levels of compliance. The category an animal is listed in can change so schools should monitor the website if using native animals for their activities. Please see the Departments website for requirements and further information.

G. Non-Government Schools Animal Ethics Committee (NGSAEC)

The Animal Welfare Act 1985 requires that the use of animals in teaching or research is supervised by an Animal Ethics Committee. The NGSAEC was specifically set up to supervise the use of animals in Non-government schools. Its role is to:

- interpret *The Act*
- prepare and publish a list of approved activities involving the use of animals
- consider applications for *category 4 and 5 activities* and those activities not listed in the guidelines
- monitor the use of animals in schools to ensure compliance with relevant legislation
- investigate complaints involving animals
- report to the appropriate school sector authorities
- perform other functions as described in its terms of reference.

Who are the members of the NGSAEC?

The Code determines the membership of animal ethics committees and the AEC is comprised of a minimum of the following:

- The *AISSA* and *CESA* share the management of the committee on a rotational basis bi-annually. A nominee from a senior position will be the Chair of the committee and a nominee from an administrative position will be the Executive Officer.
- Two persons with recognised qualifications in Veterinary Science with experience involving animals commonly found in schools. These people should be nominated by an approved professional association of veterinarians or 'like body' (Category A).
- Two persons actively involved in animal use for teaching. These people should be nominated by an approved professional association of teachers or 'like body' (Category B).
- At least two people with demonstrable commitment to, and established experience in, furthering the welfare of animals, who are not employed by or otherwise associated with the institution, and who are not involved in the care and use of animals for scientific purposes. These people should where possible be selected on the basis of membership of, and nomination by, an animal welfare organisation or 'like body' (Category C).
- Two independent members who do not currently and have not previously conducted scientific or teaching activities using animals, and who are not employees of the institution, except under defined circumstances (Category D).

The NGSAEC may co-opt any other person, as required, to complete the work of the committee.

NGSAEC meetings

The committee meets at least four (4) times per year. Matters discussed at these meetings may include:

- correspondence
- applications from teachers seeking approval to allow students to carry out category 4 activities
- applications from teachers seeking approval to demonstrate category 5 activities
- applications from teachers seeking approval to carry out activities that are not listed in the guidelines
- school visits
- complaints and incidents
- curriculum issues involving the use of animals
- resources available for use by teachers.

School visits

One of the roles of the *NGSAEC* is to monitor the use of animals in schools to ensure compliance with the relevant legislation. The *NGSAEC* does this by selecting at least one school per year to visit. Generally three *NGSAEC* members are involved in each visit. (See Appendix F)

SA AEC Annual Report

The Code requires every animal ethics committee to prepare an annual report detailing the Category 4 and 5 activities that schools have been involved with.

H. Responsibilities of the school and its Staff

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.

They must also be familiar with the governing principles of the Code as listed:.

1. Staff must understand that respect for animals must underpin all decisions and actions involving the care and use of animals. The Code considers respect to be demonstrated by using animals only when it is justified, supporting the wellbeing of the animals involved and avoiding or minimising harm, including pain and distress, to those animals. It also includes applying high standards of scientific integrity, knowing and accepting one's responsibilities and applying the 3 Rs:
 - **Replacement:** where possible animals should be replaced by models, digital learning or other suitable methods.
 - **Reduction:** use no more than the minimum number of animals. However, this should not be at the expense of greater suffering of individual animals and
 - **Refinement:** activities must minimise handling, discomfort, distress or pain in animals.
2. The care and use of animals for scientific purposes must be subject to ethical review.
3. A judgement as to whether a proposed use of animals is ethically acceptable must be based on information that demonstrates the principles in Clause 1.1, and must balance whether the potential effects on the wellbeing of the animals involved is justified by the potential benefits.
4. The obligation to respect animals, and the responsibilities associated with this obligation, apply throughout the animal's lifetime, including acquisition, transport, breeding, housing, husbandry, use of the animal in a project, and provisions for the animal at the conclusion of their use.

The School

The school is responsible for:

- Possessing a current, *Teaching, Research and Experimentation* licence (FIRST PRIORITY)
- adequate resources and facilities for the appropriate care and welfare of the animals
- adequate security to ensure the safety of the animals, including during weekends and school holidays
- a plan for handling emergency situations, including bushfire, flood, drought and vandalism, based on a current risk assessment and risk management plan related to the animals in the school's care

The Principal

The Principal is responsible for:

- ensuring compliance with all relevant legislation and the advice, standards and guidelines provided on the *AISSA* & *CESA* websites

- ensuring that all relevant documentation under *The Act* is maintained and available for inspection by duly authorised people
- appointing an Animal Ethics Focus Person. In primary schools, the Principal can be this person.
- ensuring that adequate resources are provided to maintain in good repair the facilities for handling and holding animals and to ensure that the needs of animals can be met
- ensuring that the *NGSAEC* is advised when animal-related incidents occur by completing an Adverse Events form for submission to the committee. Forms must be submitted within 7 days of an event occurring.
- resolving grievances regarding the use of animals in his or her school.

The Animal Ethics Focus Person (AEFP)

For each School there is to be an *AEFP*. The *AEFP* can be the Principal of the school if a primary school. The *AEFP* in a secondary school is to be appointed for the school by the Principal.

The duties of the *AEFP* include:

- promoting awareness of the requirements of *The Act* and *The Code*, other relevant legislation and the advice, standards and guidelines provided on the *AISSA* and *CESA* websites
- monitoring school programs to ensure that activities that use animals have *NGSAEC* approval where appropriate
- monitoring animal use at the school to ensure compliance with the guidelines or the terms of *NGSAEC* approval
- ensuring that the school maintains appropriate records relating to the use of animals.
- liaising with the *NGSAEC*, other teachers approved by the Principal to use animals in the school, and the Principal (in secondary schools)
- making submissions on behalf of teachers to the *NGSAEC* for approval to conduct activities outside the guidelines
- promoting, among teachers and students involved in the use of animals, discussion of the ethical issues of using animals and the evolving community expectations about the use of animals in research and teaching.

The Teacher

The teacher is responsible for the decision to use animals to achieve educational objectives. When animals are used, the teacher is responsible at all times for the care and use of the animals by:

- ensuring that the care and use of animals are in accordance with all relevant legislation and the advice, standards and guidelines provided on the *AISSA* and *CESA* websites
- having an appropriate depth of understanding of the physical, behavioural and social needs of any species used
- instructing students in their legal responsibilities and providing them with opportunities to explore the ethical and social issues involved in the use of animals
- providing instruction and ensuring students have the appropriate level of competency to perform approved activities
- identifying and incorporating methods which may replace, reduce or refine the use of animals in schools
- obtaining written approval from the *NGSAEC* prior to commencement for any activities using animals for which approval is required. Applications (and timelines) are available from the *AISSA* and *CESA* websites.
- maintaining appropriate records as required by the *The Code* and *The Act*.
- carrying out close and competent supervision of students when they are engaged in tasks
- ensuring that appropriate monitoring of the animals occurs at all times (including during weekends and holidays)
- ensuring that parents have provided an appropriate written undertaking to care adequately for any animals that students may take home
- taking immediate steps to alleviate any pain, distress or illness in any animal
- disposing of animals appropriately.

