



# ST CATHERINE'S CATHOLIC COLLEGE

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## SCHOOL FARM FARM SAFETY GUIDELINES

|                             |                       |
|-----------------------------|-----------------------|
| <b>Responsible Officer</b>  | College Principal     |
| <b>Effective Date</b>       | 2016                  |
| <b>Superseded Documents</b> |                       |
| <b>Review Date</b>          | 2019                  |
| <b>Associated Documents</b> | Animal Welfare Policy |

# SCHOOL FARM FARM SAFETY GUIDELINES

## PREAMBLE

The Australian agriculture and horticulture industries are viewed as having one of the highest rates of workplace accidents, in terms of its occupational health and safety performance. St Catherine's Catholic College, Singleton offers secondary education and training in agriculture and Primary Industries and is obligated by the *Work Health and Safety Act 2011* ensure that high standards of safety are maintained. In particular the School is obliged to ensure that:

1. Wheeled tractors are fitted with a protective cab or frame called "roll over protection structure" (ROPS)
2. Power driven machinery and equipment is securely guarded.
3. All pesticides and toxic substances used by employees and students are stored, handled, used and disposed of in a manner that does not create a risk to the health of others or degrades the environment and conform to WorkCover Safe Use and Storage of Chemicals (including Herbicides and Pesticides) in Agriculture: Code of Practice ([http://www.workcover.nsw.gov.au/NR/rdonlyres/FEF9E6D2-5D36-409D-A5DE-B38C1E48A98E/0/chemicals\\_in\\_agriculture\\_safe\\_use\\_storage\\_code\\_practice\\_0422.pdf](http://www.workcover.nsw.gov.au/NR/rdonlyres/FEF9E6D2-5D36-409D-A5DE-B38C1E48A98E/0/chemicals_in_agriculture_safe_use_storage_code_practice_0422.pdf))
4. Appropriate and serviceable personal protective equipment is provided to undertake work on farms in a safe manner.
5. Materials manual handling procedures are developed and followed so that the risk of injuries is reduced when handling livestock, machinery and products.

## AIMS

2.1 Legislation requires employers/managers to implement a risk management approach to health and safety hazards in all workplaces including farms.

2.2 The underlying principles of risk management relates to:

- (i) Identifying Hazards
- (ii) Assessing Risks and
- (iii) Controlling Risks

2.3 These principles also underpin best practice in Agricultural Occupational Health and Safety management within the school by:

- (i) Defining practicable, feasible and sustainable safety solutions
- (ii) Evaluating emerging technology
- (iii) Perceived economic impact of injury/illness

- (iv) Consult with farm staff and advisers
- (v) Availability of relevant WHS training and management resources
- (vi) Establish and maintain procedures for identifying WHS hazards, assessing risks and maintaining the most appropriate control measures.
- (vii) Establishing and maintaining an WHS Induction and training program
- (viii) Establishing and maintaining procedures for dealing with WHS emergencies on the farm.

## RESPONSIBILITIES

3.1 Current government legislation, Australian Standards, Codes of Practice and St Catherine's Policies and Procedures set out responsibilities in respect of aspects of farm safety. The most general are:

- (i) *Work Health and Safety Act 2011* this identifies responsibilities of the employer, managers and supervisors of the employer, for the health, safety and welfare of staff and the health and safety of non-employees (students, members of families of staff, etc.). The School is required to ensure the health and safety of staff and students and to provide instruction, training, supervision, information and safe systems for work.
- (ii) St Catherine's commits to the conformity with legislation about occupational health, safety and welfare to those established good practices, and this document provides general guidance to staff throughout the school concerning their individual and managerial responsibilities.
- (iii) All students will be inducted to the farm covering the specific skills that they will be using for that unit.
- (iv) A training register will be kept where students are carrying out hazardous tasks such as tractor driving, handling chemicals and handling large livestock such as cattle.
- (v) **For Primary Industry students only:** A specific skill checklist for tractor use, fencing and handling cattle is included in the booklet and other areas such as chemical use are under development.

## PROCEDURES

### 1. Controlling hazards

Wherever possible, the hazard should be eliminated, removed or overcome by engineering methods or operational strategies. Personal protective equipment should only be used as a second option.

