


ANIMAL ETHICS AND WELFARE POLICY

	Fairholme College Toowoomba ABN 16 917 099 053 CRICOS Provider Code 00651J		
Purpose	The policy and procedure outlines the responsibilities that Fairholme College has for animals within the College to ensure compliance with <i>the Animal Care and Protection Act 2001 ('the Act')</i> . And the <i>Australian Code of Practice for the Care and Use of Animals for Scientific Purposes 8th Edition 2013 ('the Code')</i>		
Scope	Applies to all staff, students, parents and volunteers at Fairholme College		
References	<i>Animal Care and Protection Act 2001 QLD</i> <i>Anti-Discrimination Act 1991 QLD</i> <i>Australian Code of Practice for the Care and Use of Animals for Scientific Purposes 8th edition, 2013</i> <i>Disability Discrimination Act (1992)(Cth)</i> <i>Queensland Schools Animal Ethics Committee (QSAEC) Guide, Hearing and Assistance Dogs Act (GHAADA) 2009 QLD</i>		
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Supersedes	All previous versions of this policy		
Policy Owner	Leadership Team		
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Authorised By	Principal	 Linda Evans	

FOREWARD

All Queensland schools have obligations under the *Animal Care and Protection Act 2001* ('the Act') and the *Australian Code of Practice for the Care and Use of Animals for Scientific Purposes 8th edition, 2013* ('the Code').

Under the Code, an animal is defined as any live non-human vertebrate, that is, fish, amphibians, reptiles, birds and mammals, encompassing domestic animals, purpose-bred animals, livestock, wildlife, and cephalopods.

Prevention of Unacceptable Risk

The use of an animal must not occur if a staff member reasonably believes, in the circumstance, that the animal prevents an unacceptable risk to any student, staff member or visitor. For example, if a teacher witnesses aggressive behaviour by a dog prior to it visiting the classroom, the teacher must not allow the visit to occur.

ANIMAL USE IN FAIRHOLME COLLEGE

Animal use at the College may occur as:

- Curriculum support
- Assistance dogs for people with a disability
- Therapy dogs – should all other means of therapeutic services have been considered/exhausted
- Classroom pets
- Other applications

Curriculum Support

Animal use in the College has valuable applications in the curriculum and provides a rich learning experience for students. This includes the opportunity to explore social concepts such as ethics and animal welfare with students and the responsibility to demonstrate appropriate care and respect.

First and foremost, all schools must consider the 3Rs:

- **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.
- Further information on 3Rs can be found at:

<https://www.business.qld.gov.au/industry/agriculture/animal-management/land-management-for-livestock-farms/welfare-movement-livestock/animal-welfare/science/using-animals/3rs>

These principles must be applied to all activities and should drive decision making in the classroom and within the College. As a general principle, animals should not be used unless there are no suitable alternatives for achieving the educational objectives.

Categories of Animal Use

Independent Schools Queensland, The Queensland Department of Education, Training and Employment and the Queensland Catholic Education Commission and have worked together to establish consistent

and quality practices for the use of animals in Queensland schools and set clear boundaries regarding reporting, approval and compliance.

A category system has been established based on the assessed:

- impact of the activity on the animal;
- the complexity of the activity; and
- a risk assessment of the presenting conditions.

This category system provides guidance to schools on the possible impact on the animal of the activity planned, and the expectations and approval processes required of teachers and principals prior, during and after undertaking an animal use activity, including the need to apply for ethical approval through the Queensland Schools Animal Ethics Committee (QSAEC).

*Refer to **Appendix 1** for Categories of Animal Use.*

The use of animals for *scientific purposes* is governed by the compulsory *Australian code for the care and use of animals for scientific purposes 8th edition 2013* (the Code). Categories of animal use activities aligning with the Code have been established by the *Queensland Schools Animal Ethics Committee (QSAEC)*.

Animals are defined as any live non-human vertebrate (that is, fish, amphibians, reptiles, birds and mammals encompassing domestic animals, purpose-bred animals, livestock, and wildlife) and cephalopods.