The student

Students are required to treat animals with respect and consider their welfare at all times. Students should be given opportunities to exercise responsible care and use of animals.

Students should:

- care for and use animals in accordance with instructions from responsible teachers

- obtain a written undertaking from the parent or caregiver that the animal will be adequately cared for if the student takes the animal home
- comply with legislation relating to the care and use of animals for scientific purposes
- actively consider ethical and community values and expectations as well as legislative requirements for the care and use of animals.

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I. Approved Activities and their Respective Categories

There are 6 categories overarching approved activities (Category 1 - 5) or deemed prohibited activities (Category 6) for the use of animals in schools. Depending upon the category the activity falls into, determines the level of approval required, the methods of student interaction, training and responsibilities and the level of reporting to the Animal Ethics Committee. Categories 1-3 require approval at a school level, where as categories 4 and 5 can only be approved by the NGSAC (see Appendix B).

Any activities that a teacher may wish to carry out with animals for educational purposes (including demonstration or student participation) that are not included in this list **MUST** be submitted to the NGSAC on the application form prior to the activity being carried out. Approvals given by the Principal or the Animal Ethics Committee may be subject to any conditions set down in the approval. All activities must be in compliance with relevant legislation including Codes of Practice and Standards and Guidelines

J. Prohibited activities (Category 6)

Prohibited procedures are in two groupings. Those that may not be undertaken in schools unless done by a Veterinarian and those that may not be carried out by students or demonstrated to them at all.

a. Activities not to 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.

b. Activities not be carried out by students or demonstrated to them:

- 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 disbudding
- Removal of pouch young marsupials for the purposes of hand-rearing (unless the mother is incapable of rearing the joey)
- Breeding animals solely 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.
- Fire branding horns of stud sheep.
- Fire branding of cattle and horses.
- Mulesing of sheep and
- ***Performance of surgical procedures without anaesthesia, or pain relief as recommended by a Veterinarian, other than in the conduct of normal animal husbandry operations.***

See the **Appendix G** for more information including obligations of Veterinarian when providing services and activities excluded from the definition of Veterinary treatment.

K. 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 **Request for approval to use dead animals for dissection in schools application form** is available on the AISSA and CESA websites.

L. Adverse Events and Reporting

If there is an unexpected / adverse incident involving any animals at a school they **must be reported to the school Principal immediately**. An adverse event is something that is UNEXPECTED compared to EXPECTED events that have prior planning (e.g. marking of lambs has an adverse affect on the lamb but it is expected). However, an injury or death of an animal as a result of an infection, vandalism or accident for example is deemed to be an Adverse Event. Such events **MUST** be reported to the AEC using the Adverse Event form. Forms must be submitted to the AEC **WITHIN 7 days of the event occurring**.

M. Animal health, animal donations and Quarantine

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 deemed normal and healthy for use in any activity. They should appear normal in appearance, behaviour and health, free from disease and are non-poisonous. 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. Staff should check the animal's 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.

Stray or injured animals and acceptance by schools

In addition, students/children may bring injured animals to school or early childhood setting, but schools are not an appropriate setting for the rehabilitation of such animals, especially as they may also carry diseases. Assistance can be obtained through animal welfare organisations (e.g. RSPCA, Fauna Rescue) or the National Parks and Wildlife Service who will refer you to an appropriate group/carer.

Quarantine provisions

Schools are encouraged to consider areas and access to spare enclosures for use to quarantine animals they are caring for. A stray animal presented to a school can pose a risk to other animals in the schools care and if housing is required prior to removal, locations away from other animals should be chosen. In the event of a larger biosecurity emergency for example, entire groups of animals can be at risk especially if schools are keeping different species in close proximity. Schools are encouraged to set up a risk management plan for animals in their care with the assistance of their local Veterinarian and discuss and plan a calendar for events to be undertaken (e.g. drenching, tagging, vaccination regimes).

N. Emergencies and Biosecurity

Fire evacuation, flooding, theft, vandalism, power failures and severe storms all 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 and emergency risk management and farm biosecurity plans should also be in place. Animals need to be protected as much as possible from deliberate acts of harm and unexpected circumstances. Schools needs to consider the risk involved and determine possible solutions. Schools will need to consider the type and number of animals, their location, transport needs, cost and practicalities of the solution etc. For example to prevent theft ensure locked and secured housing, buildings and sheds and to prevent vandalism use monitored alarms systems and secured housing. More information on Farm Biosecurity including the One Biosecurity program and biosecurity plans can be sourced from Primary industries and Regions South Australia.

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. In the event of large numbers of animals dying, schools should contact their local Veterinarian for advice as government funding to assist with a disease investigation may be available.

The school will need to report the incident of any injuries and deaths to the Animal Ethics Committee on the *Adverse Events* form. This form must be returned to the AEC within 7 days of the event occurring. The

Emergency Animal Disease Hotline can be contacted if schools are concerned about a suspected exotic disease finding within their school's animals – **1800 675 888**.

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 species specific as per the SOPs and local Council requirements. (See Appendix C)

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

O. Security of animals

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. Regular checks during school open times and during any closure periods are essential to ensure the wellbeing and safety of animals at the school. There have been a number of instances of theft, injury and death to animals because schools have not taken appropriate security steps.

Recommendations include;

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.

P. Removal and disposal of animals including during holiday periods

There are a number of options for removing/disposing of animals in schools for educational purposes:

1. **Return to source.**
2. **Release to the wild.**
3. **Release of animals to students (including holiday/weekend care* and long term).**
4. **Death.**
5. **Sale.**

Note: Animals are not considered to be appropriate objects for prizes or raffles as per the prohibited activities list. .

Consideration should be given to the type of animal involved, number of animals and sensitivity to children and staff involved with the activity. (See Appendix C and *Appendix D).

