

POULTRY EGG HATCHING

STANDARD OPERATING PROCEDURE

Approved 18 November 2015

Approval to conduct activities under this Standard Operating Procedure (SOP) is conditional upon pedagogical justification for this use of animals being documented by the activity leader.
 Schools may undertake the approved activities outlined in this SOP once authorised to do so by the Queensland Schools Animal Ethics Committee (QSAEC) Animal Ethics Officer.

TABLE OF CONTENTS

SECTION 1 OBLIGATIONS	2
Duty of care for animals	2
Pedagogical justification for the use of animals in education	2
Animal health and welfare.....	2
Student and staff health	3
SECTION 2 QUALIFICATIONS, SKILLS AND EXPERIENCE.....	3
SECTION 3 ANIMAL INFORMATION	4
Egg incubation, hatching and brooding	4
Number of eggs	4
Supply of fertilised eggs.....	4
Incubation equipment supply and operation	4
Supervision and monitoring.....	5
Handling of chicks.....	5
Health and distress	5
Rehoming of the chicks (Effective 1 January 2015)	5
Animal emergency arrangements.....	5
Euthanasia and animal deaths.....	5
Emotional issues	6
SECTION 4 APPROVED ACTIVITIES	7
1. Incubation.....	7
2. Hatching.....	7
3. Brooding	7
4. Transport of hatchlings	8
5. Measuring, weighing, monitoring and moving.....	8
SECTION 5 GLOSSARY	9
APPENDIX A ALTERNATIVES TO POULTRY EGG-HATCHING ACTIVITIES	10
APPENDIX B SUGGESTED LETTER TO PARENTS, PRIOR TO BOOKING AN EGG-HATCHING	
ACTIVITY	11
ACTIVITY NOTIFICATION FORM	12

SECTION 1 | OBLIGATIONS

Schools have legal obligations under the *Animal Care and Protection Act 2001* (Qld), the *Animal Care and Protection Regulation 2012* (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 300 PENALTY UNITS. (PENALTY UNIT VALUE IS NOTIFIED IN THE *PENALTIES AND SENTENCES REGULATION 2005*).

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.
-

PEDAGOGICAL JUSTIFICATION FOR THE USE OF ANIMALS IN EDUCATION

It is the teacher's responsibility to provide a pedagogical justification for any learning activity that involves the use of animals, including activities approved under a SOP. 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 should clearly identify how the use of animals is essential to achieving the learning objectives.

The justification should consider 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.

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

If there are viable alternatives to animal use that meet the learning objectives, they must 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 outside the scope of this SOP **must be considered by the QSAEC before approval can be granted**. To seek approval to conduct activities additional to those approved under this SOP or to modify an activity approved in this SOP, you will need to submit a Modification, SOP Variation or Amendment form in conjunction with the Activity Notification Form at the last page of this SOP.

Please note: The QSAEC will **not** approve any activities classified as Category 4 in the *Categories of animal use for scientific purposes in Queensland schools*.

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, SOP 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 lead 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).

The QSAEC should be notified within 7 days of the event, using an [Unexpected Adverse Event Form](#).

Please note: Necropsy of a dead animal is not an approved activity under this SOP due to potential health and biosecurity risks, and must only be performed by a competent person. The 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 [Handling Live Animals in a School Setting](#), [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 [Health and Safety Incident Recording, Notification and Management](#).

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), and
- competency in the particular procedure.

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, and
- 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, and
- considered the maturity and suitability of the student/s involved in the activity.

Teachers should ensure that animal users, including students and visitors, 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.

SECTION 3 | ANIMAL INFORMATION

EGG INCUBATION, HATCHING AND BROODING

Egg incubation, hatching and brooding using incubation equipment in a classroom setting places chicks in an artificial rearing environment. Alternatives to this activity need to be carefully considered before deciding to conduct an egg-hatching activity. **Refer to [Appendix A](#) for some alternatives.**

The welfare of chicks must be the first consideration.

If an egg-hatching activity is run with Prep and Year 1 students it must be observation only and must not involve experiential holding of chicks. Any handling of chicks by students in Years 2 and above must only be for the purposes of measuring, weighing, monitoring and moving.

An egg-hatching activity should not be repeated with the same cohort of students as they progress through different year levels in the school. Therefore, careful consideration should be given to the most appropriate age for students to participate in an egg-hatching activity, the learning experiences the students will be exposed to and how this is justified within the curriculum. Clear and careful instructions and staff modelling will encourage students' understanding of their duty of care for the chicks.

