

EXAMPLE APPLICATION TO USE ANIMALS FOR SCIENTIFIC PURPOSES

Animal use for scientific purposes must comply with the [Australian code for the care and use of animals for scientific purposes, 8th edition 2013 \(updated 2021\)](#). Animal ethics consideration and approval by the [Queensland Schools Animal Ethics Committee \(QSAEC\)](#) is required prior to animal use for scientific purposes.

It is the teacher's responsibility to provide **curriculum justification** for any learning activity that involves the use of animals. The 3Rs (Replacement, Reduction and Refinement) must be applied at all stages of animal care and use.

REFER TO THE [ANIMAL ETHICS APPROVAL PROCESS](#) BEFORE COMPLETING THIS APPLICATION.
 THIS FORM IS TO BE USED ONLY FOR ANIMALS AND ACTIVITIES NOT COVERED BY QSAEC STANDARD OPERATING PROCEDURES.

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SECTION 1 | OBLIGATIONS

Schools have legal obligations under the [Animal Care and Protection Act 2001 \(Qld\)](#), the [Animal Care and Protection Regulation 2023 \(Qld\)](#), and the [Australian code for the care and use of animals for scientific purposes](#) (Cwlth), including:

- 1) ensuring persons in charge of an animal fulfil their duty of care to that animal
- 2) obtaining animal ethics approval prior to conducting scientific activities involving animals and acting in accordance with that approval once granted
- 3) reporting on the use of animals for scientific purposes.

Non-compliance with this legislation may result in schools receiving a maximum fine of 2000 penalty units. (Penalty unit value is notified in the [Penalties and Sentences Regulation 2015 \(Qld\)](#)).

All Queenslanders have a 'general biosecurity obligation' under the [Biosecurity Act 2014 \(Qld\)](#). Schools are responsible for [managing biosecurity risks](#) that are under their control and that they know about, or should reasonably be expected to know about. Contact Biosecurity Queensland on 13 25 23 for advice on managing specific risks or to report [notifiable incidents](#).

DUTY OF CARE FOR ANIMALS

If you are in charge of an animal, you have a duty of care to that animal - no matter why you are in charge of it, what you are using it for or how long it will be in your care. All decisions and actions involving the care and use of animals for scientific purposes must be underpinned by respect for animals. This respect is demonstrated by:

- using animals only when justified
- supporting the wellbeing of the animals involved
- avoiding or minimising harm, including pain and distress, to those animals
- applying high standards of scientific integrity
- applying the principles of [Replacement, Reduction and Refinement](#) (the 3Rs) at all stages of animal care and use through:
 - **replacement** of animals with other methods (alternatives)
 - **reduction** in numbers of animals used
 - **refinement** of techniques used, in order to minimise adverse impacts on animals
- knowing and accepting one's responsibilities.

CURRICULUM JUSTIFICATION FOR THE USE OF ANIMALS IN EDUCATION

It is the teacher's responsibility to provide a curriculum justification for any learning activity that involves the use of animals. The use of animals must provide an added component to the learning that is neither trivial nor available in other ways, and there must be evidence to support this position. **Planning documents must clearly identify how the use of animals is essential to achieving the learning objectives.** The justification should consider whether [non-animal alternatives](#) could achieve the same learning objectives, the minimum number of animals necessary to achieve the objectives, the impact on the animal/s involved and must balance whether the potential effects on the wellbeing of the animals are justified by the potential benefits of their use.

The QSAEC, when undertaking a site visit at the school, may request to see documentation detailing the curriculum justification for the use of animals.

If there are viable alternatives to animal use that meet the learning objectives, they should be used in preference to using animals. At all times the impact on the animal/s should be considered and, where appropriate, discussed with the students in an age-appropriate way.

Activities using animals for scientific purposes **must be considered by QSAEC before approval can be granted.**

Please note: The QSAEC will **not** approve any activities classified as Category 4 in the [Categories of animal use activities](#).

ANIMAL HEALTH AND WELFARE

[Responsibilities of school personnel under the Code](#) details obligations of staff under animal welfare legislation to promote the responsible care and use of animals for scientific purposes.