Q. Relationship with Veterinarians and Animal Industry representatives (including pain relief)

Schools are encouraged to develop an ongoing relationship with their local Veterinarian to improve animal health and welfare outcomes. Site visits give the Veterinarian a better understanding of the individual school's activities and animal use. They can also aid with planning of everyday practices for a school, using an animal management plan and a farm biosecurity plan. An animal management plan outlines a timeline of when husbandry events and approved activities (e.g. vaccinations, shearing) are to be undertaken at the start of each year. An annual farm biosecurity plan outlines practices undertaken to prevent risks to biosecurity and areas for improvement. Onsite visits also can feature discussions relating to quarantine facilities, environmental enrichment, age specific disease risks, zoonotic disease risks, emergency risk management plan preparation and general improvements if being considered to yard layout for example.

Schools are also advised to contact Animal industry representatives for advice including for husbandry and housing advice. The Nature Education Centre for example can provide ongoing support to schools, which have animals on loan from their collection while in the schools care.

The Code's guiding principles highlight the importance of avoiding or minimising harm, including pain and distress, to those animals and define pain as "an unpleasant sensory and emotional experience associated with actual or potential tissue damage. It may elicit protective actions, result in learned avoidance and distress, and modify species-specific traits of behaviour, including social behaviour". The AEC recommends that all schools have a strong and ongoing relationship with a Veterinarian to meet this principle. This includes discussing animals the school intends to use, facilities and activities they will be undertaking. Veterinarians are not able to provide treatment, advice and medication administration under their practising conditions without an established relationship so this needs to be established with schools **before** an activity commences and animals are used.

R. Euthanasia

Schools are encouraged to establish a strong and ongoing relationship with their local Veterinarian to improve animal health and welfare outcomes particularly where euthanasia is required. This relationship improves the Veterinarian's understanding of the school's activities using animals, helps to identify risks that may compromise animal welfare and can provide assistance in times of emergency or everyday care. Euthanasia should be conducted in consultation with a Veterinarian and ideally by a Veterinarian. Suitably qualified staff as approved by the school Principal can euthanise an animal in an emergency situation (e.g. dog attack on a sheep). Even in such cases staff should contact their local Veterinarian to discuss treatment options prior to euthanasia if possible (e.g. to discuss the administration of pain relief for transport to a Veterinary clinic if possible). It is essential that approved staff members have the required skills and appropriate equipment available to do perform euthanasia in a humane manner using an approved method. If at all avoidable, students must not be present when the animal is killed. Any deaths whether assisted or unassisted) must be reported the School's Principal and the NGSaec. An **Adverse Event** form must be completed and returned to the NGSaec as soon as is practical but no later than 7 days of the event occurring.

S. Record keeping and reporting obligations

Schools need to ensure accurate records are kept detailing any approved activities paperwork and specific records relating to the care of animals when used at the school. These records must be kept for seven years for auditing purposes. Reporting obligations of the numbers of animals used for activities also apply for schools. These numbers unless animals are sourced from the Nature Education Centre in South Australia must be reported to the AEC. See **Appendix I** for specifics of what should be recorded and reporting obligations for each Category of activity. Record keeping chart examples can be found on the AEC website.

T. Zoonotic disease risks

Schools need to be aware of the risk and their responsibilities to the health and welfare of the animals in their care but also to other staff and students involved with approved activities involving the use of animals. Zoonotic diseases are those that humans can contract from animals. By taking precautions schools can reduce this risks. Hygiene is extremely important when handling and cleaning animal enclosures and should be maintained to the highest level. Individual SOPs do list any general hygiene requirements. The **Emergency Animal Disease Hotline** can be contacted if schools are concerned about a disease finding within their school animals – **1800 675 888**.

U. Tagging of animals and traceability

Schools using livestock animals in their activities need to be aware of the need for tagging of individual animals. These tagging systems are used for example to trace animals onto and off of properties and into meat processing facilities. The Australian Government utilises the National Livestock Insurance Scheme (NLIS) to enhance Australia's ability to track livestock during disease and food incidents. It provides information through identification and traceability of livestock that underpins market access for Australian red meat globally. Ear tags are available for each of the applicable species (e.g. NLIS applies to goats, sheep and cattle) and further information (including tags) should be sought from Animal Industry representatives (e.g. stock agents).

V. Assistance animals

Assistance animals and the use of Story/Therapy Dogs do not require approval from the AEC. However, the primary concern of the school must be the welfare of these animals at all times, including the provision of care during weekends and school holidays (if applicable) and Veterinary care when needed. Principals and relevant staff interacting with these animals should be aware of the animal's presence at the school and their responsibilities particularly in the case of an emergency.

W. Additional Animal Ethics Resources

Schools are encouraged to view the additional resources referenced in Appendix J and at the end of individual SOPs. The AEC encourages school staff including Principals to ensure they maintain up to date knowledge of legislation and current opinions related to the use of animals in schools. Other state school animal use links, relevant legislation, accredited associations linked to animal ethics and animal resources can be found here. Appendix K provides a Mentors list. This is a list of teachers and other contacts that have volunteered to act as Mentors to other teachers and staff from within their school or in other CESA schools. These mentors provide contact details that can be used when:

1. Teachers are considering using a new species for teaching in their school and want more information on housing and husbandry,
2. Are wanting to learn more about a particular species they already use in their school or
3. Are wanting advice with regards to an issue (not an emergency) they are having with a particular species.

The Animal Ethics Committee approves teaching staff to act as Mentors annually.

Appendices for the use of animals

in Independent & Catholic Schools in South Australia

APPENDIX A – NGSAEC Standard Operating Procedures

(Available separately for downloading)

These standard operating procedures (SOPs) include basic guidelines for teachers and students on the care, housing, husbandry, feeding and handling of certain animal species as listed below. These SOPs rely on the assumption that teachers have some experience and understanding of the animals they plan to use in their classes and will seek further information if necessary. These SOPs ARE NOT designed to be used on their own. The NGSaec expects all teachers using animals in their teaching to have a thorough knowledge of the husbandry and facilities required for the species in their care.

SOP Name	SOP Number
Alpacas	18
Aquaculture	14
Axolotls	10
Budgerigars and caged birds	11
Cattle	19
Domestic Fowls (chickens)	20
Ducks and Geese	21
Dunnarts	12
Fish	13
Goats	22
Frogs and Tadpoles	01
Guinea Pigs	03
Hermit Crabs	15
Horses	23
Invertebrates	09
Lizards	04
Mice	05
Pigs	24
Rabbits	06
Rats	17
Sheep	07
Show and Tell	26
Snakes	08
Tortoises	02
Turkeys	25
Yabbies	16

APPENDIX B – Categories listing (1- 5) and Prohibited Procedures (Category 6)

All activities must be in compliance with relevant legislation, codes and regulations. Approvals given by the Principal or the Animal Ethics Committee may be subject to any conditions set down in the approval.

Category 1

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.