Proper consideration for relocating the chicks at the end of the activity must be considered prior to commencing the activity. Fate planning should form part of the ethical discussion with students about animal use, stewardship, animal welfare and fate of the chicks post activity.

From 1 January 2015, all chicks that are not to form part of a school flock approved under separate animal ethics application must be returned to the supplier at the end of the activity. Any variations to this rehoming of chicks must be approved by the QSAEC prior to conducting the activity. Such approval should be sought by submitting a [SOP Variation Request](#).

INFORMATION TO PARENTS Prior to booking an egg-hatching activity, parents **must** be informed of the proposed activity – giving them the opportunity to consider ethical and welfare matters associated with egg hatching and to raise any concerns with the activity leader. **A suggested letter is at [Appendix B](#).**

NUMBER OF EGGS

Keep the number of eggs used in this activity to a minimum.

Maximum of 1 clutch (10-13 fertile eggs) and 3 one day old chicks per single/double classroom.

SUPPLY OF FERTILISED EGGS

Fertile eggs should be obtained from a reputable supplier or an accredited hatchery that has been established to provide the equipment and/or eggs. If using a commercial supplier, **only layer eggs may be used** in a classroom setting. Check that the eggs have been fumigated prior to setting.

If the eggs are from your school farm, discuss with the Agricultural Science staff members the requirement for clean sanitised eggs for an egg-hatching activity.

Eggs must be:

- sanitised using a proprietary bacterial wash before they are delivered to the school to ensure that no shell-borne pathogens are present on the eggs.
- clean and hygienic.

INCUBATION EQUIPMENT SUPPLY AND OPERATION

Arrangements for equipment supplied by a commercial provider need to include:

- confirmed dates for the start and conclusion of the activity
- delivery of equipment
- responsibilities for setup and monitoring of equipment
- directions and instructions for use
- cleaning and maintenance.

If the equipment is the school's property, ensure it is:

- clean, safe, certified
- positioned in a safe place where it cannot be knocked over
- located in a warm, quiet space to reduce stress to the chicks
- accessible for students to monitor under supervision
- not in direct sunlight at any time during the day.

Transport of the fertile eggs, placing them in the incubator and routine procedures for the optimum conditions for the eggs all need to be undertaken carefully. Follow the directions from the supplier. If there are no directions, develop a set of routine handling directions, suggestions and information and keep these details for reference.

The power supply and electrical equipment should be tested, reliable and well maintained, with a backup supply of power accessible if the main power supply is interrupted.

Check the bedding, temperature and the feeders prior to starting the activity. Ensure all requirements are ready and available for use as needed.

SUPERVISION AND MONITORING

Frequent and regular monitoring of eggs and chicks, at least twice daily, must be conducted by skilled staff.

Diligence in observation does not alter on weekends and holidays. Staff members need to be rostered to maintain observation schedule as per weekdays.

HANDLING OF CHICKS

All egg-hatching activities run with **Prep and Year 1** students are to be **observation only**.

Any handling of chicks by students in Year 2 and above should be for the purposes of measuring, weighing, monitoring and moving.

There is to be no experiential holding of chicks.

Chicks should only be handled by competent staff members as required. If students are assisting a teacher during routine maintenance of the chicks' housing, chicks must be transferred from the brooder to a holding box or crate. This will minimise stress placed on the chicks by students unnecessarily handling them for long periods. In any circumstance, chicks are only to be handled for a short amount of time to reduce the risk of heat stress.

Teachers will provide students with information on appropriate methods of handling and caring for the eggs, the egg-hatching process and the hatchling brooding procedures (teachers' discretion will be used for all handling activities).

HEALTH AND DISTRESS

Chicks are easily stressed. Stress may be related to temperature, water, food or other environmental conditions. Students should learn how to recognise signs of stress (noise, huddling) and take action to reduce it.

Chicks expect to be, and are comfortable as, part of a flock. Crowded conditions in the incubator should not occur.

'Those responsible for the care of domestic poultry should be aware of the signs of ill-health and distress. Signs of ill-health in poultry include reduced food and water intake, changes in the nature and level of their activity, abnormal condition of their feathers or droppings, or other physical features. Evidence of behavioural changes may indicate ill-health or distress or both.' (Poultry SCARM Code, s. 12.1).