An **unexpected adverse event** is any event that may have a negative impact on the wellbeing of an animal and was not foreshadowed in the approved proposal or subsequent documents to the QSAEC.

An unexpected adverse event may result from different causes, and includes but is not limited to:

- death of an animal, or group of animals, that was not expected (e.g. during surgery or anaesthesia, or after a procedure or treatment)
- adverse effects following a procedure or treatment that were not expected
- adverse effects in a larger number of animals than predicted during the planning of the project or activity, based on the number of animals actually used, not the number approved for the study
- a greater level of pain or distress than was predicted during the planning of the project or activity
- power failures, inclement weather, emergency situations or other factors external to the project or activity that have a negative impact on the welfare of the animals.

In the event of an unexpected adverse event or emergency, prompt action must be taken to address any adverse impacts on the animal/s. Alleviating unanticipated pain and distress must take precedence over an individual animal reaching the planned endpoint of the project, or the continuation or completion of the project. Emergency treatment may be required and, if necessary, animals must be humanely killed without delay.

In response to an unexpected adverse event, action and investigation by the activity leader or facility manager is required to ensure students, staff or other animals are not inadvertently affected. The specific response will depend on the animal and the circumstances. It may require seeking advice from a veterinarian to determine the best course of action (e.g. necropsy of the dead animal by the vet), removal of the deceased animal (e.g. by the supplier), or diagnostic investigations of facility or management practices to determine cause of death (e.g. water testing of fish tank, checking of ventilation).

All adverse events provide opportunities for students to learn from the experience. Activity leaders should optimise student learning outcomes (incidental and planned) by focussing on the learning potential of a specific event (e.g. prevention, animal welfare, diagnostic tools, treatment, security, harm minimisation).

Notify the QSAEC within 7 days of the event, using an [Unexpected adverse event report](#).

Please note: Necropsy of a dead animal is not an approved activity under this application due to potential health and biosecurity risks, and must only be performed by a competent person. QSAEC recommends that if a necropsy is required it is performed by a vet.

Further advice about reporting unexpected adverse events is available on the [Department of Agriculture and Fisheries \(DAF\) website](#).

STUDENT AND STAFF HEALTH

Those involved in the care and use of animals should make themselves aware of the potential disease hazards and other associated occupational health and safety issues, and manage risks according to the school's risk management process. Apart from injuries which may occur due to handling animals, there are a variety of infectious diseases (zoonoses) that are transmissible from various animals to humans.

Zoonotic diseases are common and the illnesses they cause can be serious. They can be spread by direct contact with animals, for example via bites or scratches, or through contact with animal faeces, bodily fluids, airborne particles, birth products, or enclosures contaminated with these materials.

Staff should familiarise themselves with the zoonoses the animals in their care may potentially transmit, the routes of transmission and what activities may potentially expose staff or students to infection. This research will inform the risk assessment to determine how to manage these risks or determine whether the activity should be conducted at all.

For comprehensive advice regarding zoonotic diseases and precautionary measures to minimise risks to staff and students, refer to [Animal observation and handling](#), [Animal contact guidelines - reducing the risk to human health 2014 \(Interim\)](#) and [Preventing zoonoses](#).

[Risk management](#) of animal activities ensures the health, safety and well-being of students, staff and others involved. If a specific [Curriculum Activity Risk Assessment guideline](#) exists, that guideline must be adhered

to at a minimum. Risks associated with [zoonotic diseases](#) carried by animals must be identified and measures planned to allow activities to be conducted with an acceptable level of residual risk. Any incident or injury that occurs in association with an activity must be reported, recorded and notified in accordance with the [Health, safety and wellbeing incident management procedure](#).

SECTION 2 | QUALIFICATIONS, SKILLS AND EXPERIENCE

Any teacher conducting scientific animal activity must have:

- a relevant science or science education qualification (e.g. Agricultural Science, Biological Science), or
- relevant science or science education experience as deemed appropriate by the school principal (generally 2 years' experience).