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

Approval level

- Approval by the School Principal is required. The activity is undertaken in accordance with a Standard Operating Procedure endorsed by the NGSAC. If there is any change to the Standard Operating Procedure approval is required by the NGSAC. These types of activities mainly encompass animals that are on loan, excursions or animals under the control of their owner.

Reporting to the Animal Ethics Committee and statistics

None. These animals are not included in the statistics of animals used for research and teaching.

Category 2

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.

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).
- Egg hatching programs e.g. Living Eggs.
- 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.

Approval level

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

Reporting to the Animal Ethics Committee and statistics

At the end of each year, the school must advise the NGSAC 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)).

Category 3

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.

Activities included in this category

Category 3 comprises many routine techniques but none that 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.

Approval level

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

Reporting to the Animal Ethics Committee and statistics

At the end of each year, the school must advise the NGSAC of the number of Category 3 animals used are included in the statistics of animals used for research and teaching.

Category 4

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.

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)

Approval level

Approval by the NGSAC using a standard application form approved by the NGSAC 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 NGSAC has provided a standard application form. If the proposal does not abide by the parameters a new application must be completed.

Reporting to the Animal Ethics Committee and statistics

At the end of each year, the school must advise the NGSAC of the number of Category 4 animals used are included in the statistics of animals used for research and teaching.

Category 5

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.

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.

Approval level

Approval by the NGSAC using an application form specifically prepared by the application for NGSAC 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.

Reporting to the Animal Ethics Committee and statistics

At the end of each year, the school must advise the NGSAC of the number of Category 5 animals used are included in the statistics of animals used for research and teaching.

Category 6 - Prohibited activities

Prohibited procedures are in two groupings. This that may not be undertaken in schools unless done by a Veterinarian and those that may not be carried out by students or demonstrated to them at all as listed in this document.

It is also important to note that in South Australia there are two pieces of legislation that are used to regulate Veterinarians and the services they provide. These are the Veterinary Practice Act 2003 and Veterinary Practice Regulations 2012. These documents list procedures that Veterinarians are only allowed to perform and those that are excluded from the definition of veterinary treatment as listed below. Schools should develop an ongoing relationship with their local Veterinarian and discuss the management of the health and welfare of any animals in their care. Schools should review the Acts for more information.

The Veterinary Regulations 2012 defines veterinary treatment as meaning:

- a. the diagnosis, treatment or prevention of a disease, injury or condition in an animal; or
- b. the administration of an anaesthetic to an animal; or
- c. the castration or spaying of an animal; or
- d. the carrying out of a prescribed artificial breeding procedure (laparoscopic artificial insemination or laparoscopic transfer of embryos) on an animal; or
- e. any other act or activity of a kind declared by the regulations to be veterinary treatment, but does not include anything excluded from the ambit of this definition by the regulations.

The following are excluded from the ambit of the definition of veterinary treatment in section 3(1) of the Act:

- a. deworming of an animal other than by intranasal oesophageal tube;
- b. performance of the Mules operation on sheep; (**PROHIBITED ACTIVITY UNDER AEC**)
- c. dehorning of cattle or sheep if the animal is less than 6 months of age;
- d. castration of cattle, sheep or pigs if the animal is less than 3 months of age;
- e. tailing of lambs that are less than 3 months of age;
- f. treatment of an animal for ectoparasites;
- g. treatment of footrot in sheep or goats by foot-paring or foot-bathing;
- h. vaccination of livestock (note that the Livestock Act 1997 contains provisions regulating the supply and use of vaccines).
- i. diagnosis of pregnancy of an animal by ultrasound or by testing of blood or milk (other than the diagnosis of pregnancy of a horse by ultrasound);
- j. equine dentistry other than restricted equine dentistry.

When considering what activities can be undertaken by a layperson schools must also consider "Exemptions for provision of veterinary treatment by unqualified persons" - Pursuant to section 39(2) of the Act, section 39(1) of the Act does not apply in relation to veterinary treatment provided by an unqualified person in the following circumstances:

- a. treatment of an animal for disease by an inspector appointed under the Livestock Act 1997 in the course of the inspector's duties;
- b. treatment of an animal by a person pursuant to a licence under the Animal Welfare Act 1985;
- c. treatment of an animal by a registered health professional in accordance with the directions of a veterinary surgeon;
- d. treatment of an animal, under the supervision of a veterinary surgeon, by a person who is undertaking a course of instruction to obtain a qualification approved or recognised by the Board for the purposes of registration under the Act;
- e. restricted equine dentistry provided by a person in accordance with the directions of a veterinary surgeon;
- f. administration of an anaesthetic, drug or vaccine to an animal by a person in accordance with the directions of a Veterinary surgeon.

APPENDIX C - Disposal of animals used for school activities

There are a number of options for disposing of animals in schools for educational purposes:

- 1. Return to source.** Animals that have been obtained from farms, studs or other breeders can be returned to their source. This option depends upon the prior arrangements made and may depend on maintenance of routine health care, the season or other mutually agreed factors. Cattle, sheep and pigs are species commonly returned to their source at the end of an activity. The nature Education Centre is also another common provider utilised. This arrangement may allow students to compete at shows or for schools to manage breeding programs (e.g. Royal Adelaide Show). It is recommended that animals be returned to their source prior to the Christmas school holidays to reduce the number of animals held onsite, particularly at a time when the weather is hot and the risk of fire is increased. Schools must comply with livestock movement regulations and documentation regarding animal use with private suppliers is recommended if returning to the original source.
- 2. Release to the wild.** Non-native, domesticated and cage-reared vertebrates of any kind must NEVER be released to the wild. Free-living animals should be released to the wild only on the advice of the relevant wildlife authority. See website for more information:
- 3. Release of animals to students.** Before animals are taken home by a student, written permission as well as evidence from the parents to provide adequate care, including feeding, housing and general needs and acceptance of responsibility, must be obtained by the teacher. This applies to both long-term care and temporary release of animals for care during weekends and school holidays. (See Appendix E)
- 4. Death.** Animals may die at school through illness, injury or old age. They may also require euthanasia by a registered Veterinarian. Any animal that dies at school needs to be disposed of in a way that is appropriate to the type of animal, the facilities of the school and the local ordinances. See your local council and EPA website as listed below for more information.
Please note that the notification of any adverse event requires completion of an Adverse event form and this must be completed and sent to the AEC within 7 days of the event occurring. The onus is on the school to determine the likely cause of death of any animal that dies unexpectedly while in their care. Schools are encouraged to develop a strong and ongoing relationship with a local Veterinarian to assist with unassisted deaths and cases where euthanasia is required. Veterinarians can assist with disease investigations including post mortems, quarantine, zoonotic risks and biosecurity needs when an animal unexpectedly dies at school. Students' sensitivities should be considered when dealing with the death of all school animals.
- 5. Sale.** Animals may be sold to appropriate purchasers. Native animals may only be sold to purchasers holding an appropriate licence, issued by the Office of Environment and Heritage.(See DPEW website for licensing information).
Production animals that have been raised as a source of meat can be sold to a registered processing facility or sent to a registered processing facility to enable the school to sell the meat. It is illegal to kill any animal and sell the meat for human consumption unless it has been slaughtered and prepared in a licensed processing facility.