### 2. Occupational Health Accident/Injury Reports:

Managers must also remember that WHS legislation requires employers to record all accidents, injuries, incidents, hazards and workplace diseases and to report injuries to the Student Services.

### 3. Tractor operations

It is an offence to allow passengers of any age on a tractor, unless each passenger is sitting in a proper seat that has been shaped or fitted with a backrest so that the person will not slip out of the seat. Passengers also need adequate and convenient footrests and handholds.

#### **4. Injuries with animals**

Accidents/injuries when handling animals may be directly or indirectly caused by:

- (i) Poor design of yards, races or crushes leading to animals baulking and handlers becoming frustrated and stressed.
- (ii) Insufficient strength or choice of materials in the structure and in fittings, leading to breakage.
- (iii) Inappropriate gate latches and wrongly swung gates.
- (iv) Slippery surfaces or boggy conditions.
- (v) Poor lighting.
- (vi) Lack of escape routes for the handler.
- (vii) Lack of shade and water for stock and handlers.
- (viii) Obstructions and rubbish.

**4.4.1 NOTE:** See First Aid Procedures for further details in school handbook.

### **FARM SAFETY**

The following is a practical guide dealing with major aspects of farm safety.

Farm work will involve undertaking a range of different tasks under a variety conditions in the course of a typical working day, and between seasons, and is often undertaken in physical isolation, requiring a higher level of WHS protection.

Farm workplaces and work processes are often less amenable to control e.g. climate, working with animals etc. Therefore WHS induction and training should be undertaken before new staff and students commence farm work.

#### **5.1 Workshop Safety:**

1. Wearing of earplugs or earmuffs, safety glasses/goggles must always be worn by anyone using power tools e.g. grinding or cutting etc.
2. Work or tool rests and guards must be fitted to equipment where appropriate.
3. Hand held tools should be maintained in good condition and regularly tagged and tested, and any tools that require repair must be reported to the farm hand.
4. Hand tools should be held correctly, used only for the purpose for which they were manufactured and in accordance with the manufacturers instructions.
5. Operators should always wear close fitting clothing including buttoned-up sleeve cuff, safety goggles or glasses, and earmuffs if the machinery is noisy.
6. Workbenches should be kept clean and tidy and not used for storage.
7. Floors should be clear of obstructions. Any oil, petrol or grease spills should be immediately cleaned up as a slippery surface could result in serious injury, and all incidents must be recorded.
8. Work areas should be well illuminated and ventilated and have a safe means of access and egress in the event of an emergency.

9. Small quantities of fuel, oils, solvents, cleaning fluids, acids etc. should be stored in approved containers in a cool, well ventilated area, preferably out of, but adjacent to, the workshop. Larger quantities should be in a separate store away from other buildings.
10. All Pesticides and Chemicals are secured in a lockable cage with their associated MSDS's, which are kept in the farm office for easy access in case of an emergency or for class handling and storage information.

## **5.2 Farm Machinery/Plant Safety:**

1. Operator training, including familiarisation with the manufacturer's operating instructions must be available for all new staff and students. Manuals will be found in the farm office.
2. Regular maintenance to minimise breakdowns and unscheduled field maintenance. Maintenance logs will be kept by the Primary Industries teacher and/or students.
3. Correct adjustment of machine controls while the machinery is stationary is carried out by the farmhand.
4. Lubrication and adjustment only while the machinery is stationary.
5. Guarding of all hazardous situations while the machinery is moving. If the machine can catch, cut, crush or strike it should be guarded.
6. Clearing blockages only when the machinery or equipment is stationary.
7. Use the recommended personal protective equipment.

## **5.3 Electric Fences:**

If electric fences are not properly installed and constructed they can be dangerous. Before buying check with the retailer that the fence energizers conforms to AS3129, and if any doubt exists consult the supply authority.

The number of fatalities from electric fences is low, and that contact with the fence results in a relative harmless shock, however, other effects such as ventricular fibrillation can be life threatening. Ventricular fibrillation is when the heart becomes irreversible uncoordinated and fails to pump blood, resulting in a fatality. If a person is shocked by the electric fence and is exhibiting symptoms of chest pain, dizziness, nausea rapid heartbeat or shortness of breath call for an ambulance immediately.