For new or inexperienced teachers (less than two years' experience), all activities must be conducted under the supervision of a Science or Agricultural Science Head of Department (HOD) or suitably experienced person.

Where direct supervision of a suitably experienced person is not available, a new or inexperienced teacher must:

- identify a mentor, maybe a Science or Agriculture HOD from a neighbouring school
- provide planning documents to the mentor.

Persons deemed to be suitably qualified must have:

- conducted risk assessments on the procedure/s to be carried out
- found the procedure/s to be safe and humane considering animal and student welfare
- considered the maturity and suitability of the student/s involved in the activity.

Teachers should ensure that animal users, including students, staff and volunteers, are provided with adequate prior instruction in specific activities to enable appropriate care of an animal and to minimise risk of undue stress or harm to an animal.

EXAMPLE

SECTION 3 | ANIMAL INFORMATION

Refer to [Animal information](#) for links to animal welfare codes of practice and species-specific information that may be useful in preparing your application.

APPLICATION TO USE ANIMALS FOR SCIENTIFIC PURPOSES

ALL FIELDS IN PAGES 5-9 MUST BE COMPLETED BEFORE LODGING THIS APPLICATION. IF REQUIRED, ADDITIONAL SPACE IS AVAILABLE AT PAGE 10.
EMAIL THE SIGNED APPLICATION PAGES, PHOTO ATTACHMENTS AND OTHER SUPPORTING DOCUMENTATION TO
ANIMAL.ETHICS@QED.QLD.GOV.AU.

ENSURE THAT YOU KEEP A SIGNED COPY OF THIS APPLICATION ON FILE IN YOUR SCHOOL'S ANIMAL REGISTER FOR AUDITING PURPOSES.

SCHOOL		Example State School	
ACTIVITY LEADER'S NAME		Jane Smith	
PHONE	4900 0000	EMAIL	jane.smith@eq.edu.au
SCHOOLING SECTOR/ SCIENTIFIC USER REGISTRATION NUMBER (ISSUED BY DAF)			
<input checked="" type="checkbox"/> STATE SCHOOL SUR000102		<input type="checkbox"/> QCEC	<input type="checkbox"/> ISQ
ACTIVITY TITLE		Observe frogs housed onsite	
CURRICULUM JUSTIFICATION		Science, Biology, Environmental Education and Sustainability	
YEAR LEVEL/S		Year 4-7	
SPECIES OF ANIMAL/S		Green tree frogs	
NUMBER OF ANIMALS PER YEAR		2	
DECLARATION BY THE ACTIVITY LEADER			
<p>I acknowledge that I am the teacher appointed/authorised teacher representative who will conduct this animal-use activity. In that capacity I agree that:</p> <ul style="list-style-type: none"> • I and all others involved are familiar, and will comply, with the Animal Care and Protection Act 2001 (Qld), the Animal Care and Protection Regulation 2023 (Qld) and the Australian code for the care and use of animals for scientific purposes, 8th edition 2013 (updated 2021). • I have read and understood Responsibilities of school personnel under the Code. • No animal will be used in this activity except as described in this application. • I have attached the template agreement to collect the owner's written consent for the use of privately-owned animals (if applicable) which includes the details and duration of the owner's responsibilities. I will keep a copy of the owner's signed acknowledgement of these responsibilities on our school-based animal activity register and I will advise the QSAEC of any change to the owner's responsibilities • Conflicts of interest have been considered and declared. • Adequate resources will be available to undertake the project. • Health risks and infection controls have been considered and assessed. • All staff members and students involved in animal use activities are competent to perform the necessary tasks with care and knowledge of their ethical and legal responsibilities and the conditions imposed by the QSAEC. • Unexpected adverse events will be reported within 7 days of occurrence as per the conditions described in this application. <p>I agree that I have considered the 3Rs of animal welfare:</p> <ul style="list-style-type: none"> • replacement of animals with other methods (alternatives) • reduction in numbers of animals used • refinement of techniques used, in order to reduce adverse impacts on animals. 			
ACTIVITY LEADER'S SIGNATURE			
PRINCIPAL'S NAME			
PRINCIPAL'S SIGNATURE		<input checked="" type="checkbox"/> I have read and approved this application.	
DATE		/ /	
		<input checked="" type="checkbox"/> A record of this application will be held for 7 years for audit purposes.	