Scientific purposes are defined as all activities conducted with the aim of acquiring, developing or demonstrating knowledge or techniques in all areas of science, including teaching, field trials, environmental studies, research (including the creation and breeding of a new animal line where the impact on animal wellbeing is unknown or uncertain), diagnosis, product testing and the production of biological products.

Should Fairholme College propose the scientific use of animals under Category 2 or 3, then the College must gain prior approval from the QSAEC before conducting these activities. The College must also then be registered with the *Department of Agriculture Fisheries (DAF)* as a scientific user.

No approval will be granted for Category 4: High Impact - Activities are unsuitable for school students to conduct.

A step-by-step animal ethics approval process details application and reporting obligations under the Code. Please refer to ANIMAL ETHICS APPROVAL PROCESS FOR THE QUEENSLAND SCHOOLS ANIMAL ETHICS COMMITTEE (QSAEC): <http://education.qld.gov.au/curriculum/area/science/qaec.html>

Assistance Dogs for People with a Disability

Assistance dogs are trained to perform a range of tasks and behaviours for people with a disability.

Under the *Disability Discrimination Act (1992)* assistance dogs are animals that are trained:

- To assist a person with a disability to alleviate the effect of the disability
- To meet standards of hygiene and behaviour that are appropriate for an animal in a public place.

Guide, hearing or assistance dogs are not to be confused with a therapy/emotional support/ companion dogs. Such dogs are not considered an assistance or service dog, as the owner may not have a disability and/or the dog has not been trained to undertake specific, identifiable tasks and behaviours to reduce the person's need for support. The dog is therefore is not recognised under the *Guide, Hearing and Assistance Dogs Act (GHAADA) 2009*.

PROTECTION UNDER THE GUIDE, HEARING AND ASSISTANCE DOGS ACT 2009

In Queensland, the *Guide, Hearing and Assistance Dogs Act (GHAADA) 2009* protects the public access rights of dogs and their handlers that have been through a certification process.

Accredited Assistance Dogs will be allowed when they are provided with the approved primary handler in accordance with relevant legislation.

Under the legislation it would be considered discrimination to prevent a dog that provides assistance that alleviates the person's disability from attending the college with the person unless the dog's attendance would constitute an unjustifiable hardship.

*Refer to **Appendix 2** Assistance Dogs on College Campus.*

*Refer to **Appendix 4**. Differentiation between Assistance and Therapy Animals.*

Therapy Dogs

Animal-Assisted Therapy, at its most basic, means including animals in therapeutic work with humans. There are many ways that animals can be included when working with humans, such as in counselling, teaching/education, rehabilitation, physiotherapy and occupational therapy, as comfort and to assist in learning life skills, social skills or other key behaviours.

Therapy animals will be considered by the College as a support mechanism within the following considerations:

- All other means of therapy have been considered and applied/exhausted.
- The specific goals that are attended to through the use of a therapy animal, are clearly articulated by an independent, qualified professional and shared with the College within a Support Plan that has been jointly constructed and agreed to.
- The animal is registered via a relevant authority to ensure a basic standard of training and reliability for animals and their handlers. That is, it meets all relevant criteria for being recognised as a therapy animal.
- The animal is supported by a suitable adult (not the child identified for support) capable of caring for the animal and removing the animal from the College grounds during school hours should the need arise.
- The needs of other students with complexities around association with animals are also considered.
- The therapy animal's attendance at the College would not constitute an unjustifiable hardship.

Classroom Pets

A duty of care is owed to an animal in a person's care [Animal Care and Protection Act 2001](#) and all reasonable steps must be taken to:

- Provide for the animal's needs for the following in a way that is appropriate:
 - Food and water
 - Accommodation or suitable living conditions
 - To display normal patterns of behaviour

- The treatment of disease or injury
- Handling that minimizes, including pain and distress
- Ensure any handling of the animal is appropriate having regard to:
 - The species, environment and circumstances of the animal;
 - What steps a reasonable person would take in the circumstance

Persons involved in the care of classroom pets (specifically fish) are to meet their responsibilities under the Act and Code. This includes the monitoring of animals, management of adverse impacts on their welfare and arrangements for after-hours and school holiday care.