Any person who experiences an electric shock should be referred for an ECG as soon as possible.

Caution also needs to be taken to address the secondary effects of the fence contact, such as someone falling, jerking back or hitting someone else.

The fence must be adequately sign posted.

When students are working in the vicinity of the electric fence on the farm, it is advised that the fence be turned off when classes are being conducted in the area of the fence. Please refer to Safe Work Method Statement for Electric Fences.

Ensure that students receive adequate instruction and training regarding the hazard/risks associated with the electric fence.

When the electric fence is being maintained or accessed for maintenance the fence must be turned off using the lock out switch. Please refer to the Safe Work Method Statement for Maintaining an Electric Fence.

#### **5.4 Motor Vehicle Safety:**

It is prohibited for staff, students, visitors or children to travel on the back of a utility vehicle or open tray style truck or tractor at anytime.

#### **5.5 Tractor Safety, front-end loaders, forklifts:**

1. Ensure proper training and supervision for tractor drivers.
2. Ensure that only licenced persons operate tractors, front-end loaders and forklifts, and that licences be available on request.
3. Wear close-fitted clothing.
4. Ensure rollover protection (ROPS) structures are fitted.
5. Always sit on the seat when riding in the cabin or within the ROPS envelope of safety.
6. Never allow passengers to travel on the draw bar between the tractor and the towed machine.
7. Drive at speeds slow enough to retain control in case of the unexpected.
8. Reduce speed before turning or applying brakes.
9. Ensure that all power-take-offs are correctly guarded.
10. Do not leave the engine running when the plant equipment is in a confined space – carbon monoxide is lethal.
11. Stop the engine before degreasing and refueling.
12. Do not work on or under a plant equipment while the engine is running.
13. Check that the power take-off is guarded.
14. Always back up tractor on steep slopes – if the rear wheels slip or spin, abandon the attempt.
15. Drive carefully when near edges, ditches, embankments or depressions in the ground. Never drive close to the edge of a trench, ditch, dam or riverbanks.
16. Ensure the tractor's front wheels are kept on the ground by fitting towed attachments strictly in accordance with the manufacturer's instructions. Use drawbars fitted to tractor mounting points.
17. When pulling any bogged vehicle, it is better to use reverse gear and pull from a low hitch point at the front of the tractor, if one is fitted and hitched below the back axle. Pulling from the front will stop the tractor rearing over backwards. When pulling in reverse, use the lowest gear ratio.
18. If you get bogged and cannot back out, seek assistance.
19. Be careful of overhead power lines.
20. Constant exposure to loud noises can produce permanent hearing loss. Wear earplugs and earmuffs. Regular maintenance of the muffler helps keep noise down.
21. A tractor must be stationary when being mounted or dismounted.

22. Do not use the right side because you may accidentally release the brake; the right side is crowded with controls – brake pedal, foot throttle, hydraulic controls – and you may catch your clothing in them. Always mount and dismount facing the rear wheels.
23. Keep all guards in place.
24. Avoid improvised chocking when removing wheels – use a widebase jack with adequate lifting ability.
25. Correct pressure can be obtained from the tyre fitment placard in the cabin or the side of the tyre.

Please refer to appendix 2 for skills checklist

## **5.6 Spraying**

1. If you are spraying pesticides or herbicides, you must wear the equipment necessary to protect your eyes, skin and respiratory tract.
2. Applying chemicals to crops, orchards, pests and noxious weeds can be dangerous. Chemicals must be applied at the rates recommended by the manufacturer.
3. It is the responsibility of the supervising teacher to ensure that students fill out the pesticide log at the end of the lesson and conform to the Code of Practice.
4. All equipment must be cleaned and stored as per manufacturer recommendations.

