

Livestock Enterprise project

Learning intentions

- become familiar with key terms for a livestock enterprise
- understand the production systems used for commercial production of the chosen livestock
- identify factors that impact the enterprise
- understand how welfare and biosecurity are managed for the chosen livestock
- identify the inputs, outputs, expenses and income associated with the chosen livestock
- develop practical skills needed to safely manage the enterprise
- record and analyse production data for the enterprise

Australian Curriculum Version 9 Content Descriptors

- **Strand: Technologies knowledge and understanding**
Year 9-10: analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises AC9TDE10K04
- **Strand: Technologies processes and production skills**
Year 9-10: select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions AC9TDE10P03

Select a livestock enterprise that you have access to and conduct background research, business evaluation and practical management across 5 weeks.

PART A: Enterprise research *(Completed individually)*

Select **at least five** research tasks from the list below. Note that the “star” rating for each task will guide your potential grade for this section.

- ★ List the resources needed to run this enterprise
- ★ Identify the key stages of the life cycle of this livestock, using an original chart or diagram
- ★ Define 10 key terms used for this livestock enterprise
- * Describe the main biosecurity risks for this livestock
- * Discuss the impact of this enterprise on the environment (consider soil, water, biodiversity, carbon footprint)
- * Compare housing/management options used in commercial production of this livestock from a welfare perspective
- ⊗ Analyse the factors that affect profitability for this livestock enterprise
- ⊗ Evaluate the enterprise using the industry Standards and Guidelines
- ⊗ Reflect on the influence of markets and consumers on this enterprise
- ⊗ Imagine how emerging technologies and innovations will impact this enterprise over the next twenty years

PART B: Enterprise business *(Completed with a partner)*

★ Everyone:

1. Set one **production goal** for the five weeks you are managing this enterprise.
Examples are target weight, daily weight gain, wool length, number of eggs
2. Set a **feed consumption goal** for the five weeks.
3. Record the data needed for your production and feed goals and present it clearly in a table.
4. At the end of the five weeks, complete an analysis of the enterprise business. Consider:
 - Did it achieve the production goal and feed consumption goal you set?
 - Why/why not?
 - Improvements that would help meet the goals reliably
 - Ways to reduce costs and improve profit
 - How your enterprise compares with the same livestock in a commercial setting

🌀 Optional:

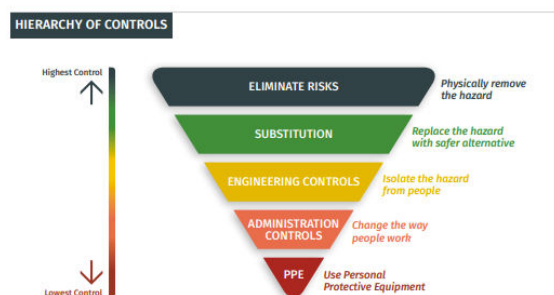
Complete a gross margin for the enterprise, using this format *(simple example provided)*:

Income		Per animal	Per mob/flock
10 sides of pork	25 kgs @ \$8/kg	\$400	\$2000
TOTAL INCOME		\$400	\$2000
Expenses			
Purchase of 5 weaner pigs	\$110 per head	\$110	\$550
Feed pellets	1.5 tonnes @ \$450/tonne	\$135	\$675
Butcher's fees	\$60 per head	\$60	\$300
Vet fees	Vaccinations @ \$10/head	\$10	\$50
TOTAL EXPENSES		\$315	\$1575
PROFIT/LOSS		\$85	\$425

PART C: Enterprise management *(completed individually and collaboratively as required)*

🌀 Everyone:

1. Complete a risk assessment for working with this livestock enterprise *(see example on page 3. Use the **hierarchy of controls** to plan to reduce risk)*.
2. Negotiate how you will contribute to the ongoing management of the enterprise
3. Demonstrate competence in at least one enterprise management skill:
 - feeding
 - weighing
 - health checks
 - movement of livestock
 - waste management
 - condition scoring
 - visual assessment
 - data collection



Disclaimer: This curriculum resource is designed to support schools in delivering quality food and fibre content to students. It has been developed by Lead Ag Teacher Sue Pratt, AgCommunicators – a registered teacher with more than 30 years' experience in teaching agriculture and science. Prior to using this resource, teachers should conduct a risk assessment in line with their site's curriculum and safety guidelines and check all links are appropriate to the school's online policies. The risk assessment may include provision of specialised Personal Protective Equipment and review of the school's policies and procedures on chemical use.