1. CURRICULUM JUSTIFICATION

CURRICULUM REFERENCE E.G. VET CERTIFICATE	Australian Curriculum – Science: C2C unit: Survival in the Australian Environment SU: Living things have structural features and adaptations that help them to survive in their environment (ACSSU043) SHE: Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)																								
OBJECTIVES/ STATED OUTCOMES OF THE PROPOSED ANIMAL USE ACTIVITY	Students study structural features and hypothesise on how these features assist the animals to survive. They study behavioural adaptations of nocturnal animals and reproductive/courtship behaviours such as frog calls and pheromones. Students discuss the impact of human activity and changing climates on frog populations, growth and reproduction and the adaptations they possess to meet these challenges.																								
REPLACE	WHAT ALTERNATIVES HAVE BEEN CONSIDERED? WHY IS THIS ANIMAL USE JUSTIFIED? (WHAT OUTCOME CANNOT BE MET USING ALTERNATIVES?)	Students can look at photos and books but research has indicated studying and observing real life organisms will enhance learning.																							
	HOW DO THE BENEFITS OF THE PROPOSED ANIMAL USE OUTWEIGH THE POTENTIAL IMPACT ON THE ANIMALS?	Physical interaction is minimal. Students will primarily observe behaviour, anatomy and adaptations.																							
REDUCE	HOW HAVE YOU REDUCED NUMBERS/ REDUCED REPETITION TO THE MINIMUM REQUIRED TO ACHIEVE YOUR OUTCOMES? PROVIDE DETAILS IF THESE ANIMALS HAVE BEEN USED IN ANY PREVIOUS SCIENTIFIC ACTIVITY.	Number of animals chosen is minimal, consistent and limited. Two frogs have been chosen to allow for normal behaviour as frogs live in groups in their natural habitat. The frogs have not been used previously.																							
	CLASS AND NUMBER OF ANIMALS TO BE USED YEARLY	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">PRE-NATAL</td> <td style="text-align: right;">0</td> </tr> <tr> <td>NEW BORN</td> <td style="text-align: right;">0</td> </tr> <tr> <td>JUVENILE/WEANER</td> <td style="text-align: right;">0</td> </tr> <tr> <td>ADULT</td> <td style="text-align: right;">2</td> </tr> <tr> <td>OTHER DETAILS:</td> <td style="text-align: right;">NOT APPLICABLE</td> </tr> </table>	PRE-NATAL	0	NEW BORN	0	JUVENILE/WEANER	0	ADULT	2	OTHER DETAILS:	NOT APPLICABLE													
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ADULT	2																								
OTHER DETAILS:	NOT APPLICABLE																								
REFINE	WHY HAS THIS SPECIES BEEN SELECTED?	They are easy to maintain, native to the area and their structure and behaviour correlated with learning outcomes required by the students.																							
	WHAT IS THE SOURCE OF THE ANIMALS? Note: Written consent must be obtained from the owner for the use of privately-owned animals (if applicable), including details and duration of the owner's responsibilities.	<input checked="" type="checkbox"/> OWNED BY SCHOOL <input type="checkbox"/> PRIVATELY-OWNED (template agreement attached) <input checked="" type="checkbox"/> OTHER <SPECIFY>: Licensed breeder																							
	ADVISE DETAILS OF PERMITS REQUIRED. (LEAVE BLANK IF N/A)	EDUCATIONAL PURPOSES PERMIT NUMBER WA0000000 (COPY ATTACHED)																							
	SUITABLY QUALIFIED INVESTIGATORS SHOULD ENSURE THAT PAIN AND DISTRESS ARE MINIMISED.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">PRIMARY CONTACT/ACTIVITY LEADER</td> </tr> <tr> <td style="width: 60%;">NAME Jane Smith</td> <td style="text-align: right;">TITLE Ms</td> </tr> <tr> <td>PHONE 4900 0000</td> <td style="text-align: right;">FAX N/A</td> </tr> <tr> <td></td> <td style="text-align: right;">EMAIL jane.smith@eq.edu.au</td> </tr> <tr> <td colspan="2">YEARS OF EXPERIENCE WITH ANIMALS 22</td> </tr> <tr> <td colspan="2">QUALIFICATIONS Master of Environmental Education, Reptile handling course</td> </tr> <tr> <td colspan="2">OTHER</td> </tr> <tr> <td>NAME John Brown</td> <td style="text-align: right;">TITLE Mr</td> </tr> <tr> <td>PHONE 0400 000 000</td> <td style="text-align: right;">FAX N/A</td> </tr> <tr> <td></td> <td style="text-align: right;">EMAIL john.brown@eq.edu.au</td> </tr> <tr> <td colspan="2">YEARS OF EXPERIENCE WITH ANIMALS 17</td> </tr> <tr> <td colspan="2">QUALIFICATIONS Bachelor of Teaching</td> </tr> </table>	PRIMARY CONTACT/ACTIVITY LEADER		NAME Jane Smith	TITLE Ms	PHONE 4900 0000	FAX N/A		EMAIL jane.smith@eq.edu.au	YEARS OF EXPERIENCE WITH ANIMALS 22		QUALIFICATIONS Master of Environmental Education, Reptile handling course		OTHER		NAME John Brown	TITLE Mr	PHONE 0400 000 000	FAX N/A		EMAIL john.brown@eq.edu.au	YEARS OF EXPERIENCE WITH ANIMALS 17		QUALIFICATIONS Bachelor of Teaching
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REFINE	WHAT IS THE CATEGORY OF PROCEDURE OF THE ACTIVITY?	<input checked="" type="checkbox"/> OBSERVATIONAL STUDIES INVOLVING MINOR INTERFERENCE e.g. normal, non-invasive husbandry such as handling, grooming, etc.	<input type="checkbox"/> ANIMAL UNCONSCIOUS WITHOUT RECOVERY e.g. live animals euthanased for later scientific use, e.g. rats and toads for dissection
		<input type="checkbox"/> MINOR CONSCIOUS INTERVENTION WITHOUT ANAESTHESIA e.g. Injections, branding, dehorning young animals, shearing	<input type="checkbox"/> MINOR OPERATIVE PROCEDURES WITH RECOVERY e.g. Sedation/anaesthesia for relocation, examination or injections/blood sampling
		<input type="checkbox"/> SURGERY WITH RECOVERY e.g. mulesing, castration without anaesthesia	