## **5.7 Hitching Implements Correctly**

1. Fit all the attachments according to the manufacturer's instructions.
2. Always use the draw bar, or the mounting points provided by the manufacturer, for attaching equipment. Do not use improvised methods.
3. Do not alter, modify or raise the height of the draw bar outside those adjustments made possibly by the manufacturer.
4. When the power implement's is attached to the tractor, be sure that all guards are in place before operating.
5. Do not attempt to adjust, or work on implements while they are in motion.
6. Do not use or attach implements unless the power shaft, or power take-off shaft is guarded.
7. Rotary slashers are particularly hazardous. They often have exposed blades, and may throw stones and hard objects. They are more dangerous if poorly maintained or not thoroughly checked before use, both to the operator and others working nearby.

|   |
|---|
| <b>PERSONAL PROTECTIVE CLOTHING AND EQUIPMENT</b> |
|---|

1. Steel toecap boots are to be worn where necessary. Students need to avoid open toe shoes, laces and poorly fitting boots or shoes.
2. Combination overalls or strong trousers and a long sleeved shirt
3. Hat applicable to the job and weather conditions, perhaps no brim in the winter and wide brim and neck shield in the summer
4. Leather gloves for handling sharp objects such as fencing wire.

5. For tractor work wear ear muffs as well if the tractor does not have good cabin insulation or if the transmission noise is excessive.
6. While operating a motorcycle, ATV, and ride-on-lawn mowers the wearing of a well fitted helmet, earmuffs/ear plugs and glasses/goggles must be worn at the time.
7. For horse riding wear appropriate boots, long trousers and a long-sleeved shirt plus an approved riding helmet.
8. Where Pesticides and hazardous chemicals are sprayed on the paddocks, full PPE gear is to be worn as requires in the MSDS.

## **REDUCING EXPOSURE TO NOISE**

- 7.1 Wherever practicable, noisy machines should be replaced with less noisy machines.
- 7.2 Anyone who operates a tractor regularly without hearing protection will incur at least some hearing loss. All tractor drivers should protect their ears, either by wearing protective equipment or by fitting a noise insulated cab to the tractor.
- 7.3 If noise cannot be reduced at its source, there are ways of reducing human exposure by:
  1. Keeping noisy machinery away from people, for example, placing generators away from sheds and workshops.
  2. Placing acoustic screens between machinery and people.
  3. Enclosing machinery with sound reducing materials.
  4. Lining walls and ceilings with sound absorbent materials.
  5. Keeping people not involved in the noisy task away from noisy areas.
  6. Rotating employees and/or students to limit the length of time any person is exposed to noise.

## **STORAGE**

### **8.1 Chemicals:**

All hazardous substances and dangerous goods should be stored in their original containers, with their full labels and Material Safety Data Sheets. Particular products should be stored together, e.g. all herbicides together, all insecticides together, all pesticides together, etc.

1. The chemical storage shed should be suitably ventilated, kept securely locked and appropriately signed so its hazardous contents can be quickly identified.
2. A Material Safety Data Sheets Register is required for easy access in the case of contact or spillage and appropriate first aid, and making sure that MSDS's are not more than five years old. These are located in the farm office.



## 8.2 Hay and Fodder:

Storing of hay and fodder is at risk from internal combustion and from external ignition sources. If hay is stored before it is properly cured then it can ignite spontaneously from internal combustion.

Care must be taken to ensure that all hay has less than about 18 per cent moisture before it is stored, hay sheds should be erected well apart from other farm buildings and fuel storage preferably downwind of them in case of fire.

## MANUAL HANDLING

Codes of Practice for Manual Handling provide minimum standards of health and safety, in addition to the legislation. Codes of Practice sometimes refer to obligations imposed by an act of parliament or regulations. Failure to observe these obligations is an offence against the act or regulation, but they do provide explanation and advice about the prevention of hazards and may be taken into account in a prosecution.

Legislation governing manual handling generally creates an obligation on employers to ensure that plant and containers, work practices, and the working environment are all-safe, and without risk to health and safety – as far as is reasonably practicable.

Some general principles for reducing risks associated with manual handling are:

1. Minimize the lifting and lowering forces exerted.
2. Avoid the need for bending, twisting and reaching movements, and
3. Reducing pushing, pulling, carrying and holding.

Use lifting aids if possible.