Note: Animals are not considered to be appropriate objects for prizes or raffles as per the prohibited activities list. .

Resources:

South Australian Government Waste disposal

www.sa.gov.au/topics/emergencies-and-safety/recovery/waste

Local Government Association of South Australia – council listing

www.lga.sa.gov.au/councils

Environmental Protection Authority Waste disposal – animal carcasses

[www.epa.sa.gov.au › files › 7566_onfarm_disposal](http://www.epa.sa.gov.au/files/7566_onfarm_disposal)

Australian Veterinary Association Euthanasia policy

www.ava.com.au/policy-advocacy/policies/euthanasia/euthanasia/

Department of Environment and Water – Native animals as pets including sale information

www.environment.sa.gov.au/licences-and-permits/wildlife-permits/permit-types/keep-sell-display-native-animals/native-animals-pet

APPENDIX D - Holiday and Weekend Care of animals

Animals will need to be cared for appropriately during vacation periods. **All animals MUST be tendered to daily.** Any animals removed offsite on weekends or during holiday periods must have the consent of the school Principal and the carers looking after the animals during this period.

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, where staff that regularly provide care are not available (e.g. weekends or holiday periods), instructions relating to animal care, record keeping and the provision of appropriate equipment and food must be provided. These staff should also be provided with contact details for emergencies and copies of applicable SOPs. Conditions of management and feeding should be uniformly suitable.

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, e.g. 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 as per the AEC SOP.
- Record keeping paperwork including instructions.
- Ensure that suitable transportation can be provided to move animals to and from sites. Individual SOPs list transport recommendations and guidelines for individual species.
- 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.
- Biosecurity plans should be consulted when moving animals onto and off of school sites.
- Formal arrangements regarding veterinary attention must be provided to the personnel caring for the animal(s) during holiday periods. School should notify veterinarian that animals have been placed with carers if problems arise.

APPENDIX E - Managing animals in Emergencies on school sites.

Responses of schools 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, which must be returned to the AED within 7 days of the event occurring. The **Emergency Animal Disease Hotline** can be contacted if schools are concerned about a suspected exotic animal disease – **1800 675 888**.

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 species specific and local Council requirements. See Appendix.

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

Any school sites that keep animals must give due consideration to the housing and security of animals in its care as part of its approval process but also must **have risk management plans (RMPs) in place**. This plan provides a safeguard for the health and welfare of animals against natural disasters (e.g. fire, floods, storms, earthquakes), theft or vandalism. Schools needs to consider the risk involved and determine possible solutions. Although animal needs will vary depending upon the species involved, by planning ahead and acting early, you can avoid danger, panic and potentially fatal situations. It is important to note human safety must be placed above the safety of any animals in all situations. School principals and school staff directly involved with animals in schools must be aware of the RMP and the responsibilities associated with this plan.

Schools must have identified a safe evacuation site that animals can be moved to and transport available to move them if needed. It is important to consider onsite locations but also potential offsite locations. Schools may need to relocate animals in response to a warning about an emergency event in your area (for example: Watch and Act warning issued for fire event). To avoid unnecessary risks you may decide to move them to a safe place when emergency conditions are forecast (for example: catastrophic fire risk declared for next day or a flood watch warning issued). Animals spending a short time away at a safer site is better than taking the risk of being caught out or having animals trapped by rapidly changing life-threatening conditions.

It is a good idea to discuss your RMP with your local Veterinarian and establish a relationship with your local Veterinary clinic. They can provide advice on animal care before, during and after an emergency with a better level of understanding if they known your school site, have met your staff and the animals you are caring for.

The **Risk Management Plan** should include:

1. Number of animals present, species, sex and locations on the school site
2. Current school map showing water points, exit points and evacuation sites.
3. Staff members responsible are listed including contact details and they are aware of their duties
4. Current evacuation kit that is checked regularly to ensure complete

5. Safety information in relation to appropriate clothing and resources needed. This includes the location of cages and pens for transporting companion and/or native animals and availability and options for transport of livestock. Ensure that any equipment will be suitable for use with animals during fire (avoid using synthetic or plastic equipment)
6. Site declared as safe area is maintained as suitable for housing animals if required in an emergency. This includes rubbish removal, suitable ground, suitable sizes for numbers of animals being housed and the fencing adequate.
7. Steps on how to run an evacuation including record of dates when training has occurred. Practicing save time when a real emergency occurs.
8. Contact details for local fire brigades (phone and website), local ABC radio frequency for information, veterinarian used by the school and nearby schools should also be listed in the plan.
9. During susceptible weather conditions monitor weather forecasts, CFS bulletins and media broadcasts, especially ABC radio and local community radio stations for emergency information.

Evacuation kits

Store the kit in an easily accessible location and don't use it for anything but emergencies. It is a good idea to seal it with a strip of tape with the date on it so you know if it has been opened.

Equip a bin (with lid) with the following:

- wirecutters and a sharp knife
- torch, portable radio and fresh batteries
- metal water bucket
- cotton lead ropes and leather halters for large animals
- woollen blankets, rugs and towels
- **gloves, high visibility vest and a helmet if handling large animals**
- animal first aid items (e.g. bandages, gauze pads, tape)
- **duct tape and bailing twine**
- **rubbish bags**
- **small supply of food**
- **insect repellent**
- **emergency contact list**
- **list including photographs of your animals (including names) in sealed plastic bags**
- whatever else you feel is essential for the first 24 hours.

Assistance animals

Assistance animals may also be onsite at schools when an emergency occurs. It is important to have quick access to:

- Evidence that the animal is appropriately trained to access public areas.
- Instructions on how the animal is to be treated by others assisting after an emergency, if there are specific requirements they may need to be aware of
-

After an emergency:

After the emergency has subsided, other issues that may now need to be considered include:

- shortages of available feed and water. Food should be reintroduced slowly if pets have been without adequate food for several days
- damage to fencing, enclosures and sheds

- check your property for potential hazards such as contaminated water, live wires, dangerous materials such as tree branches that may fall or sharp objects.
- check for injuries or other health issues including increased susceptibility to internal parasites and pathogens, skin and foot conditions and physical injuries as well as general stress. Seek Veterinary advice if required.
- The appearance of sites can change after a natural disaster, so monitor your animals for signs of stress for the first few days after they return to yards/paddocks. Allow animals to rest uninterrupted while settling back into their normal routines. If you are concerned contact your Veterinarian. Due to road closures, you may not be able to return back for several days to weeks or even longer until the area is deemed safe.