2. ENVIRONMENT

HOUSING, INCLUDING DIMENSIONS/SPACE PER ANIMAL ETC	Glass enclosure – 1200mm x 600mm x 600mm, equipped with heater, timer and UV lamp. Water provided in bowl. Water is sprayed around enclosure every feed.	
FENCING	Not applicable	
SHELTER/SHADE	Logs and bark provided to allow frogs to withdraw as necessary.	
TEMPERATURE	Approx. 18 degrees.	
VENTILATION	Roof is screened with fly wire to allow adequate ventilation.	
CLEANING	Once every 2-3 days.	
BEDDING	Bedding is Repti bark plus assortment of logs and rocks.	
SECURITY	Enclosure is made of glass, secured.	
POWER SUPPLY / BACKUP	Back-up generator in use.	
PHOTOGRAPHS/VIDEO EVIDENCE OF ANIMAL HOUSING AND HANDLING ATTACHED.	YES	<input checked="" type="checkbox"/>
DETAILS OF HOUSING ETC IF ANIMALS TO BE ROUTINELY LOCATED OFF-SITE	N/A	
RELEVANT REFERENCE/S E.G. MODEL CODE OF PRACTICE	Department of Environment and Science: Code of practice – Captive reptile and amphibian husbandry https://environment.des.qld.gov.au/?a=90614	