*Refer to **Appendix 3** for the care requirements for classroom pets.*

Dogs in classrooms

Dogs are not considered suitable as classroom pets. However, schools may allow dogs in classrooms as assistance animals to support students with disability or for short educational activities for students.

OTHER APPLICATIONS

Dog Classroom visits

Whilst dogs are not considered suitable to keep as classroom pets, dogs under supervision (other than assistance dogs) may visit classrooms for the duration of the lesson under the direct control of an accompanied handler.

When dogs visit a classroom, it is inappropriate to subject them to any procedures other than observation, discussion of behaviour and limited, well-supervised handling.

A source of fresh drinking water should be provided and dogs must be protected from stress such as loud noise and the approach of children who are not closely supervised by their teacher.

If the dog shows any signs of stress, it should be removed immediately from this environment.

Some dogs may be taken on school visits as part of a demonstration team (e.g. in a *PetPEP* school visit) and will not be required to interact with the children. These dogs should have completed an approved training course with the handler who accompanies them. A second person (not the teacher) should accompany them to conduct the lesson so the handler can concentrate on managing their dog.

Risk Assessment and Reduction

In preparation of Curriculum Activity Risk Assessment:

- Student health and safety issues associated with a dog being present on College property
- Ensure that both the students and the dog have appropriate levels of supervision. Having the teacher being both handler of dog and supervisor of children at the same time may present an issue and will require coordination of adult supervision to manage both the students' and the dog's requirements
- Length of time the dog is involved with students and processes to enable the dog to be removed from the classroom (and the College) when stressed i.e. someone able to take the dog away.

- Toilet breaks for the dog during the day, to allow the dog to relieve itself, reduce crating time and enable muscle development.
- If the animal is to be crated, the RSPCA, and whichever organization the College maybe using would have recommendations re: crating expectations – please consider crating times, positioning within the teacher’s line of vision, ensuring that the dog is not left crated and unattended.
- Confirmation that the organisation through which the dog is sourced is reputable, and able to offer appropriate training support.

To reduce the risk of injury and the transmission of diseases (i.e. diseases transferred from dogs to humans), teachers should ensure that students practice appropriate handling and good hygiene, including:

- Interacting with the dog one at a time – those waiting standing well clear
- Standing still and speaking quietly until approached by the dog
- Using the handling techniques explained and demonstrated by the handler
- Washing hands and contact areas with disinfecting hand wash and water after handling the dog and before eating
- Avoid putting their hands near their own faces while carrying out these activities
- Not allowing the dog to lick their faces.

Roaming and Dangerous Dogs

Students are to remain quiet and calm (no screaming or running) advise a teacher, and not approach or try to interact with a dog that has roamed onto college grounds (a roaming dog is any dog within college grounds without a handler).

Any dog that has been declared dangerous under section 33 of the *Companion Animals Act* must not be allowed on college grounds. *Toowoomba Regional Council* retains this information.

Please Note: In a life threatening situation, after ensuring human safety, Emergency Services will determine the risk to animal life and their response procedures.

Equestrian and Agricultural Studies

Fairholme College encourages practising good personal hygiene, wearing protective clothing, maintaining healthy pet and livestock animals and undertaking vaccination where appropriate, all of which can minimise the risk of some animal-borne diseases infecting people.

Zoonoses

Zoonoses is the classification used for a disease which is naturally transmissible from animals to people. More than 220 zoonoses have been identified involving all types of agents, bacteria, parasites, viruses, prions, fungi and others.

Zoonotic diseases can spread through a variety of means such as working closely with livestock, household pets, exhibited animals or wildlife, by coming in contact with soil or water contaminated by animals or by consuming un-pasteurised dairy products.