1. Allow sufficient space for lifting in the right position and with correct posture and body movements.
2. Avoid obstructions when moving objects.
3. Wherever possible, the start and finish height of the load should be a suitable level above the floor, that is, between mid-thigh and shoulder height, preferably at about waist height.
4. The center of gravity of the load should be as close to your body as possible. A load is more difficult to lift or carry if it is not close to the body.
5. The back should not be twisted or bend sideways.
6. Lifting with one hand should be avoided.
7. If lifting has to be performed frequently or for prolonged periods, then the acceptable weight of the load rapidly diminishes.
8. Always consider your own body when handling stock and equipment and avoid putting yourself in a potentially dangerous situation, e.g. when blocking sheep in a race, use the outside of the leg rather than the inside, to reduce the likelihood of damage to the knee and pelvic area.

## ANIMAL HANDLING

### 10.1 Training and induction:

1. All students are to be inducted and undertake safety training prior to working with and in the cattle yards.

### 10.2 Animal Management

1. Cull any animal that exhibits a poor and dangerous temperament
2. All animals are to be polled or dehorned
3. Ensure yard structure is safe and strong. Remove any protrusions, rocks in yard and that gates are swung well.
4. Instruct students on safe areas of the yards and escape routes.
5. Instruct students on the principles of animal behavior including flight distance, point of balance. Be aware of signs of poor temperament such as position of head, tail, ears, pawing the ground and snorting.
6. Stock respond well to routine. Be consistent with entry and exit paths.
7. Be aware of stressing animals too much and release them before they hurt themselves.

NOTE: See Safe work method statement in the appendix for further information.

### 10.3 Skill and equipment

All equipment should be well maintained and electrical equipment needs to regularly tagged and tested as per school policy.

### 10.4 Animal yards/pens: Hazards can include:

1. Slippery ground or concrete in the forcing and drafting areas.
2. Nails or bolts projecting through posts, rails and gates.
3. Gate catches and gate hinges which project into the line of movement of animals and handlers.
4. Rough ground

It is the responsibility of all staff and students to minimize the hazards of yards. Regular inspections take place and an WHS assessment is carried as per the WHS policy.

### Animal Behaviour

#### Flight Zones

Good animal handlers are calm, move quietly and are in control of themselves as well as the animals. Animal handlers soon learn to stand or move behind the shoulder of animals to move them forward and stand in front of animals to move them backwards. They need to be aware of the innate behaviour of animals and to predict their behaviour in high-risk situations, and a risk assessment is advised.

Two people need to work together at all times when handling cattle. Supervision by the farmhand or teacher is compulsory.

The innate behaviour of animals often creates high-risk situations when handling:

1. Animals in close proximity, as in yards, stables or when confined on a truck.
2. Entire males, especially bulls, rams, and stallions.
3. Animals during mating and parturition.
4. Animals in isolation.
5. Animals using inadequate facilities and equipment or in overcrowded yards.
6. Animals when with inexperienced or uncoordinated animal handlers.

**Specific examples of high-risk situations are:**

1. Standing between a cow and her calf.
2. Standing immediately behind a cow being milked for the first time.
3. Children hand-feeding farm animals.

**Cattle Handling Basics:**

Improvement in animal production and safety will come about when animals are made maneuverable by early training and quiet handling. Good facilities and fencing will assist in this training. A basic rule for handling cattle is to work them steadily and quietly.

Because of cattle's restricted vision, always approach at an angle, never directly from the front or the rear. Speak to the animal as you approach so as not to startle it.

1. The first contact with the steer should be on the shoulder or neck, rubbing rather than patting.
2. A handler's actions around a steer will influence a steer's reactions.
3. Handling equipment should be checked thoroughly and regularly to ensure that they are all, especially the:
  - a) Leads, without knots
  - b) Good working clips
4. Quality kid gloves to prevent burns and reduce bruising to the hand if much rope work or extensive riding is planned

**10.5 Record keeping**

All school work under the Animal welfare guidelines for farm, class and experimental use. The Agriculture Department is responsible for recording any activities carried out with the animals on the farm.

Any husbandry activity that is carried out during class time is the responsibility of the teacher to ensure that the activity is recorded.

It is the teachers' responsibility to ensure that they are working within the guidelines of our Animal Welfare Policy.