3. FOOD AND WATER REQUIREMENTS

FOOD TYPE (REFER TO DIFFERENT AGES WHERE RELEVANT)	Cockroaches and crickets.	
QUANTITY	2 cockroaches and 4-5 crickets.	
REGULARITY	Every 2-3 days, frogs are placed in a small container for 15 minutes with cockroaches/crickets to allow ease of eating.	
WATER QUANTITY & REGULARITY	Water always available in bowl, checked and changed every 2-3 days.	
FEEDING/WATERING LOG AVAILABLE	YES	<input checked="" type="checkbox"/>

4. SUPERVISION AND MONITORING

MANAGEMENT LOG AVAILABLE		YES <input checked="" type="checkbox"/>			
WHAT		METHOD	FREQUENCY	PERSON RESPONSIBLE	ACTION
ANIMAL HEALTH / BEHAVIOUR	WEEKDAYS	Observation	Daily	All staff	All signs of ill health are reported to Principal, noted in management log and acted upon
	WEEKENDS	As above	As above	As above	As above
	HOLIDAYS	As above	As above	As above	As above
SYSTEM/ EQUIPMENT E.G. WATER QUALITY, LEAKS, ELECTRICAL EQUIPMENT, BACKUP POWER, SIGNAGE	ELECTRICAL	Observation	Daily	All staff	Any defects or system failures reported to Principal, noted in management log and acted upon
	ENVIRONMENT	Water testing, observation	Every 2 days	Rostered staff	Any issues fixed immediately if possible, reported to Principal, noted in management log and acted upon
	SECURITY	Observation	Daily	All staff	Any defects or system failure reported to Principal, noted in management log and acted upon
	OTHER	Observation	1-5 times daily	All staff	Report to Principal
IMPACT OF SCIENTIFIC USE ACTIVITY		Observation	Daily	Activity Leader (during activities), all staff outside activity being conducted	Recorded in management log, adjustments made as necessary to rectify

5. MOVEMENT / TRANSPORT

DOES THE CODE OF PRACTICE FOR TRANSPORT OF LIVESTOCK APPLY?	YES <input type="checkbox"/>	ADHERENCE TO THIS CODE IS COMPULSORY
NOTE: IF THE CODE OF PRACTICE FOR TRANSPORT OF LIVESTOCK DOES NOT APPLY, ENSURE ADHERENCE TO SECTIONS 3.2.5-3.2.8 OF THE AUSTRALIAN CODE FOR THE CARE AND USE OF ANIMALS FOR SCIENTIFIC PURPOSES FOR THE TRANSPORT OF ANIMALS.		

6. HEALTH RISKS AND PREVENTATIVE MEASURES

TYPE	DETAILS	TREATMENT / PREVENTATIVE MEASURES INCLUDING CONTACT DETAILS FOR PERSON QUALIFIED TO MAKE TREATMENT DECISIONS
SIGNS OF ANIMAL ILLNESS	Unusual eating habits, physical abnormalities, unusual behaviour	Report to Principal, animal taken to specialised vet (details attached)
ANIMAL DISEASE PREVENTION	Enclosures to be kept clean, suitable food provided	All enclosures are cleaned and sanitised regularly, all food is provided by specialised dealers

HEALTH RISKS TO STUDENTS/STAFF E.G. TRANSFER OF ZOOONOTIC DISEASES	Student interaction with animals	All students wash hands with anti-bacterial soap after interaction
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7. ANIMAL EMERGENCY ARRANGEMENTS

WHEN	CONTACT DETAILS	EMERGENCY PLAN (CONSIDER SIGNAGE/LOCATION OF EMERGENCY PLAN AND EMERGENCY CONTACTS)
SCHOOL HOURS	NAME Jane Smith PHONE 4900 0000	Report to Principal Refer to Vet (Amphibian specialist)
OUT-OF-SCHOOL HOURS	NAME John Brown PHONE 0400 000 000	As above