Known zoonotic diseases include:

- Anthrax
- Australian bat lyssavirus

Bacterial infections from animal bites particularly dogs and cats:

- | | | |
|-----------------------|-----------------|-----------------|
| • Brucellosis | • Leptospirosis | • Salmonella |
| • Cat-scratch disease | • Listeriosis | • Sparganosis |
| • Cryptococcosis | • Melioidosis | • Tetanus |
| • Giardiasis | • Psittacosis | • Toxocariasis |
| • Hendra virus | • Q fever | • Toxoplasmosis |
| • Hydatid disease | • Ringworm | |

Useful Links

- Duty of Care for animals
- Department of Agriculture_hendra-virus
- RSPCA Queensland Pet Animal Care Tips
- Animal Welfare complaints in Queensland

Appendix 1: Categories on Animal Use

Category 1: Very low impact

Minimal or no contact with animal(s), minimal or no disturbance to animal or animals that do not fall under the 'Code'. May be conducted by all students and teachers with due care for the welfare of the animal.

Activities	Approval and Reporting
<ul style="list-style-type: none"> • Observation: <ul style="list-style-type: none"> ○ animal behaviour ○ pets under the owner's control ○ animals in their natural surroundings or in zoos and other registered wildlife parks ○ husbandry activities appropriate to the age, prior experience and maturity of the students ○ performance by outside agencies that have animals as part of their exhibits • The appropriate care of classroom pets • Collecting and observing frog spawn and tadpoles • Activities involving: <ul style="list-style-type: none"> ○ invertebrate animals (excluding cephalopods such as octopus or squid) ○ Live prenatal or pre-hatched vertebrates (e.g. mammalian or reptilian foetus or pre-hatched bird in the first half of gestation or development) ○ Animals or by-products of animals killed for purposes other than scientific or educational ones (egg, an ox heart sourced from an abattoir) ○ animals not being used for scientific purposes as defined above (e.g. assistance animals). 	<p>No QSAEC approval required</p> <p>Manage through regular school-based planning processes</p>

Category 2: Low impact

Routine husbandry or animal care procedures, non-invasive techniques, some disturbance to animals

Activities	Approval and Reporting
<p>Examples of Category 2 activities</p> <ul style="list-style-type: none"> • Grooming activities, including those that involve general care and maintenance of animal health and wellbeing • Collection of wool, milk, faeces or urine samples (non-invasive) • Loading and unloading animals • Non-invasive measurement of body weight, growth, age and condition • Hand rearing of calves, lambs and kids • Non-invasive aquaponics activities <p>For further examples, refer to Category 2 activities as outlined</p>	<p><i>Animal ethics approval required if activities are conducted for scientific purposes.</i> <i>Report on activities to DAF and QSAEC.</i></p> <p>Students receive suitable specialised instruction and training leading to competency before commencing the activity under appropriate supervision.</p> <p>The teacher/demonstrator has skills, knowledge and training appropriate to the activity to competently perform and supervise the activity, taking into account the competency and responsibilities of each student.</p> <p>The activity is justified by the curriculum and scientific outcomes are evident.</p>

Category 3: Moderate to high impact

Husbandry or animal care procedures requiring skill, limited invasive techniques, animals may be restrained, techniques may cause some stress to animals

Activities	Approval and Reporting
<ul style="list-style-type: none"> • Students receive suitable specialised instruction and training leading to competency before commencing the activity under appropriate supervision. • The teacher/demonstrator has skills, knowledge and training appropriate to the activity to competently perform and supervise the activity, taking into account the competency and responsibilities of each student. • The activity is justified by the curriculum or nationally accredited VET Training Package requirement and scientific outcomes are evident. <p>Examples of Category 3 activities</p> <ul style="list-style-type: none"> • Handling and taming horses, cattle, sheep and goats • Training for competition or showing and showing activities • Mustering, drafting, capture, restraint and handling of non-free-living domesticated animals • Measurement of mild dietary effects (provided the normal nutritional needs for the life stage of the animals are met) • Rat and toad dissections • Measurement of body temperature (invasive) • Administering topical treatment by backline, spray or dip, pour on treatments, ointments • Chick hatching and observation and brooding: includes setting up and operation of incubation equipment, and selection and placement of fertile eggs • http://education.qld.gov.au/curriculum/area/science/docs/sop-poultry-egg-hatching.pdf • Transportation of livestock • Aquaculture and aquaponics activities - growth and development, environmental experiments <p>For further examples, refer to Category 3 activities as outlined in the <i>Standard operating procedures</i>.</p>	<p>Animal ethics approval required if activities are conducted for scientific purposes.</p> <p>Report on activities to DAF and QSAEC.</p>