If any vaccination, backling or drenching takes place the pesticide/herbicide log must be completed as per the Code of Practice specified by WorkCover' "The Safe Use and Storage of Chemicals (including Herbicides and Pesticides) in Agriculture".

The flock and herd records are to be maintained by the teacher and stored.

## FURTHER INFORMATION

### **Australian Centre for Agricultural Health and Safety, Farmsafe, Managing Farm Safety Training**

PO Box 256

MOREE NSW 2400

Phone: (02) 6752 8210

Fax: (02) 6752 6639

[www.farmsafe.org.au](http://www.farmsafe.org.au)

[www.acahs.med.usyd.edu.au](http://www.acahs.med.usyd.edu.au)

### **RIST NSW**

(Rural Industries Skills Training)

Locked Bag 23

ORANGE NSW 2582

Phone: (02) 6226 5222

Fax: (02) 6226 5225

FarmBi\$

Rural Assistance Authority

Locked Bag 23

Orange NSW 2800

Phone: (02) 6391 3000

Fax: (02) 6391 3098

[www.raa.nsw.gov.au](http://www.raa.nsw.gov.au)

Child Safety on Farms

P.O. Box 832

Toowoomba Qld. 4350

[www.wildland.com.au/giddy](http://www.wildland.com.au/giddy)

### **WorkCover NSW**

General Inquiries

Phone: 13 10 50

[www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)

Rural Safety Hotline

Phone: 1800 300 377

Last Update: June 23, 2003 15

NSW Farmers Association

Head Office and Industrial Relations

GPO Box 1068

Sydney NSW 2001

Phone: (02) 1300 794 000

[www.nswfarmers.org.au](http://www.nswfarmers.org.au)

[www.findnsw.com](http://www.findnsw.com)

[members@nswfarmers.org.au](mailto:members@nswfarmers.org.au)

## PRIMARY INDUSTRIES COURSE

### Appendices

1. Livestock Safe Work Method Statement
2. Tractor skills checklist

**Student Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

| <b>Clothing</b>                    | <b>Developing</b> | <b>Competent</b> |
|------------------------------------|-------------------|------------------|
| Short sleeves or buttoned cuffs    |                   |                  |
| Trousers that don't drag on ground |                   |                  |
| Skid resistant soled boots         |                   |                  |
| Hat                                |                   |                  |
| No loose clothing                  |                   |                  |

| <b>Daily Service of a Tractor</b>                    | <b>Developing</b> | <b>Competent</b> |
|--|-------------------|------------------|
| Perform a pre-start safety check                     |                   |                  |
| Ensure that tractor is on level ground               |                   |                  |
| Visually check tractor                               |                   |                  |
| State reasons for maintaining oil                    |                   |                  |
| Check engine oil level                               |                   |                  |
| Report on oil level                                  |                   |                  |
| Check cooling system                                 |                   |                  |
| Report on cooling system                             |                   |                  |
| Check pre cleaner for cleanliness                    |                   |                  |
| Check air filter for cleanliness                     |                   |                  |
| State method of cleaning air filter                  |                   |                  |
| Report on cleanliness of air filter                  |                   |                  |
| Check fuel level                                     |                   |                  |
| State type of fuel used                              |                   |                  |
| State reasons for maintaining appropriate fuel level |                   |                  |
| Report on fuel level                                 |                   |                  |
| Check tyre pressure                                  |                   |                  |
| Report on tyre pressure                              |                   |                  |
| State the importance of a daily tractor service      |                   |                  |
| State one safety feature of a pre-start check        |                   |                  |

| <b>Drive a Tractor a) Start and move off</b>       | <b>Developing</b> | <b>Competent</b> |
|--|-------------------|------------------|
| 3 point mount                                      |                   |                  |
| Identify controls and instruments                  |                   |                  |
| Describe function of controls and instruments      |                   |                  |
| Describe the correct use of operator controls      |                   |                  |
| Place tractor in neutral                           |                   |                  |
| Ensure park brake is on                            |                   |                  |
| Ensure “ stop button” is in                        |                   |                  |
| Observe immediate area for hazards                 |                   |                  |
| Depress clutch fully                               |                   |                  |
| Glow diesel tractor                                |                   |                  |
| start tractor                                      |                   |                  |
| Check gauges and warning lights                    |                   |                  |
| Engage range and gear                              |                   |                  |
| Release park brake without moving tractor          |                   |                  |
| Release clutch slowly to avoid jerking or stalling |                   |                  |
| Drive downhill                                     |                   |                  |
| Drive uphill                                       |                   |                  |
| drive around tight corners                         |                   |                  |
| Drive across a slope                               |                   |                  |
| Park tractor in a safe position                    |                   |                  |