For further information:

PIRSA – Managing animals in emergencies

www.pir.sa.gov.au/emergency_management/animal_safety_in_emergencies

www.dpc.sa.gov.au/__data/assets/pdf_file/0006/38355/Managing-Animals-in-Emergencies.pdf

RSPCA Pet safety during emergencies

www.rspcasa.org.au/the-issues/animals-in-emergencies/

Australian Veterinary Association

www.ava.com.au/policy/182-emergency-animal-management

My Horse Disaster Plan

www.myhorsedisasterplan.org.au/

“Equine Emergency Rescue” book by MaryAnne Leighton and Michelle Staples

horsesa.myshopify.com/collections/frontpage/products/equine-emergency-rescue

South Australian Veterinary Emergency Management Inc. (SAVEM)

www.savem.org.au

APPENDIX F - School visits by the Animal Ethics Committee

As part of the monitoring process, to ensure that schools are complying with the legislation, the Non-Government Schools Animal Ethics Committee (SACEC) routinely visits schools each year.

These visits aim to review schools that deliver Category 4 and 5 activities that require approval from the Animal Ethics Committee to ensure adherence with requirements for using animals on site and good standards of animal welfare and care are being undertaken

The times and dates for prospective school visits are initially arranged between the school Principal and Animal Ethics Committee representative Officer. A formal letter is sent to the school of which the NGSaec seeks to visit. Representation of the NGSaec includes at least two NGSaec members and the administrative officer for the committee

The visit is usually broken down into two parts:

1. A tour of the school's facilities occurs including evidence of where the animals are housed, the records documenting acquisition, disposal and all husbandry activities carried out involving an approved activities using animals kept at the school. Ideally this tour is led by the schools Agriculture teaching staff who understand the use of the animals for the school's activities, the Code, daily routines and husbandry. This enables a more effective assessment of the schools facilities, knowledge and activities and will improve the NGSaec's ability to provide more effective feedback.
2. Preliminary summation of findings of the NGSaec committee representatives in attendance are presented to the Principal and the Agricultural teacher with suggestions offered to maximise educational benefits to students and welfare benefits to animals.

Site visits are reported to the AEC at the next meeting if the visit is not held on the same day as a school visit. Once the recommendations of this report are finalised by the NGSaec, a letter is generated, formally describing the outcome of the visit and documenting any changes to be made by the school to the keeping and use of animals. It is important that schools understand that these school visits are a way for the NGSaec to support and assist schools in their compliance with the relevant legislation. They are an educational opportunity to improve the understanding for the school and the committee of the use of animals in schools. Through collaboration the activities can continue to enhance the education of a large number of school students across South Australia well into the future.

NGSAEC School visit checklist

If you have any concerns about a request for a school visit, please contact the NGSaec prior to the visit as soon as possible. Topics that the visiting members may wish to inspect and discuss during a school visit may include: (Note relevance of items listed will be determined by types/numbers of animals kept by the school.)

1. Species of animals kept and numbers used by the school including Category 1-3.
2. Years and courses taught that use animals.
3. Any extra-curricular activities that involve animals.
4. Basic introductions of staffing including experience and competency of the teachers involved with the animals used for approved activities.
5. Record keeping in relation to animals used by the school and methods used for acting upon issues/adverse events if they arise.
6. Routine care and housing of animals, including: ventilation, lighting, temperature control, hazard containment and cleaning equipment, storage including for food, waste disposal, security and noise.
7. Monitoring/care of animals, including: physical conditions, demeanour, environmental enrichment and ability to display normal, ages, pens, behaviours, cleaning, bedding, pest and vermin control, feeding, water, identification, transportation, people responsible for daily care
8. Acquisition of animals and methods of disposal
9. Euthanasia of animals.
10. Breeding programs, including disposal of surplus animals and productivity.
11. Emergency animal management, quarantine, biosecurity and risk assessment plans

APPENDIX G - School's Relationships with Veterinarians & Animal Industry Representatives (including pain relief)

Schools are encouraged to develop a strong and ongoing relationship with their local Veterinarian to improve animal welfare outcomes. This includes in cases where the euthanasia of an animal is required. This relationship improves the Veterinarian's understanding of the school's activities using animals. Veterinarians can provide invaluable assistance in times of emergency as well as for everyday care.

Under the licensing arrangements for a Veterinarian to be registered, Veterinarians must follow a professional code of conduct. Part of this conduct relates to the provisions of Veterinary services to clients and what a client is defined as. The South Australian Veterinary Surgeon's Board describes a bona-fide client as:

A 'bona-fide' client is one where:

- The Veterinarian has a demonstrated clinical relationship with the animal/flock **within the last 12 months.**
- The Veterinarian can demonstrate **'on farm' visits** have been regular to attend the animal/flock, **at least once every 12 months.**
- The bona-fide client is responsible for the animal husbandry and day-to-day management of the animal/flock. This is likely to be either the owner of the animal/flock, or a 'Responsible Agent' - i.e. the farm manager/stud manager.
- The owner should have regular day to day involvement with the animal/flock and make decisions on the management of the animal/flock
- The 'Responsible Agent' must have management responsibility for the animal/flock.
- A 'Responsible Agent' is not a person who provides either an irregular or regular service to the animal/flock (i.e. a shearer, farm contractor and so on)

This therefore requires schools to have a Veterinarian visits their school at least once over a 12-month period to be consider as a client. It is important to note that any assistance is at the discretion of the individual Veterinarian including the dispensing of medications for animal treatment.

Site visits by Veterinarians can also assist with treatment of animals not requiring euthanasia. When undertaking activities on any animals, consideration must be given to the animal's health and welfare. This particularly includes whether pain is likely and how this can be resolved prior to it occurrence and options for ongoing treatment if needed. If schools have a solid, ongoing relationship with their local Veterinarian, general pain relief administration can be readily discussed and addressed with appropriate administration routes selected for the species held. It is important to note that most pain and other medications can only be dispensed when a pre-existing relationship exists due to practising requirements for Veterinarians. Therefore schools are encouraged to include pain management and treatment options in animal emergencies as part of their discussions of their animal management plan with their Veterinarian, prior to starting activities involving animals at their school.