Appendix 2: Assistance Dogs on College Campus

Principal

- consider the type of assistance that the animal provides and whether this type of assistance alleviates the person's disability.
- ensure the owner of the assistance animal provides evidence that the animal meets hygiene and behaviour standards that are appropriate in a public place.
- deliberate whether it is appropriate to have the assistance animal in the school, including whether it would constitute an [unjustifiable hardship](#).
- ensure reasonable adjustments so that the animal remains under the control of an adult on behalf of the student or the student if of sufficient age and maturity to control the animal, at all times that it is on the school grounds
- ensure a meeting occurs between key stakeholders to discuss and define roles and responsibilities regarding the assistance animal being accommodated at school.
- ensure care is provided to the assistance animal whilst at school or on school-approved activities
- ensure the assistance animal accompanies the student at all times, except where prohibited by legislation and workplace health and safety regulations.
- ensure duty of care to students and staff in considering all the health and safety risks associated with the presence of an assistance animal.
- respond appropriately to any instances of cruelty to the animal, seeking guidance from the [RSPCA Queensland](#).

Prior to an assistance animal attending a school, a meeting should be convened and the above responsibilities should be discussed, agreed and recorded.

Owners of Assistance Animals

- provide food, water bowls and appropriate bedding/matting for the animal's comfort as required.
- ensure the animal's health and hygiene with regular veterinary treatments and to ensure that the animal is free of heartworm, fleas and worms.
- provide contact details for emergency veterinary care
- meet veterinary costs and transport to a veterinary location
- plan for the travel arrangements of the assistance animal to and from the school
- ensure a dog:
 - is not a restricted breed as defined under the Local Government Act 2009 (Qld)
 - is desexed and vaccinated
 - has not been declared a dangerous dog under a local law.
- provide evidence that the animal meets hygiene and behaviour standards that are appropriate in a public place including evidence of C5 vaccination.
- contact a training organisation for assistance and advice if normal behaviour of school staff or students causes inappropriate behaviour in the animal.
- ensure that the dog is registered with the local council and displays a council approved dog tag.

To gain certification, you must work with one of the following approved trainers or training institutions to train your dog and complete the public access test and certification process

<http://www.qld.gov.au/disability/out-and-about/certification-public-access-test/>

You may then request the trainer to obtain a handler identity card for you, and a blue and white cloth badge for your guide, hearing or assistance dog to display on its coat or harness.

<http://www.qld.gov.au/disability/out-and-about/choosing-ghad/>

<https://www.communities.qld.gov.au/disability/key-projects/guide-hearing-and-assistance-dogs>

Appendix 3: Species specific information - Caring for fish as classroom pets

A wide variety of fish species, both native and exotic, are available commercially. It is very easy to keep fish in an aquarium in the classroom. As an educational tool, aquaria can be used to study the habitats of fish, and other behaviours. In a school environment, it is much easier to keep, and maintain, freshwater tanks than marine ones.

If fish in an aquarium in a classroom or some part of the school site are purely for observation no approval from the Queensland Schools Animal Ethics Committee is required. However if fish are measured, weighed or involved in a scientific activity, approval is needed from the QSAEC prior to undertaking the activity.