| <b>b) Reversing to an implement</b>              | <b>Developing</b> | <b>Competent</b> |
|--|-------------------|------------------|
| Position tractor square on to the implement      |                   |                  |
| Reverse at slowest speed in lowest range         |                   |                  |
| When in position depress clutch and apply brakes |                   |                  |
| Apply park brake                                 |                   |                  |
| Disengage reverse gear and release clutch        |                   |                  |

| <b>c) Stopping and Parking</b>           | <b>Developing</b> | <b>Competent</b> |
|--|-------------------|------------------|
| Use throttle, then clutch and footbrakes |                   |                  |
| Disengage gears and PTO                  |                   |                  |
| Apply park brake                         |                   |                  |
| Lower any hydraulic equipment            |                   |                  |

|  |  |
|--|--|
| Safely lower and park the front end loader   |  |
| Operate fuel cut off   |  |
| Switch of ignition   |  |
| Remove key   |  |
| Describe the reasons for the process of parking a tractor fitted with a front end loader |  |
| 3 point dismount   |  |

## Safety Issues

| <b>Attach and Remove three point linkage</b>                                | <b>Developing</b> | <b>Competent</b> |
|---|-------------------|------------------|
| Describe the hazards associated with attaching 3 point linkage              |                   |                  |
| Check that drawbar does not interfere with implement                        |                   |                  |
| Align draft links with implement  |                   |                  |
| Extend top linkage equally from both ends                                   |                   |                  |
| Connect left linkage arms and secure with pin                               |                   |                  |
| Connect right linkage arm, adjust using crank adjustments or moving tractor |                   |                  |
| Connect top link  |                   |                  |
| Safety when connecting  |                   |                  |
| Adjust stabilisers to suit work position                                    |                   |                  |
| Adjust stabilisers to suit transport position                               |                   |                  |
| Describe the role of 3 point linkage stabilisers                            |                   |                  |
| Level implement from front to rear by adjusting top link                    |                   |                  |
| Level implement from side to side by adjusting lift linkages                |                   |                  |
| Secure levelling devices after levelling                                    |                   |                  |
| Raise and lower implement   |                   |                  |
| Stop engine, apply park brake, and put all gears into neutral               |                   |                  |
| Disconnect implement in correct sequence                                    |                   |                  |
| Store implement   |                   |                  |
| Store top link, linkage pins and bushes                                     |                   |                  |
| Describe another method of hitching: Top, left, right.                      |                   |                  |





# St Catherine's Catholic College Singleton

## **Procedure for arrival of animals at St Catherine's Catholic College**

All animals on arrival will have the following completed:

- Backlined or drenched
- All NLIS or identification numbers will be recorded
- Vendor declarations will be filed in the Ag Office
- All cattle will be weighed and weights recorded in diary
- All cattle and sheep will be ear tagged for school identification ie Cattle Q1: Q for Quirindi and 1 for the number of animals in that group.
- All cattle may have nose rings fitted (only when behaviour requires it)
- All records will be recorded in the following book.
- Any animal welfare matters and animal management activities must be recorded in the farm diary on the date carried out.

**Refer to Animals in Schools and what is required**

**St Catherine's Catholic College**  
**Singleton**

**Herd/Flock Records**

**Type of Animal:** \_\_\_\_\_

| ID no. | Description | Date of<br>A:Acquisition<br>B: Birth | How Acquired | Breeding |     | Sex | Date of<br>D:Death<br>S: Sale |
|--------|-------------|--------------------------------------|--------------|----------|-----|-----|-------------------------------|
|        |             |                                      |              | Sire     | Dam |     |                               |
|        |             |                                      |              |          |     |     |                               |
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