Everyday practices on a site can also be planned out with the assistance of your local Veterinarian and/or Animal Industry representatives (species dependant). Recording a timeline of when treatments and activities will be undertaken in a calendar format before they are undertaken can help to improve animal welfare outcomes that may have otherwise been less favourable. A farm biosecurity plan should also be developed for schools to ensure risks to biosecurity are minimised. Onsite visits also can feature discussions relating to quarantine facilities, environmental enrichment, age specific disease risks, zoonotic disease risks, emergency risk management plan preparation and general improvements if being considered to yard layout for example.

Schools are also advised to contact Animal industry representatives for advice including for husbandry and housing advice for invertebrate species for example as well as other species. The Nature Education Centre for example can provide ongoing support to schools, which have animals on loan from their collection while in the schools care.

If you are having trouble finding a registered Veterinarian in your area, the Veterinary Surgeons Board of South Australia lists all Veterinarians currently registered in the State on their website.

Resources:

Vet Surgeon's Board of South Australia
<http://www.vsbsa.org.au/>

Animal Health Plan (Calendar)
<https://animalhealthplan.com/>

APPENDIX H - Euthanasia

Schools are encouraged to establish a strong and ongoing relationship with their local Veterinarian to improve animal health and welfare outcomes particularly where euthanasia is required. This relationship improves the Veterinarian's understanding of the school's activities using animals, helps to identify risks that may compromise animal welfare and can provide assistance in times of emergency or everyday care.

Euthanasia should be conducted in consultation with a Veterinarian and ideally by a Veterinarian. Suitably qualified staff as approved by the school Principal can euthanise an animal in an emergency situation (e.g. dog attack on a sheep). Even in such cases staff should contact their local Veterinarian to discuss treatment options prior to euthanasia if possible (e.g. to discuss the administration of pain relief for transport to a Veterinary clinic if possible). It is essential that approved staff members have the required skills and appropriate equipment available to do perform euthanasia in a humane manner using an approved method. If at all avoidable, students must not be present when the animal is killed. Any deaths must be reported the School's Principal and the NGSAC. An **Adverse Event form** must be completed and returned to the NGSAC as soon as is practical but no later than 7 days of the event occurring. These are available from the AEC website.

It is essential that teachers discuss with students the ethics and responsibilities that humans have in both the life and death of animals. It is important to be sensitive when having these discussions with students as the level of experience with death can be varied.

Whatever the circumstances, the procedure used for killing an animal must be humane so as not to cause distress, be reliable, and produce rapid loss of consciousness without pain until death occurs. The procedure should minimise any impact on non-target animals. If possible, the animal must be unaware of danger before being killed and the process must not be visible to other animals.

There must be no disposal of the carcasses until death is established. The means of disposal of the carcass will depend on the species of animal as per the individual SOP and local government regulations (See Appendix). Any animals that are slaughtered for food and then sold must be slaughtered and processed by an approved facility.

When fertilised eggs are used, the method of disposal must ensure the death of the embryo. The holding of fertilised eggs over 10 days old with the intention of disposing of them prior to hatching is not permitted.

Animal dissection required NGSAC approval prior to any activities being undertaken. Post mortem can be undertaken but should be performed by or in consultation with a Veterinarian.

APPENDIX I – Record keeping and reporting obligations of schools

Schools must keep a school-based animal activity register, which include hard copy records relating to the use of animals for scientific purposes for seven years for audit purposes. Records kept should be clear and accurate and include:

- Signed approved activity applications
- Any approved activity modifications
- Any adverse events reports
- Emergency contact details of staff and local Veterinarian
- Any other communication with the AEC
- Animal records for the individuals of any species held by school including:
 - Animal identification information (numbers per pen and identifying features)
 - Feeding water and cleaning regimes – see examples provided
 - Environmental monitoring regimes (e.g. water quality)
 - Details of dates and sources of acquisition of animals
 - Husbandry records listing dates of any activities undertaken (e.g. shearing)
 - Health records listing preventative health treatments and health monitoring including observing for signs of ill health and administration of a drench
 - Disposal details of animals
 - Annual animal management and emergency risk management plans
 - Breeding records

All records must be available during site visits by the NGSaec.

Reporting needs for Categories 1 – 5:

Category	Reporting requirements
Category 1 activities	There are no record-keeping or reporting requirements. Animals in this category should not be included in the animal use statistics report.
Category 2 activities	Need to advise NGSaec number of category 2 animals used at the end of the year, unless animals sourced from the Nature Education Centre
Category 3 activities	Need to advise NGSaec of the number of category 3 animals used at the end of the year
Category 4 activities	Need to advise NGSaec number of category 4 animals used at the end of the year
Category 5 activities	Need to advise NGSaec number of category 5 animals used at the end of the year

Note: Schools needs to complete the application forms and include numbers of animals used when using animals from different categories when one of these categories is from category 4 or 5 (e.g. category 3 and category 5 animals for an activity).

Animals sourced from the Nature Education Centre **do not** need to be included in these numbers supplied to NGSaec.

APPENDIX J - Additional Animal Ethics Resources

INTERSTATE SCHOOLS USE OF ANIMALS IN SCHOOLS GUIDES

- **Queensland Schools Animals in Education**
education.qld.gov.au/curriculum/school-curriculum/animals-in-education
- **Victorian Guidelines for the Use of Animals in Schools**
www.education.vic.gov.au/Documents/school/principals/curriculum/animalguidelines.pdf
- **Care and Use of Animal in ACT Schools Policy**
www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/school-administration-and-management/animal-welfare/care-and-use-of-animals-in-act-schools-policy
- **New South Wales Animals In School Animal Ethics website**
nswschoolanimals.com/
 - **Western Australian Use of Animals in Schools Department of Education website**
det.wa.edu.au/curriculum/support/animalethics/detcms/school-support-programs/animal-ethics/about-us/about-schools-animal-ethics-committee.en

INDUSTRY RESOURCES

- **Agriculture Teachers Association of South Australia**
atasa.tidyhq.com/
- **Non-Government Schools Animal Ethics committee (South Australia)**
www.ais.sa.edu.au/animal-ethics
- **Australian Veterinary Association – policy and advocacy**
www.ava.com.au/policy-advocacy/
- **Meat and Livestock Australia Fit to Load Guide**
www.mla.com.au/fittoload
- **Property Identification Code (PIC) information**
www.pir.sa.gov.au/biosecurity/animal_health/property_identification_code_pic
- **National Livestock Identification System (NLIS)**
www.nlis.com.au/
- **RSPCA Educators Portal**
teachers.rspcasa.org.au/
- **RSPCA Knowledge Base**
kb.rspca.org.au/
- **Building Empathy – RSPCA World Of Animal Welfare**
www.woaw.org.au/teachers/building-empathy-mini-unit/
- **Association of the British Pharmaceutical Industry – Teaching resources**
www.abpischools.org.uk/
- **Royal Adelaide Show website – Competitions (e.g. Livestock)**
www.theshow.com.au/competitions/livestock/