Where different species of fish are kept in a community environment, consideration must be given to species compatibility. It is important to note that, as some fish grow, they may bully smaller individuals, even of the same species. When considering which fish to use, your capacity to maintain and care for the fish should also be considered prior to setting up the aquarium. This activity may be a long term commitment. Thought must be given to the care of fish over long weekends and during school holidays. Arrangements must be made for appropriate maintenance of the aquarium during these periods.

In Australia, the common name for particular fish species is variable between states or even between different parts of the same state. For this reason, it is advisable to use scientific names. As there is a large variety of fish, this material can only provide information in general terms.

Keys and descriptions of species can be obtained from scientific publications. There is ample material about Australian marine and freshwater fish and the fish department in the Australian Museum can be contacted for more details concerning identification.

The DPI&F website is an excellent reference tool and resource for ideas and information about fish and aquaculture.

Varietal range difference

There are some 25 000 species of fish divided into three groups: jawless, cartilaginous and bony. Many of these are suitable for school aquaria.

Physical attributes

Size: The size of a fish will be determined by factors such as the size of the aquarium, number of other fish and availability of food. Goldfish and Rainbow fish range from 10–160 mm.

Weight: In an aquarium 2–250 g.

Range of breeding ages: Adulthood varies with the species. Spawning continues from adulthood to death.

Temperature: Fish are poikilothermic, that is, cold blooded, so their body temperature is determined by their environment. References will need to be consulted for the physical attributes of particular species.

Environment

The least complicated environment is a natural pond in the school grounds. If this is not possible, an aquarium in the classroom is relatively simple to maintain. The tank needs to be kept at room temperature and should not be exposed to direct sunlight, as the sunlight will overheat the water and cause a rapid growth of algae. It should include plants and other invertebrates, and be allowed to stabilise for one to two weeks before the fish are added.

Filtration and aeration can be added to facilitate fish survival but each addition of physical support to the tank increases the probability of the system breaking down. It also adds to the amount of monitoring required.

If tropical fish are to be kept, a heating and temperature control system must be used. With a marine tank, the system becomes even more complex and is **not** recommended unless you have prior experience and success in another context such as at home.

The following points are general rules for preparing freshwater aquaria suitable for tropical and temperate fish species, including Australian native fish.

Space

The size of the aquarium depends on the size of the fish. A formula determines the maximum carrying capacity of an aquarium. This formula provides for around 1.5 cm length of a fish per 4.5 litres of water. More space is required if the tank is not ventilated. One or two small airstones, connected to an aerator, must be used for a 35–70 litre tank. More should be used for bigger tanks. Beware of oil scum on the surface of the water as it will interfere with gas exchange.

Covers

In the school context, the use of a suitable cover is essential for all aquaria. This prevents fish from jumping out and dust and toxins, such as insect sprays, entering the tank. A glass or other solid cover should only be used if the tank is ventilated. For an unventilated tank, it may be necessary to make a frame and cover from suitable mesh. Appropriate care must be taken if insect spray is used. An additional cover such as a towel should be left in place for six hours after spraying the room.

Temperature

For most tropical and temperate fish, a water temperature range of 22°C –25°C is adequate. An aquarium heater may be used to control the temperature.

Light

The aquarium should not be exposed to direct sunlight as the sunlight will overheat the water and cause a rapid growth of algae. A diffused, filtered natural light can be used. If using artificial light, fluorescent tubes can be used for almost all aquariums. The amount of light must be controlled by a timer. Lights must not be suddenly turned on and off because some fish may become very nervous and move erratically around the tank. A dimmer light switch will avoid this problem. The correct lighting is very important for aquarium plants. In a new aquarium, 12 hours of artificial lighting each day should be enough for most aquatic plants. The exposure time may be increased or decreased until a good plant growth rate is achieved.

Shelter

An aquarium should try to replicate the natural environment of the fish.

Bedding

Washed river gravel is an ideal bedding material for aquariums. The bottom of the tank should be covered with an average of 75 mm of suitable bedding material.

Filtration

This process has a very significant effect on the water quality and fish health. The three types of filtration are mechanical, biological and chemical. The most popular and easiest to apply is mechanical filtration.