If a chick is showing any signs of ill-health, deformity or distress the school must seek advice from a veterinarian, hatching company or person competent to diagnose ill-health and distress in chicks.

If chicks need to be euthanased, this should be undertaken by someone who is competent and confident to do it efficiently. These activities should not be undertaken in public view.

Birds with an obvious sickness or significant deformity should be removed from the flock and humanely destroyed as soon as possible. Neck dislocation is an acceptable method of humane destruction provided it is carried out competently. (Poultry SCARM Code, s. 12.10).

REHOMING OF THE CHICKS (EFFECTIVE 1 JANUARY 2015)

At the end of the 'brooding' period, from hatching to seven days old, all chicks that are not to form part of a school flock (approved under separate animal ethics application) **must** be returned to the supplier. Any variation to this must be approved by the QSAEC prior to the activity being conducted.

ANIMAL EMERGENCY ARRANGEMENTS

The school must have an emergency management plan to deal with events in and out of school hours. Details of the plan will vary according to the needs of each school and must include:

- monitoring of animals, including on weekends and school holidays
- a first aid kit for animals
- at least one local veterinarian on call
- a list of who is competent to euthanase animals if necessary (this is likely to be the local veterinarian but may also be an Agricultural Science HOD/TIC or Agricultural Assistant or experienced teacher)
- a schedule of persons authorised to respond to emergencies and engage veterinary assistance.

EUTHANASIA AND ANIMAL DEATHS

Where a chick is born deformed or has become so sick, diseased or injured that recovery is unlikely or undesirable on humane grounds, euthanasia must be arranged with a local veterinarian or a person competent in the euthanasia technique for chickens.

'Dead birds must be removed and disposed of promptly and hygienically.' (Poultry SCARM Code, s. 12.8)

Deaths and other unexpected adverse events must be advised to the QSAEC as soon as practicable after the incident's occurrence, using the Unexpected Adverse Event Report. The signed hardcopy should be held in the school's animal activity register.

EMOTIONAL ISSUES

It may be necessary to prepare for the likelihood to sensitively discuss with students what happens with eggs that have failed to hatch, chicks that are frail, weak and dying, and situations that may require euthanasia. There are opportunities here to carefully and sensitively relate these important facts of life in an age appropriate manner.

SECTION 4 | APPROVED ACTIVITIES

All activities must be conducted in line with industry and veterinary standards. Chemicals and drugs used must be judged to be required by a qualified instructor, must be registered products, and must be used in accordance with Materials Safety Data Sheet information and manufacturer's instructions.

1. INCUBATION

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Incubation	To observe the incubation process	Video, learning guides and use of booklets are encouraged	Instructor : Students 1:30 supervising Students : Animals 30:10-13 observing	

The incubation period is usually for a period of 21 days. An incubator is a controlled environment to regulate the temperature of the eggs and protect the developing chick. It is important to regulate the temperature and the humidity of the incubator to ensure a successful hatch. The incubator must not be opened until the hatch is complete, usually 24-48 hours. Do not be tempted to intervene in the hatching process – it can take many hours for the chicken to hatch successfully after it has pipped a hole in the shell.

2. HATCHING

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Hatching	To observe the hatching process and observe the movement of chicks	Video, learning guides and use of booklets are encouraged	Instructor : Students 1:30 supervising Students : Animals 30:10-13 observing	

After the eggs have hatched, it is recommended that the chicks are placed onto newspaper for 24 hours with feed and water. If some feed is scattered on the paper it will stimulate pecking. Chicks must be placed into a secure, draught-free brooding enclosure of adequate size for the number of chicks involved. Discarded egg shells and unhatched eggs should be disposed of hygienically.

3. BROODING

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Brooding	To demonstrate the procedures for moving chicks to the brooder and for monitoring the brooding conditions	Video, learning guides and use of booklets are encouraged	Instructor : Students 1:30 supervising 1:1 performing Students : Animals 30:13-16 observing 2:1 performing (not Prep or Yr 1)	Poultry SCARM Code ss. 5.1, 7.1.1, 9.2, 12.11

All egg-hatching activities run with Prep and Year 1 students are to be observation only.

Any handling of chicks by students in Year 2 and above should be for the purposes of measuring, weighing, monitoring and moving. There is to be no experiential holding of chicks.

Brooding may last from birth to 7 days and sometimes longer, depending on the climate and location.