ANIMAL ETHICS – GENERAL

- **The 3 Rs (Replacement, reduction and refinement)**
www.nhmrc.gov.au/research-policy/ethics/animal-ethics/3rs

Poster format - anzccart.org.nz/app/uploads/2017/03/3-Rs-Poster-2.pdf

- **Animal Welfare Research and Teaching Licenses**
www.environment.sa.gov.au/topics/plants-and-animals/animal-welfare/Animals_in_research_teaching/Research_teaching_licences
- **Australian & New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART)**
anzccart.org.nz/
- **University of Adelaide – Animal Ethics Resources**
www.adelaide.edu.au/research-services/ethics-compliance-integrity/animal-ethics/animal-ethics-resources
- **International Network for Humane Education**
www.interniche.org/

ANIMAL RELATED RESOURCES – GENERAL

- **PIRSA - Reporting animal disease**
pir.sa.gov.au/biosecurity/animal_health/reporting_animal_disease
- **Euthanasia of animals used for scientific purposes – ANZCCART 2001**
www.deakin.edu.au/___data/assets/pdf_file/0003/536628/620-codeofpractice-housing-and-care.pdf
- **Australian Government Animal Biosecurity**
www.agriculture.gov.au/animal
- **Emergency Animal Disease – A Field Guide for Veterinarians**
www.outbreak.gov.au/for-vets-and-scientists/emergency-animal-diseases-guide

REGULATIONS AND LEGISLATION

- **Australian Code of Practice for the Care and Use of Animals for Scientific Purposes (8th Edition, 2013)**
www.nhmrc.gov.au/about-us/publications/australian-code-care-and-use-animals-scientific-purposes
- **Animal Welfare Act 1985**
www.legislation.sa.gov.au/LZ/C/A/ANIMAL%20WELFARE%20ACT%201985.aspx
 - Australian Animal Welfare Standards and Guidelines - Land Transport of Livestock (2012)
 - Australian Animal Welfare Standards and Guidelines for Cattle (May 2014)
 - Australian Animal Welfare Standards and Guidelines for Sheep (May 2014)
 - Australian Animal Welfare Standards and Guidelines - Livestock at Saleyards and Depots (2017)
 - Australian Animal Welfare Standards and Guidelines - Livestock at Processing Establishments- in development
 - Australian Animal Welfare Standards and Guidelines - Poultry - in development
- **Prevention of Cruelty to Animals Act (1985)**
[www.legislation.sa.gov.au/LZ/C/A/ANIMAL%20WELFARE%20ACT%201985/2000.01.31_\(1994.12.01\)/1985.106.PDF](http://www.legislation.sa.gov.au/LZ/C/A/ANIMAL%20WELFARE%20ACT%201985/2000.01.31_(1994.12.01)/1985.106.PDF)
- **Prevention of Cruelty to Animals Regulations (2008)**
[www.legislation.sa.gov.au/LZ/V/A/2008/PREVENTION%20OF%20CRUELTY%20TO%20ANIMALS%20\(ANIMAL%20WELFARE\)%20AMENDMENT%20ACT%202008_21/2008.21.UN.PDF](http://www.legislation.sa.gov.au/LZ/V/A/2008/PREVENTION%20OF%20CRUELTY%20TO%20ANIMALS%20(ANIMAL%20WELFARE)%20AMENDMENT%20ACT%202008_21/2008.21.UN.PDF)
- **Veterinary Practice Act 2003**
www.ava.com.au/siteassets/about-us/legislation/south-australia/veterinary-practice-act-2003.pdf
- **Veterinary Practice Regulations 2012**
www.legislation.sa.gov.au/LZ/C/R/VETERINARY%20PRACTICE%20REGULATIONS%202017.aspx

- **National Parks and Wildlife Act 1972**
www.legislation.sa.gov.au/LZ/C/A/NATIONAL%20PARKS%20AND%20WILDLIFE%20ACT%201972.aspx
- **National Parks and Wildlife Regulations 2009**
[www.legislation.sa.gov.au/LZ/C/R/NATIONAL%20PARKS%20AND%20WILDLIFE%20\(WILDLIFE\)%20REGULATIONS%202019.aspx](http://www.legislation.sa.gov.au/LZ/C/R/NATIONAL%20PARKS%20AND%20WILDLIFE%20(WILDLIFE)%20REGULATIONS%202019.aspx)
- **Livestock Act 1997**
www.legislation.sa.gov.au/LZ/C/A/LIVESTOCK%20ACT%201997.aspx
- **Animal Welfare Regulations 2012 South Australia**
www.legislation.sa.gov.au/LZ/C/R/ANIMAL%20REGULATIONS%2012

EMERGENCY MANAGEMENT AND BIOSECURITY RESOURCES

- **PIRSA – Managing animals in Emergencies**
www.pir.sa.gov.au/emergency_management/animal_safety_in_emergencies
www.dpc.sa.gov.au/___data/assets/pdf_file/0006/38355/Managing-Animals-in-Emergencie.pdf
- **Farm biosecurity including Biosecurity Plan Development**
www.onebiosecurity.pir.sa.gov.au/Home
www.farmbiosecurity.com.au/
- **RSPCA Pet safety during Emergencies**
www.rspcasa.org.au/the-issues/animals-in-emergencies/
- **Australian Veterinary Association**
www.ava.com.au/policy/182-emergency-animal-management
- **My Horse Disaster Plan**
www.myhorsedisasterplan.org.au/
- **“Equine Emergency Rescue” book by MaryAnne Leighton and Michelle Staples**
horsesa.myshopify.com/collections/frontpage/products/equine-emergency-rescue

SPECIES SPECIFIC RESOURCES

See Resources section of each individual Species SOPS

APPENDIX K – Mentor Listing

SOP #	Species	Mentor contact details (Name, School, email address/phone number)
1	Frogs	
2	Tortoises	
3	Guinea pigs	
4	Lizards	
5	Mice	
6	Rabbits	
7	Sheep	
8	Snakes	
9	Invertebrates	
10	Axolotls	
11	Invertebrates	
12	Dunnarts	
13	Fish	
14	Aquaculture	
15	Hermit crabs	
16	Yabbies	
17	Rats	
18	Alpacas	
19	Cattle	
20	Domestic fowl (chickens)	
21	Ducks and Geese	
22	Goats	
23	Horses	
24	Pigs	
25	Turkeys	
26	Show N Tell	