8. WITHDRAWAL / FATE PLANNING

WITHDRAWAL REASON	CRITERIA USED	WHAT WILL HAPPEN TO WITHDRAWN ANIMALS
TREATMENT OF ILLNESS/DISEASE	Unusual behaviour, physical deformations, inconsistent eating habit	Vet examination
OTHER (E.G. SIZE/TEMPERAMENT)	Unable to use with students due to temperament	Return to licensed breeder
END OF ACTIVITY PLEASE SPECIFY IF ANIMAL WILL BE KEPT FOR ITS LIFECYCLE AND THEN REPLACED. IN THIS INSTANCE, DEATH IS EXPECTED AND AN UNEXPECTED ADVERSE EVENT REPORT IS NOT REQUIRED.	Frogs kept for lifecycle and then replaced.	Return to licensed breeder
IF EUTHANASIA IS TO BE USED, DESCRIBE METHOD. (GUIDELINES TO PROMOTE THE WELLBEING OF ANIMALS USED FOR SCIENTIFIC PURPOSES MAY BE USEFUL)		Not to be undertaken
NOTE IN THE EVENT OF AN UNEXPECTED ADVERSE EVENT, PLEASE SUBMIT AN UNEXPECTED ADVERSE EVENT REPORT TO THE QSAEC WITHIN 7 DAYS. ENSURE CARCASSES ARE DISPOSED OF IN ACCORDANCE WITH LOCAL COUNCIL REGULATIONS.		

9. ANIMAL-USE ACTIVITIES

ACTIVITY	LEVEL OF: IMPACT COMPLEXITY RISK (LOW/MED/HIGH)	RATIOS	PROCEDURE	PROCESSES TO MINIMISE ADVERSE IMPACT ON ANIMALS
Observation and handling of amphibians	Low risk	INSTRUCTORS: STUDENTS 1 : 15 INSTRUCTING 1 : 15 SUPERVISING STUDENTS: ANIMALS 15 : 1 OBSERVING 15 : 1 PERFORMING	Staff members allow students to handle frogs under supervision. Frogs are studied with use of small net and plastic viewing container.	Animals are held for limited periods, in small group activities to reduce noise. Health and safety aspects as well as animal welfare will be discussed. Safety and care for animals to be demonstrated. Frogs are displayed in front of students for a maximum of 30 minutes and no more than three times a day. Students must be 3 metres in a half circle formation away from frogs during instruction. Only one student at a time interacts with frog under teacher instruction. Students spray hands with water before interaction and

				wash hands with antibacterial soap after contact.
		INSTRUCTORS: STUDENTS : INSTRUCTING : SUPERVISING STUDENTS: ANIMALS : OBSERVING : PERFORMING		
		INSTRUCTORS: STUDENTS : INSTRUCTING : SUPERVISING STUDENTS: ANIMALS : OBSERVING : PERFORMING		

ADDITIONAL COMMENTS

EXAMMPLE

Permit

Section 12(b) of Nature Conservation (Administration) Regulation 2017

Educational Purposes Permit

This wildlife authority is issued under the following legislation: Nature Conservation (Administration) Regulation 2017.

Permit number: WA0000000

Valid from: 1 January 2019 to 23 December 2024

Activity: Native wildlife kept in classroom

Role	Name	Registered address
Principal Holder:	Example State School	11 Main Road Example QLD 4000
Person In Charge:	Jane Smith	
Business name:		ABN/ACN /
Activity location/licensed premises	11 Main Road, Example QLD 4000	

Schedule

Family or Species	Details	Category	Quantity	Unit
Species	Litoria caerulea (green tree frog)	Live		2

Brent Smith
Department of Environment and Science
Delegate of the administering authority
Nature Conservation Act 1992

Date issued: 1 January 2019

Enquiries:

Wildlife Assessment Team
Email: wildlife@des.qld.gov.au
Postal Address: PO Box 102, Toowoomba, QLD, 4350



Example State School – Application to use animals for scientific purposes

Supporting documentation

Frog Enclosure

1200mm x 600mm x 600mm

The terrarium has sliding glass (lockable) doors for easy access to minimise disruption to frogs, and a top-opening lid. There are spaces at the top for cords to pass through with the lid secured.



Vet Contact

Emma Jones - reptile and amphibian specialist

Example Specialist Vets

(07) 4900 1111

10 Side Street

EXAMPLE QLD 4000