Ensure that the following basic needs are provided:

- readily accessible food and water to maintain health and vigour. As chicks grow, feed and water containers should be raised to stop bedding fouling feed and water supplies.
- freedom to move, stand, turn around, stretch, sit and lie down
- visual contact with other members of the species
- accommodation which provides protection from the weather and predation
- clean dry litter
- prevention of disease, injury and undesirable behaviours, and their rapid treatment should they occur
- brooders should be large enough to allow chicks to move away from the heat source if the need arises.

'Newly hatched birds have a poor ability to control body temperature and require supplementary heat to bring their environmental temperature up to the comfort range as evidenced by alert and active behaviour.' (SCARM Code: Poultry, ss. 7.1.1).

'Young birds reared away from the hen require a light intensity of about 20 lux on the food and water for the first three days after hatching in order to learn to find food and water. It may then be reduced to as low as 2 lux during rearing.' (Poultry SCARM Code, s. 5.1).

The incubator and holding facilities should not admit entry of 'wild birds, rodents or predators that are capable of causing disease and/or distress.' (Poultry SCARM Code, s. 12.11).

'Poultry must receive a diet containing adequate nutrients to meet their requirements for good health and vitality. Poultry must not be provided with food that is deleterious to their health.' (Poultry SCARM Code, s. 9.2).

4. TRANSPORT OF HATCHLINGS

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Transport of hatchlings	To move the hatchlings to another location	Video, learning guides and use of booklets are encouraged	Instructor : Students 1:30 supervising Students : Animals 30:13-16 observing	<u>Code of practice for transport of livestock (Schedule 3 of the Animal Care and Protection Regulation 2012)</u>

Any transport or movement of hatchlings should be undertaken humanely and in suitable, clean and stress free conditions. Hatchlings should:

- be treated humanely
- be healthy and fit for the intended journey
- be transported in a way that does not cause injury or undue suffering. Containers should be designed and maintained to prevent injuries to poultry
- not travel for more than 72 hours, if less than 3 days of age, with a maximum time off water of 72 hours. If more than 3 days of age, the maximum journey time is 24 hours with 24 hours off water.

Weather conditions should be considered when determining loading densities with additional space being allowed on hot or humid days. Reasonable measures must be taken by the driver of chicks less than 5 days of age to minimise the risk of harm to the bird from chilling or overheating during the journey. The animals should be protected from direct sunlight and adverse weather conditions.

5. MEASURING, WEIGHING, MONITORING AND MOVING

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Measuring, weighing, monitoring and moving of chicks	To demonstrate and instruct students in the procedures for the examination of chicks	Video, learning guides and use of booklets are encouraged	Instructor : Students 1:30 supervising 1:2 performing Students : Animals 30:13-16 observing 2:1 performing	

All egg-hatching activities run with Prep and Year 1 students are to be observation only.

Any handling of chicks by students in Year 2 and above must be for the purposes of measuring, weighing, monitoring and moving only.

There is to be **no experiential holding of chicks**. As chicks easily overheat, students must not hold the chicks for long periods.

SECTION 5 | GLOSSARY

Alternatives to animal use	Replacement of animals with other methods/activities for educative purposes must be sought and used whenever possible
Code of practice for transport of livestock	<u><i>Animal Care and Protection Regulation 2012</i></u> , Schedule 3.
DAF	Queensland Department of Agriculture and Fisheries
Eggs	Poultry eggs from chickens, ducks, geese, turkeys, quail or guinea fowl. Not eggs from caged birds or native birds.
QSAEC	Queensland Schools Animal Ethics Committee
Poultry SCARM Code	<u><i>Model Code of Practice for the Welfare of Animals – Domestic Poultry</i></u> , 4 th Edition, SCARM Report 83
Ratios	Instructor/student and student/animal ratios stated in this document are minimum requirements.
Supervision	Supervision in all instances means supervision by a suitably qualified person familiar with the procedures as well as normal and abnormal animal responses.
The Code	<u><i>Australian code for the care and use of animals for scientific purposes</i></u> 8 th Edition, 2013

APPENDIX A | ALTERNATIVES TO POULTRY EGG-HATCHING ACTIVITIES

Poultry egg hatching can be an appropriate activity to conduct in the classroom in order to achieve the scientific learning outcomes of observing bird hatching and the process of a bird's growth and development.

Although hatching chicks may appear to be a stimulating activity suitable for young students, there may be unintended learning outcomes resulting from this activity, e.g. euthanasia of deformed hatchlings is sometimes necessary.