Cleaning

Water should be changed about once every one to two months. It is important not to replace all the water at once, 20–25% of the volume is sufficient. A major cleaning should be undertaken once every four months. The fish must be removed, placed in a container with 25% of the original tank water and covered. The walls of the tank must be cleaned carefully, with all chemical residue from the cleaning being rinsed away. Thoroughly wash sand and gravel to remove any accumulated debris. The tank should be two-thirds filled with tap water and allowed to stand for at least half a day before the remaining sand or gravel, water and fish are returned to the tank. Water is aged by leaving it stand for 24 hours or by using a chemical ageing agent.

Nesting

Details about breeding tanks vary with each species. Separate breeding tanks may be required.

Food requirements

Type

Tropical and temperate manufactured foods are required twice a day. If the fish is a native that has been collected, valuable information about food can be obtained by observation of the habitat and in reference materials. Other types of foods may be given, for example, frozen food mixtures, prawns, brine shrimp and mosquito larvae. Unless expert advice can be obtained, commercially available foods are preferred.

Quantity

This depends on the type, age and number of fish in the tank. However, as a general rule, sufficient food that can be eaten within a few minutes should be given. Overfeeding can cause health problems.

Regularity

Feeding once a day is usually sufficient. Do not feed more than twice a day.

Water

For the first filling, tap water must be left to age in the tank for 24 hours before introducing plants or fish. The most important factors to be monitored are the water pH, dissolved oxygen and hardness. The recommended levels for a temperature of 20–25°C are pH 6.5–8, an oxygen level not less than 5 p.p.m. and total hardness about 100 p.p.m.

Normal behaviour

Varies with species and therefore other references will need to be consulted for the type of fish you plan to keep.

Signs of illness

Signs of illness include skin lesions such as spots, ulcers or growths, floating, listing and swimming upside down.

Handling

Fish must not be handled. A small aquarium net can be used to capture the fish.

Euthanasia

In the case of an animal becoming so sick, diseased or injured that recovery is unlikely or undesirable on humane grounds, then euthanasia must be arranged with a person competent in the technique with this species.

Disposal

If fish die from natural causes or are euthanased they should be removed from the tanks as soon as possible, placed in a plastic bag, sealed and then disposed of through the school's waste disposal service.

Unwanted fish should be taken to an aquarium shop for rehoming or disposal. Fish should **not** be released into natural waterways or flushed down toilets.

Appropriate care of classroom pet fish

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

Students must only uncover the tank and feed the fish under supervision, according to a roster or when they have acquired the necessary skills .

Students can change the water and clean the tank. In the case of major cleaning, fish must be removed from the tank, using an aquarium net, before the start of the cleaning process.

Care must be taken to ensure that fish are out of water for the shortest possible time. Well established supervised routines should be applied to the care and feeding patterns used in the classroom. Routines for cleaning and maintenance must take into account school holiday times.

Appendix 4. Differentiation between Assistance and Therapy Animals.

Therapy animals need to be distinguished from *assistance animals*.

Assistance animals are registered to provide a particular service to an individual with an illness or disability e.g. seeing-eye or guide dogs for the blind. There are other roles for assistance animals, especially dogs. Dogs are now trained to perform a range of physical tasks for people, such as picking up objects, opening doors and alerting to sounds. Dogs have even been trained to detect early signs of seizures or blood sugar changes and are able to alert their owners.

Assistance dogs can be registered in most Australian states under Guide-Dog or Anti-Discrimination legislation. Because of their important functional and often life-saving roles, assistance animals may be granted 'public access', legally allowing them access into public buildings, transport and even restaurants and hospitals, indeed anywhere their humans go.

Whilst *therapy dogs/pets* are able to receive training, registration or certification for insurance or legal purposes, they do not perform life-saving functions and are hence not allowed 'public access'.

Such registration is used to ensure a basic standard of training and reliability for animals and their handlers.

Adapted from: <http://ltw.com.au/what-is-animal-assisted-therapy#cat02>