Where it is determined that the potential benefits of this activity do not outweigh the possible negative impact on the animals, teachers may need to review their curriculum planning to determine if there are other lifecycle and growth and development activities, that will still meet their curriculum requirements, e.g. a farm excursion where egg hatching can be observed.

The following sites may be useful:

- *Alternatives to animal use, Department of Agriculture and Fisheries* <http://www.daf.qld.gov.au/animal-industries/welfare-and-ethics/using-animals-for-scientific-purposes/replacement-reduction-refinement/alternatives-to-animal-use>
- *Lesson Plan - Beaks, Wings and Feet* <http://www.woaw.org.au/teachers/beak-wings-feet-rspca-lesson/>
- *Hatching Good Lessons – alternatives to School Hatching Projects* <http://www.upc-online.org/hatching/alternatives.html>
- *Silkworm life cycle* <http://www.buzzle.com/articles/silkworm-life-cycle.html>
- *Queensland Museum Loans* <http://www.network.qm.qld.gov.au/Learning+Resources/QM+Loans>
- *Museum of Tropical Queensland – loan kits* <http://www.mtq.qm.qld.gov.au/Learning+Resources/Teacher+Resources/MTQ+Loans>
- *Chick hatching from egg* <http://www.primarygames.com/holidays/easter/videos/chick-hatching-from-egg/>

This page contains links to websites which are not under the control of QSAEC or the Department of Education and Training. The listing of these websites should not be construed as an endorsement, approval or recommendation by QSAEC or the Department of Education and Training of the owners or operators of these websites, or of any information, data, products or services referred to or contained in the linked web sites. QSAEC and the Department of Education and Training accept no liability in respect of the content of the linked websites.

APPENDIX B | SUGGESTED LETTER TO PARENTS, PRIOR TO BOOKING AN EGG-HATCHING ACTIVITY

Dear Parent/Carer

This letter is to inform you of our proposal to book an egg-hatching activity for

<insert details of class and activity>

The decision to conduct this activity has been taken to achieve the following outcomes:

- Students will develop skills in observing the hatchlings to develop an understanding of the process of a chick's hatching, growth and development.
- Students will develop knowledge and skills in responsibly caring for animals.

We will ensure that the activity is run safely and responsibly, with all possible care taken to ensure the welfare of the chicks in our care, however, there is the possibility that some eggs may not hatch, that some chicks may be deformed, or that newly-hatched chicks may die. Should any of these possibilities occur, they will be sensitively discussed with the students in an age-appropriate manner.

After our classroom activity is completed, the chicks must be returned to the supplier of the eggs. We have contacted a possible supplier and they have indicated that, after their return, the chicks will be *<please insert information from supplier about the future of the chicks, specifying any differences in treatment of male and female chicks if relevant>*.

We look forward to your support should this activity proceed and urge you to discuss any concerns you may have with your child's teacher.

Yours sincerely

Activity Leader/s

POULTRY EGG HATCHING STANDARD OPERATING PROCEDURE

ACTIVITY NOTIFICATION FORM

SCHOOL NAME			
ACTIVITY LEADER'S NAME			
PHONE		EMAIL	
SCHOOLING SECTOR/ SCIENTIFIC USER REGISTRATION NUMBER (ISSUED BY DAF)			
<input type="checkbox"/> STATE SCHOOL	102	<input type="checkbox"/> QCEC	<input type="checkbox"/> ISQ
ACTIVITY TITLE			
SUBJECT AREA/S			
YEAR LEVEL/S			
SPECIES OF ANIMAL/S			
NUMBER OF ANIMALS			
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 <u><i>Animal Care and Protection Act 2001 (Qld)</i></u>, the <u><i>Animal Care and Protection Regulation 2012 (Qld)</i></u> and the <u><i>Australian code for the care and use of animals for scientific purposes, 8th edition 2013.</i></u> I have read and understood <u><i>Responsibilities of School Personnel under the Code.</i></u> No animal will be used in this activity except as described in this SOP and Activity Notification form. 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 SOP. <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 type="checkbox"/> I have read and approved this application. <input type="checkbox"/> A hard copy of this application will be held for 7 years for audit purposes.	
DATE			

All fields must be complete before lodging this Activity Nomination Form.

Email this signed page **only** to Animal.Ethics@dete.qld.gov.au or fax it to (07) 3513 5989.

Ensure that you keep the signed hardcopy of this notification on file in your school's animal register for auditing purposes.